
5 Vocational education and training

CONTENTS

5.1	Profile of vocational education and training	5.1
5.2	Framework of performance indicators	5.7
5.3	Key performance indicator results	5.9
5.4	Definitions of key terms	5.34
5.5	References	5.37

Attachment tables

Attachment tables are identified in references throughout this chapter by a '5A' prefix (for example, table 5A.1) and are available from the website at www.pc.gov.au/rogs/2017.

This chapter reports performance information for government-funded vocational education and training (VET) in Australia.

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 VET system provides training for entry level jobs through to highly technical occupations, but also provides training for non-employment related reasons. Nationally in 2015, the main purpose for students to participate in VET was for:



- employment related reasons (84.6 per cent and 77.9 per cent of VET graduates and subject completers, respectively)
- personal development (11.3 per cent and 19.9 per cent of VET graduates and subject completers, respectively)
- pathways to further study (4.1 per cent and 2.2 per cent of VET graduates and subject completers, respectively) (NCVER 2015a).

To achieve these aims, a student may choose to complete a single subject/unit of competency, a skill set, or a VET qualification as part of a course (NCVER 2016b; PM&C 2014). VET qualifications range from Certificate level I to Graduate Diploma level, as determined by the Australian Qualifications Framework (AQF) (AQF 2015) (sector overview B).

Total VET activity refers to all nationally accredited training, regardless of funding source. The focus of this Report is on VET activity that is ‘government-funded’, that is, government subsidised or financed training, which is delivered by a government, community education or other registered training provider (figure 5.1).¹

Figure 5.1 Government-funded VET as a component of total VET activity^{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		Total VET Activity
---	-----------------------	---	--------------------

TAFE = technical and further education (TAFE) institutes. RTO = Registered training organisation.

^a Government-funded VET excludes VET in schools programs delivered in schools (for information see School education [chapter 4]), but includes VET in schools programs delivered at TAFE.

^b Government-funded VET excludes recreation, leisure or personal enrichment education programs.

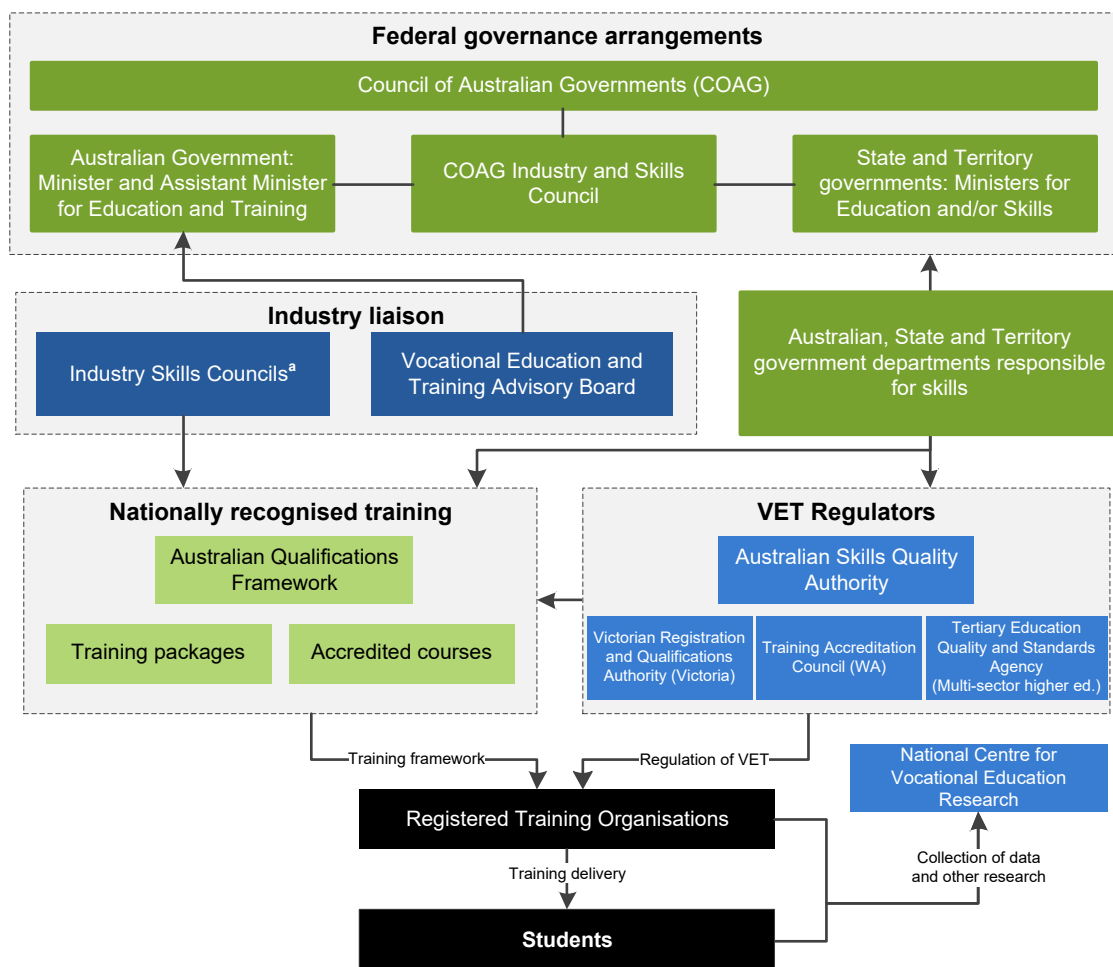
^c Multi-sector higher education providers are reported as government providers. ^d Fee-for-service students pay 100 per cent of their VET fees from private (non-government) sources, but domestic students may receive financial support from government (such as VET-FEE HELP).

Roles and responsibilities

VET is an area of shared responsibility between interlinked government, industry and individual stakeholders (figure 5.2).

¹ Some data are presented for a different scope — the scope for each indicator is described in table footnotes and indicator interpretation boxes.

Figure 5.2 VET roles and responsibilities in 2015



^a From 2016, the Australian Government introduced administrative changes relating to industry liaison in VET. Further information can be found at www.aisc.net.au.

Federal governance arrangements

Government roles and responsibilities are outlined in the *National Agreement on Skills and Workforce Development* (NASWD) and the *National Partnership Agreement on Skills Reform* (COAG 2012a, 2012b), and are summarised below:

- State and Territory governments provide approximately two-thirds of government funding to VET and manage VET delivery within their jurisdiction (including the effective operation of the training market).
- The Australian Government provides financial support to State and Territory governments to sustain national training systems and provides specific incentives, interventions and assistance for national priority areas.
- The Australian Government and State and Territory governments work together to progress and implement national policy priorities. The COAG Industry and Skills

Council — comprising Australian, State and Territory ministers with portfolio responsibility for industry and skills — 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).

Industry liaison

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 2015).

The *Vocational Education and Training Advisory Board*, comprised of industry representatives, was established in 2015 to provide advice to the Commonwealth Minister for Industry regarding priorities for reforms across the breadth of the VET sector.

Regulation of VET

The Australian Skills Quality Authority (ASQA) regulates courses and training providers to ensure nationally approved quality standards are met (ASQA 2015). ASQA has jurisdiction over all registered training organisations (RTOs), except for multi-sector training providers and RTOs that operate solely in Victoria or WA (and do not offer services to overseas students) where other regulators are also involved.

Registered Training Organisations

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

- *government VET providers* — such as technical and further education (TAFE) institutes, agricultural colleges and multi-sector education institutions
- *community education providers* — such as adult and community education providers
- *other registered providers* — such as: private training businesses; industry and community bodies with an RTO arm; employers that have RTO status to train their own staff; Group Training Organisations or Apprenticeship Network Providers that also deliver VET services.

Nationally recognised training

The VET sector delivers ‘nationally recognised training’ through:

- *Training packages* that are occupational skills standards against which training delivery and assessment of competency can take place. They are developed through a process of national consultation with industry. (See section 5.4 for definition of training packages.)

- *VET accredited courses* which enable nationally accredited training in niche areas or in response to rapidly-emerging industry needs, where these are not covered by existing training package qualifications.

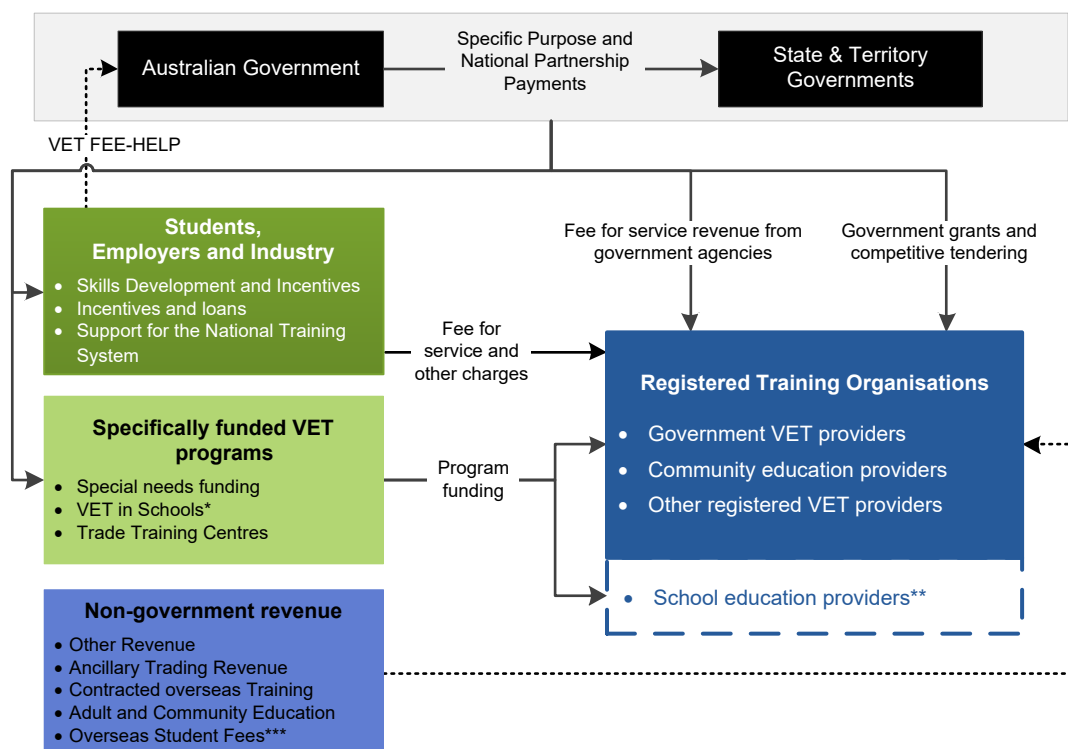
Nationally recognised VET qualifications or VET statements of attainment are issued by RTOs following the full or partial completion of a qualification from a training package or VET accredited course. Apprenticeships/traineeships combine employment and competency-based training, including both formal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

Funding

The Australian, State and Territory governments' recurrent expenditure (excluding user cost of capital) on VET totalled \$5.4 billion in 2015 — in real terms this represents a decrease of 2.1 per cent from 2014, but an overall increase of 8.0 per cent from 2006 (table 5A.1).

Figure 5.3 outlines the major funding flows within the VET system in 2015.

Figure 5.3 Major funding flows within the VET system, 2015



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

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

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

Government grants and competitive tendering

The main source of government recurrent funding of VET is via government grants and appropriations and/or competitive tendering/user choice mechanisms. Nationally in 2015:

- State and Territory governments provided \$3.3 billion in government appropriations and program funding to RTOs (64.7 per cent of total funding)
- the Australian Government provided \$1.8 billion to State and Territory governments, with the majority provided through specific purpose and national partnership payments (table 5A.10).

Government funding of VET is provided to a mixture of government RTOs (including TAFEs), and community education providers and other registered RTOs. Nationally, government payments to non-TAFE providers have almost tripled since 2006, to \$1.4 billion in 2015 (table 5A.9).

Nationally in 2015, \$2.3 billion (44.2 per cent) of government appropriations and program funding was allocated on a competitive basis — a 5.8 per cent decrease in real terms from 2014. The majority of funding allocated on a competitive basis was provided through entitlement funding programs (see section 5.4 for definition) (63.9 per cent of all contestable funding allocated to VET in 2015) (table 5A.10).

Other funding

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

- Incentives and loans to individuals — such as incentive payments (for example, to support with the cost of learning during training) and program subsidies and government loans (for example, VET FEE-HELP — see section 5.4 for definition).
- Skills development and incentives to employers — including support with the cost of employing and training staff in the form of subsidies and incentive payments (such as for Australian Apprenticeships).
- Support for the National Training System — including funding to industry bodies to support the training system, and assist in the identification of skills needs and the development of skills programs (for example, Industry Skills Councils and Australian Apprenticeships Centres) (Australian Government 2015).

Governments provide for a number of *specifically funded VET programs* to provide support for target individuals or communities. For example, support for people with special needs to engage with training, or support for school-based VET programs (such as VET in schools and Trade Training Centres programs) (DET 2015).

Size and scope

Students

Nationally in 2015, around 1.2 million government-funded students participated in VET, at an annual average of 314.7 hours per student (table 5A.4). Data on the proportions of government-funded VET students by age, Indigenous status, sex, remoteness, disability status and language spoken at home are available in tables 5A.11–5A.16.

Institutions and courses

Nationally in 2015, government-funded VET students were enrolled in 1.6 million courses (table 5A.6), with these courses delivered by 1978 RTOs at 35 179 locations in Australia (table 5A.3). Data on enrolments by Indigenous status, remoteness and for AQF level III or above are in table 5A.6, with these data for students aged 20–64 years in table 5A.7.

The highest qualification level being attempted by the majority of government-funded VET students was certificate level III or IV (59.1 per cent), followed by students enrolled in a certificate level I or II course (20.1 per cent) or a diploma or above course (11.7 per cent). A further 9.1 per cent of government-funded students were enrolled in a course that did not lead directly to a qualification (table 5A.5).

5.2 Framework of performance indicators

Box 5.1 describes the vision and objective for the VET system. Where relevant, the vision, objectives, and performance indicators of this chapter align with the NASWD.

Box 5.1 **Objectives for VET**

The VET system, as outlined in the NASWD, aims to:

- deliver a productive and highly skilled workforce
- enable all Australians to participate effectively in the labour market and contribute to Australia's economic future
- contribute to increasing the skill levels of the working age population.

The NASWD also acknowledges that the VET system has a particular aim to address the needs of individuals experiencing disadvantage or disengagement.

To achieve this, the Australian, State and Territory governments aim to create a national training system that:

- is accessible to all working age Australians
- meets the needs of students, by providing them with the opportunity to develop the skills and capabilities needed both for improved economic participation and participation in society
- is accessible to and engages with Australian businesses and industries to develop, harness and use the skills and abilities of the workforce
- meets the needs of employers, by supporting the skill needs of Australian industry and which appropriately responds to areas of future jobs growth
- is centred on quality teaching and learning outcomes.

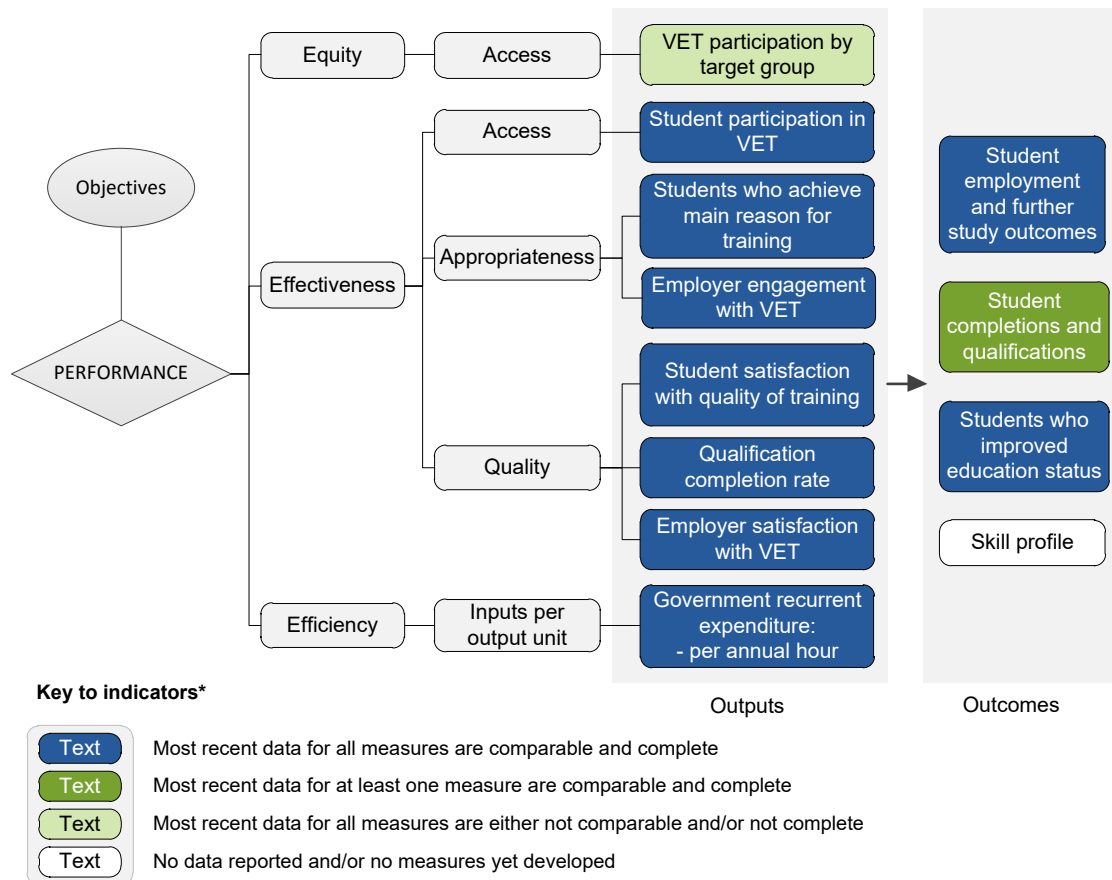
Governments aim for a national training system that meets these objectives in an equitable and efficient manner.

The performance indicator framework provides information on equity, effectiveness and efficiency and distinguishes the outputs and outcomes of VET services (figure 5.4).

The performance indicator framework shows which data are complete and comparable in the 2017 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability, data completeness and information on data quality from a Report-wide perspective. In addition to section 5.1, the Report's Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter.

Improvements to performance reporting for VET are ongoing and will include identifying indicators to fill gaps in reporting against key objectives, improving the comparability and completeness of data and reviewing proxy indicators to see if more direct measures can be developed.

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

Outputs

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

Equity

Access — VET participation by target group

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

Box 5.2 VET participation by target group

‘VET participation by target group’ is defined as the proportion of people in the population from target groups who are government-funded participants in the VET system, compared with the participation of people from non-target groups. For this Report, the designated equity groups are:

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

Data relate to the activities of government-funded VET (figure 5.1).

A higher or increasing participation rate indicates high or increasing levels of access to the VET system (conversely, a lower participation rate, compared to the non-target group, means the target group is underrepresented in VET). However, these measures need to be interpreted with care as participation rates:

- by target group (other than for remoteness) depend on obtaining accurate responses to self-identification questions at the time of enrolment (NCVER 2016a), which may vary across jurisdictions. A large unknown (or not stated) response could mean that the participation rate for the target group is understated
- are not age standardised. Participation rates for target groups with a younger age profile (such of the Aboriginal and Torres Strait Islander population) is likely to overstate the difference in participation compared to the non-target group population
- use a different data source for the numerator and denominator, which can affect comparability.

Data reported for this indicator are:

- not comparable within jurisdictions over time and not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions.

Aboriginal and Torres Strait Islander Australians

For people aged 15–64 years the Aboriginal and Torres Strait Islander participation rate was more than twice the rate of non-Indigenous people (16.1 per cent compared to 7.1 per cent) — a constant pattern over the last 10 years (figure 5.5). For higher qualification levels (diploma and above) the participation rate was similar for Aboriginal and Torres Strait Islander and non-Indigenous Australians (table 5A.20).

Figure 5.5 **Government-funded VET participation rate, students aged 15–64 years, by Indigenous status, 2015^a**



^a See box 5.2 and table 5A.12 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) *National VET provider collection*; table 5A.12.

People from remote and very remote areas

Of people in remote or very remote areas, 8.1 per cent participated in government-funded VET, which is higher than the rates for people in outer regional areas (6.5 per cent), inner regional areas (6.5 per cent) and major cities (4.5 per cent). In most jurisdictions, the VET participation rate increases as remoteness increases (table 5A.14).

Other target populations

Due to difficulties deriving an annual estimate of the target population, data on *students with disability* and *people speaking a LOTE at home* cannot be expressed as a participation rate.

For data on the number of VET students that are *students with disability*, *people speaking a LOTE at home*, or *Aboriginal and Torres Strait Islander students* see tables 5A.15–18.

Effectiveness

Access — Student participation in VET

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

Box 5.3 Student participation in government-funded VET

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

- the proportion of the population aged 15–64 years participating in government-funded VET
- the proportion of the population aged 15–64 years participating in government-funded VET at certificate level III or above
- the proportion of the population aged 15–64 years participating in government-funded VET at diploma level or above.

Data relate to the activities of government-funded VET (figure 5.1).

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 or above, and in VET diploma level or above, indicate greater or increasing participation in higher skill level courses, which is desirable.

Data reported for these measures are

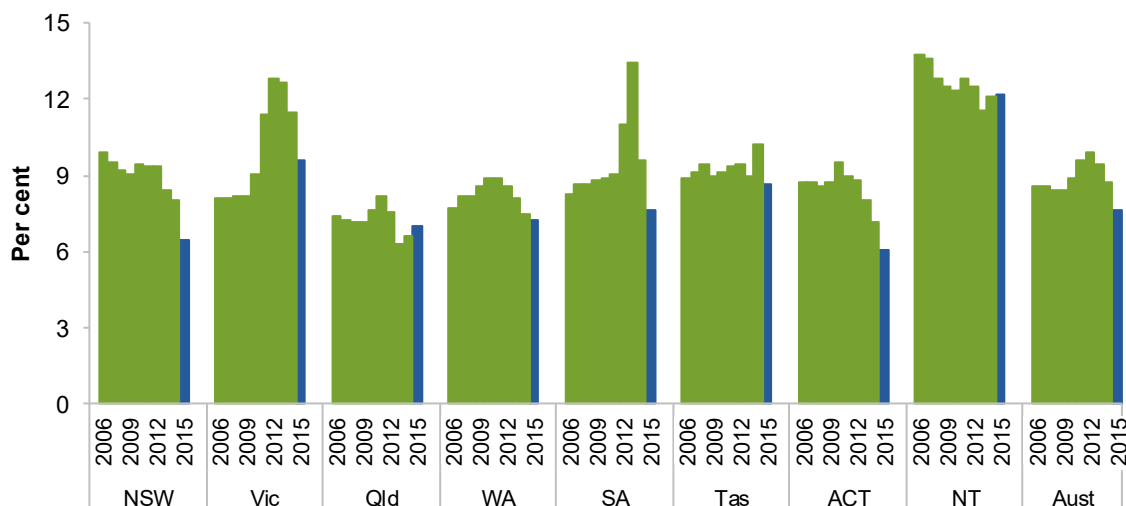
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions providing the service.

Participation in government-funded VET has decreased since it peaked in 2012. Nationally in 2015, the proportion of the population aged 15–64 years participating in government-funded VET at:

- all AQF levels was 7.6 per cent (figure 5.6)
- Certificate III level or above was 5.5 per cent (table 5A.19)
- diploma level or above was 0.9 per cent (table 5A.20).

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). Nationally in 2015, for people aged 18–24 years in government-funded VET: 17.0 per cent participated in all VET programs; 13.9 per cent participated at Certificate level III or above; and, 2.2 per cent participated at diploma level or above (tables 5A.12, 19-20).

Figure 5.6 **VET participation rate, students aged 15–64 years, 2006 to 2015^a**



^a See box 5.3 and table 5A.11 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) *National VET provider collection*; ABS (2015), *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; table 5A.11.

Appropriateness — Students who achieve their main reason for training

‘Students who achieve their main reason for training’ is an indicator of governments’ objective to create a national training system that meets the needs of students, by providing them with the opportunity to develop the skills and capabilities needed both for improved economic participation and participation in society (box 5.4).

Box 5.4 **Students who achieve their main reason for training**

‘Students who achieve their main reason for training’ is defined as the proportion of government-funded VET graduates who indicated on the Student Outcomes Survey (table 5A.87) that they achieved or partly achieved their main reason for doing the course.

A high or increasing proportion of students who achieve their main reason for training is desirable. Achievement by target groups can also indicate greater equity for these groups.

Data relate to the activities of government-funded VET (figure 5.1).

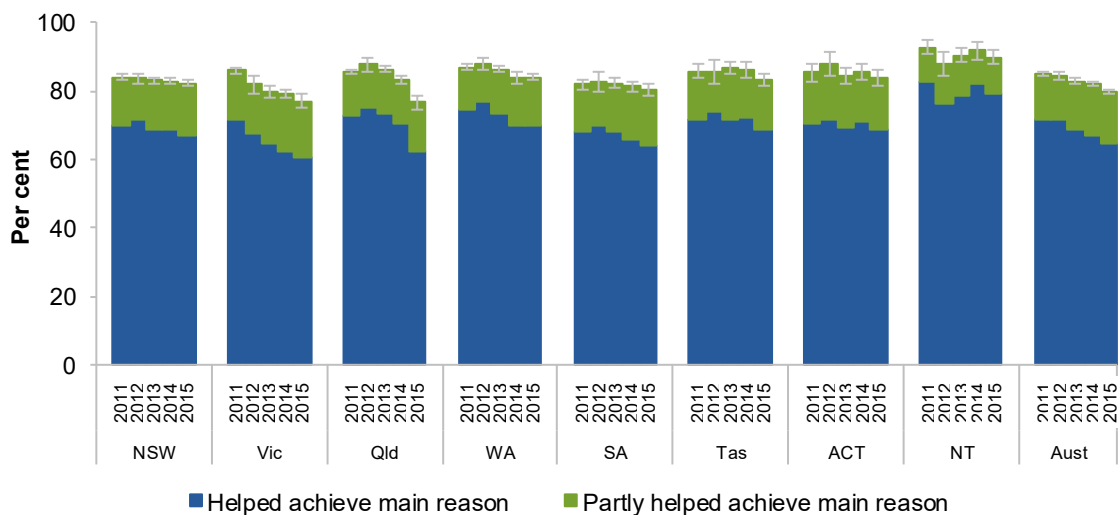
Data reported for this indicator are:

- 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.

Nationally in 2015, 79.8 per cent of government-funded VET graduates indicated that their course helped or partly helped them achieve their main reason for doing the course — a decrease of 5.3 percentage points from 2011 (figure 5.7).

Nationally in 2015, of the target groups, graduates from remote and very remote areas were the most likely to indicate that the course helped or partly helped them achieve their main reason for doing the course (88.0 per cent), while graduates reporting disability were the least likely to do so (70.3 per cent) (tables 5A.24–25). Amongst Aboriginal and Torres Strait Islander graduates, 80.1 per cent indicated that the course helped or partly helped them achieve their main reason for doing the course, which was similar to non-Indigenous students (tables 5A.22–23).

Figure 5.7 Proportion of VET graduates who achieved their main reason for doing the course, 2011 to 2015^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate and are for the combined category: helped achieve or partly helped achieve main reason. ^b See box 5.4 and table 5A.21 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.21.

Appropriateness — Employer engagement with VET

‘Employer engagement with VET’ is an indicator of governments’ objective to create a national training system that is accessible to, and engages with, Australian businesses and industries to develop, harness and use the skills and abilities of the workforce (box 5.5).

Box 5.5 **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.

Data are collected from a biennial national survey of employers with at least one employee, to determine their training experiences in the 12 months prior to the survey (NCVER 2015b).

Data relate to total VET activity (figure 5.1).

A high or increasing proportion of employers engaged with VET is desirable.

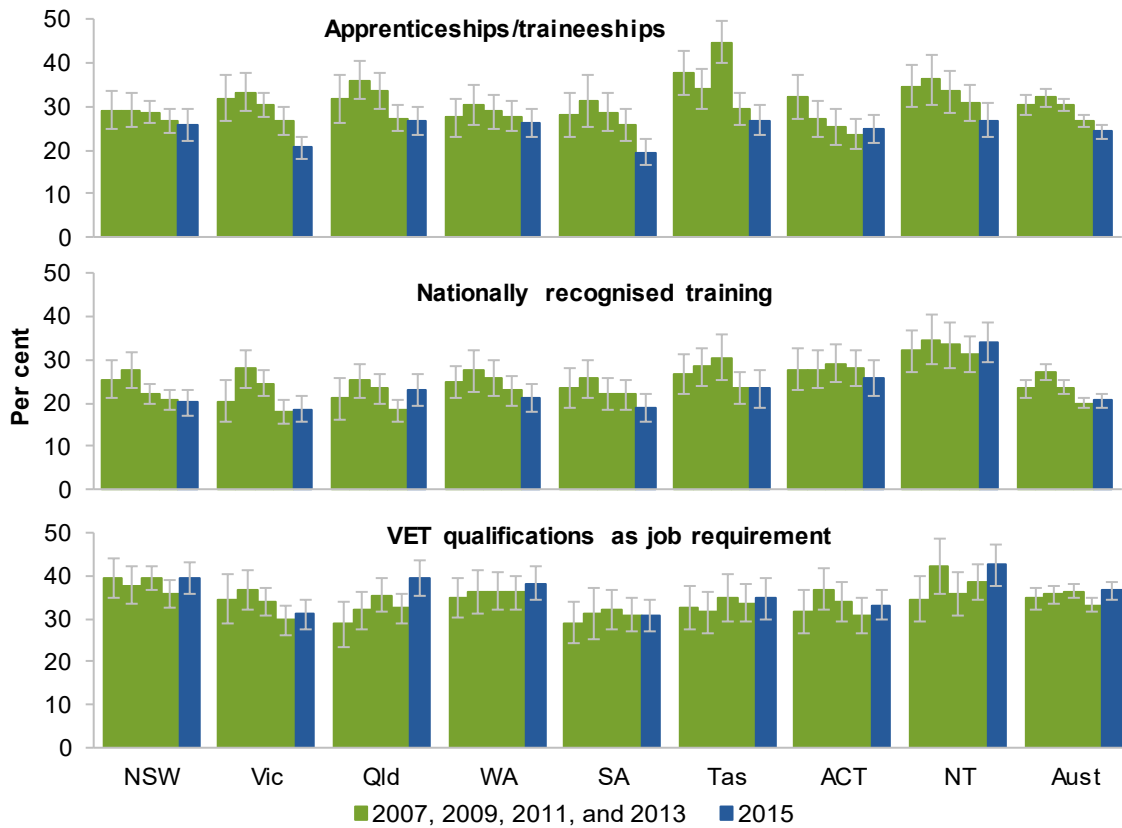
Data reported for this measure are:

- 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.

Nationally in 2015, of employers:

- 24.3 per cent had employees undertaking apprenticeships or traineeships, a decrease of 6.0 percentage points from 2007
- 20.6 per cent had arranged or provided nationally recognised training
- 36.6 per cent reported they employed people with a formal vocational qualification as a job requirement, similar to 2007 (figure 5.8).

Figure 5.8 Proportion of employers who are engaged with aspects of the VET system^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.5 and table 5A.33 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.33.

Quality — Student satisfaction with quality of training

‘Student satisfaction with quality of training’ is an indicator of governments’ objective to create a national training system that is centred on quality teaching and learning outcomes (box 5.6).

Box 5.6 Student satisfaction with quality of training

'Student satisfaction with quality of training' is defined as the proportion of government-funded VET graduates who indicated in the Student Outcomes Survey (table 5A.87) that they were satisfied or very satisfied with their VET training program.

Data relate to government-funded VET activity only (figure 5.1).

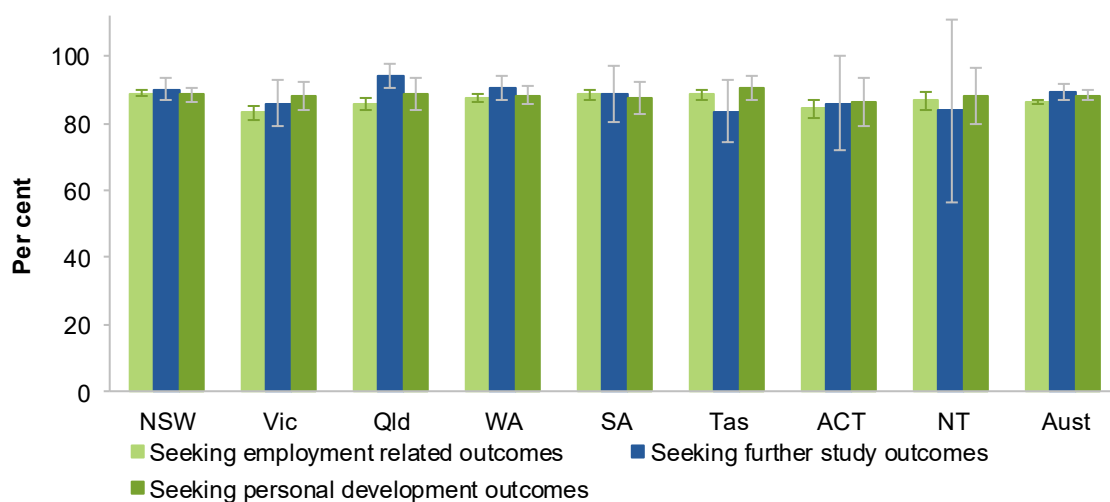
A high or increasing proportion of perceived satisfaction is desirable. Satisfaction with VET by target groups can also indicate the equity of outputs for these groups.

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.

Nationally in 2015, 86.8 per cent of all government-funded VET graduates indicated that they were satisfied with the quality of their completed training (table 5A.27). Results were higher for students seeking personal development outcomes or further study outcomes (89.2 per cent and 88.4 per cent respectively) than for graduates seeking employment-related outcomes (86.4 per cent) (figure 5.9).

Figure 5.9 Proportion of VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2015^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.6 and table 5A.27 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.27.

Across target groups in 2015, the satisfaction rates were higher for those graduates from remote and very remote areas (89.8 per cent) (table 5A.30) and Aboriginal and Torres Strait Islander graduates (90.4 per cent) (table 5A.28) than for all students. Satisfaction

among graduates with disability (table 5A.31) and for graduates speaking a LOTE at home (table 5A.32) were not significantly different to all students.

Quality — Qualification completion rate

‘Qualification completion rate’ is an indicator of governments’ objective to create a national training system that is centred on quality teaching and learning outcomes (box 5.7).

Box 5.7 Estimated qualification completion rate

‘Estimated qualification completion rate’ is defined by two measures:

- *Program completion rate* — the proportion of VET enrolments commencing in the year of interest that are estimated to be completed. An enrolment is the registration of a student at an RTO for the purpose of undertaking a subject or unit of competency.

Data are for government-funded VET activity *plus* the domestic and international fee-for-service activity of government providers (TAFEs and other government providers) (figure 5.1).

- *Subject load pass rate* — the ratio of hours attributed to students who gain competencies/passed assessment in an assessable subject or unit of competency to all students who were assessed and either passed, failed or withdrew. It includes competencies achieved/units passed through recognition of prior learning.

Data are presented both for government-funded VET and for government-funded VET *plus* fee-for-service activity of government providers (figure 5.1).

Data for both measures are restricted to enrolments in AQF programs — certificate level I and above.

Higher or increasing proportions of students who commenced and completed their VET qualification or passed subjects indicate higher or increasing VET training quality (Australian Government 2016).

Estimated qualification completion rates should be interpreted with caution due to difficulties in tracking students and the qualifications they enrol in across different years. See footnotes to table 5A.35 for details.

Not all students intend to complete an entire qualification but may only want to complete specific modules or units of competency. The reporting of these students varies across states and territories. In some jurisdictions, students wanting to only complete a specific component of a qualification are counted as enrolled in that qualification for the data collection, whereas in other jurisdictions they are not.

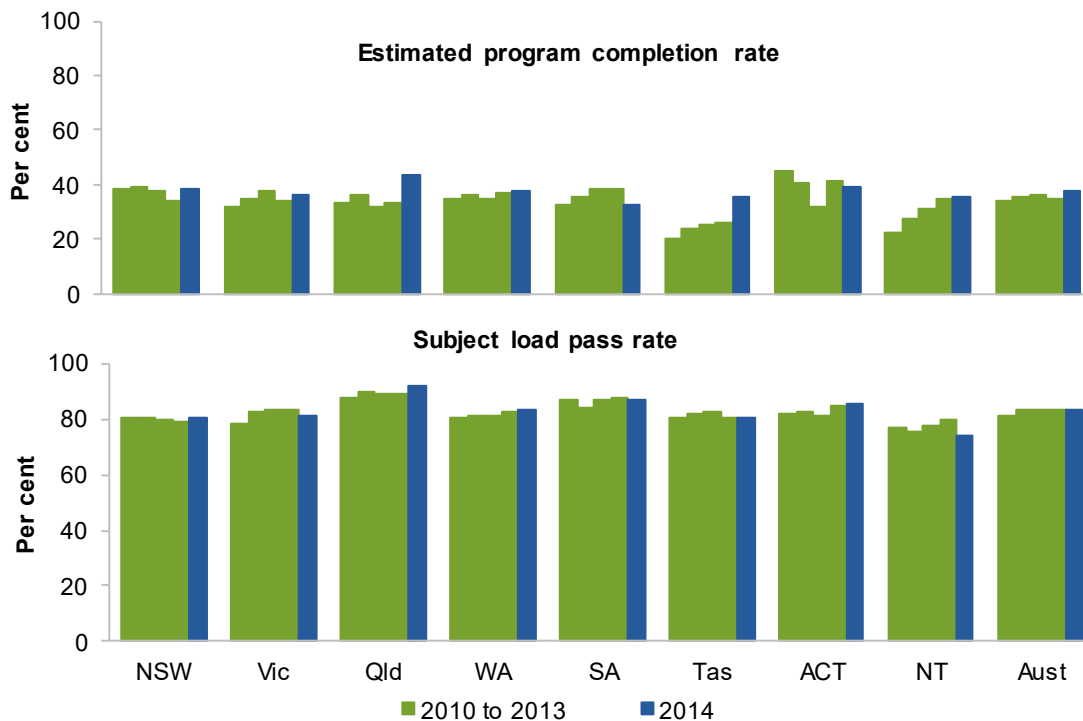
Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 and 2015 data are available for all jurisdictions.

Nationally, of all government-funded students plus fee-for-service students of government providers who commenced in 2014:

- an estimated 38.0 per cent of programs commenced were completed, an increase of 4.1 percentage points from students who commenced in 2010
- an estimated 83.0 per cent of students' hours were attributed to students who passed assessment, an increase of 1.8 percentage points from students who commenced in 2010 (figure 5.10).

Figure 5.10 **Estimated program completion and subject load pass rates, AQF Certificate level I or above, commencing 2010–2014^a**



^a See box 5.7 and table 5A.35 for detailed definitions, footnotes and caveats.

Source: NCVET (2016) *Australian vocational education and training statistics: the likelihood of completing a VET qualification*, Adelaide; table 5A.35.

Nationally in 2015, the subject load pass rate for all government-funded students was 83.0 per cent, which was higher than for: graduates with disability (74.4 per cent); graduates speaking LOTE at home (77.7 per cent); and, Aboriginal and Torres Strait Islander graduates (76.7 per cent) (tables 5A.36 and 5A.38–39). The Aboriginal and Torres Strait Islander subject load pass rate has increased 3.5 percentage points since 2011 and 10.7 percentage points since 2006 (table 5A.36).

By contrast, nationally in 2015, the subject load pass rate for students from remote and very remote areas was 86.2 per cent, which has been higher than for students in major cities and inner regional areas since 2012 (table 5A.37).

Quality — Employer satisfaction with VET

‘Employer satisfaction with VET’ is an indicator of governments’ objective to create a national training system that meets the needs of employers, by supporting the skill needs of Australian industry and which appropriately responds to areas of future jobs growth (box 5.8).

Box 5.8 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.

Data are collected from a biennial national survey and represent the responses of employers with at least one employee and their training experiences in the 12 months prior to the survey (NCVER 2015b).

Data relate to total VET activity (figure 5.1).

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

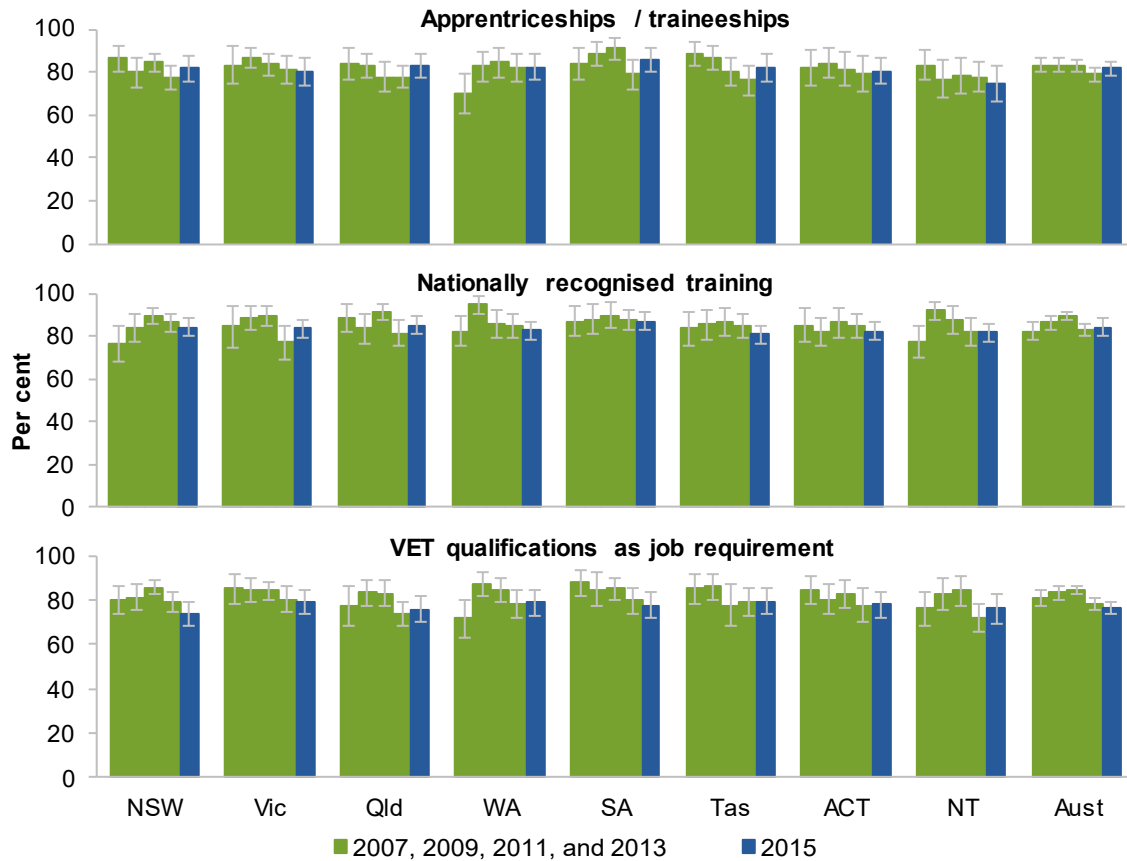
Data reported for this indicator are:

- 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.

Nationally in 2015:

- 81.7 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET in providing employees with skills required for the job
- 84.0 per cent of employers who arranged or provided nationally recognised training to employees were satisfied that the training meets the skill needs required for the job
- 76.2 per cent of employers who had employees with a formal vocational qualification that was a requirement of their job were satisfied with these requirements as a way of meeting their skill needs for the job (figure 5.11).

Figure 5.11 **Employers who are engaged with an aspect of the total VET system and who are satisfied with VET as a way of meeting their skill needs^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.8 and table 5A.33 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.33.

Efficiency

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicator of unit cost reported is 'recurrent expenditure per annual hour'. The user cost of capital is included in estimates of recurrent expenditure, however expenditure estimates including and excluding user cost of capital are available separately (box 5.9).

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 for VET financial data. Data are prepared annually on an accrual basis and are audited.

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

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

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

Government recurrent expenditure for VET may be affected by the movement of TAFE institutes between government and non-government sectors. User cost of capital should be interpreted carefully. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The 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.

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 5.4).

Expenditure data for years prior to 2015 are adjusted to real dollars (2015 dollars) using the gross domestic product (GDP) chain price index (table 5A.85).

Annual hours are adjusted for invalid enrolment rates based on formal advice of National Centre for Vocational Education Research (NCVER) auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a subject/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 that the national training system is provided in an efficient manner (box 5.10).

Box 5.10 Government recurrent expenditure per annual hour

'Government recurrent expenditure per annual hour' is defined as government recurrent expenditure (including user cost of capital) divided by government-funded hours of delivery (see box 5.9).

Data are for government-funded VET *plus* fee-for-service activity of government providers (figure 5.1).

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

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

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

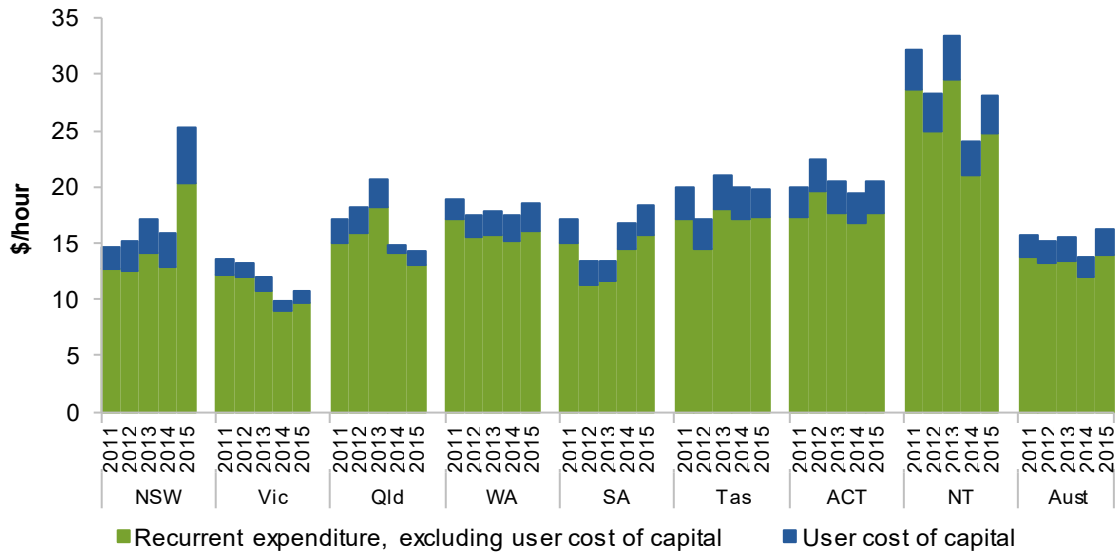
Data reported for this measure are:

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

Since 2006, government real recurrent VET expenditure has increased 8.4 per cent (table 5A.42), while the number of government-funded hours of delivery (course mix adjusted) has increased 26.8 per cent (table 5A.40), resulting in a decrease in the recurrent expenditure per annual hour from \$18.89 in 2006 to \$16.16 in 2015 (figure 5.12).

Nationally, the user cost of capital per annual hour in 2015 was \$2.17. The largest components of user cost of capital per annual hour were building costs (\$1.59) followed by land costs (\$0.46) (table 5A.41).

Figure 5.12 **Government real recurrent expenditure per annual hour (2015 dollars)^a**



^a See box 5.10 and table 5A.43 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *National financial collection* and *National VET provider collection*; table 5A.43.

Outcomes

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

Student employment and further study outcomes

‘Student employment and further study outcomes’ is an indicator of governments’ objective that the VET system aims to enable all Australians to participate effectively in the labour market and contribute to Australia’s economic future including addressing the needs of individuals experiencing disadvantage or disengagement (box 5.11).

Box 5.11 **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 indicated in the Student Outcomes Survey (table 5A.87) that they:

- were employed and/or continued on to further study after completing their course, reported by VET target groups
- were employed after completing their course, and were unemployed before the course
- had improved their employment circumstances after completing their course, reported by VET target groups and by level of qualification. '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
- 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 relate to the activities of government-funded VET (figure 5.1).

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

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

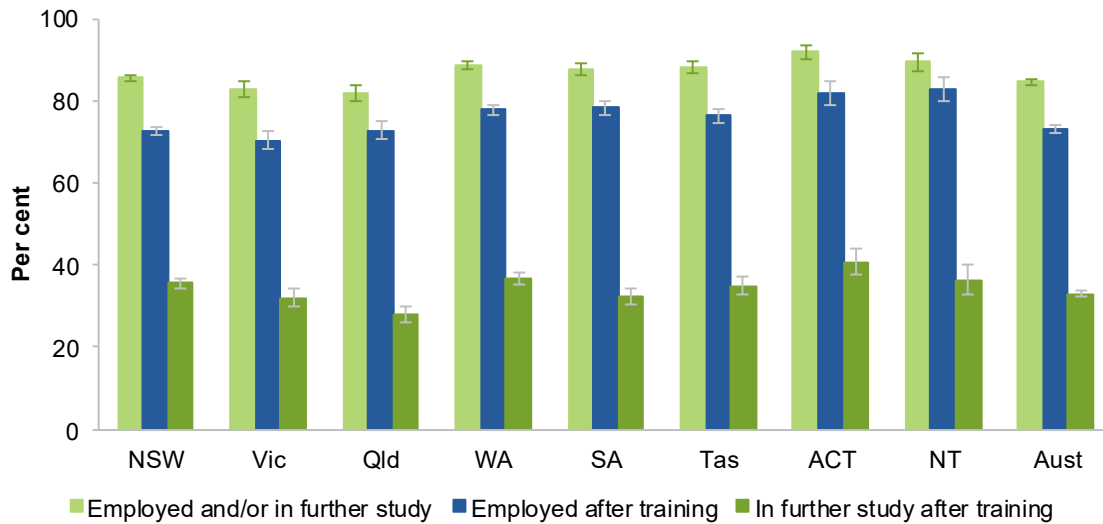
Data reported for these measures are:

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

Graduates who were employed and/or continued on to further study

Nationally in 2015, 84.6 per cent of government-funded VET graduates surveyed were either in employment and/or pursuing further study after completing a VET course in 2014 (figure 5.13). This proportion was lower for target groups (with the exception of those in remote or very remote areas (89.1 per cent)). The majority of this difference for target groups is in lower proportions in employment after training (tables 5A.44–49.)

Figure 5.13 Proportion of VET graduates in employment and/or who continued on to further study in 2015 after completing a course in 2014^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.11 and table 5A.44 for detailed definitions, footnotes and caveats.

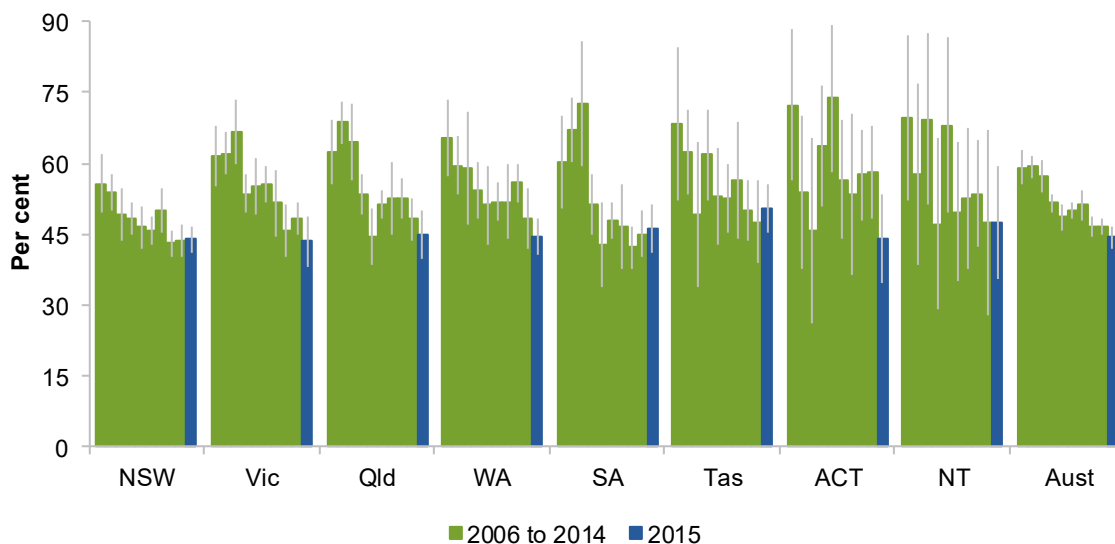
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.44.

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

Nationally, of the government-funded VET graduates surveyed in 2015 who were unemployed before their course 44.3 per cent indicated they were employed after the course, a decrease from 59.1 per cent in 2006 (figure 5.14).

Data by Indigenous status are available in tables 5A.51–52. Data on the labour force status of graduates who were employed prior to the course are available in table 5A.50.

Figure 5.14 **Proportion of VET graduates who were unemployed prior to commencing and were employed after completing a course^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.11 and table 5A.50 for detailed definitions, footnotes and caveats.

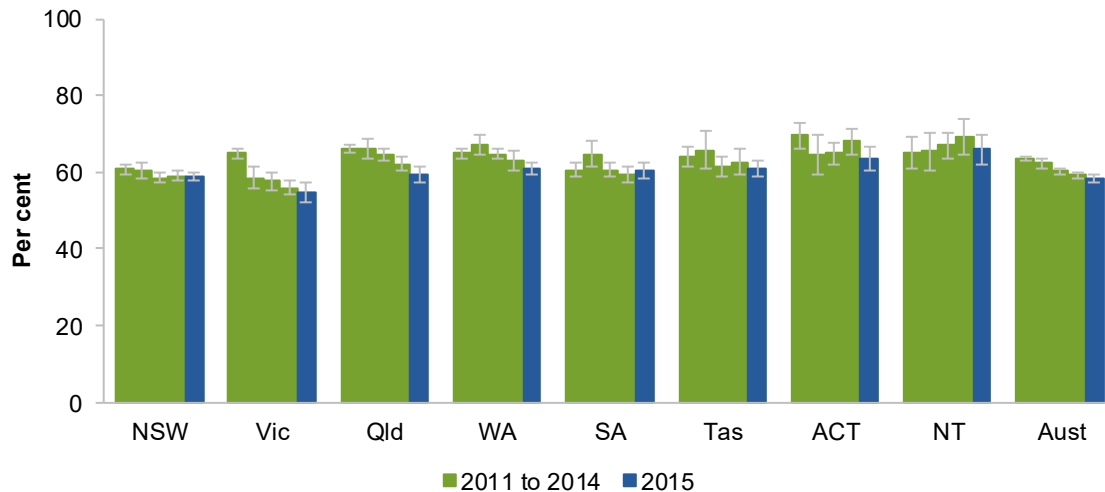
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.50.

Graduates who improved their employment circumstances after completing their course

Nationally in 2015, 58.2 per cent of all government-funded VET graduates indicated they had improved their employment circumstances after completing their course — a decrease from 66.8 per cent in 2006 (table 5A.57 and figure 5.15). Proportions were lower for those completing a certificate I/II course (40.0 per cent), compared to those completing higher level courses (60.6 per cent for certificate level III/IV graduates and 62.2 per cent for diploma or above graduates) (table 5A.64). Data for graduates aged 20–64 years are available in table 5A.65.

Similar to the results for the measure on employment and further study after training, graduates from target groups reported lower proportions compared to those outside the targets group except for students in remote/very remote areas (tables 5A.58–62). Nationally 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, in comparison to VET graduates from major cities, inner regional and outer regional locations (table 5A.62).

Figure 5.15 **Proportion of government-funded VET graduates who improved their employment circumstances after training^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.11 and table 5A.57 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.57.

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 2015, of all VET graduates who were employed after completing their course and undertook their course for employment-related reasons, 76.6 per cent indicated they had gained at least one job-related benefit (a student could report more than one benefit), which included:

- obtaining a job (32.3 per cent)
- achieving a promotion or an increased status at work (27.5 per cent)
- achieving an increase in earnings (21.3 per cent)
- changing jobs or obtaining a new job (16.4 per cent)
- gaining the ability to start their own business (7.5 per cent) (table 5A.55).

Compared to all graduates, a higher proportion of Aboriginal and Torres Strait Islander graduates (83.1 per cent) indicated that they had received at least one job related benefit (table 5A.56).

Student completions and qualifications

‘Student completions and qualifications’ is an indicator of governments’ objective that the VET system contributes to increasing the skill levels of the working age population, including addressing the needs of individuals experiencing disadvantage or disengagement (box 5.12).

Box 5.12 VET student completions and qualifications

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

- *Qualifications completed* — by working age VET students, by course level — defined as the number of qualifications achieved/passed each year by students of working age. Data are presented: per person in the population (measured by estimated resident population in each jurisdiction); and as changes over time.

Qualifications completed data are ‘preliminary’ for 2015 and ‘final’ for earlier years.

- *Units of competency and modules completed* — 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.
- *Qualification equivalents* — 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 5.4 for more detail).

Data for qualifications completed relate to government-funded VET, *plus* the fee for service activity of Government VET providers. Data for units of competency and modules completed and qualification equivalents relate to government-funded VET *only* (figure 5.1).

Higher or increasing VET completions and qualifications increases the national pool of skilled people in Australia.

Data reported for these measures are:

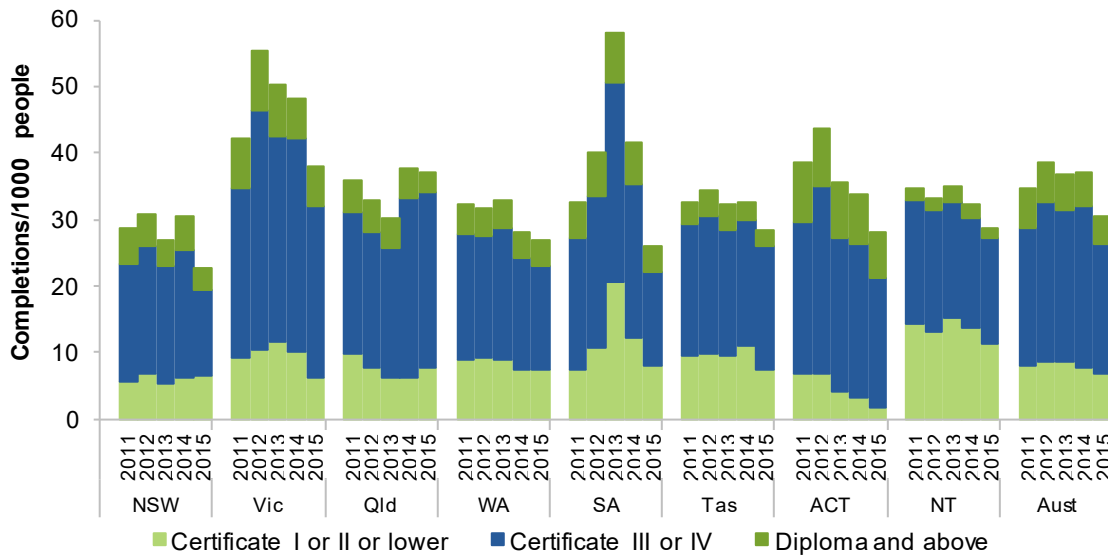
- comparable (subject to caveats) over time and across jurisdictions (except for units of competency and modules completed)
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions.

VET completions and qualifications — qualifications completed

Nationally in 2015, there were around 479 700 qualifications completed by VET students, of which, students aged 15–64 years completed approximately 474 200 qualifications — equivalent to 30.1 qualifications per 1000 people aged 15–64 years in the population (figure 5.16 and tables 5A.69 and 5A.73).

Of qualifications completed by all students, the majority were at AQF Certificate level III or IV (63.8 per cent), followed by AQF Certificate level II or lower (23.0 per cent) and AQF Diploma level or above (13.2 per cent) (table 5A.69).

Figure 5.16 **Qualifications completed by students aged 15–64 years, per 1000 people aged 15–64 years^a**



^a See box 5.12 and table 5A.73 for detailed definitions, footnotes and caveats.

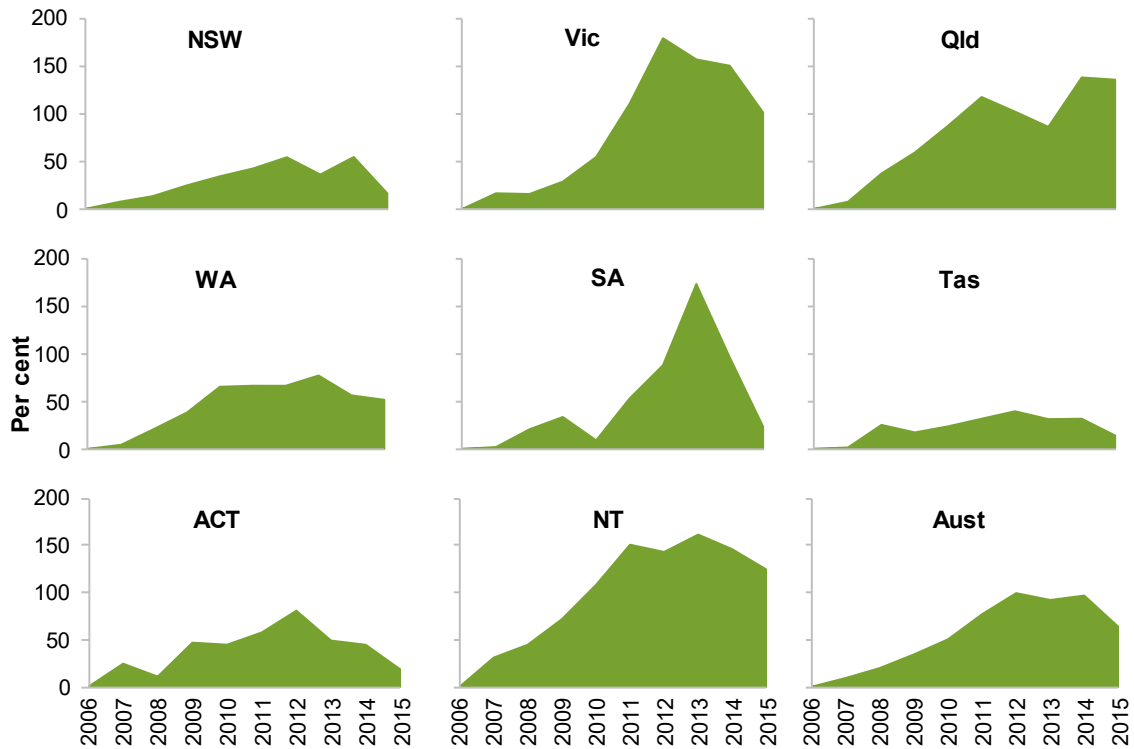
Source: NCVER (unpublished) *National VET provider collection*; table 5A.73.

Nationally, the number of qualification completions for all students peaked in 2012 (having almost doubled from 2006) and has since declined, with a 16.9 per cent decrease from 2014 to 2015 (figure 5.17). A similar pattern observed for all target groups except Aboriginal and Torres Strait Islander graduates (data only available from 2011 onwards) (tables 5A.66–68).

Nationally, Aboriginal and Torres Strait Islander students completed around 21 300 VET qualifications in 2015 an increase of 3.9 per cent from 2012 (table 5A.70). Aboriginal and Torres Strait Islander students aged 15–64 years gained 46.5 qualifications per 1000 Aboriginal and Torres Strait Islander people aged 15–64 years compared to 28.4 qualifications per 1000 non-Indigenous people (table 5A.73).

Qualifications completed for students aged 18–24 years and 20–64 years, by Indigenous status are available in tables 5A.71–72.

Figure 5.17 **Qualifications completed, percentage difference from 2006, all students^a**



^a See box 5.12 and table 5A.69 for detailed definitions, footnotes and caveats.

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

VET completions and qualifications — units of competency and modules completed

Similar to qualification completions, the number of units of competency and modules completed peaked in 2012 (data only available from 2011 for this measure). Nationally in 2015, VET students completed 8.4 million units of competency and modules, a decrease of 22.6 per cent from 2012 (table 5A.75).

For students from target groups, the number of units of competency and modules completed increased annually until 2014 (2013 for remote and very remote students) before decreasing in 2015 (tables 5A.75–78).

VET completions and qualifications — qualification equivalents

Nationally in 2015, VET students undertook training equivalents for around 504 700 VET qualifications. Following a peak in 2012, qualification equivalents have decreased by 18.9 per cent — an average annual decline of 6.7 per cent (table 5A.74). Nationally since 2012, the largest decrease was at AQF certificate level I/II (30.7 per cent decrease) followed by AQF certificate level III/IV (14.7 per cent decrease) (table 5A.74).

In contrast, nationally between 2012 and 2015, there was a 3.1 per cent decrease in the number of qualification equivalents obtained by Aboriginal and Torres Strait Islander students, with proportional increases in qualification equivalents at AQF Certificate level III/IV and AQF Diploma and above (14.3 per cent and 6.2 per cent, respectively) and a 18.4 per cent decrease in qualification equivalents at AQF Certificate I/II (table 5A.74).

Students who improved education status

‘Students who improved education status’ is an indicator of governments’ objective that the VET system contributes to increasing the skill levels of the working age population, including addressing the needs of individuals experiencing disadvantage or disengagement (box 5.13).

Box 5.13 Students who improved education status

‘Students who improved education status’ is defined as the number of VET qualifications completed at a higher education level than their previous highest education level achieved (based on AQF), divided by the total number of VET course completions.

Data relate to the activities of government-funded VET (figure 5.1).

Achievement by VET target groups can also indicate the equity of outcomes for these groups.

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

Data reported for these measures are:

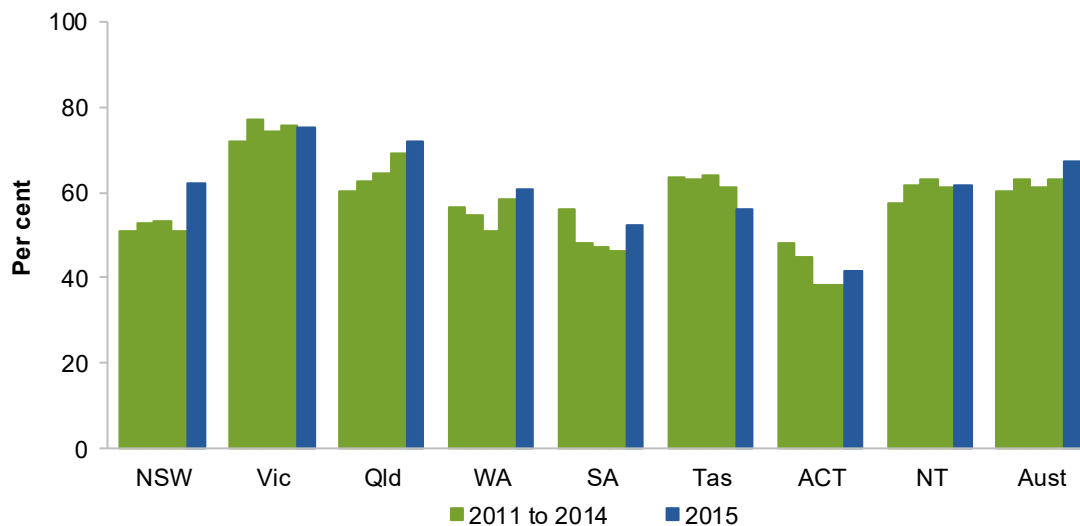
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions providing the service.

Of all VET graduates that completed an AQF qualification nationally in 2015, 67.5 per cent did so with a higher qualification than their previous highest AQF qualification (an increase from 60.5 per cent in 2011) (figure 5.18).

Across jurisdictions in 2015, a greater proportion of Aboriginal and Torres Strait Islander VET graduates (71.0 per cent), compared to non-Indigenous graduates (68.6 per cent), improved their education/training status after training (table 5A.79). The proportion was lower for graduates from remote/very remote areas (66.6 per cent) (table 5A.81). For graduates completing an AQF Certificate III or above the proportion was 70.9 per cent (table 5A.83).

Tables 5A.80, 5A.82 and 5A.84 provide additional information on completions for students aged 20–64 years.

Figure 5.18 **Course completions where qualifications completed resulted in improved education/training status, VET graduates^a**



^a See box 5.13 and table 5A.79 for detailed definitions, footnotes and caveats.

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

These results should be considered in conjunction with data on ‘qualification completed at a higher qualification level, as a proportion of all enrolments’ (tables 5A.79–84), which incorporate students that commenced study but did not complete, and therefore did not meet the measure of completing at a higher qualification level.²

Skill profile

‘Skill profile’ is an indicator of governments’ objective to provide a VET system that delivers a productive and highly skilled workforce (box 5.14).

Box 5.14 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.

² Care needs to be taken when interpreting changes over time in the proportion of qualifications completed at a higher qualification level, as a proportion of all enrolments. Due to the time lag between course enrolment (the denominator) and qualification completion (the numerator), this proportion may be affected by relatively large changes in enrolments year to year.

5.4 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.
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 include 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 a formal vocational qualification as a requirement of their job.
Entitlement funding	<p>Entitlement funding models have been progressively introduced across jurisdictions from mid-2009, although each State or Territory's entitlement funding system has its own characteristics. Entitlement funding programs consist of two key features:</p> <p>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.</p> <p>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.</p>

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.
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).
Group Training Organisations	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
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.
Multi-sector training providers	Multi-sector training providers that offer both higher education and VET courses.
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>It expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. They 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 expenditure/funding/assets	<p>Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and expressed in terms of final year prices.</p>
Recognition of prior learning	<p>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.</p>
Recurrent funding	<p>Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.</p>
Registered training organisation (RTO)	<p>RTOs are organisations registered by ASQA, the Victorian Registration and Qualifications Authority (Victoria) or the Training Accreditation Council (WA) to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the 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	<p>Remoteness is described using Accessibility and Remoteness Index for Australia (extended version) (ARIA+), which is published as a 1 kilometre grid or matrix that covers the whole of Australia. The Australian Bureau of Statistics calculated the arithmetic mean ARIA+ values for each Census Collection Districts that formed the base level of the Remoteness Structure.</p>
TAFE	<p>Technical and further education colleges and institutes, which are the primary providers of government-funded VET.</p>
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	<p>A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.</p>
User cost of capital per annual hour	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government-funded annual hours and course mix weight.</p>

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 to VET students who were funded by government expenditure and were engaged in training delivered by an RTO. 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 students, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are 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	<p>A course or module offered by a training organisation in which students may enrol to develop work-related knowledge and skills.</p>
Whether the VET course helped graduates achieve their main reason for doing the course	<p>Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.</p>

5.5 References

- ASQA (Australian Skills Quality Authority) 2015, *Australian Skills Quality Authority Annual Report 2013-14*, Canberra, viewed 13 August 2015, <<http://www.asqa.gov.au/news-and-publications/publications/annual-reports.html>>.
- Australian Government 2016, *Redesigning VET FEE-HELP: Discussion Paper*, Canberra, viewed 4 October 2016 <https://docs.education.gov.au/system/files/doc/other/redesigning_vet_fee-help_-_discussion_paper_0_0.pdf>.
- 2015, *Australian Apprenticeship Support Network*, Canberra, viewed 13 August 2015 <www.australianapprenticeships.gov.au/australian-apprenticeship-support-network>.
- AQF (Australian Qualifications Framework) 2015, *Current arrangements*, Canberra, viewed 13 August 2015 <www.aqf.edu.au/contacting-aqf>.
- COAG (Council of Australian Governments) 2012a, *National Agreement for Skills and Workforce Development*, viewed 20 December 2012 <www.federalfinancialrelations.gov.au/content/national_agreements.aspx>.
- 2012b, *National Partnership Agreement on Skills Reform*, viewed 18 August 2015, <www.federalfinancialrelations.gov.au/content/npa/skills.aspx>.

-
- DET (Department of Education and Training) 2015, *Trade Training Centres In Schools Program: Independent Review 2014*, Canberra, viewed 17 August 2015, <education.gov.au/trade-training-centres-schools-program>.
- DIS (Department of Industry and Science) 2015, *Council of Australian Governments (COAG) Industry and Skills Council*, Canberra, <www.industry.gov.au/AboutUs/Pages/COAG-Industry-and-Skills-Council.aspx>.
- ESA (Education Services Australia) 2014, *Preparing Secondary Students for Work*, Melbourne, view 9 September 2015 <<http://cica.org.au/wp-content/uploads/Preparing-Secondary-Students-for-Work.pdf>>.
- ISC (Industry Skills Councils) 2015, viewed 1 October 2015, *About Industry Skills Councils*, <www.isc.org.au/about/>.
- NCVER (National Centre for Vocational Education Research) 2016a, *Australian vocational education and training statistics: Government-funded students and courses 2015*, Adelaide.
- 2016b, *Australian vocational education and training statistics: the likelihood of completing a government-funded VET program, 2010–14*, Adelaide.
- 2015a, *Australian vocational education and training statistics: Government-funded student outcomes 2015*, Adelaide.
- 2015b, *Australian vocational education and training statistics: Employers' use and views of the VET system 2015*, Adelaide.
- PM&C (Department of Prime Minister and Cabinet) 2014, *Roles and responsibilities in education, Part B: Vocational Education And Training And Higher Education*, Reform of Federation White Issues Paper 4, Canberra.

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 on the Review web page (www.pc.gov.au/rogs/2017).

Attachment contents

Profile

Table 5A.1	Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ million)
Table 5A.2	Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ per person aged 15–64 years)
Table 5A.3	Government-funded VET activity, Registered Training Organisations, 2015
Table 5A.4	Government-funded VET activity, Students and hours, 2015
Table 5A.5	Government-funded VET students, by program level, all students
Table 5A.6	Government-funded AQF VET enrolments, AQF VET enrolments, all students
Table 5A.7	Government-funded AQF VET enrolments, students aged 20–64 years
Table 5A.8	Real net assets of public VET providers per person aged 15–64 years (2015 dollars) (\$ per person)
Table 5A.9	Government payments to non-TAFE providers for VET delivery
Table 5A.10	Allocation of government real funds for VET (2015 dollars)

Participation

Table 5A.11	Government-funded VET participation, by age group
Table 5A.12	Government-funded VET participation, by target age group and Indigenous status
Table 5A.13	Government-funded VET participation of people aged 15–64 years, by sex
Table 5A.14	Government-funded VET participation, all ages, by region
Table 5A.15	Government-funded VET students, all ages, by disability status (per cent)
Table 5A.16	Government-funded VET students, all ages, by language spoken at home (per cent)
Table 5A.17	Government-funded VET participation, all ages, by language spoken at home
Table 5A.18	Government-funded VET participation by Indigenous status (per cent)
Table 5A.19	Government-funded VET participation in Certificate III and above, by target age group and Indigenous status
Table 5A.20	Government-funded VET participation in diploma and above, by target age group and Indigenous status

Achieved main reason

Table 5A.21	Whether course helped graduates achieve their main reason for undertaking training, all graduates (per cent)
Table 5A.22	Whether course helped graduates achieve their main reason for under taking training, Aboriginal and Torres Strait Islander graduates (per cent)
Table 5A.23	Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (per cent)
Table 5A.24	Whether course helped graduates achieve their main reason for undertaking training, by remoteness area (per cent)
Table 5A.25	Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (per cent)
Table 5A.26	Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (per cent)

Student satisfaction

Attachment contents

Table 5A.27	Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (per cent)
Table 5A.28	Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (per cent)
Table 5A.29	Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (per cent)
Table 5A.30	Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (per cent)
Table 5A.31	Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study
Table 5A.32	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

Employer engagement

Table 5A.33	Employer engagement with VET (per cent)
--------------------	---

Employer satisfaction

Table 5A.34	Employer satisfaction with VET (per cent)
--------------------	---

Qualification completion rate

Table 5A.35	Estimated completion rates and subject load pass rates for qualifications at certificate I and above, commencing 2010–14 (per cent)
Table 5A.36	Government-funded subject load pass rates by Indigenous status (per cent)
Table 5A.37	Government-funded subject load pass rates by region (per cent)
Table 5A.38	Government-funded subject load pass rates by disability status (per cent)
Table 5A.39	Government-funded subject load pass rates by language spoken at home (per cent)

Efficiency

Table 5A.40	Government-funded VET: Hours of delivery (adjusted for course mix)
Table 5A.41	Value of physical non-current assets and user cost of capital, 2015
Table 5A.42	Total government real recurrent expenditure (2015 dollars)
Table 5A.43	Total government real recurrent expenditure per annual hour (2015 dollars)

Employment and further study

Table 5A.44	Proportion of VET graduates in employment and/or continued on to further study after completing a course
Table 5A.45	Proportion of Aboriginal and Torres Strait Islander government-funded VET graduates in employment and/or continued on to further study after completing a course
Table 5A.46	Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course
Table 5A.47	Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area
Table 5A.48	Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course
Table 5A.49	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

Attachment contents

Table 5A.50	Labour force status after the course of VET graduates who were unemployed prior to the course (per cent)
Table 5A.51	Labour force status after the course of Aboriginal and Torres Strait Islander VET graduates who were unemployed prior to the course (per cent)
Table 5A.52	Labour force status after the course of non-Indigenous VET graduates who were unemployed prior to the course (per cent)
Table 5A.53	Labour force status after the course of VET graduates who were employed prior to the course (per cent)
Table 5A.54	VET graduates employed after their course who undertook their course for employment related reasons, relevance of course to main job (per cent)
Table 5A.55	VET graduates who undertook their course for employment related reasons, by job related benefits (per cent)
Table 5A.56	Aboriginal and Torres Strait Islander VET graduates who undertook their course for employment related reasons, by job related benefits (per cent)
Table 5A.57	Proportion of VET graduates who improved their employment circumstances after training
Table 5A.58	Proportion of VET graduates who improved their employment circumstances after training
Table 5A.59	Proportion of Aboriginal and Torres Strait Islander VET graduates who improved their employment circumstances after training
Table 5A.60	Proportion of non-Indigenous VET graduates who improved their employment circumstances after training
Table 5A.61	Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status
Table 5A.62	Proportion of VET graduates who improved their employment circumstances after training, by remoteness (ARIA)
Table 5A.63	Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status
Table 5A.64	Proportion of graduates with improved employment status after training (completed study only), by level
Table 5A.65	Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level
Completions and qualifications	
Table 5A.66	Number of government-funded VET qualifications completed by students, by region, preliminary ('000)
Table 5A.67	Number of government-funded VET qualifications completed by students, by disability status, preliminary ('000)
Table 5A.68	Number of government-funded VET qualifications completed by students, by language spoken at home, preliminary ('000)
Table 5A.69	Number of government-funded VET qualifications completed by students, by course level, preliminary
Table 5A.70	Number of government-funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages
Table 5A.71	Number of government-funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 years

Attachment contents

Table 5A.72	Number of government-funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 years
Table 5A.73	Number of government-funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years
Table 5A.74	Government-funded qualification equivalents, by course level and Indigenous status
Table 5A.75	Government-funded units of competency and modules completed, by regions ('000)
Table 5A.76	Government-funded units of competency and modules completed, by disability status ('000)
Table 5A.77	Government-funded units of competency and modules completed, by language spoken at home ('000)
Table 5A.78	Government-funded units of competency and modules completed, by Indigenous status ('000)
Improved education status	
Table 5A.79	Government-funded VET qualification completions with improved education/training status after training, by Indigenous status, all students
Table 5A.80	Government-funded VET qualification completions with improved education/training status after training, by Indigenous status, students aged 20–64 years
Table 5A.81	Government-funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students
Table 5A.82	Government-funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged 20–64 years
Table 5A.83	Government-funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, all students
Table 5A.84	Government-funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, students aged 20–64 years
Table 5A.85	Gross Domestic Product chain price deflator (index)
Table 5A.86	Explanatory notes to the National VET provider collection
Table 5A.87	Explanatory notes to the Student Outcomes Survey

Profile

TABLE 5A.1

Table 5A.1 **Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ million) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2015	1 601.2	1 476.6	982.4	645.6	355.7	126.7	96.4	107.5	5 391.9
2014	1 572.6	1 599.5	949.7	627.8	411.9	140.6	97.0	108.2	5 507.4
2013	1 706.5	1 931.7	1 026.7	694.8	473.8	137.8	103.3	122.3	6 196.8
2012	1 693.1	2 184.1	1 030.9	694.5	355.4	129.7	116.1	112.9	6 316.8
2011	1 683.5	1 734.3	1 043.3	760.8	385.6	150.8	111.6	124.4	5 994.3
2010	1 639.5	1 417.8	987.8	617.6	372.2	144.9	115.5	115.1	5 410.4
2009	1 587.8	1 324.7	990.4	586.8	373.9	125.4	113.0	111.6	5 213.8
2008	1 599.4	1 322.9	913.3	503.5	340.0	123.6	108.1	114.7	5 025.4
2007	1 623.7	1 293.0	880.4	529.8	381.7	123.4	107.9	107.7	5 047.5
2006	1 666.2	1 281.1	790.4	551.1	363.0	117.4	111.6	110.3	4 991.1

(a) Government recurrent expenditure (excluding user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned Registered Training Organisations (RTOs):

- *add* Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue
- *add* fee-for-service government agencies revenue received by government-owned RTOs
- *subtract* State and Territory government payroll tax expenditure.

Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency.

(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) 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.

TABLE 5A.1

Table 5A.1 **Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ million) (a), (b), (c), (d)**

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

(d) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

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

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

Source: NCVER unpublished, *National financial collection*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.85.

TABLE 5A.2

Table 5A.2 **Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ per person aged 15–64 years) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2015	320.52	372.85	311.98	368.16	322.18	386.50	357.43	618.80	342.66
2014	317.92	409.37	303.64	357.81	374.23	427.81	361.16	618.53	352.78
2013	349.29	502.05	331.21	403.83	432.33	418.15	383.49	715.73	401.83
2012	349.99	576.09	337.94	417.11	325.43	391.25	437.38	672.09	415.46
2011	350.56	463.03	347.17	471.24	354.64	452.50	425.52	750.32	399.13
2010	343.89	382.96	333.14	392.99	344.00	436.01	446.88	698.26	364.43
2009	336.42	363.39	339.03	381.72	349.02	380.15	445.12	689.64	356.06
2008	343.98	371.41	320.47	338.23	321.33	378.23	433.13	730.68	350.37
2007	355.09	370.84	317.18	367.80	364.92	381.27	439.45	709.01	359.40
2006	369.31	374.42	292.20	393.35	351.24	365.23	464.47	744.07	362.08

(a) Government recurrent expenditure (excluding user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following AVETMISS financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs:

- *add* Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue
- *add* fee-for-service government agencies revenue received by government-owned RTOs
- *subtract* State and Territory government payroll tax expenditure.

Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency.

- (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) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (d) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

TABLE 5A.2

Table 5A.2 **Government real recurrent expenditure, excluding user cost of capital (2015 dollars) (\$ per person aged 15–64 years) (a), (b), (c), (d)**

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

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

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

Source: NCVER unpublished, *National financial collection*; ABS (Australian Bureau of Statistics) 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.1; table 5A.85; table 2A.1.

TABLE 5A.3

Table 5A.3 **Government-funded VET activity, Registered Training Organisations, 2015 (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>
2015										
Number of registered training organisations	no.	475	661	612	286	260	136	94	101	1 978
Number of registered training organisation delivery locations	no.	4 770	10 531	14 732	2 339	1 614	587	216	647	35 179
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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, Students and hours, 2015 (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>
2015										
Students (c)	no.	328 966	391 347	223 444	127 725	86 329	28 672	16 519	21 726	1 224 728
Students who gain some recognition of prior learning	no.	15 600	4 712	27 351	7 846	5 214	1 534	1 576	1 325	65 158
Hours of delivery	million	79.0	153.0	73.8	40.0	22.6	7.3	5.5	4.3	385.4
Average hours per student	no.	240.0	390.9	330.1	313.3	262.0	255.5	333.0	195.9	314.7
TAFE providers	no.	11	13	13	11	1	1	1	2	53
TAFE provider locations	no.	135	1 056	374	122	41	24	7	245	2 004
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
Hours of delivery	million	122.8	179.5	67.0	40.9	28.0	8.1	5.8	4.9	457.0
Average hours per student	no.	301.1	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
Hours of delivery	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	310.3
TAFE providers	no.	11	14	14	12	3	1	1	2	58
TAFE provider locations	no.	134	341	539	128	42	40	9	264	1 497
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

TABLE 5A.4

Table 5A.4 **Government-funded VET activity, Students and hours, 2015 (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>
Hours of delivery	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	251.0	202.0	310.3
TAFE providers	no.	11	14	14	12	3	2	1	2	59
TAFE provider locations	no.	135	138	533	129	42	44	7	262	1 290
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
Hours of delivery	million	132.6	144.4	68.9	44.0	25.6	8.6	6.5	4.2	435.0
Average hours per student	no.	285.3	331.3	271.4	300.1	252.2	272.6	273.1	193.7	293.8
TAFE providers	no.	11	14	14	12	3	2	1	2	59
TAFE provider locations	no.	133	124	480	126	43	47	7	241	1 201

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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>
2015										
Number of students										
Diploma and above (e)	'000	25.8	61.8	19.8	13.8	15.3	2.6	3.2	1.2	143.4
Certificate III or IV	'000	163.1	236.3	170.8	76.4	38.7	16.7	11.8	10.4	724.2
Certificate I or II or lower (f)	'000	85.8	58.6	30.8	35.8	22.5	5.0	1.3	6.3	246.1
Other (g)	'000	54.3	34.7	2.1	1.8	9.8	4.4	0.3	3.8	111.0
All students	'000	329.0	391.3	223.4	127.7	86.3	28.7	16.5	21.7	1 224.7
Proportion of VET students										
Diploma and above (e)	%	7.8	15.8	8.9	10.8	17.7	9.0	19.1	5.7	11.7
Certificate III or IV	%	49.6	60.4	76.4	59.8	44.9	58.3	71.5	47.8	59.1
Certificate I or II or lower (f)	%	26.1	15.0	13.8	28.0	26.0	17.5	7.7	29.0	20.1
Other (g)	%	16.5	8.9	0.9	1.4	11.4	15.2	1.6	17.5	9.1
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

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>
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
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

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>
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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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) 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 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>
(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>
2015										
AQF Certificate III or above	'000	306.5	404.8	243.4	108.9	68.6	25.8	21.8	13.1	1 192.9
Indigenous status										
Aboriginal and Torres Strait Islander	'000	31.2	9.1	18.2	15.9	4.4	1.9	1.1	8.5	90.3
Non-Indigenous	'000	384.4	496.4	255.0	132.2	93.7	32.8	21.2	12.7	1 428.4
Remoteness										
Major cities	'000	255.2	345.3	167.4	98.3	66.3	0.3	20.3	0.1	953.2
Inner regional	'000	107.1	123.5	67.1	18.6	11.2	21.2	1.8	0.1	350.5
Outer regional	'000	38.4	24.4	46.3	18.7	14.0	11.6	0.4	10.7	164.4
Remote and very remote	'000	6.4	1.4	13.2	18.0	4.4	1.5	–	8.2	53.1
Remote	'000	4.5	1.1	7.5	9.8	3.3	1.4	–	4.6	32.2
Very remote	'000	1.8	0.3	5.8	8.2	1.1	0.1	–	3.6	20.9
Outside Australia	'000	7.2	11.7	5.0	5.3	1.1	0.3	1.4	0.3	32.3
Not known	'000	4.3	4.0	1.7	0.7	2.4	0.1	0.2	1.9	15.3
All enrolments	'000	418.5	510.2	300.6	159.6	99.3	35.0	24.2	21.3	1 568.8
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

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	5.3	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
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

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	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
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

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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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) 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). For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).

(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: NCVET 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>
2015										
AQF Certificate III or above	'000	237.6	329.7	186.9	85.5	58.5	21.8	17.7	11.2	949.1
Indigenous status										
Aboriginal and Torres Strait Islander	'000	19.2	6.9	11.4	11.4	3.2	1.4	0.8	6.6	60.8
Non-Indigenous	'000	253.5	391.8	179.8	95.1	76.1	26.5	16.8	9.7	1 049.2
Remoteness										
Major cities	'000	173.1	276.4	118.9	70.3	55.5	0.3	16.0	0.1	710.6
Inner regional	'000	66.0	93.4	46.7	13.1	8.4	17.1	1.3	0.1	246.2
Outer regional	'000	23.7	17.7	32.3	13.0	10.4	9.1	0.3	8.1	114.5
Remote and very remote	'000	4.5	1.1	9.1	13.4	3.3	1.2	–	6.4	39.0
Remote	'000	3.0	0.8	5.0	7.0	2.5	1.2	–	3.4	22.9
Very remote	'000	1.4	0.2	4.1	6.4	0.8	0.1	–	3.0	16.1
Outside Australia	'000	5.8	9.7	4.1	4.7	0.9	0.3	1.3	0.2	27.1
Not known	'000	1.3	3.1	1.2	0.6	1.7	0.1	0.2	1.5	9.7
All enrolments	'000	274.3	401.4	212.3	115.1	80.3	28.1	19.2	16.4	1 147.1
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

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	3.5	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
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

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	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
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

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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).
- (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: NCVET unpublished, *National VET provider collection*.

TABLE 5A.8

Table 5A.8 **Real net assets of public VET providers per person aged 15–64 years (2015 dollars) (\$ per person) (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>
2015	1 013.07	582.56	407.19	845.46	721.62	611.80	654.46	1 093.55	730.58
2014	942.29	571.23	186.83	832.68	782.41	822.94	655.51	1 267.36	670.52
2013	953.91	833.76	525.88	839.60	833.49	846.20	784.22	1 347.17	815.52
2012	880.19	842.79	509.69	850.54	768.43	826.28	825.02	1 349.59	788.15
2011	658.17	819.74	535.51	886.49	625.30	876.39	855.99	1 460.22	713.12

- (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 2011-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).
- (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:
- effective 1 July 2014, transferred to the Queensland Training Assets Management Authority (QTAMA) . As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.
 - effective 15 July 2015, the Queensland Training Assets Management Authority Repeal Bill (2015) was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 reporting year.
- (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*; ABS 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 2A.1; table 5A.85.

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 (2015 dollars)										
2015	\$m	96.3	717.1	370.5	114.6	70.9	17.9	7.8	14.1	1 409.2
2014	\$m	132.1	853.3	261.4	113.1	93.3	16.2	8.2	14.6	1 492.2
2013	\$m	96.9	809.8	187.4	124.1	129.5	12.1	9.0	11.1	1 379.9
2012	\$m	150.8	815.7	203.2	134.3	82.1	11.5	8.9	13.7	1 420.2
2011	\$m	192.9	515.3	255.3	141.0	51.8	7.8	9.0	8.5	1 181.5
2010	\$m	200.6	301.0	199.9	122.9	38.9	8.7	8.8	16.2	897.0
2009	\$m	118.1	150.3	148.8	94.2	34.9	9.5	10.2	12.8	578.9
2008	\$m	124.4	153.4	132.7	66.8	23.1	9.3	9.8	12.7	532.1
2007	\$m	130.3	161.6	102.1	59.3	22.0	8.5	11.6	10.4	505.8
2006	\$m	118.0	168.2	66.1	68.1	24.4	8.7	10.7	9.8	474.0
2015 payments to non-TAFE providers as a proportion of Appropriations and program funding from government (d)	%	6.0	55.2	39.4	17.8	20.9	15.2	8.1	14.3	27.4
Real change in payments to non-TAFE providers between 2014 and 2015 (e)	%	- 27.1	- 16.0	41.7	1.3	- 24.0	10.1	- 5.1	- 3.3	- 5.6

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

(b) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

(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 'Appropriations and programs 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: NCVER unpublished, *National financial collection*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.85.

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 **Allocation of government real funds for VET (2015 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<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										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	462.8	360.2	290.0	159.2	89.4	31.3	23.6	15.2	1 431.7
State/Territory Government recurrent funding	\$m	1 030.0	841.4	571.6	444.7	222.3	77.8	66.5	79.1	3 333.4
Commonwealth administered programs	\$m	121.2	96.4	79.6	41.4	28.3	8.4	6.3	4.1	385.6
Total	\$m	1 614.0	1 298.0	941.2	645.3	340.0	117.6	96.4	98.3	5 150.8
Amounts allocated										
Open competitive tendering (d)	\$m	8.1	..	12.3	27.4	3.8	10.4	2.3	..	64.3
Limited competitive tendering (e)	\$m	..	..	25.4	..	6.7	0.6	0.6	..	33.3
User choice	\$m	361.2	..	197.0	117.9	–	15.1	13.0	19.6	723.8
Entitlement funding (f)	\$m	..	949.6	222.4	106.7	132.5	20.6	4.8	17.1	1 453.7
Total	\$m	369.3	949.6	457.1	252.0	143.0	46.7	20.7	36.7	2 275.0
Proportion of government appropriations and program funding										
Open competitive tendering (d)	%	0.5	..	1.3	4.2	1.1	8.8	2.4	..	1.2
Limited competitive tendering (e)	%	..	..	2.7	..	2.0	0.5	0.6	..	0.6
User choice	%	22.4	..	20.9	18.3	–	12.8	13.5	19.9	14.1
Entitlement funding (f)	%	..	73.2	23.6	16.5	39.0	17.5	5.0	17.3	28.2
Total	%	22.9	73.2	48.6	39.1	42.1	39.7	21.5	37.3	44.2
2014										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	455.3	352.5	270.3	155.4	88.4	31.2	23.4	14.8	1 391.2
State/Territory Government recurrent funding	\$m	1 070.9	1 006.7	609.6	454.9	296.8	96.4	67.6	81.6	3 684.5
Commonwealth administered programs	\$m	34.9	29.7	29.5	16.1	10.5	2.7	1.4	1.2	126.0
Total	\$m	1 561.1	1 388.9	909.4	626.4	395.7	130.3	92.4	97.5	5 201.8

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 **Allocation of government real funds for VET (2015 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Amounts allocated										
Open competitive tendering (d)	\$m	32.0	..	29.6	20.8	6.8	12.9	2.4	..	104.5
Limited competitive tendering (e)	\$m	..	..	12.3	..	7.9	0.1	0.8	..	21.1
User choice	\$m	293.6	0.2	203.9	138.4	0.8	13.6	13.1	18.9	682.4
Entitlement funding (f)	\$m	..	1 096.6	108.9	62.6	299.3	21.0	1.3	16.5	1 606.1
Total	\$m	325.6	1 096.8	354.7	221.8	314.8	47.5	17.6	35.3	2 414.1
Proportion of government appropriations and program funding										
Open competitive tendering (d)	%	2.1	..	3.3	3.3	1.7	9.9	2.6	..	2.0
Limited competitive tendering (e)	%	..	..	1.3	..	2.0	0.1	0.9	..	0.4
User choice	%	18.8	–	22.4	22.1	0.2	10.4	14.1	19.3	13.1
Entitlement funding (f)	%	..	79.0	12.0	10.0	75.6	16.1	1.4	16.9	30.9
Total	%	20.9	79.0	39.0	35.4	79.5	36.5	19.0	36.2	46.4
2013										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	458.6	350.9	252.2	151.0	89.9	32.0	23.8	14.7	1 373.0
State/Territory Government recurrent funding	\$m	1 110.7	1 243.5	646.9	495.0	330.8	87.7	68.0	82.5	4 065.2
Commonwealth administered programs	\$m	147.0	119.6	100.7	49.5	33.8	10.3	4.9	3.0	468.8
Total	\$m	1 716.3	1 714.1	999.7	695.5	454.5	130.0	96.8	100.2	5 907.1
Amounts allocated										
Open competitive tendering (d)	\$m	48.3	..	25.9	31.9	19.6	9.3	3.8	2.0	140.8
Limited competitive tendering (e)	\$m	..	..	14.1	..	8.8	1.5	0.9	..	25.3
User choice	\$m	250.1	1.9	206.1	151.8	7.6	27.9	13.1	16.7	675.2
Entitlement funding (f)	\$m	..	1 325.6	23.1	..	328.9	na	4.1	..	1 681.6
Total	\$m	298.4	1 327.5	269.2	183.8	364.9	38.7	21.8	18.7	2 522.9

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 **Allocation of government real funds for VET (2015 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<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 government appropriations and program funding										
Open competitive tendering (d)	%	2.8	..	2.6	4.6	4.3	7.2	3.9	2.0	2.4
Limited competitive tendering (e)	%	..	..	1.4	..	1.9	1.2	0.9	..	0.4
User choice	%	14.6	0.1	20.6	21.8	1.7	21.4	13.5	16.7	11.4
Entitlement funding (f)	%	..	77.3	2.3	..	72.4	na	4.2	..	28.5
Total	%	17.4	77.4	26.9	26.4	80.3	29.8	22.5	18.7	42.7
2012										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	456.5	345.9	245.8	144.6	89.6	32.1	23.5	14.4	1 352.5
State/Territory Government recurrent funding	\$m	1 181.6	1 569.1	693.6	489.9	222.9	88.4	71.7	78.3	4 395.6
Commonwealth administered programs	\$m	95.6	107.8	64.0	30.4	23.3	8.5	8.8	5.4	343.7
Total	\$m	1 733.8	2 022.8	1 003.4	665.0	335.8	129.0	104.1	98.0	6 091.8
Amounts allocated										
Open competitive tendering (d)	\$m	129.5	1 092.2	76.0	31.8	47.3	12.5	10.4	6.1	1 405.8
Limited competitive tendering (e)	\$m	..	..	11.1	..	9.2	1.9	0.9	..	23.1
User choice	\$m	231.5	315.4	204.3	170.3	36.4	29.2	13.0	15.9	1 016.1
Entitlement funding (f)	\$m	..	na	na	..	156.6	na	3.1	..	159.7
Total	\$m	361.1	1 407.6	291.3	202.2	249.5	43.6	27.3	22.0	2 604.6
Proportion of government appropriations and program funding										
Open competitive tendering (d)	%	7.5	54.0	7.6	4.8	14.1	9.7	10.0	6.2	23.1
Limited competitive tendering (e)	%	..	..	1.1	..	2.7	1.5	0.8	..	0.4
User choice	%	13.4	15.6	20.4	25.6	10.8	22.6	12.5	16.2	16.7
Entitlement funding (f)	%	..	na	na	..	46.6	na	3.0	..	2.6
Total	%	20.8	69.6	29.0	30.4	74.3	33.8	26.2	22.5	42.8

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 **Allocation of government real funds for VET (2015 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<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										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	460.5	302.1	244.2	148.8	90.1	32.3	23.5	14.5	1 315.9
State/Territory Government recurrent funding	\$m	1 086.7	1 235.7	723.4	556.1	239.3	104.0	72.0	86.4	4 103.6
Commonwealth administered programs	\$m	165.6	119.9	101.9	63.7	38.9	13.7	9.5	28.1	541.3
Total	\$m	1 712.8	1 657.6	1 069.4	768.6	368.4	150.1	105.0	129.0	5 960.9
Amounts allocated										
Open competitive tendering (d)	\$m	181.7	884.1	127.1	18.0	39.3	8.6	14.4	8.0	1 281.1
Limited competitive tendering (e)	\$m	..	..	12.2	..	11.0	0.6	0.8	..	24.6
User choice	\$m	242.6	307.7	201.5	181.0	45.3	32.5	13.1	15.1	1 038.7
Entitlement funding (f)	\$m	..	na	na	..	na	na	..	..	na
Total	\$m	424.3	1 191.8	340.7	199.0	95.5	41.7	28.3	23.0	2 344.4
Proportion of government appropriations and program funding										
Open competitive tendering (d)	%	10.6	53.3	11.9	2.3	10.7	5.7	13.7	6.2	21.5
Limited competitive tendering (e)	%	..	..	1.1	..	3.0	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 (f)	%	..	na	na	..	na	na	..	..	na
Total	%	24.8	71.9	31.9	25.9	25.9	27.8	27.0	17.9	39.3

(a) Government appropriations and program funding includes funding provided to government RTOs over which the RTO gains control during the reporting period. It includes the following AVETMISS financial statement items: Commonwealth National Agreement; State recurrent; Commonwealth administered programs; Assumption of liabilities; and, Resources received free of charge.

(b) Data for 2011-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 Allocation of government real funds for VET (2015 dollars) (a), (b), (c)

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

(c) The phased implementation of demand driven funding is undergoing reform and all jurisdictions are at varying stages of this reform process. Jurisdiction notes:

NSW: Open competitive tendering: Funding has reduced to lower level of activity under 'Productivity Places Program' and 'Strategic Skills Program'.

User choice: Funding includes ATTP and Smart and Skilled contestable funding payments.

Vic: The first phase of changes to the funding model 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.

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.

Qld: From 2015, Skilling Queenslanders for Work has been included in the Limited Competitive Tender. Some Skilling Queenslanders for Work programs have been omitted as they are wage subsidies.

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

WA: Open competitive tendering: Figures for 2014 and 2015 exclude 'User choice' and 'Entitlement funding' programs.

User choice: Figures for 2014 and 2015 are Apprenticeship and Traineeship programs only.

Entitlement funding: Figures for 2014 and 2015 exclude 'User choice' programs. 'Entitlement funding' programs were introduced in 2014.

SA: Open competitive tendering: The fall in 2015 is due to the finalisation of activity funded under the Productivity Places Program after it concluded in 2012 and changes to the Skills in the Workplace program.

Limited competitive tendering: South Australia has revised the historical data (2011 to 2014 inclusive) due to a miscalculation of the VET component of some programs.

User choice: User choice funding for apprenticeship and traineeship training was subsumed into entitlement funding after the implementation of Skills for All on 1 July 2012.

Entitlement funding: The fall in 2015 is primarily due to the implementation of WorkReady on 1 July 2015 which supports the transformation of TAFE SA under alternative arrangements.

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 2015, entitlement represented approximately 93 per cent of the funding allocated on a competitive basis.

TABLE 5A.10

This table has been changed since an earlier version of the Report. See errata at <http://www.pc.gov.au/research/ongoing/report-on-government-services/2017/child-care-education-and-training/vocational-education-and-training>

Table 5A.10 Allocation of government real funds for VET (2015 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
ACT:	Open competitive tendering: Amendments have been made to the allocation for 2012, to include Industry and Indigenous Skills Centres. 2013 allocations include the Priority Support Program, Productivity Places Program - ACT Contribution and Industry and Indigenous Skills Centre. Productivity Places funding has now ceased.									
	Limited competitive tendering: 2013 allocations include the JGTP - NP, JGTP - ACT Contribution and Adult & Community Education.									
	User choice: Allocation increased from 2012 to 2013 due to indexation.									
	Entitlement funding: 2012 allocations include VET Skills Reform NP (and Single & Teen Parents NP. 2013 data include VET Skills Reform NP and Single & Teen Parents NP.									
NT:	User choice: Includes entitlement funding that has been identified as entitlement eligible through the public provider AVETMISS data									
	Entitlement funding: Allocation is an estimation as it includes a portion of the public provider general training funds. This portion was derived from the enrolments reported in the public provider AVETMISS data that they identified as entitlement eligible.									
(d)	The tendering process is open to both public and private providers, except where otherwise noted.									
(e)	The tendering process is restricted to community groups that deliver ACE VET programs.									
(f)	Entitlement funding guarantees 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*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.85; table 5A.85.

Participation

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>
2015										
Number of students by age										
All students	'000	329.0	391.4	223.4	127.7	86.3	28.7	16.5	21.7	1 224.7
15–19 year olds	'000	121.2	69.9	66.9	36.1	15.7	5.0	3.5	3.9	322.3
20–24 year olds	'000	54.5	80.8	43.7	22.2	15.8	5.7	4.3	3.5	230.3
25–64 year olds	'000	147.2	229.2	110.0	68.0	52.8	17.6	8.7	13.8	647.2
15–64 year olds	'000	322.9	379.9	220.5	126.3	84.2	28.3	16.4	21.2	1 199.7
Number of students through recognition of prior learning										
All students	'000	15.6	4.7	27.4	7.9	5.2	1.5	1.6	1.3	65.2
Participation rate by age (c)										
All students	%	4.3	6.6	4.7	4.9	5.1	5.5	4.2	8.9	5.1
15–19 year olds	%	25.9	19.4	21.6	22.5	15.1	15.1	15.1	24.5	21.8
20–24 year olds	%	10.5	19.0	12.9	12.3	13.8	17.8	13.7	18.6	13.9
25–64 year olds	%	3.7	7.2	4.4	4.8	6.0	6.7	4.0	9.9	5.1
15–64 year olds	%	6.5	9.6	7.0	7.2	7.6	8.6	6.1	12.2	7.6
Proportion of students through recognition of prior learning										
All students	%	4.7	1.2	12.2	6.1	6.0	5.4	9.5	6.1	5.3
2014										
Number of students by age										
All students	'000	407.9	460.5	209.4	132.0	107.9	34.1	19.7	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

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	'000	35.8	7.1	18.5	7.1	7.4	2.0	2.1	1.8	81.7
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	147.0	29.5	21.6	19.8	1 449.5
Number of students through recognition of prior learning										
All students	'000	30.2	23.8	18.7	8.6	14.2	1.8	1.8	1.3	100.3
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

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	%	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	24.5	20.8	5.8	5.1	3.4	272.8
25–64 year olds	'000	228.3	266.9	117.2	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	'000	30.0	42.9	22.3	9.5	13.0	2.2	2.8	1.0	123.7
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
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	1 480.4
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	3.5	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

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	451.3	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	'000	32.1	29.7	22.4	9.7	8.0	2.3	2.0	0.7	106.9
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	343.0	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
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	'000	28.9	24.0	17.7	8.1	8.4	2.0	2.1	0.6	91.7
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

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	%	9.5	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	38.3	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	22.3	20.3	1 232.6
Number of students through recognition of prior learning										
All students	'000	24.5	19.6	14.6	5.9	7.7	2.1	1.2	0.4	75.9
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
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	21.0	16.2	6.0	4.8	3.1	215.6

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	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	'000	21.0	12.9	13.4	3.6	5.7	2.1	1.2	0.5	60.4
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	149.4	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	3.4	218.2
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	21.5	20.7	1 199.8
Number of students through recognition of prior learning										
All students	'000	19.7	8.7	11.1	2.7	4.7	1.4	1.0	0.5	49.7
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

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	%	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	149.6	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	'000	20.5	8.7	10.1	2.7	4.1	1.2	1.2	0.7	49.1
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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>
-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(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 unpublished, *National provider collection*; ABS 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; 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>
2015										
Number of students by age										
All students total	'000	329.0	391.3	223.4	127.7	86.3	28.7	16.5	21.7	1 224.7
18–24 year olds	'000	98.4	132.7	72.2	37.2	24.3	8.9	6.6	5.2	385.5
20–64 year olds	'000	201.6	310.0	153.7	90.2	68.5	23.2	12.9	17.2	877.5
15–64 year olds	'000	322.9	379.9	220.5	126.3	84.2	28.3	16.4	21.2	1 199.7
Aboriginal and Torres Strait Islander students total	'000	27.8	6.0	14.2	11.8	4.0	1.5	0.6	8.4	74.2
18–24 year olds	'000	9.4	2.4	4.9	3.3	1.3	0.6	0.3	2.1	24.2
20–64 year olds	'000	17.0	4.3	8.7	8.2	2.9	1.1	0.4	6.6	49.1
15–64 year olds	'000	27.4	5.9	13.9	11.6	3.9	1.5	0.6	8.2	73.0
Non-Indigenous students total	'000	295.8	381.8	190.6	107.5	80.7	26.9	15.1	12.9	1 111.3
18–24 year olds	'000	88.4	128.8	62.6	31.8	22.7	8.3	6.0	3.1	351.6
20–64 year olds	'000	181.4	303.4	131.0	75.9	64.3	21.9	12.0	10.3	800.1
15–64 year olds	'000	291.0	370.6	188.2	106.5	78.8	26.5	15.0	12.6	1 089.3
Participation rate by age (c)										
All students total	%	4.3	6.6	4.7	4.9	5.1	5.5	4.2	8.9	5.1
18–24 year olds	%	13.8	23.0	15.5	15.1	15.4	19.7	16.2	20.6	17.0
20–64 year olds	%	4.5	8.6	5.4	5.7	6.9	7.9	5.3	10.9	6.2
15–64 year olds	%	6.5	9.6	7.0	7.2	7.6	8.6	6.1	12.2	7.6
Aboriginal and Torres Strait Islander students total	%	12.3	11.4	6.8	12.3	9.9	5.5	8.3	11.5	10.2
18–24 year olds	%	29.6	31.8	16.9	24.8	22.3	16.6	21.2	21.5	23.8
20–64 year olds	%	15.0	16.1	8.3	15.9	13.5	8.1	9.8	16.0	13.1
15–64 year olds	%	19.9	18.2	11.1	19.0	15.4	8.9	12.2	16.9	16.1
Non-Indigenous students total	%	4.0	6.5	4.2	4.3	4.9	5.5	3.9	7.6	4.8

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	%	12.9	22.6	14.4	13.7	14.9	19.8	15.2	19.8	16.2
20–64 year olds	%	4.1	8.5	4.8	4.9	6.6	7.8	4.9	8.8	5.8
15–64 year olds	%	6.0	9.4	6.2	6.3	7.3	8.5	5.7	10.1	7.1
2014										
Number of students by age										
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	176.9	108.8	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

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	%	16.7	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
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	243.8	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

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	%	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
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	85.8	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)

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	%	6.4	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
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	1 480.4
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	0.3	2.3	24.1
20–64 year olds	'000	17.0	3.9	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	9.5	6.6	3.0	410.2

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	'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
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	74.8
18–24 year olds	'000	8.0	1.8	4.5	3.3	1.5	0.5	0.2	2.1	21.8
20–64 year olds	'000	16.1	3.3	9.6	7.8	3.3	0.8	0.4	6.6	47.8

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	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	9.7	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
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

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	'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	27.7	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)										
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

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	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	250.7	203.1	109.5	55.7	56.7	21.6	14.2	7.5	718.9
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

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>
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	134.1	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	21.5	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	17.9
20–64 year olds	'000	13.3	2.6	8.5	6.3	2.7	0.8	0.3	7.4	42.0
15–64 year olds	'000	21.3	3.9	12.7	9.1	4.0	1.1	0.4	9.9	62.3
Non-Indigenous students total	'000	395.5	277.7	171.8	88.5	80.4	28.4	19.7	11.1	1 073.1
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

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	%	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	16.0	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	12.8	2.5	7.9	6.4	2.9	0.7	0.3	7.0	40.5
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	52.5	49.7	20.5	14.5	7.3	692.3
15–64 year olds	'000	374.7	254.9	168.1	80.1	72.2	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

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	%	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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.

Source: NCVET unpublished, *National VET provider collection*; ABS 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; 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.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>
2015										
Number of students										
Male students	'000	163.8	202.0	130.1	70.4	42.4	14.7	8.0	11.2	642.6
Female students	'000	158.9	176.9	89.7	55.9	41.8	13.6	8.3	9.9	555.0
All 15–64 year old students (c)	'000	322.9	379.9	220.5	126.3	84.2	28.3	16.4	21.2	1 199.7
Participation rate (d)										
Male students	%	6.6	10.3	8.3	7.9	7.7	9.0	5.9	12.2	8.2
Female students	%	6.3	8.9	5.7	6.5	7.6	8.3	6.1	12.2	7.1
All 15–64 year old students	%	6.5	9.6	7.0	7.2	7.6	8.6	6.1	12.2	7.6
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

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>
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	64.0	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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.

Source: NCVET unpublished, *National VET provider collection*; ABS 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; 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>
2015										
Number of students										
Major cities	'000	196.5	272.2	127.4	84.1	56.7	..	13.9	..	750.6
Inner regional	'000	92.6	95.2	50.6	15.1	10.1	18.1	–	..	281.7
Outer regional	'000	36.0	17.3	35.2	13.9	13.5	9.5	..	10.9	136.3
Remote and very remote	'000	4.7	0.3	9.7	13.7	4.5	1.1	..	8.6	42.6
Interstate	'000	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	13.5
Total	'000	329.0	391.3	223.4	127.7	86.3	28.7	16.5	21.7	1 224.7
Participation rate										
Major cities	%	3.5	5.9	4.3	4.2	4.5	..	3.6	..	4.5
Inner regional	%	6.4	8.6	5.2	6.3	5.5	5.3	0.7	..	6.5
Outer regional	%	8.0	7.1	5.1	7.4	6.7	5.7	..	7.6	6.5
Remote and very remote	%	12.1	7.1	7.0	8.2	7.4	10.7	..	8.4	8.1
All students	%	4.3	6.6	4.7	4.9	5.1	5.5	4.2	8.9	5.1
2014										
Number of students										
Major cities	'000	249.6	319.0	122.8	86.8	69.3	..	16.2	..	863.8
Inner regional	'000	109.3	112.5	45.5	15.4	11.1	21.4	–	..	315.2
Outer regional	'000	43.7	21.6	31.4	14.5	13.1	11.3	..	10.1	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

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	%	4.5	7.1	4.2	4.4	5.6	..	4.2	..	5.2
Inner regional	%	7.6	10.2	4.8	6.5	6.0	6.3	2.1	..	7.4
Outer regional	%	9.8	8.8	4.5	7.7	6.5	6.8	..	7.2	7.0
Remote and very remote	%	14.4	8.3	6.4	8.5	6.3	14.1	..	9.8	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	256.0	342.9	110.0	94.6	101.5	..	18.3	..	923.3
Inner regional	'000	111.1	121.7	45.8	16.5	18.3	19.2	0.1	..	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
Participation rate										
Major cities	%	4.7	7.8	3.8	4.9	8.3	..	4.8	..	5.7
Inner regional	%	7.8	11.1	4.8	7.2	10.1	5.7	6.9	..	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	269.2	339.0	129.2	98.5	84.4	..	20.1	..	940.4
Inner regional	'000	121.0	123.9	57.8	16.6	16.5	20.1	0.1	..	356.0

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	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	..	5.4	..	5.9
Inner regional	%	8.6	11.5	6.3	7.6	9.2	6.0	10.1	..	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	277.2	293.7	135.5	98.8	57.6	..	20.1	..	882.9
Inner regional	'000	121.2	111.8	60.8	16.3	11.8	19.8	0.1	..	341.7
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	1 480.4
Participation rate										
Major cities	%	5.2	7.0	4.9	5.5	4.8	..	5.5	..	5.6
Inner regional	%	8.6	10.4	6.7	7.7	6.6	5.9	12.6	..	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

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	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).
- (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.

Source: NCVET unpublished, *National VET provider collection*; ABS 2016, *Regional Population Growth, Australia, 2015*, Cat. no. 3218.0; 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>
2015									
Proportion of VET students									
Reported as having disability	9.5	10.0	5.5	5.7	11.1	10.2	10.7	5.8	8.6
Reported as not having disability	76.1	88.6	73.8	85.3	88.9	87.0	88.6	89.5	82.2
Disability status not reported	14.5	1.3	20.7	9.1	–	2.7	0.8	4.6	9.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (c)	11.1	10.2	7.0	6.2	11.1	10.5	10.8	6.1	9.5
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

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>
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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>
2015									
Proportion of VET students									
Speaking a language other than English (LOTE) at home	16.2	28.7	7.1	16.7	16.2	5.5	17.9	31.6	18.6
Speaking English at home	76.4	70.0	82.1	73.1	78.7	92.5	73.0	63.7	75.3
Language spoken at home not reported	7.4	1.3	10.8	10.2	5.0	2.0	9.1	4.6	6.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	17.5	29.1	8.0	18.6	17.1	5.6	19.7	33.2	19.8
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
2014									
Proportion of VET students									
Speaking a 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
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

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>
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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	1 480.4
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	7.9	5.7	6.2	6.2	6.2	6.5	9.5	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
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

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>
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.86.

(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 2015, *Australian Demographic Statistics, June 2015*, 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>
2015									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	8.5	1.5	6.3	9.2	4.7	5.1	3.5	38.7	6.1
Reported as non-Indigenous	89.9	97.6	85.3	84.2	93.5	93.8	91.6	59.6	90.7
Indigenous status not reported	1.6	0.9	8.4	6.6	1.9	1.1	4.9	1.7	3.2
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)	8.6	1.5	6.9	9.9	4.8	5.1	3.7	39.4	6.3
Proportion of total population reported as Aboriginal and Torres Strait Islander (d)	3.0	0.9	4.4	3.7	2.4	5.1	1.8	30.0	3.1
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
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

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>
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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; 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>
2015										
Number of students by age										
All students total	'000	188.9	298.1	190.6	90.2	54.1	19.3	15.0	11.6	867.7
18–24 year olds	'000	73.9	112.2	65.6	30.8	17.7	6.7	6.1	3.3	316.4
20–64 year olds	'000	132.6	242.3	142.1	69.8	45.6	15.8	12.1	9.9	670.2
15–64 year olds	'000	187.9	295.3	188.7	89.8	53.8	19.2	14.9	11.5	861.1
Aboriginal and Torres Strait Islander students total	'000	15.2	3.8	10.3	4.3	1.5	0.9	0.5	2.8	39.2
18–24 year olds	'000	6.0	1.7	4.0	1.5	0.5	0.4	0.2	0.8	15.2
20–64 year olds	'000	10.8	2.9	7.1	3.4	1.2	0.7	0.3	2.4	28.9
15–64 year olds	'000	15.1	3.8	10.2	4.2	1.5	0.9	0.5	2.8	39.0
Non-Indigenous students total	'000	171.9	291.9	164.9	80.0	51.7	18.2	13.8	8.7	801.0
18–24 year olds	'000	67.6	109.2	57.6	27.6	16.9	6.3	5.6	2.5	293.3
20–64 year olds	'000	120.4	237.9	122.3	61.7	43.6	15.0	11.2	7.4	619.4
15–64 year olds	'000	171.1	289.1	163.3	79.6	51.4	18.1	13.7	8.7	794.9
Participation rate by age (d)										
All students total	%	2.5	5.0	4.0	3.5	3.2	3.7	3.8	4.7	3.6
18–24 year olds	%	10.3	19.5	14.1	12.5	11.2	14.9	15.0	13.2	13.9
20–64 year olds	%	2.9	6.7	5.0	4.4	4.6	5.4	4.9	6.3	4.7
15–64 year olds	%	3.8	7.5	6.0	5.1	4.9	5.9	5.5	6.6	5.5
Aboriginal and Torres Strait Islander students total	%	6.7	7.3	4.9	4.4	3.7	3.5	6.7	3.8	5.4
18–24 year olds	%	19.0	22.7	13.7	11.6	9.0	11.8	18.4	8.5	15.0
20–64 year olds	%	9.5	10.9	6.9	6.7	5.7	5.3	8.6	5.8	7.7
15–64 year olds	%	10.9	11.7	8.1	6.9	5.9	5.7	9.8	5.8	8.6

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>
Non-Indigenous students total	%	2.3	5.0	3.6	3.2	3.1	3.7	3.6	5.1	3.5
18–24 year olds	%	9.9	19.2	13.2	11.9	11.2	15.0	14.1	16.0	13.5
20–64 year olds	%	2.7	6.7	4.5	4.0	4.5	5.3	4.6	6.4	4.5
15–64 year olds	%	3.5	7.4	5.4	4.7	4.8	5.8	5.2	6.9	5.2
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

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>
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
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

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>
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
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

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>
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
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

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>
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)										
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

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>
(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 :	NCVER unpublished, <i>National VET provider collection</i> ; ABS 2015, <i>Australian Demographic Statistics, June 2015</i> , Cat. no. 3101.0; 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.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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Number of students by age										
All students total	'000	25.8	61.8	19.8	13.8	15.3	2.6	3.2	1.2	143.4
18–24 year olds	'000	8.2	23.5	7.3	4.9	3.9	0.4	1.1	0.2	49.5
20–64 year olds	'000	22.7	52.2	15.2	11.3	14.2	2.5	2.9	1.2	122.1
15–64 year olds	'000	25.7	61.6	19.7	13.8	15.3	2.5	3.1	1.2	142.9
Aboriginal and Torres Strait Islander students total	'000	2.2	0.6	0.9	0.3	0.3	0.1	0.1	0.2	4.7
18–24 year olds	'000	0.6	0.2	0.3	0.1	0.1	–	–	–	1.4
20–64 year olds	'000	2.0	0.5	0.7	0.3	0.2	0.1	0.1	0.2	4.1
15–64 year olds	'000	2.2	0.6	0.9	0.3	0.3	0.1	0.1	0.2	4.7
Non-Indigenous students total	'000	23.3	60.6	17.1	12.6	14.9	2.4	2.9	1.0	134.7
18–24 year olds	'000	7.6	22.9	6.4	4.6	3.8	0.4	1.0	0.2	46.8
20–64 year olds	'000	20.4	51.3	13.1	10.2	13.7	2.3	2.7	0.9	114.7
15–64 year olds	'000	23.2	60.3	17.1	12.5	14.8	2.4	2.9	1.0	134.2
Participation rate by age (d)										
All students total	%	0.3	1.0	0.4	0.5	0.9	0.5	0.8	0.5	0.6
18–24 year olds	%	1.2	4.1	1.6	2.0	2.5	1.0	2.6	0.7	2.2
20–64 year olds	%	0.5	1.4	0.5	0.7	1.4	0.8	1.2	0.7	0.9
15–64 year olds	%	0.5	1.6	0.6	0.8	1.4	0.8	1.2	0.7	0.9
Aboriginal and Torres Strait Islander students total	%	1.0	1.1	0.4	0.4	0.6	0.4	1.3	0.3	0.6
18–24 year olds	%	1.8	3.1	1.1	0.8	1.4	0.9	2.7	0.2	1.4
20–64 year olds	%	1.8	2.0	0.6	0.6	1.1	0.8	2.1	0.5	1.1
15–64 year olds	%	1.6	1.8	0.7	0.6	1.0	0.7	2.0	0.5	1.0

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students total	%	0.3	1.0	0.4	0.5	0.9	0.5	0.8	0.6	0.6
18–24 year olds	%	1.1	4.0	1.5	2.0	2.5	1.0	2.4	1.0	2.2
20–64 year olds	%	0.5	1.4	0.5	0.7	1.4	0.8	1.1	0.8	0.8
15–64 year olds	%	0.5	1.5	0.6	0.7	1.4	0.8	1.1	0.8	0.9
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

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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	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

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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)										
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

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 (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
--	-------------	------------	------------	------------	-----------	---------------	------------	------------	-----------	-------------

(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 2015, *Australian Demographic Statistics, June 2015*, Cat. no. 3101.0; ABS 2013, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 2A.1; table 2A.13.

Achieved main reason for training

TABLE 5A.21

Table 5A.21 **Whether course helped graduates achieve their main reason for undertaking training, all graduates (per cent)**
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Helped achieve main reason	67.1 ± 1.1	60.8 ± 2.4	62.1 ± 2.2	69.8 ± 1.3	64.1 ± 2.1	68.8 ± 2.1	68.6 ± 3.2	79.2 ± 3.0	64.5 ± 0.9
Partly helped achieve main reason	15.2 ± 0.9	16.2 ± 1.9	14.6 ± 1.7	14.3 ± 1.0	16.2 ± 1.6	14.4 ± 1.6	15.2 ± 2.6	10.6 ± 2.4	15.3 ± 0.7
Did not help achieve main reason	7.3 ± 0.6	12.7 ± 1.7	14.0 ± 1.7	7.2 ± 0.8	9.3 ± 1.3	7.4 ± 1.2	7.0 ± 1.7	4.9 ± 1.5	10.3 ± 0.7
Did not know yet	10.4 ± 0.7	10.3 ± 1.5	9.3 ± 1.4	8.8 ± 0.8	10.3 ± 1.3	9.5 ± 1.3	9.1 ± 2.0	5.4 ± 1.5	9.9 ± 0.6
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

TABLE 5A.21

Table 5A.21 **Whether course helped graduates achieve their main reason for undertaking training, all graduates (per cent)**
(a), (b), (c), (d)

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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(b) Data in italics have relative standard errors greater than equal to or 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.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.22

Table 5A.22 **Whether course helped graduates achieve their main reason for under taking training, Aboriginal and Torres Strait Islander graduates (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>
2015									
Helped achieve main reason	72.9 ± 4.8	87.5 ± 7.7	52.3 ±10.6	65.1 ± 7.8	70.8 ±15.3	71.0 ± 8.3	72.8 ±14.6	77.4 ± 8.4	67.8 ± 4.3
Partly helped achieve main reason	13.5 ± 4.0	5.5 ± 4.1	11.7 ± 6.2	16.7 ± 5.9	np	16.6 ± 7.0	21.1 ±14.2	9.8 ± 6.2	12.3 ± 2.6
Did not help achieve main reason	6.2 ± 2.7	2.5 ± 2.4	23.3 ±10.1	11.2 ± 5.5	np	7.3 ± 4.7	np	np	11.2 ± 3.4
Did not know yet	7.4 ± 2.3	4.5 ± 4.2	12.7 ± 7.5	7.0 ± 4.5	13.0 ±11.5	5.1 ± 3.8	np	6.1 ± 4.8	8.7 ± 2.6
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

TABLE 5A.22

Table 5A.22 **Whether course helped graduates achieve their main reason for under taking training, Aboriginal and Torres Strait Islander graduates (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>
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (b) Aboriginal and Torres Strait Islander students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) 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. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.23

Table 5A.23 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Helped achieve main reason	66.6 ± 1.2	60.5 ± 2.5	63.5 ± 2.3	69.8 ± 1.4	64.2 ± 2.2	68.4 ± 2.2	69.0 ± 3.3	79.0 ± 3.3	64.4 ± 1.0
Partly helped achieve main reason	15.4 ± 0.9	16.4 ± 2.0	14.5 ± 1.8	14.3 ± 1.0	16.3 ± 1.7	14.3 ± 1.7	14.4 ± 2.6	11.1 ± 2.7	15.5 ± 0.8
Did not help achieve main reason	7.4 ± 0.7	13.0 ± 1.8	12.9 ± 1.7	7.0 ± 0.8	9.1 ± 1.3	7.5 ± 1.2	7.3 ± 1.8	4.6 ± 1.7	10.2 ± 0.7
Did not know yet	10.6 ± 0.8	10.1 ± 1.5	9.0 ± 1.4	8.8 ± 0.8	10.4 ± 1.3	9.8 ± 1.4	9.4 ± 2.1	5.3 ± 1.6	9.9 ± 0.6
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

TABLE 5A.23

Table 5A.23 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (per cent) (a), (b), (c), (d)**

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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.24

Table 5A.24 **Whether course helped graduates achieve their main reason for undertaking training, by remoteness area (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>
Major Cities									
2015									
Helped achieve main reason	64.4 ± 1.5	58.3 ± 3.0	60.0 ± 3.0	67.4 ± 1.7	59.9 ± 2.7	np	67.4 ± 3.4	np	61.6 ± 1.2
Partly helped achieve main reason	16.5 ± 1.1	16.8 ± 2.3	16.4 ± 2.3	15.2 ± 1.3	17.7 ± 2.2	np	15.7 ± 2.7	np	16.6 ± 0.9
Did not help achieve main reason	8.2 ± 0.9	13.9 ± 2.1	13.8 ± 2.3	8.1 ± 1.0	11.0 ± 1.8	np	7.4 ± 1.9	np	11.2 ± 0.8
Did not know yet	10.9 ± 0.9	11.0 ± 1.8	9.7 ± 1.8	9.3 ± 1.0	11.4 ± 1.7	np	9.5 ± 2.1	–	10.6 ± 0.7
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
Inner Regional									
2015									
Helped achieve main reason	71.8 ± 2.0	65.2 ± 4.9	64.2 ± 4.6	73.1 ± 3.4	67.5 ± 6.6	67.4 ± 2.7	75.3 ±10.2	83.8 ±27.6	67.9 ± 2.0
Partly helped achieve main reason	12.9 ± 1.4	14.8 ± 3.7	12.3 ± 2.9	13.1 ± 2.5	15.5 ± 4.9	14.4 ± 2.0	13.7 ± 8.6	–	13.6 ± 1.4
Did not help achieve main reason	5.6 ± 1.0	10.8 ± 3.6	16.0 ± 4.0	5.4 ± 1.7	6.6 ± 3.5	8.0 ± 1.6	np	–	9.4 ± 1.4
Did not know yet	9.7 ± 1.3	9.2 ± 2.7	7.5 ± 2.5	8.4 ± 2.1	10.4 ± 4.3	10.2 ± 1.7	6.7 ± 5.7	np	9.1 ± 1.1
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
Outer Regional									
2015									
Helped achieve main reason	73.2 ± 3.8	73.5 ± 8.5	65.0 ± 6.1	76.5 ± 3.2	72.1 ± 5.7	70.4 ± 3.6	92.9 ±10.5	76.8 ± 3.9	71.4 ± 2.4

TABLE 5A.24

Table 5A.24 **Whether course helped graduates achieve their main reason for undertaking training, by remoteness area (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>
Partly helped achieve main reason	12.6 ± 3.1	14.0 ± 7.0	12.0 ± 3.9	11.7 ± 2.3	13.3 ± 4.8	15.0 ± 2.8	np	12.4 ± 3.2	12.8 ± 1.7
Did not help achieve main reason	5.0 ± 2.2	5.9 ± 4.9	13.0 ± 4.7	4.6 ± 1.8	6.8 ± 2.6	6.0 ± 1.7	–	5.6 ± 2.1	7.5 ± 1.6
Did not know yet	9.1 ± 2.1	6.6 ± 3.6	10.0 ± 4.0	7.2 ± 1.8	7.8 ± 3.0	8.6 ± 2.1	np	5.2 ± 1.9	8.3 ± 1.4
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
Remote and Very Remote									
2015									
Helped achieve main reason	78.2 ± 8.4	91.5 ± 15.7	73.2 ± 10.2	79.0 ± 4.1	88.2 ± 8.2	79.2 ± 9.2	na	87.5 ± 3.5	79.6 ± 3.5
Partly helped achieve main reason	12.2 ± 5.9	–	7.7 ± 4.4	10.2 ± 3.0	5.8 ± 6.7	10.3 ± 6.5	na	4.9 ± 2.3	8.4 ± 1.9
Did not help achieve main reason	np	np	5.8 ± 5.0	3.9 ± 1.8	np	np	na	np	4.1 ± 1.6
Did not know yet	7.0 ± 5.8	–	13.2 ± 8.7	6.9 ± 2.6	5.1 ± 5.0	np	na	4.1 ± 2.3	7.9 ± 2.8
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

Table 5A.24 **Whether course helped graduates achieve their main reason for undertaking training, by remoteness area (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).
- (f) For this table, jurisdiction is determined by the location of the RTO, and remoteness area is based on the usual residence of the student. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no very remote areas in Victoria; and, no remote or very remote areas in the ACT. Data for these areas are for students studying with a RTO at one location, but the student's normal residence is located in a different remoteness area (elsewhere in Australia), as indicated.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.25

Table 5A.25 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (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>
2015									
Helped achieve main reason	53.0 ± 3.7	49.4 ± 8.2	46.8 ± 7.5	61.2 ± 5.2	51.3 ± 7.2	58.3 ± 7.0	47.9 ± 11.5	64.3 ± 13.6	51.4 ± 3.0
Partly helped achieve main reason	18.1 ± 2.7	19.7 ± 6.7	19.2 ± 6.1	14.8 ± 3.7	20.9 ± 6.0	22.5 ± 5.9	23.0 ± 10.2	15.9 ± 11.3	18.9 ± 2.4
Did not help achieve main reason	12.4 ± 2.7	18.1 ± 7.2	20.4 ± 6.3	11.3 ± 3.5	12.0 ± 4.6	10.6 ± 4.6	13.6 ± 8.3	8.2 ± 7.1	15.3 ± 2.5
Did not know yet	16.5 ± 2.5	12.8 ± 5.2	13.6 ± 5.5	12.7 ± 3.5	15.8 ± 5.2	8.7 ± 3.8	15.5 ± 7.6	11.6 ± 8.8	14.4 ± 2.0
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

TABLE 5A.25

Table 5A.25 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (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>
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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) 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. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.26

Table 5A.26 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Helped achieve main reason	61.1 ± 2.4	51.6 ± 4.8	59.9 ± 5.9	66.2 ± 2.9	57.3 ± 4.9	59.1 ± 8.5	60.8 ± 7.2	76.9 ± 5.3	57.6 ± 2.2
Partly helped achieve main reason	17.2 ± 1.9	21.7 ± 4.2	12.8 ± 4.2	16.3 ± 2.2	19.5 ± 4.0	18.0 ± 6.3	17.6 ± 5.8	8.4 ± 3.3	18.5 ± 1.8
Did not help achieve main reason	9.2 ± 1.4	15.3 ± 3.5	13.3 ± 3.9	9.3 ± 1.8	12.1 ± 3.3	10.0 ± 5.9	11.1 ± 4.6	8.0 ± 3.0	12.2 ± 1.5
Did not know yet	12.4 ± 1.6	11.4 ± 2.8	14.0 ± 4.4	8.3 ± 1.7	11.2 ± 3.0	13.0 ± 5.7	10.5 ± 4.6	6.8 ± 3.2	11.7 ± 1.3
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

TABLE 5A.26

Table 5A.26 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (per cent) (a), (b), (c), (d)**

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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

Student satisfaction

with quality of training

TABLE 5A.27

Table 5A.27 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
All graduates	88.9 ± 0.8	84.1 ± 1.8	86.3 ± 1.7	87.8 ± 1.0	88.5 ± 1.4	88.8 ± 1.5	84.9 ± 2.5	87.0 ± 2.7	86.8 ± 0.7
Graduates who were seeking:									
Employment related outcomes	88.9 ± 0.9	83.3 ± 2.1	85.6 ± 1.9	87.5 ± 1.1	88.5 ± 1.5	88.5 ± 1.6	84.5 ± 2.7	86.8 ± 2.8	86.4 ± 0.8
Further study outcomes	90.1 ± 3.2	85.9 ± 6.8	94.1 ± 3.6	90.7 ± 3.5	88.9 ± 8.3	83.6 ± 9.3	85.9 ± 14.1	83.9 ± 27.3	89.2 ± 2.5
Personal development outcomes	88.5 ± 2.2	88.2 ± 4.0	88.9 ± 4.8	88.3 ± 2.8	87.3 ± 4.8	90.6 ± 3.8	86.3 ± 7.4	88.2 ± 8.4	88.4 ± 1.6
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

TABLE 5A.27

Table 5A.27 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d)**

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

TABLE 5A.27

Table 5A.27 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d)**

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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.28

Table 5A.28 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2015									
All graduates	91.0 ± 3.0	93.6 ± 4.6	88.4 ± 7.0	91.0 ± 4.7	93.3 ± 9.3	90.7 ± 5.4	85.8 ±10.7	88.1 ± 7.3	90.4 ± 2.5
Graduates who were seeking:									
Employment related outcomes	91.1 ± 3.5	93.5 ± 5.0	87.5 ± 7.7	92.0 ± 4.8	94.3 ±10.7	90.3 ± 6.4	83.9 ±11.9	91.8 ± 5.9	90.3 ± 2.9
Further study outcomes	84.9 ±15.1	np	100.0	90.4 ±18.2	np	np	np	np	84.0 ±10.9
Personal development outcomes	91.5 ± 5.8	100.0	97.0 ± 4.3	80.7 ±21.1	89.1 ±20.4	92.9 ±10.2	np	76.3 ±25.2	91.8 ± 4.0
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

TABLE 5A.28

Table 5A.28 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (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									
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
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

TABLE 5A.28

Table 5A.28 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
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
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

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

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

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

(e) 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.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.29

Table 5A.29 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
All graduates	89.0 ± 0.8	84.2 ± 1.9	86.3 ± 1.7	87.8 ± 1.0	88.5 ± 1.5	88.7 ± 1.5	84.8 ± 2.6	86.8 ± 2.9	86.8 ± 0.7
Graduates who were seeking:									
Employment related outcomes	89.0 ± 1.0	83.2 ± 2.1	85.7 ± 1.9	87.5 ± 1.1	88.4 ± 1.6	88.3 ± 1.7	84.4 ± 2.8	86.0 ± 3.2	86.3 ± 0.8
Further study outcomes	90.1 ± 3.3	85.6 ± 7.1	94.2 ± 3.7	91.2 ± 3.6	90.5 ± 7.8	84.4 ± 9.3	85.1 ±14.9	100.0	89.3 ± 2.6
Personal development outcomes	88.7 ± 2.4	90.1 ± 3.5	88.0 ± 5.3	88.3 ± 2.9	87.8 ± 4.9	90.8 ± 4.0	86.1 ± 7.9	91.6 ± 6.7	88.9 ± 1.6
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

TABLE 5A.29

Table 5A.29 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d)**

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

TABLE 5A.29

Table 5A.29 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (per cent) (a), (b), (c), (d)**

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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.30

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
Major cities									
2015									
All graduates	88.3 ± 1.0	83.4 ± 2.3	86.1 ± 2.2	86.7 ± 1.2	88.3 ± 1.8	90.2 ±18.7	84.4 ± 2.6	63.2 ±35.3	86.1 ± 0.9
Graduates who were seeking:									
Employment related outcomes	88.7 ± 1.2	82.5 ± 2.6	85.3 ± 2.5	86.4 ± 1.4	88.3 ± 1.9	np	83.9 ± 2.9	np	85.7 ± 1.0
Further study outcomes	89.1 ± 4.0	84.2 ± 8.2	93.7 ± 4.4	91.0 ± 4.0	89.5 ±10.1	na	84.7 ±15.3	na	88.3 ± 3.1
Personal development outcomes	86.5 ± 3.1	88.5 ± 5.0	88.0 ± 6.9	86.8 ± 3.5	86.6 ± 6.1	np	86.0 ± 7.6	np	87.4 ± 2.2
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
Inner regional areas									
2015									
All graduates	89.8 ± 1.4	84.8 ± 3.6	84.6 ± 3.6	90.6 ± 2.2	88.9 ± 4.5	87.7 ± 2.0	88.0 ± 8.5	95.0 ± 9.7	87.1 ± 1.4
Graduates who were seeking:									
Employment related outcomes	89.4 ± 1.6	83.9 ± 4.1	84.4 ± 3.9	89.5 ± 2.5	88.4 ± 4.9	87.8 ± 2.2	86.9 ± 9.2	92.0 ±15.9	86.5 ± 1.6
Further study outcomes	92.2 ± 5.0	95.9 ± 3.8	95.4 ± 6.7	93.2 ± 7.8	85.5 ±25.7	83.7 ±10.8	np	np	93.0 ± 3.0
Personal development outcomes	91.8 ± 3.4	88.6 ± 7.7	85.5 ±10.0	98.7 ± 1.9	94.4 ±10.7	86.8 ± 5.6	np	np	89.8 ± 3.2
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

TABLE 5A.30

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
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
Outer regional areas									
2015									
All graduates	90.1 ± 2.9	89.9 ± 4.0	88.4 ± 3.9	90.0 ± 2.4	88.1 ± 4.4	90.8 ± 2.2	97.4 ± 5.3	88.0 ± 3.1	89.3 ± 1.5
Graduates who were seeking:									
Employment related outcomes	89.4 ± 3.4	91.5 ± 4.4	87.1 ± 4.5	90.5 ± 2.5	87.2 ± 5.0	89.7 ± 2.6	97.2 ± 5.7	87.8 ± 3.2	88.9 ± 1.7
Further study outcomes	94.6 ± 6.1	73.5 ±20.0	97.6 ± 4.6	83.3 ±12.5	91.3 ±16.7	82.7 ±18.9	np	76.2 ±37.1	90.4 ± 4.5
Personal development outcomes	93.9 ± 3.9	81.0 ±11.9	96.8 ± 2.6	86.9 ± 8.7	91.8 ± 9.3	97.1 ± 2.9	na	93.1 ± 6.8	91.9 ± 2.5
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
Remote and very remote									
2015									
All graduates	90.9 ± 8.5	88.2 ±16.6	90.0 ± 6.0	90.1 ± 3.2	93.4 ± 7.0	89.6 ± 7.2	na	84.8 ± 5.6	89.8 ± 2.5
Graduates who were seeking:									
Employment related outcomes	88.4 ±10.6	85.6 ±20.0	91.9 ± 5.4	89.8 ± 3.5	94.8 ± 6.7	88.9 ± 8.1	na	85.8 ± 5.8	90.3 ± 2.5
Further study outcomes	100.0	np	np	92.0 ±15.2	np	np	na	np	93.7 ± 8.6
Personal development outcomes	100.0	np	94.2 ± 7.5	90.6 ± 8.4	74.8 ±41.8	100.0	na	78.7 ±18.5	90.4 ± 5.9
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

TABLE 5A.30

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
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
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

TABLE 5A.30

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
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
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

Table 5A.30 **Proportion of graduates who were satisfied with the quality of their completed course, by purpose of study, by remoteness area (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>
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).
- (f) For this table, jurisdiction is determined by the location of the RTO and remoteness area is based on the usual residence of the student. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no very remote areas in Victoria; and, no remote or very remote areas in the ACT. Data for these areas are for students studying with a RTO at one location, but the student's normal residence is located in a different remoteness area (elsewhere in Australia), as indicated.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.31

Table 5A.31 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (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>
2015									
All graduates	85.7 ± 2.8	85.5 ± 6.3	87.5 ± 4.8	84.9 ± 3.7	86.9 ± 4.6	89.2 ± 4.5	80.7 ± 9.6	66.5 ±13.8	85.9 ± 2.2
Graduates who were seeking:									
Employment related outcomes	85.8 ± 3.5	85.5 ± 7.4	86.7 ± 5.5	86.6 ± 4.1	86.1 ± 5.1	85.2 ± 6.7	83.4 ±10.4	67.2 ±15.2	85.8 ± 2.7
Further study outcomes	85.7 ± 9.9	94.5 ± 5.6	94.7 ±10.2	74.3 ±16.9	92.9 ±14.2	72.7 ±26.9	np	np	88.2 ± 5.7
Personal development outcomes	88.3 ± 4.6	80.5 ±13.7	86.6 ±13.8	82.3 ± 9.0	88.6 ±15.9	98.3 ± 3.3	54.2 ±32.0	73.4 ±33.4	86.1 ± 4.3
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

TABLE 5A.31

Table 5A.31 **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>NSW</i>	<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									
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
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

TABLE 5A.31

Table 5A.31 **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>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
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
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

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

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

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

(e) 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.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.32

Table 5A.32 **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>NSW</i>	<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									
All graduates	89.7 ± 1.5	83.2 ± 3.6	90.9 ± 3.1	89.5 ± 1.9	88.3 ± 3.3	88.0 ± 5.9	85.0 ± 5.5	92.4 ± 3.4	87.1 ± 1.5
Graduates who were seeking:									
Employment related outcomes	90.4 ± 1.7	83.0 ± 4.1	89.1 ± 3.9	90.1 ± 2.2	87.8 ± 3.7	85.9 ± 8.0	84.8 ± 5.8	91.5 ± 3.9	86.9 ± 1.8
Further study outcomes	92.2 ± 4.4	82.6 ±13.0	94.3 ±10.8	91.2 ± 5.7	97.3 ± 3.9	86.2 ±18.2	79.4 ±25.6	100.0	89.6 ± 4.3
Personal development outcomes	85.0 ± 4.8	83.2 ± 9.5	97.8 ± 1.9	85.6 ± 5.7	86.7 ± 9.3	94.6 ± 7.4	87.6 ±16.1	95.6 ± 8.5	86.5 ± 3.6
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

TABLE 5A.32

Table 5A.32 **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>NSW</i>	<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									
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
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

TABLE 5A.32

Table 5A.32 **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>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
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
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.

np Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

Employer engagement with VET

TABLE 5A.33

Table 5A.33 **Employer engagement with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Engagement with:									
Apprenticeships/traineeships (d)	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 (e)	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 (f)	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									
Engagement with:									
Apprenticeships/traineeships (d)	26.8 ± 2.7	26.7 ± 3.2	27.2 ± 3.0	27.8 ± 3.4	25.7 ± 3.8	29.5 ± 3.7	23.6 ± 3.5	30.9 ± 4.0	26.9 ± 1.4
Nationally recognised training (e)	20.6 ± 2.4	18.1 ± 2.8	18.2 ± 2.5	22.8 ± 3.3	22.0 ± 3.4	23.6 ± 3.7	28.0 ± 4.0	31.2 ± 4.2	20.0 ± 1.3
Formal vocational qualifications as a job requirement (f)	35.8 ± 3.1	29.8 ± 3.4	32.5 ± 3.5	36.3 ± 3.9	30.9 ± 3.9	33.7 ± 4.4	30.8 ± 4.0	38.6 ± 4.0	33.3 ± 1.6
2011									
Engagement with:									
Apprenticeships/traineeships (d)	28.7 ± 2.5	30.3 ± 2.9	33.7 ± 4.1	28.8 ± 3.9	28.6 ± 4.4	44.8 ± 4.7	25.3 ± 4.0	33.5 ± 4.9	30.4 ± 1.5
Nationally recognised training (e)	22.3 ± 2.3	24.6 ± 2.9	23.4 ± 3.5	25.7 ± 4.0	22.0 ± 3.8	30.6 ± 5.3	29.2 ± 4.4	33.5 ± 5.4	23.7 ± 1.4
Formal vocational qualifications as a job requirement (f)	39.5 ± 2.8	34.0 ± 3.1	35.5 ± 3.9	36.5 ± 4.4	32.2 ± 4.5	34.9 ± 5.4	33.9 ± 4.7	35.8 ± 5.2	36.4 ± 1.6
2009									
Engagement with:									
Apprenticeships/traineeships (d)	29.2 ± 3.9	33.3 ± 4.4	36.0 ± 4.4	30.4 ± 4.5	31.4 ± 6.0	34.0 ± 4.5	27.1 ± 4.3	36.2 ± 5.8	32.0 ± 2.0
Nationally recognised training (e)	27.8 ± 4.1	27.9 ± 4.4	25.2 ± 4.0	27.4 ± 4.8	25.7 ± 4.4	28.4 ± 4.5	27.7 ± 4.4	34.7 ± 5.6	27.2 ± 2.0
Formal vocational qualifications as a job requirement (f)	37.8 ± 4.4	36.6 ± 4.6	32.1 ± 4.4	36.4 ± 5.2	31.2 ± 5.9	31.5 ± 4.7	36.9 ± 4.9	42.2 ± 6.4	35.7 ± 2.2

TABLE 5A.33

Table 5A.33 **Employer engagement with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
Engagement with:									
Apprenticeships/traineeships (d)	29.1 ± 4.3	31.8 ± 5.3	31.8 ± 5.5	27.4 ± 4.5	27.9 ± 5.1	37.8 ± 5.2	32.1 ± 5.1	34.6 ± 4.9	30.3 ± 2.3
Nationally recognised training (e)	25.5 ± 4.3	20.4 ± 4.8	21.0 ± 4.7	24.8 ± 3.8	23.7 ± 4.6	26.6 ± 4.6	27.8 ± 4.7	32.0 ± 5.0	23.3 ± 2.2
Formal vocational qualifications as a job requirement (f)	39.6 ± 4.8	34.7 ± 5.7	28.9 ± 5.3	35.0 ± 4.8	29.1 ± 5.0	32.7 ± 5.0	31.7 ± 5.1	34.7 ± 5.3	34.8 ± 2.5

- (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) Data that are 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) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.
- (e) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.
- (f) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.

Source: NCVER unpublished, *Survey of Employer Use and Views of the VET System*.

Employer satisfaction

with VET

TABLE 5A.34

Table 5A.34 **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.34

Table 5A.34 **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.34

Table 5A.34 **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.

np Not published.

Source: NCVET unpublished, *Survey of Employer Use and Views of the VET System*.

Qualification completion rate

Table 5A.35 **Estimated completion rates and subject load pass rates for qualifications at certificate I and above, commencing 2010–14 (per cent) (a), (b), (c)**

	NSW (d)	Vic	Qld	WA	SA	Tas	ACT (e)	NT	Aust
2014									
Estimated qualification completion rate	38.6	35.9	43.9	37.6	32.8	35.8	39.4	35.3	38.0
Subject load pass rate	80.1	81.2	91.7	83.1	86.5	80.7	85.1	73.9	83.0
2013									
Estimated qualification completion rate	34.2	33.9	33.3	36.8	38.5	25.8	41.2	34.8	34.5
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	34.6	38.4	25.3	32.1	30.9	36.1
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	23.5	40.5	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

(a) 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. The methodology used is identical to that given in Mark and Karmel (2010, <<http://www.ncver.edu.au/publications/2272.html>>).

(b) This table relates to government-funded VET activity (based on major funding codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government 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.35 Estimated completion rates and subject load pass rates for qualifications at certificate I and above, commencing 2010–14 (per cent) (a), (b), (c)

	<i>NSW (d)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
(c) 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.									
(d) The decrease in completion rates in NSW 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.									
(e) The increase in completion rates in the ACT 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 2016, *Australian vocational education and training statistics: the likelihood of completing a government-funded VET program, 2010–2014*, Adelaide.

TABLE 5A.36

Table 5A.36 **Government-funded subject 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>
2015									
Reported as Aboriginal and Torres Strait Islander	69.8	71.5	90.1	75.9	87.6	76.8	77.9	74.0	76.7
Reported as non-Indigenous	79.8	79.6	93.5	84.3	86.7	81.6	85.1	85.4	83.2
Not reported	85.8	78.7	93.4	80.7	90.8	83.1	79.7	98.5	88.1
All students	79.0	79.5	93.3	83.5	86.8	81.4	84.5	81.9	83.0
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

TABLE 5A.36

Table 5A.36 **Government-funded subject 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>
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
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	79.3	83.2	76.0	88.1	94.4	83.5	86.2	81.2
All students	78.3	76.9	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	73.0	72.1	61.0	66.0
Reported as non-Indigenous	78.5	76.5	82.5	76.8	87.9	80.4	78.7	77.2	79.1
Not reported	77.9	73.1	75.9	71.6	90.6	90.5	75.9	70.5	76.5
All students	77.9	76.2	81.3	74.8	87.7	80.2	78.3	70.4	78.3

Table 5A.36 **Government-funded subject 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>
--	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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.37

Table 5A.37 **Government-funded subject 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>
2015									
Major cities	79.0	78.8	93.3	83.3	84.9	69.8	84.2	83.1	82.3
Inner regional	78.6	80.3	92.9	84.8	92.2	79.1	86.6	87.9	82.9
Outer regional	80.2	86.0	93.9	84.5	91.1	85.8	87.3	83.4	87.4
Remote and very remote	79.0	86.9	94.1	82.0	92.9	86.6	88.2	80.5	86.2
All students	79.0	79.5	93.3	83.5	86.8	81.4	84.5	81.9	83.0
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	84.2	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

TABLE 5A.37

Table 5A.37 **Government-funded subject 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>
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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).
- (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.38

Table 5A.38 **Government-funded subject 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>
2015									
Reported as having a disability	71.8	70.6	89.7	73.7	84.6	72.3	77.5	74.1	74.4
Reported as not having a disability	79.8	80.4	95.2	84.9	87.1	82.7	85.3	81.9	83.7
Not reported disability	91.3	84.4	88.2	76.3	–	78.7	89.8	95.2	86.3
All students	79.0	79.5	93.3	83.5	86.8	81.4	84.5	81.9	83.0
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

Table 5A.38 **Government-funded subject 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>
--	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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.39

Table 5A.39 **Government-funded subject 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>
2015									
Language other than English	76.4	75.9	93.0	82.4	77.4	54.7	84.5	70.9	77.7
English	80.1	81.1	93.0	84.6	89.8	83.8	84.8	86.5	84.5
Not reported	75.4	73.6	96.4	77.1	75.7	84.2	82.6	84.2	84.1
All students	79.0	79.5	93.3	83.5	86.8	81.4	84.5	81.9	83.0
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	83.1
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4

Table 5A.39 **Government-funded subject 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>
--	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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*.

Efficiency

TABLE 5A.40

Table 5A.40 **Government-funded VET: Hours of delivery (adjusted for course mix) (a), (b), (c)**

	NSW (d)	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total adjusted hours of delivery (million hours)									
2015	78.49	151.84	75.16	40.19	22.66	7.30	5.44	4.35	385.41
2014	122.48	178.36	67.20	41.49	28.36	8.18	5.78	5.14	456.98
2013	120.22	180.67	56.60	44.22	40.76	7.68	5.84	4.13	460.11
2012	134.86	183.31	65.10	44.74	31.32	8.97	5.91	4.53	478.71
2011	131.80	143.56	69.75	44.61	25.68	8.76	6.48	4.35	435.00
2010	128.28	111.93	62.35	43.30	23.95	7.93	6.30	4.32	388.36
2009	119.79	96.23	55.11	39.98	23.30	7.28	5.99	4.11	351.78
2008	115.69	89.47	51.25	35.26	20.60	7.39	5.17	3.85	328.68
2007	112.28	86.87	48.84	33.52	20.93	7.01	5.42	3.86	318.73
2006	109.97	79.37	47.69	32.15	18.85	6.52	5.59	3.85	304.01

- (a) Hours of delivery are the agreed hours for each subject and represent the hours of supervised training under a traditional delivery strategy. Agreed hours are calculated from the standard nominal hour values compiled in the VET provider collection.
- (b) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period.
- In 2010, the invalid enrolment audit cycle changed, with States and Territory invalid enrolments audited over a three-year cycle rather than annually.
 - For 2015 training activity, Queensland, SA and the ACT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2015 are those calculated for 2014.
- (c) Hours of delivery is adjusted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. Under the method, cost relativities by subject field of education are applied to tabulations of annual hours of delivery by subject field of education and state/territory.
- (d) In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. Continuing subject enrolments at TAFE NSW increased from 280 700 continuing subject enrolments in 2014 to 991 600 in 2015. This decline in hours of delivery has affected the performance measure displayed in this table, leading to a significant increase in 2015.

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

TABLE 5A.41

Table 5A.41 Value of physical non-current assets and user cost of capital, 2015 (a), (b)

	Units	NSW (c)	Vic (c)	Qld (c)	WA	SA	Tas	ACT (c)	NT	Aust
Value of physical non-current assets										
Land	\$m	711.2	480.7	516.2	270.4	130.3	26.5	43.7	15.4	2 194.5
Buildings	\$m	3 944.9	1 328.9	400.0	878.6	625.0	182.0	133.9	163.2	7 656.6
Plant, equipment and motor vehicles	\$m	65.5	67.4	241.7	27.9	17.2	7.4	6.6	2.7	436.4
Other	\$m	4.5	95.4	16.5	35.4	4.4	–	0.5	4.3	161.2
Total physical non-current assets	\$m	4 726.1	1 972.4	1 174.5	1 212.4	776.9	215.9	184.7	185.7	10 448.6
User cost of capital										
Land	\$m	56.9	38.5	41.3	21.6	10.4	2.1	3.5	1.2	175.6
Buildings	\$m	315.6	106.3	32.0	70.3	50.0	14.6	10.7	13.1	612.5
Plant, equipment and motor vehicles	\$m	5.2	5.4	19.3	2.2	1.4	0.6	0.5	0.2	34.9
Other	\$m	0.4	7.6	1.3	2.8	0.4	–	–	0.3	12.9
Total user cost of capital	\$m	378.1	157.8	94.0	97.0	62.2	17.3	14.8	14.9	835.9
Capital charge (d)	%	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 (e)										
Land	\$	0.72	0.25	0.55	0.54	0.46	0.29	0.64	0.28	0.46
Buildings	\$	4.02	0.70	0.43	1.75	2.21	1.99	1.97	3.00	1.59
Plant, equipment and motor vehicles	\$	0.07	0.04	0.26	0.06	0.06	0.08	0.10	0.05	0.09
Other	\$	–	0.05	0.02	0.07	0.02	–	0.01	0.08	0.03
Total per annual hour	\$	4.82	1.04	1.25	2.41	2.74	2.37	2.72	3.42	2.17
Annual hours (f)	million hours	78.97	152.97	73.75	40.02	22.61	7.33	5.50	4.26	385.41
Course mix weight	index	0.994	0.993	1.019	1.004	1.002	0.997	0.989	1.022	1.000

(a) The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes.

Table 5A.41 Value of physical non-current assets and user cost of capital, 2015 (a), (b)

	<i>Units</i>	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
(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)	Jurisdiction notes:									
	NSW: In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. Continuing subject enrolments at TAFE NSW increased from 280 700 continuing subject enrolments in 2014 to 991 600 in 2015. This decline in hours of delivery has affected the performance measure displayed in this table, leading to a significant increase in 2015.									
	Vic: In 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.									
	Qld: In Queensland, the ownership and management of Queensland's training assets:									
	<ul style="list-style-type: none"> • effective 1 July 2014, transferred to the Queensland Training Assets Management Authority (QTAMA) . As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year. • effective 15 July 2015, the Queensland Training Assets Management Authority Repeal Bill (2015) was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 reporting year. 									
	ACT: The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.									
(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)	User cost of capital per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.									
(f)	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.									

Table 5A.41 **Value of physical non-current assets and user cost of capital, 2015 (a), (b)**

	<i>Units</i>	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
--	--------------	----------------	----------------	----------------	-----------	-----------	------------	----------------	-----------	-------------

- 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 2015 training activity, Queensland, South Australia and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2015 are those calculated for 2014.
- Nil or rounded to zero.

Source: NCVER unpublished, *National VET provider collection* and *National VET provider collection*.

TABLE 5A.42

Table 5A.42 **Total government real recurrent expenditure (2015 dollars) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Total government recurrent expenditure									
2015	1 979.2	1 634.4	1 076.3	742.6	417.8	144.0	111.1	122.4	6 227.8
2014	1 936.5	1 755.2	1 001.8	725.2	474.6	163.4	112.0	123.5	6 292.2
2013	2 067.6	2 161.4	1 169.1	791.2	543.5	161.5	119.9	137.9	7 152.1
2012	2 035.6	2 421.1	1 181.4	784.2	419.8	153.4	133.1	128.0	7 256.6
2011	1 941.3	1 956.6	1 200.4	843.6	438.2	175.5	129.9	140.5	6 826.0
2010	1 911.9	1 648.1	1 153.6	705.1	429.9	166.0	148.9	132.0	6 295.6
2009	1 855.7	1 541.1	1 149.8	674.2	429.4	146.0	145.2	126.9	6 068.3
2008	1 879.3	1 535.3	1 073.7	601.1	385.0	144.2	140.5	129.5	5 888.6
2007	1 910.3	1 511.4	1 019.0	619.4	429.0	142.0	120.5	123.9	5 875.5
2006	1 909.3	1 493.8	911.6	630.9	411.8	136.4	124.6	124.3	5 742.8
Recurrent expenditure, excluding user cost of capital									
2015	1 601.2	1 476.6	982.4	645.6	355.7	126.7	96.4	107.5	5 391.9
2014	1 572.6	1 599.5	949.7	627.8	411.9	140.6	97.0	108.2	5 507.4
2013	1 706.5	1 931.7	1 026.7	694.8	473.8	137.8	103.3	122.3	6 196.8
2012	1 693.1	2 184.1	1 030.9	694.5	355.4	129.7	116.1	112.9	6 316.8
2011	1 683.5	1 734.3	1 043.3	760.8	385.6	150.8	111.6	124.4	5 994.3
2010	1 639.5	1 417.8	987.8	617.6	372.2	144.9	115.5	115.1	5 410.4
2009	1 587.8	1 324.7	990.4	586.8	373.9	125.4	113.0	111.6	5 213.8
2008	1 599.4	1 322.9	913.3	503.5	340.0	123.6	108.1	114.7	5 025.4
2007	1 623.7	1 293.0	880.4	529.8	381.7	123.4	107.9	107.7	5 047.5
2006	1 666.2	1 281.1	790.4	551.1	363.0	117.4	111.6	110.3	4 991.1
User Cost of Capital									
2015	378.1	157.8	94.0	97.0	62.2	17.3	14.8	14.9	835.9
2014	363.9	155.7	52.1	97.4	62.6	22.8	15.0	15.3	784.8

Table 5A.42 Total government real recurrent expenditure (2015 dollars) (a), (b)

	NSW (c)	Vic (c)	Qld (c)	WA	SA	Tas	ACT (c)	NT	Aust
2013	361.1	229.7	142.4	96.4	69.7	23.7	16.6	15.6	955.3
2012	342.5	237.0	150.5	89.7	64.4	23.7	17.0	15.1	939.8
2011	257.8	222.3	157.1	82.9	52.6	24.7	18.3	16.1	831.8
2010	272.4	230.4	165.8	87.6	57.6	21.1	33.4	16.9	885.2
2009	267.8	216.4	159.4	87.4	55.4	20.6	32.2	15.2	854.5
2008	279.9	212.4	160.4	97.6	45.0	20.6	32.4	14.9	863.2
2007	286.5	218.4	138.7	89.6	47.3	18.6	12.7	16.2	828.1
2006	243.1	212.7	121.2	79.8	48.8	19.0	13.1	14.1	751.7

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

(b) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

(c) Jurisdiction notes:

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

Vic: In 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.

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

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

Table 5A.42 **Total government real recurrent expenditure (2015 dollars) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
--	----------------	----------------	----------------	-----------	-----------	------------	----------------	-----------	-------------

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

Source: NCVET unpublished, *National financial collection*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.85.

TABLE 5A.43

Table 5A.43 **Total government real recurrent expenditure per annual hour (2015 dollars) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
Total government recurrent expenditure									
2015	25.22	10.76	14.32	18.48	18.44	19.72	20.42	28.15	16.16
2014	15.81	9.84	14.91	17.48	16.74	19.96	19.38	24.02	13.77
2013	17.20	11.96	20.65	17.89	13.33	21.04	20.52	33.40	15.54
2012	15.09	13.21	18.15	17.53	13.41	17.10	22.52	28.23	15.16
2011	14.73	13.63	17.21	18.91	17.06	20.03	20.05	32.28	15.69
2010	14.90	14.72	18.50	16.28	17.95	20.95	23.62	30.58	16.21
2009	15.49	16.01	20.86	16.87	18.43	20.06	24.25	30.83	17.25
2008	16.24	17.16	20.95	17.05	18.69	19.51	27.19	33.69	17.92
2007	17.01	17.40	20.87	18.48	20.50	20.26	22.23	32.12	18.43
2006	17.36	18.82	19.11	19.63	21.84	20.93	22.29	32.29	18.89
Recurrent expenditure, excluding user cost of capital									
2015	20.40	9.72	13.07	16.06	15.70	17.36	17.71	24.73	13.99
2014	12.84	8.97	14.13	15.13	14.53	17.18	16.79	21.05	12.05
2013	14.19	10.69	18.14	15.71	11.62	17.94	17.67	29.63	13.47
2012	12.55	11.92	15.84	15.52	11.35	14.46	19.64	24.91	13.20
2011	12.77	12.08	14.96	17.05	15.02	17.21	17.23	28.58	13.78
2010	12.78	12.67	15.84	14.26	15.54	18.28	18.32	26.67	13.93
2009	13.25	13.77	17.97	14.68	16.05	17.23	18.88	27.13	14.82
2008	13.82	14.79	17.82	14.28	16.50	16.71	20.92	29.82	15.29
2007	14.46	14.88	18.03	15.80	18.24	17.60	19.89	27.91	15.84
2006	15.15	16.14	16.57	17.14	19.25	18.02	19.95	28.64	16.42
User cost of capital									
2015	4.82	1.04	1.25	2.41	2.74	2.37	2.72	3.42	2.17
2014	2.97	0.87	0.78	2.35	2.21	2.78	2.59	2.97	1.72

TABLE 5A.43

Table 5A.43 **Total government real recurrent expenditure per annual hour (2015 dollars) (a), (b), (c), (d)**

	<i>NSW</i> (e)	<i>Vic</i> (e)	<i>Qld</i> (e)	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
2013	3.00	1.27	2.52	2.18	1.71	3.09	2.85	3.78	2.08
2012	2.54	1.29	2.31	2.00	2.06	2.64	2.88	3.32	1.96
2011	1.96	1.55	2.25	1.86	2.05	2.82	2.83	3.70	1.91
2010	2.12	2.06	2.66	2.02	2.41	2.66	5.30	3.91	2.28
2009	2.24	2.25	2.89	2.19	2.38	2.83	5.37	3.70	2.43
2008	2.42	2.37	3.13	2.77	2.18	2.79	6.27	3.87	2.63
2007	2.55	2.51	2.84	2.67	2.26	2.66	2.33	4.21	2.60
2006	2.21	2.68	2.54	2.48	2.59	2.91	2.33	3.65	2.47

(a) Total government recurrent expenditure (excluding user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs:

- *add* Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue
- *add* fee-for-service government agencies revenue received by government-owned RTOs
- *subtract* State and Territory government payroll tax expenditure
- *add* User cost of capital.

Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency.

(b) Total recurrent expenditure 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.35 for more information on the VET hours of delivery and the weighting of these data.

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

(d) Data for 2006-2014 have been adjusted to 2015 dollars using the GDP chain price index (table 5A.85).

(e) Jurisdiction notes:

Table 5A.43 **Total government real recurrent expenditure per annual hour (2015 dollars) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
NSW:	In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. Continuing subject enrolments at TAFE NSW increased from 280 700 continuing subject enrolments in 2014 to 991 600 in 2015. This decline in hours of delivery has affected the performance measure displayed in this table, leading to a significant increase in 2015.								
Vic:	In 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.								
Qld:	In Queensland, the ownership and management of Queensland's training assets: <ul style="list-style-type: none"> effective 1 July 2014, transferred to the Queensland Training Assets Management Authority (QTAMA) . As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year. effective 15 July 2015, the Queensland Training Assets Management Authority Repeal Bill (2015) was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 reporting year. 								
ACT:	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, <i>National financial collection</i> ; ABS 2016, <i>Australian System of National Accounts, 2015-16</i> , Cat. no. 5204.0; table 5A.85.								

Employment and further study outcomes

TABLE 5A.44

Table 5A.44 **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>
2015									
Employed or in further study	85.5 ± 0.8	82.9 ± 1.9	81.7 ± 1.9	88.5 ± 0.9	87.6 ± 1.5	88.1 ± 1.4	91.8 ± 1.8	89.4 ± 2.3	84.6 ± 0.7
Employed after training	72.5 ± 1.0	70.3 ± 2.3	72.8 ± 2.1	77.8 ± 1.2	78.2 ± 1.8	76.3 ± 1.8	81.8 ± 2.7	82.9 ± 2.9	73.2 ± 0.9
In further study after training	35.6 ± 1.2	32.0 ± 2.3	28.1 ± 2.0	36.6 ± 1.4	32.4 ± 2.1	34.9 ± 2.2	40.8 ± 3.3	36.3 ± 3.6	33.0 ± 0.9
At TAFE	51.3 ± 2.1	30.9 ± 4.0	25.2 ± 3.0	51.7 ± 2.3	33.2 ± 3.4	48.5 ± 3.8	41.8 ± 5.4	24.6 ± 5.4	39.3 ± 1.5
At University	23.5 ± 1.8	24.9 ± 3.6	24.9 ± 3.3	20.9 ± 1.9	19.1 ± 3.0	14.1 ± 2.8	25.9 ± 4.8	35.3 ± 6.1	23.4 ± 1.3
At private provider or other registered provider	25.2 ± 1.9	44.2 ± 4.4	49.9 ± 4.1	27.4 ± 2.2	47.7 ± 3.8	37.3 ± 3.8	32.3 ± 5.0	40.0 ± 6.1	37.3 ± 1.7
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

TABLE 5A.44

Table 5A.44 **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>
2012									
Employed or in further study	88.8 ± 1.2	85.6 ± 2.1	85.8 ± 2.2	92.0 ± 1.6	88.2 ± 2.3	87.8 ± 3.3	91.5 ± 2.7	87.4 ± 3.2	87.7 ± 0.8
Employed after training	76.2 ± 1.6	74.2 ± 2.6	77.3 ± 2.5	81.8 ± 2.2	79.5 ± 2.8	76.0 ± 4.3	83.5 ± 3.9	79.6 ± 4.2	76.9 ± 1.0
In further study after training	39.1 ± 1.9	36.6 ± 2.8	32.4 ± 2.8	38.9 ± 2.6	35.2 ± 3.4	38.2 ± 5.0	35.3 ± 5.1	33.9 ± 4.9	36.8 ± 1.2
At TAFE	57.7 ± 3.1	36.9 ± 4.4	39.8 ± 5.0	57.4 ± 4.3	47.4 ± 5.8	66.4 ± 8.2	52.8 ± 8.8	29.1 ± 7.6	48.6 ± 2.0
At University	22.3 ± 2.6	22.8 ± 3.8	22.4 ± 3.9	20.4 ± 3.5	18.6 ± 5.2	10.5 ± 5.5	19.3 ± 7.2	29.8 ± 8.6	21.7 ± 1.6
At private provider or other registered provider	20.0 ± 2.5	40.3 ± 5.0	37.8 ± 5.2	22.2 ± 3.7	34.0 ± 5.8	23.1 ± 7.4	27.9 ± 7.8	41.1 ± 8.7	29.7 ± 1.9
2011									
Employed or in further study	88.2 ± 0.8	88.5 ± 1.0	85.6 ± 0.9	90.0 ± 0.8	85.8 ± 1.3	88.0 ± 1.7	91.7 ± 1.9	88.0 ± 2.9	87.9 ± 0.4
Employed after training	76.0 ± 1.0	79.6 ± 1.2	77.5 ± 1.0	80.4 ± 1.1	75.8 ± 1.6	76.9 ± 2.3	86.0 ± 2.3	80.3 ± 3.5	77.9 ± 0.5
In further study after training	38.8 ± 1.2	34.4 ± 1.2	29.1 ± 1.1	36.2 ± 1.3	34.7 ± 1.8	37.7 ± 2.6	35.2 ± 3.4	34.5 ± 4.0	35.2 ± 0.6
At TAFE	62.4 ± 1.9	46.0 ± 2.2	37.5 ± 2.2	58.0 ± 2.2	53.8 ± 3.2	59.8 ± 4.3	40.1 ± 5.8	33.3 ± 6.8	52.9 ± 1.0
At University	19.1 ± 1.5	27.2 ± 1.8	27.0 ± 2.0	18.2 ± 1.7	14.0 ± 2.2	11.6 ± 2.8	27.8 ± 5.2	30.2 ± 6.2	21.7 ± 0.8
At private provider or other registered provider	18.6 ± 1.6	26.8 ± 2.0	35.5 ± 2.2	23.9 ± 2.0	32.2 ± 2.9	28.6 ± 4.0	32.0 ± 5.8	36.5 ± 6.6	25.4 ± 0.9

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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.

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.45

Table 5A.45 **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>
2015									
Employed or in further study	84.6 ± 3.8	85.1 ±17.2	60.8 ±10.9	79.8 ± 7.0	74.7 ±13.7	91.1 ± 5.0	93.2 ± 6.6	81.7 ± 7.2	77.1 ± 4.4
Employed after training	68.4 ± 4.8	78.5 ±17.8	49.2 ±10.6	65.1 ± 7.8	60.3 ±15.9	77.7 ± 7.5	81.4 ±12.4	68.5 ± 9.5	63.7 ± 4.5
In further study after training	41.8 ± 5.3	23.2 ±15.2	26.5 ± 8.4	38.0 ± 7.9	32.1 ±15.0	32.4 ± 8.4	37.6 ±16.3	43.3 ±10.6	34.4 ± 4.0
At TAFE	53.9 ± 7.9	59.7 ±25.4	23.5 ±11.7	51.1 ±12.9	22.8 ±17.4	55.8 ±15.8	np	21.1 ±14.2	44.0 ± 6.0
At University	16.3 ± 5.9	16.4 ±13.5	17.2 ±10.9	16.6 ± 9.3	np	np	np	26.6 ±15.2	16.7 ± 4.1
At private provider or other registered provider	29.8 ± 7.6	24.0 ±18.1	59.3 ±15.9	32.3 ±13.2	71.7 ±19.7	36.6 ±15.9	27.8 ±24.5	52.3 ±16.3	39.3 ± 6.4
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

TABLE 5A.45

Table 5A.45 **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>
2012									
Employed or in further study	87.5 ± 5.2	<i>41.0 ±24.1</i>	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	<i>35.6 ±22.5</i>	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	<i>21.0 ±16.8</i>	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	<i>67.9 ±33.6</i>	<i>45.8 ±22.9</i>	55.4 ±23.5	np	62.5 ±26.9	np	<i>29.4 ±21.8</i>	52.0 ± 9.4
At University	<i>18.6 ±11.7</i>	np	<i>18.8 ±15.6</i>	np	np	np	–	np	16.5 ± 6.6
At private provider or other registered provider	<i>22.4 ±12.7</i>	np	<i>35.4 ±24.4</i>	<i>35.7 ±23.0</i>	57.0 ±24.9	np	np	51.3 ±24.8	31.4 ± 9.1
2011									
Employed or in further study	84.3 ± 4.4	72.3 ±12.5	76.0 ± 4.6	79.5 ± 7.3	73.8 ± 8.0	79.0 ± 9.8	86.7 ±14.6	79.8 ± 9.4	79.4 ± 2.6
Employed after training	72.1 ± 5.3	58.7 ±11.9	65.1 ± 5.2	66.3 ± 8.5	60.4 ± 9.0	60.8 ±11.9	80.3 ±16.9	69.5 ±11.0	67.2 ± 3.0
In further study after training	34.1 ± 5.6	34.8 ± 9.8	27.4 ± 5.1	39.2 ± 8.4	41.8 ± 9.2	42.3 ±11.7	43.7 ±20.7	28.3 ±10.1	33.5 ± 2.9
At TAFE	69.1 ± 9.1	69.2 ±14.9	41.3 ±11.3	47.8 ±14.0	44.7 ±14.5	65.9 ±16.4	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	<i>29.0 ±14.8</i>	42.2 ±10.7	39.4 ±14.5	47.7 ±14.7	<i>24.3 ±14.6</i>	np	<i>12.4 ±10.7</i>	30.7 ± 4.8

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (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) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

Table 5A.45 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) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

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

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.46

Table 5A.46 **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>
2015									
Employed or in further study	85.2 ± 0.8	82.7 ± 2.0	82.8 ± 1.9	88.7 ± 0.9	87.6 ± 1.5	87.6 ± 1.5	91.6 ± 2.0	90.7 ± 2.5	84.7 ± 0.7
Employed after training	72.1 ± 1.1	69.9 ± 2.4	73.9 ± 2.1	77.9 ± 1.2	78.2 ± 1.9	75.6 ± 1.9	81.3 ± 2.8	85.3 ± 3.0	73.1 ± 0.9
In further study after training	35.3 ± 1.3	31.9 ± 2.4	28.6 ± 2.1	36.3 ± 1.4	32.1 ± 2.1	35.5 ± 2.3	41.1 ± 3.5	35.7 ± 3.9	32.9 ± 0.9
At TAFE	51.0 ± 2.2	30.3 ± 4.1	25.7 ± 3.2	51.6 ± 2.4	34.3 ± 3.5	48.6 ± 4.0	41.7 ± 5.6	25.4 ± 5.8	39.1 ± 1.6
At University	24.0 ± 2.0	24.9 ± 3.7	25.7 ± 3.6	21.0 ± 2.0	18.8 ± 3.0	14.3 ± 2.9	25.8 ± 5.0	37.9 ± 6.6	23.7 ± 1.4
At private provider or other registered provider	25.0 ± 2.1	44.8 ± 4.5	48.6 ± 4.3	27.4 ± 2.2	46.8 ± 3.9	37.1 ± 3.9	32.4 ± 5.2	36.7 ± 6.4	37.2 ± 1.7
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

Table 5A.46 **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>
2012									
Employed or in further study	88.7 ± 1.2	86.2 ± 2.1	86.2 ± 2.2	92.4 ± 1.6	88.4 ± 2.3	88.0 ± 3.4	91.9 ± 2.7	87.8 ± 3.5	88.0 ± 0.8
Employed after training	76.3 ± 1.6	74.9 ± 2.6	77.7 ± 2.6	82.2 ± 2.2	79.9 ± 2.8	77.4 ± 4.4	84.1 ± 3.9	80.2 ± 4.5	77.3 ± 1.0
In further study after training	38.8 ± 2.0	36.8 ± 2.9	32.2 ± 2.8	39.2 ± 2.7	35.0 ± 3.5	38.0 ± 5.2	35.0 ± 5.1	34.8 ± 5.3	36.7 ± 1.2
At TAFE	57.8 ± 3.2	36.8 ± 4.5	39.3 ± 5.2	57.7 ± 4.4	48.4 ± 6.0	66.8 ± 8.7	52.3 ± 9.0	28.7 ± 8.1	48.5 ± 2.0
At University	22.6 ± 2.7	23.2 ± 3.9	22.7 ± 4.1	21.1 ± 3.6	18.6 ± 5.4	10.6 ± 5.9	19.1 ± 7.3	31.5 ± 9.5	22.1 ± 1.6
At private provider or other registered provider	19.6 ± 2.6	40.0 ± 5.0	38.0 ± 5.4	21.2 ± 3.8	33.0 ± 5.9	22.6 ± 7.7	28.6 ± 8.0	39.7 ± 9.3	29.4 ± 2.0
2011									
Employed or in further study	88.3 ± 0.8	88.6 ± 1.0	86.1 ± 0.9	90.5 ± 0.8	86.2 ± 1.3	88.6 ± 1.7	92.2 ± 1.8	90.2 ± 2.5	88.1 ± 0.4
Employed after training	76.0 ± 1.0	79.7 ± 1.2	78.0 ± 1.0	80.9 ± 1.1	76.2 ± 1.7	77.7 ± 2.3	86.4 ± 2.3	83.4 ± 3.1	78.2 ± 0.5
In further study after training	39.2 ± 1.2	34.3 ± 1.3	29.2 ± 1.1	36.0 ± 1.3	34.3 ± 1.8	37.6 ± 2.8	34.8 ± 3.5	35.7 ± 4.2	35.3 ± 0.6
At TAFE	62.4 ± 2.0	45.8 ± 2.3	37.5 ± 2.2	58.6 ± 2.3	55.0 ± 3.3	59.0 ± 4.5	41.3 ± 6.0	29.7 ± 6.7	53.1 ± 1.0
At University	19.3 ± 1.6	27.4 ± 1.9	27.2 ± 2.1	18.5 ± 1.7	14.4 ± 2.4	12.1 ± 3.0	27.0 ± 5.3	29.7 ± 6.3	21.9 ± 0.8
At private provider or other registered provider	18.4 ± 1.6	26.8 ± 2.1	35.3 ± 2.2	22.9 ± 1.9	30.6 ± 2.9	28.9 ± 4.2	31.7 ± 6.0	40.6 ± 7.3	25.0 ± 0.9

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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.

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
Major cities									
2015									
Employed or in further study	83.9 ± 1.1	81.8 ± 2.4	80.9 ± 2.5	87.7 ± 1.2	87.8 ± 1.8	75.6 ±30.7	91.3 ± 2.0	77.2 ±37.3	83.5 ± 1.0
Employed after training	69.7 ± 1.4	68.5 ± 2.9	71.0 ± 2.8	75.5 ± 1.5	77.1 ± 2.3	np	81.1 ± 2.9	57.1 ±39.7	71.0 ± 1.1
In further study after training	36.6 ± 1.6	32.9 ± 2.9	29.6 ± 2.7	38.8 ± 1.7	32.9 ± 2.6	np	41.5 ± 3.6	np	34.2 ± 1.2
At TAFE	51.8 ± 2.7	31.1 ± 4.9	23.5 ± 4.0	52.1 ± 2.8	31.3 ± 4.1	np	40.5 ± 5.6	–	39.1 ± 2.0
At University	23.9 ± 2.3	25.7 ± 4.4	25.4 ± 4.3	21.8 ± 2.3	21.2 ± 3.9	–	27.4 ± 5.2	np	24.3 ± 1.7
At private provider or other registered provider	24.2 ± 2.5	43.2 ± 5.4	51.1 ± 5.3	26.1 ± 2.6	47.5 ± 4.9	–	32.2 ± 5.3	np	36.6 ± 2.1
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
Inner regional areas									
2015									
Employed or in further study	88.4 ± 1.4	84.5 ± 3.7	80.1 ± 4.3	91.8 ± 2.1	87.0 ± 5.1	88.9 ± 1.8	96.8 ± 3.3	84.9 ±26.1	85.8 ± 1.5
Employed after training	77.8 ± 1.7	72.7 ± 4.7	71.4 ± 4.5	83.3 ± 2.7	78.7 ± 6.0	77.2 ± 2.3	87.5 ± 7.7	np	75.3 ± 1.9
In further study after training	33.6 ± 2.2	30.5 ± 4.5	25.7 ± 3.8	32.9 ± 3.5	31.4 ± 6.3	34.8 ± 2.8	38.9 ±11.6	50.6 ±27.6	31.1 ± 1.8
At TAFE	50.5 ± 3.9	29.1 ± 7.3	26.1 ± 5.8	49.6 ± 6.4	37.5 ±11.3	48.1 ± 5.0	57.3 ±18.4	np	39.4 ± 3.1
At University	23.0 ± 3.5	22.8 ± 7.1	22.6 ± 6.7	17.2 ± 4.7	17.3 ± 8.4	15.4 ± 3.6	np	np	21.7 ± 2.8

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
At private provider or other registered provider	26.5 ± 3.7	48.2 ± 8.9	51.4 ± 8.4	33.2 ± 6.4	45.2 ± 11.9	36.5 ± 4.8	32.1 ± 17.2	np	38.9 ± 3.6
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
Outer regional areas									
2015									
Employed or in further study	89.0 ± 2.4	90.3 ± 5.2	86.3 ± 4.1	89.2 ± 2.6	84.6 ± 4.9	86.7 ± 2.5	90.2 ± 14.8	89.5 ± 2.9	87.9 ± 1.6
Employed after training	78.5 ± 2.9	84.6 ± 6.0	80.6 ± 4.5	82.2 ± 2.9	76.0 ± 5.7	74.0 ± 3.3	86.5 ± 16.7	83.3 ± 3.5	80.0 ± 1.8
In further study after training	33.6 ± 3.7	26.8 ± 9.5	25.2 ± 4.8	29.7 ± 3.3	35.7 ± 6.3	35.4 ± 3.8	np	35.6 ± 4.4	30.5 ± 2.2
At TAFE	49.2 ± 6.4	41.2 ± 23.0	29.7 ± 8.2	58.6 ± 6.5	32.5 ± 9.9	50.6 ± 6.6	np	22.0 ± 6.4	40.8 ± 4.2
At University	19.5 ± 5.0	18.8 ± 14.9	25.3 ± 9.0	14.3 ± 4.1	11.7 ± 7.6	11.6 ± 4.5	–	36.7 ± 7.8	19.8 ± 3.2
At private provider or other registered provider	31.2 ± 6.3	40.1 ± 19.5	45.1 ± 11.1	27.1 ± 6.2	55.8 ± 10.9	37.8 ± 6.6	np	41.3 ± 7.6	39.4 ± 4.2
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

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
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
Remote and very remote areas									
2015									
Employed or in further study	87.4 ± 6.4	93.6 ±12.1	86.0 ± 9.2	90.4 ± 3.4	92.7 ± 8.0	88.4 ± 7.1	na	90.6 ± 3.7	89.1 ± 3.2
Employed after training	82.1 ± 7.5	93.6 ±12.1	83.4 ± 9.3	85.7 ± 3.8	88.2 ± 8.6	80.6 ± 8.6	na	85.0 ± 4.8	84.7 ± 3.3
In further study after training	29.4 ± 9.4	27.7 ±18.8	26.8 ±10.8	32.0 ± 4.8	28.5 ±12.5	34.0 ±10.9	na	36.7 ± 7.1	30.5 ± 4.0
At TAFE	70.1 ±16.5	np	40.0 ±22.4	41.2 ± 8.4	38.0 ±23.8	35.8 ±18.6	na	33.6 ±11.5	42.0 ± 7.4
At University	24.8 ±16.0	np	19.8 ±18.4	24.5 ± 8.4	np	np	na	30.7 ±10.4	22.3 ± 6.1
At private provider or other registered provider	np	np	40.2 ±24.8	34.3 ± 9.0	52.8 ±25.2	45.1 ±20.1	na	35.6 ±11.4	35.7 ± 8.1
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

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
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
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	59.5 ±33.1	29.6 ± 5.0	33.9 ± 4.6	33.4 ± 7.3	35.6 ±12.3	na	32.4 ± 7.3	33.5 ± 2.9
At TAFE	73.2 ±17.8	np	53.6 ±10.3	59.0 ± 8.3	63.2 ±12.3	62.2 ±19.9	na	40.3 ±13.8	58.2 ± 5.2
At University	16.5 ±14.0	–	15.2 ± 7.0	11.7 ± 4.9	8.7 ± 6.3	np	na	31.6 ±12.2	14.8 ± 3.6
At private provider or other registered provider	np	np	31.2 ± 9.9	29.4 ± 7.8	28.1 ±11.6	28.0 ±18.1	na	28.2 ±11.3	27.0 ± 4.7

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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.47 **Proportion of VET graduates in employment and/or continued on to further study after completing a course, by remoteness area (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>
(c)	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.								
(d)	'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.								
(e)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.								
(f)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).								
(g)	Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).								
(h)	For this table, jurisdiction is determined by the location of the RTO and remoteness area is based on the usual residence of the student. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no very remote areas in Victoria; and, no remote or very remote areas in the ACT. Data for these areas are for students studying with a RTO at one location, but the student's normal residence is located in a different remoteness area (elsewhere in Australia), as indicated.								

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.48

Table 5A.48 **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>
2015									
Employed or in further study	71.8 ± 3.2	70.8 ± 7.5	63.8 ± 7.4	79.5 ± 4.5	74.5 ± 6.3	74.3 ± 5.9	87.2 ± 7.1	62.1 ±14.2	70.9 ± 2.8
Employed after training	45.0 ± 3.7	47.4 ± 8.1	49.1 ± 7.5	58.5 ± 5.3	58.4 ± 7.1	49.9 ± 7.1	69.5 ± 9.9	42.5 ±14.1	49.0 ± 3.0
In further study after training	44.1 ± 3.6	38.5 ± 8.2	26.7 ± 6.6	41.8 ± 5.2	30.3 ± 6.4	44.0 ± 7.0	48.9 ±11.4	27.9 ±13.4	37.7 ± 2.9
At TAFE	62.7 ± 5.6	45.6 ±14.2	19.7 ± 8.9	64.0 ± 7.6	38.4 ±11.5	51.7 ±10.8	51.6 ±15.9	np	49.7 ± 5.0
At University	18.9 ± 4.7	18.3 ±10.8	19.7 ±10.5	18.5 ± 6.2	11.6 ± 7.0	12.3 ± 6.7	16.1 ±12.0	np	18.1 ± 3.8
At private provider or other registered provider	18.4 ± 4.7	36.1 ±13.4	60.6 ±13.2	17.5 ± 5.9	50.0 ±12.1	36.0 ±10.9	32.4 ±13.8	49.6 ±29.2	32.2 ± 4.9
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

TABLE 5A.48

Table 5A.48 **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>
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
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (d) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (e) 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.

Table 5A.48 **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) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.49

Table 5A.49 **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>
2015									
Employed or in further study	77.0 ± 2.0	75.1 ± 4.1	72.4 ± 5.3	83.1 ± 2.3	82.2 ± 3.7	76.0 ± 7.0	85.0 ± 5.5	88.1 ± 3.9	76.9 ± 1.8
Employed after training	59.9 ± 2.4	60.1 ± 4.7	59.1 ± 5.7	68.9 ± 2.8	69.3 ± 4.5	58.8 ± 8.3	67.8 ± 6.9	81.7 ± 5.1	61.6 ± 2.1
In further study after training	35.2 ± 2.5	30.8 ± 4.4	28.5 ± 5.1	35.3 ± 2.9	28.6 ± 4.4	39.6 ± 8.3	39.2 ± 7.1	36.9 ± 6.9	32.4 ± 2.0
At TAFE	53.6 ± 4.4	27.5 ± 7.5	29.6 ± 8.5	56.7 ± 5.1	37.1 ± 8.3	49.3 ±14.1	47.1 ±11.7	35.4 ±12.0	40.6 ± 3.5
At University	26.3 ± 3.9	21.4 ± 5.9	33.1 ± 9.5	22.3 ± 4.5	25.7 ± 7.8	17.7 ±11.2	20.8 ±10.1	30.6 ±10.1	24.7 ± 2.9
At private provider or other registered provider	20.0 ± 3.8	51.0 ± 8.4	37.3 ±10.2	21.0 ± 4.1	37.2 ± 9.1	32.9 ±14.0	32.1 ±10.7	34.0 ±11.4	34.7 ± 3.9
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

TABLE 5A.49

Table 5A.49 **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>
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	<i>35.7 ±18.0</i>	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	<i>43.1 ±22.1</i>	<i>30.9 ±19.4</i>	51.1 ± 4.4
At University	27.8 ± 5.7	24.0 ± 8.5	30.8 ±12.5	25.0 ± 8.1	<i>21.7 ±11.6</i>	np	<i>31.5 ±25.8</i>	<i>53.7 ±21.7</i>	26.4 ± 3.8
At private provider or other registered provider	12.7 ± 3.8	39.0 ±10.8	<i>18.7 ±11.6</i>	17.1 ± 6.9	<i>25.5 ±13.8</i>	np	<i>25.4 ±19.7</i>	<i>15.4 ±12.9</i>	22.5 ± 4.3
2011									
Employed or in further study	81.7 ± 1.8	82.7 ± 2.1	79.2 ± 2.8	84.4 ± 2.2	77.6 ± 4.8	78.5 ± 7.8	87.5 ± 5.4	82.9 ± 9.2	81.8 ± 1.1
Employed after training	61.9 ± 2.3	68.0 ± 2.5	66.7 ± 3.3	66.5 ± 2.9	62.3 ± 5.5	58.0 ± 9.5	80.4 ± 6.6	74.7 ±10.3	65.0 ± 1.3
In further study after training	40.7 ± 2.4	35.4 ± 2.5	32.2 ± 3.3	43.7 ± 3.1	36.8 ± 5.3	39.5 ± 9.4	37.9 ± 8.6	26.7 ± 9.4	38.3 ± 1.3
At TAFE	63.4 ± 3.7	47.5 ± 4.1	41.5 ± 6.0	62.0 ± 4.7	61.3 ± 8.5	68.9 ±13.9	32.5 ±13.9	<i>34.5 ±22.3</i>	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	<i>33.1 ±16.9</i>	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	<i>20.1 ±12.3</i>	<i>25.5 ±12.8</i>	<i>32.4 ±18.1</i>	17.9 ± 1.7

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (d) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (e) Certain data are not published due to 5 or fewer responses.
- (f) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

Table 5A.49 **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>
(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.50

Table 5A.50 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>
2015									
Employed	43.9 ± 2.7	43.4 ± 5.2	44.8 ± 5.0	44.4 ± 3.7	46.0 ± 5.1	50.4 ± 5.1	44.0 ± 9.5	47.5 ± 11.9	44.3 ± 2.3
Unemployed	48.5 ± 2.7	50.9 ± 5.3	50.0 ± 5.0	49.4 ± 3.7	48.0 ± 5.1	44.1 ± 5.0	48.8 ± 9.6	42.3 ± 11.8	49.6 ± 2.3
Not in the labour force	7.6 ± 1.5	5.3 ± 2.2	5.2 ± 1.8	6.0 ± 1.6	6.1 ± 2.5	5.3 ± 1.9	7.2 ± 5.5	10.2 ± 6.6	6.0 ± 1.0
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

TABLE 5A.50

Table 5A.50 **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>
2009									
Employed	48.3 ± 3.3	53.6 ± 4.2	53.5 ± 4.3	54.3 ± 5.9	51.4 ± 6.4	61.8 ± 9.6	63.8 ±12.8	47.1 ±18.1	51.5 ± 2.0
Unemployed	39.7 ± 3.2	37.1 ± 4.2	35.6 ± 4.1	31.7 ± 5.4	33.1 ± 6.4	29.3 ± 9.0	23.2 ±10.2	43.9 ±17.9	37.0 ± 1.9
Not in the labour force	11.6 ± 2.1	8.6 ± 2.5	9.9 ± 2.6	13.8 ± 4.3	15.0 ± 4.1	8.1 ± 5.1	12.9 ± 9.4	np	11.0 ± 1.2
2008									
Employed	49.1 ± 5.6	66.6 ± 6.7	64.6 ± 8.0	59.1 ±11.9	72.6 ±13.4	49.0 ±15.4	45.7 ±19.8	69.4 ±18.2	57.3 ± 3.5
Unemployed	39.5 ± 5.5	28.5 ± 6.4	28.2 ± 7.9	34.0 ±11.3	22.4 ±12.5	42.9 ±15.2	31.7 ±16.9	28.4 ±17.8	34.0 ± 3.4
Not in the labour force	10.3 ± 3.1	4.9 ± 2.5	6.6 ± 3.2	6.9 ± 5.9	np	np	22.6 ±17.7	np	8.2 ± 1.7
2007									
Employed	53.9 ± 3.7	62.0 ± 4.5	68.7 ± 4.5	59.6 ± 6.3	67.0 ± 6.7	62.4 ± 8.9	54.0 ±16.2	57.7 ±19.2	59.2 ± 2.2
Unemployed	36.8 ± 3.6	31.4 ± 4.3	22.5 ± 3.9	30.5 ± 5.9	25.0 ± 6.3	30.6 ± 8.5	32.6 ±14.9	37.6 ±19.6	32.3 ± 2.1
Not in the labour force	8.9 ± 2.1	6.3 ± 2.1	8.3 ± 2.8	9.6 ± 3.8	7.0 ± 3.2	6.9 ± 4.5	13.3 ±10.3	np	8.2 ± 1.2
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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).

– 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 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>
2015									
Employed	42.7 ±12.8	64.8 ±42.7	23.3 ±15.0	44.4 ±16.6	47.0 ±26.0	52.0 ±17.3	np	34.3 ±17.2	37.9 ± 9.8
Unemployed	51.9 ±12.5	35.2 ±42.7	70.1 ±15.8	47.7 ±16.6	51.0 ±25.9	41.0 ±17.4	np	59.7 ±17.9	56.9 ± 9.9
Not in the labour force	5.4 ± 3.6	–	6.6 ± 6.7	np	np	np	–	np	5.2 ± 3.0
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

TABLE 5A.51

Table 5A.51 **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>
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
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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) Some data are not published due to 5 or fewer responses.
- (e) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (f) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.

Table 5A.51 **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) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.52

Table 5A.52 **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>
2015									
Employed	43.9 ± 2.8	43.2 ± 5.3	47.7 ± 5.2	44.5 ± 3.8	46.0 ± 5.2	50.3 ± 5.4	43.2 ± 9.9	57.4 ±15.5	44.8 ± 2.3
Unemployed	48.3 ± 2.7	51.0 ± 5.4	47.2 ± 5.2	49.4 ± 3.8	47.7 ± 5.2	44.4 ± 5.3	49.2 ±10.0	29.3 ±14.4	49.0 ± 2.4
Not in the labour force	7.7 ± 1.6	5.5 ± 2.3	5.0 ± 1.8	5.9 ± 1.7	6.3 ± 2.6	5.1 ± 2.0	7.6 ± 5.8	13.3 ± 9.5	6.1 ± 1.0
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

TABLE 5A.52

Table 5A.52 **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>
2009									
Employed	48.6 ± 3.3	53.2 ± 4.3	54.3 ± 4.5	54.8 ± 6.1	50.8 ± 6.5	62.2 ± 10.0	64.5 ± 12.8	41.9 ± 20.1	51.6 ± 2.0
Unemployed	39.5 ± 3.2	37.3 ± 4.2	34.8 ± 4.2	31.2 ± 5.5	33.1 ± 6.5	27.6 ± 9.1	23.5 ± 10.3	45.3 ± 20.7	36.8 ± 2.0
Not in the labour force	11.4 ± 2.0	8.9 ± 2.6	10.2 ± 2.7	13.9 ± 4.4	15.6 ± 4.3	9.2 ± 5.7	12.0 ± 9.3	np	11.1 ± 1.2
2008									
Employed	50.5 ± 5.7	66.8 ± 6.7	62.9 ± 8.4	61.9 ± 11.7	74.9 ± 13.6	47.3 ± 15.8	45.7 ± 19.8	66.0 ± 21.4	57.9 ± 3.6
Unemployed	38.2 ± 5.6	28.2 ± 6.5	29.3 ± 8.4	31.3 ± 11.0	22.4 ± 13.1	44.3 ± 15.6	31.7 ± 16.9	31.3 ± 20.9	33.4 ± 3.5
Not in the labour force	10.3 ± 3.1	5.0 ± 2.6	7.0 ± 3.5	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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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).

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.53

Table 5A.53 **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>
2015									
Employed	90.4 ± 0.9	89.2 ± 2.0	88.3 ± 1.9	90.4 ± 1.0	92.4 ± 1.4	93.1 ± 1.4	92.3 ± 2.2	90.0 ± 2.6	90.0 ± 0.7
Unemployed	6.4 ± 0.7	8.2 ± 1.9	8.0 ± 1.7	5.6 ± 0.8	4.8 ± 1.1	4.7 ± 1.2	4.5 ± 1.8	5.9 ± 2.1	6.9 ± 0.6
Not in the labour force	3.2 ± 0.6	2.5 ± 0.8	3.6 ± 1.0	4.0 ± 0.7	2.8 ± 0.9	2.1 ± 0.8	3.2 ± 1.3	4.1 ± 1.7	3.1 ± 0.3
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

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

Table 5A.53 **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>
--	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.54

Table 5A.54 **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>
2015									
Highly relevant	57.2 ± 1.7	48.7 ± 3.2	55.4 ± 2.9	58.9 ± 1.8	54.3 ± 2.7	59.0 ± 2.8	54.8 ± 4.0	62.7 ± 4.4	54.4 ± 1.2
Some relevance	25.4 ± 1.5	26.3 ± 2.8	25.2 ± 2.6	23.3 ± 1.5	28.5 ± 2.4	24.0 ± 2.5	27.9 ± 3.6	24.9 ± 3.6	25.7 ± 1.1
Very little relevance	7.4 ± 0.9	9.9 ± 2.1	7.4 ± 1.6	7.5 ± 1.0	6.4 ± 1.3	6.7 ± 1.4	7.1 ± 2.2	4.3 ± 1.9	8.0 ± 0.7
Not relevant at all	10.0 ± 0.9	15.2 ± 2.5	11.9 ± 2.0	10.3 ± 1.1	10.8 ± 1.7	10.3 ± 1.7	10.2 ± 2.5	8.2 ± 2.8	11.9 ± 0.9
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

TABLE 5A.54

Table 5A.54 **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	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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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 due to rounding.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.55

Table 5A.55 **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>
2015									
Obtained a job	31.3 ± 1.6	31.4 ± 2.9	37.0 ± 2.8	36.0 ± 1.8	25.8 ± 2.3	30.3 ± 2.6	31.8 ± 3.9	28.6 ± 4.3	32.3 ± 1.1
An increase in earnings	21.2 ± 1.5	18.7 ± 2.3	25.2 ± 2.5	23.7 ± 1.6	17.3 ± 2.0	25.1 ± 2.6	28.0 ± 3.8	27.3 ± 4.3	21.3 ± 0.9
A promotion (or increased status at work)	30.4 ± 1.6	22.7 ± 2.7	26.5 ± 2.6	28.9 ± 1.7	30.5 ± 2.5	29.9 ± 2.7	33.9 ± 3.9	39.2 ± 4.6	27.5 ± 1.1
Change of job or new job	16.5 ± 1.3	16.0 ± 2.4	17.2 ± 2.2	17.7 ± 1.4	15.1 ± 1.9	14.3 ± 2.0	14.2 ± 2.8	18.2 ± 3.7	16.4 ± 0.9
Ability to start own business	8.0 ± 0.9	8.9 ± 1.9	7.0 ± 1.2	5.5 ± 0.8	6.2 ± 1.4	3.7 ± 1.0	8.5 ± 2.4	7.6 ± 2.6	7.5 ± 0.7
At least one benefit	78.8 ± 1.4	73.4 ± 2.9	77.5 ± 2.5	77.8 ± 1.5	76.0 ± 2.3	76.6 ± 2.4	77.1 ± 3.4	79.0 ± 3.7	76.6 ± 1.1
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

TABLE 5A.55

Table 5A.55 **VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Obtained a job	32.5 ± 2.4	33.7 ± 3.3	39.3 ± 3.7	37.9 ± 3.2	29.4 ± 4.1	39.6 ± 6.4	30.6 ± 6.6	37.4 ± 6.5	34.5 ± 1.4
An increase in earnings	28.4 ± 2.3	27.0 ± 3.3	33.9 ± 3.5	34.3 ± 3.2	29.1 ± 4.2	39.2 ± 6.4	30.6 ± 6.2	36.0 ± 6.2	30.1 ± 1.4
A promotion (or increased status at work)	34.9 ± 2.4	27.4 ± 3.2	34.2 ± 3.5	35.7 ± 3.2	34.6 ± 4.1	34.6 ± 6.3	41.0 ± 6.6	37.1 ± 6.2	33.1 ± 1.4
Change of job or new job	19.3 ± 1.9	18.6 ± 2.7	26.1 ± 3.4	23.9 ± 2.8	18.2 ± 3.2	22.2 ± 5.4	19.1 ± 5.3	19.4 ± 5.1	20.8 ± 1.2
Ability to start own business	8.8 ± 1.4	9.4 ± 1.9	8.8 ± 2.2	8.2 ± 1.7	6.1 ± 1.8	5.8 ± 2.8	7.3 ± 3.5	10.2 ± 4.1	8.6 ± 0.8
At least one benefit	77.7 ± 2.0	74.7 ± 3.3	82.4 ± 2.7	81.5 ± 2.4	79.7 ± 3.6	83.3 ± 4.7	76.0 ± 5.5	78.9 ± 5.2	78.5 ± 1.2
2011									
Obtained a job	30.2 ± 1.5	35.4 ± 1.6	39.0 ± 1.5	36.0 ± 1.6	31.0 ± 2.1	35.2 ± 3.4	28.1 ± 3.9	34.1 ± 5.5	33.9 ± 0.7
An increase in earnings	25.0 ± 1.4	28.0 ± 1.4	31.8 ± 1.5	32.4 ± 1.6	25.7 ± 2.0	32.5 ± 3.3	29.5 ± 3.9	36.5 ± 5.2	28.3 ± 0.7
A promotion (or increased status at work)	32.6 ± 1.5	28.8 ± 1.4	29.7 ± 1.4	32.5 ± 1.6	31.9 ± 2.1	31.2 ± 3.3	39.3 ± 4.1	37.0 ± 5.2	31.3 ± 0.7
Change of job or new job	18.4 ± 1.2	17.1 ± 1.1	20.5 ± 1.2	19.5 ± 1.3	18.9 ± 1.8	20.5 ± 2.8	16.0 ± 2.9	22.8 ± 4.6	18.7 ± 0.6
Ability to start own business	7.8 ± 0.8	8.1 ± 0.8	9.3 ± 0.9	7.7 ± 0.9	6.0 ± 1.2	6.5 ± 1.8	6.5 ± 2.2	5.6 ± 2.2	7.9 ± 0.4
At least one benefit	78.3 ± 1.2	79.6 ± 1.3	82.7 ± 1.1	79.9 ± 1.3	75.6 ± 2.0	80.9 ± 2.8	79.5 ± 3.3	82.1 ± 4.1	79.6 ± 0.6

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) Data in italics have relative standard errors greater than 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 ± 2.7 per cent).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.56

Table 5A.56 **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>
2015									
Obtained a job	35.9 ± 7.5	50.0 ±32.0	55.6 ±14.6	41.5 ±10.9	44.2 ±22.4	45.2 ±11.2	38.2 ±16.9	41.1 ±14.7	43.6 ± 6.5
An increase in earnings	29.4 ± 7.3	19.9 ±19.3	45.5 ±15.4	30.2 ±10.1	43.8 ±22.7	36.2 ±11.0	46.8 ±17.5	27.0 ±13.3	33.0 ± 5.9
A promotion (or increased status at work)	40.7 ± 7.6	11.2 ± 9.4	34.2 ±14.5	31.6 ±10.3	24.0 ±19.3	29.4 ±10.3	37.1 ±17.1	33.8 ±13.2	33.2 ± 5.6
Change of job or new job	22.1 ± 6.8	7.0 ± 6.6	29.4 ±15.1	21.3 ± 9.6	33.2 ±22.5	15.6 ± 8.6	np	np	21.4 ± 5.2
Ability to start own business	12.1 ± 5.1	24.5 ±30.7	6.4 ± 5.1	13.3 ± 7.4	np	np	np	np	12.1 ± 5.1
At least one benefit	83.1 ± 6.1	79.0 ±26.8	88.5 ± 7.9	78.7 ± 8.6	79.7 ±18.3	79.8 ± 9.3	79.3 ±15.8	81.9 ±11.2	83.1 ± 4.9
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

TABLE 5A.56

Table 5A.56 **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>
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
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

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

(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.56 **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>
--	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.57

Table 5A.57 **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>
2015	58.8 ± 1.2	54.7 ± 2.5	59.4 ± 2.3	61.0 ± 1.4	60.4 ± 2.2	61.0 ± 2.2	63.6 ± 3.3	65.9 ± 3.7	58.2 ± 1.0
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.58

Table 5A.58 **Proportion of 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>
2015	49.4 ± 2.2	40.3 ± 2.9	69.1 ± 4.4	58.2 ± 1.0
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (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) Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.59

Table 5A.59 **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>
2015	58.3 ± 5.3	73.2 ±18.6	43.5 ±10.4	55.0 ± 8.1	50.1 ±16.3	66.3 ± 8.6	63.5 ±15.4	57.9 ±10.6	55.2 ± 4.7
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	55.0 ±33.3	84.3 ±12.5	np	59.1 ±14.5	59.0 ± 7.2
2007	60.4 ± 8.4	55.8 ±19.1	71.2 ± 8.3	64.9 ±10.0	57.1 ±17.1	42.7 ±18.8	54.2 ±23.5	65.7 ±12.7	62.5 ± 4.5
2006	52.6 ±18.1	59.6 ±24.2	64.9 ±10.0	64.4 ±14.8	61.0 ±23.5	72.4 ±17.4	82.4 ±20.3	54.6 ±15.6	59.5 ± 8.2

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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.

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

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

np Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.60

Table 5A.60 **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>
2015	58.8 ± 1.3	54.3 ± 2.6	60.7 ± 2.4	61.2 ± 1.4	60.6 ± 2.2	60.3 ± 2.3	63.6 ± 3.4	68.0 ± 3.9	58.3 ± 1.0
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

(a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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) 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.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.61

Table 5A.61 **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>
2015									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	13.7 ± 4.3	35.1 ±25.6	14.9 ± 8.0	18.2 ± 6.6	22.0 ±14.0	19.8 ± 7.2	13.2 ±10.8	10.1 ± 5.2	17.0 ± 4.3
Employed at a higher skill level after training	8.9 ± 3.1	4.7 ± 3.9	8.6 ± 6.0	9.5 ± 5.1	np	12.9 ± 6.4	12.5 ±13.5	5.4 ± 4.5	8.2 ± 2.3
Received a job-related benefit	55.5 ± 5.4	61.5 ±23.6	42.2 ±10.4	50.8 ± 8.3	46.8 ±16.2	61.3 ± 8.8	58.2 ±16.7	56.3 ±10.7	51.8 ± 4.7
Total with improved employment status after training	58.3 ± 5.3	73.2 ±18.6	43.5 ±10.4	55.0 ± 8.1	50.1 ±16.3	66.3 ± 8.6	63.5 ±15.4	57.9 ±10.6	55.2 ± 4.7
Non-Indigenous graduates									
Not employed before training to employed after training	13.5 ± 0.9	16.6 ± 1.9	16.3 ± 1.8	11.7 ± 1.0	12.5 ± 1.5	16.4 ± 1.9	9.2 ± 2.0	6.1 ± 1.9	14.7 ± 0.7
Employed at a higher skill level after training	10.5 ± 0.9	8.0 ± 1.3	10.1 ± 1.4	13.1 ± 1.1	9.7 ± 1.4	10.3 ± 1.4	15.7 ± 2.8	12.5 ± 2.9	9.9 ± 0.6
Received a job-related benefit	55.6 ± 1.3	50.4 ± 2.6	56.5 ± 2.4	58.8 ± 1.5	57.9 ± 2.3	57.3 ± 2.4	61.2 ± 3.5	66.7 ± 4.0	54.9 ± 1.0
Total with improved employment status after training	58.8 ± 1.3	54.3 ± 2.6	60.7 ± 2.4	61.2 ± 1.4	60.6 ± 2.2	60.3 ± 2.3	63.6 ± 3.4	68.0 ± 3.9	58.3 ± 1.0
All graduates (g)									
Not employed before training to employed after training	13.4 ± 0.9	16.9 ± 1.9	16.0 ± 1.8	11.7 ± 1.0	12.6 ± 1.5	16.4 ± 1.8	9.2 ± 2.0	6.6 ± 1.8	14.6 ± 0.7
Employed at a higher skill level after training	10.4 ± 0.9	7.9 ± 1.3	9.9 ± 1.4	12.9 ± 1.0	9.5 ± 1.3	10.5 ± 1.4	15.5 ± 2.7	11.2 ± 2.5	9.8 ± 0.6
Received a job-related benefit	55.7 ± 1.3	50.4 ± 2.5	55.5 ± 2.3	58.6 ± 1.4	57.7 ± 2.2	57.8 ± 2.3	61.0 ± 3.4	64.5 ± 3.7	54.7 ± 1.0
Total with improved employment status after training	58.8 ± 1.2	54.7 ± 2.5	59.4 ± 2.3	61.0 ± 1.4	60.4 ± 2.2	61.0 ± 2.2	63.6 ± 3.3	65.9 ± 3.7	58.2 ± 1.0

TABLE 5A.61

Table 5A.61 **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.61

Table 5A.61 **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.61

Table 5A.61 **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.61

Table 5A.61 **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.61 **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)	For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.								
(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)	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.								
(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)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.								
(f)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).								
(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.62

Table 5A.62 **Proportion of VET graduates who improved their employment circumstances after training, by remoteness (ARIA) (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>
2015									
Major cities	56.1 ± 1.6	52.1 ± 3.1	57.2 ± 3.0	58.6 ± 1.8	58.9 ± 2.8	np	62.3 ± 3.6	np	55.6 ± 1.3
Inner regional	64.8 ± 2.2	59.8 ± 4.9	60.4 ± 4.8	66.0 ± 3.6	61.5 ± 6.8	59.8 ± 2.8	71.6 ±10.2	np	62.0 ± 2.0
Outer regional	60.8 ± 4.1	64.8 ± 9.1	64.7 ± 5.7	65.3 ± 3.6	57.5 ± 6.6	62.1 ± 3.8	79.9 ±21.0	67.2 ± 4.5	63.1 ± 2.4
Remote and very remote	66.2 ± 9.8	81.5 ±19.6	68.0 ±12.3	70.2 ± 4.7	71.2 ±12.5	72.4 ± 9.9	na	67.6 ± 6.5	69.1 ± 4.4
All students	58.8 ± 1.2	54.7 ± 2.5	59.4 ± 2.3	61.0 ± 1.4	60.4 ± 2.2	61.0 ± 2.2	63.6 ± 3.3	65.9 ± 3.7	58.2 ± 1.0
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

Table 5A.62 **Proportion of VET graduates who improved their employment circumstances after training, by remoteness (ARIA) (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									
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

- (a) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.
- (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) 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.
- (d) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) Student remoteness is based on the ARIA+, which was developed by GISCA. For more details of ARIA+ refer to Explanatory notes to the Student Outcomes Survey (table 5A.87).
- (g) There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. The data for these areas are for students from 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.63

Table 5A.63 **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>
2015									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	11.6 ± 4.5	23.4 ±27.4	14.4 ± 8.5	16.4 ± 6.9	18.6 ±13.9	19.0 ± 7.8	16.1 ±13.0	8.9 ± 5.1	14.2 ± 4.0
Employed at a higher skill level after training	9.0 ± 3.2	4.7 ± 4.5	10.3 ± 7.3	8.4 ± 5.6	np	13.3 ± 7.1	np	5.7 ± 4.7	8.8 ± 2.7
Received a job-related benefit	57.5 ± 5.9	66.9 ±26.7	44.9 ±11.4	52.8 ± 9.3	42.2 ±16.8	63.9 ± 9.7	65.4 ±19.2	58.7 ±10.9	53.9 ± 5.0
Total with improved employment status after training	60.2 ± 5.7	68.3 ±26.5	46.4 ±11.4	56.6 ± 9.1	45.9 ±17.0	67.8 ± 9.5	71.4 ±16.4	59.3 ±10.9	56.2 ± 5.0
Non-Indigenous graduates									
Not employed before training to employed after training	12.6 ± 0.9	16.9 ± 2.1	15.1 ± 1.8	10.1 ± 1.0	12.2 ± 1.6	16.4 ± 2.1	8.6 ± 2.1	5.9 ± 1.9	14.1 ± 0.8
Employed at a higher skill level after training	10.2 ± 1.0	8.0 ± 1.4	10.2 ± 1.5	13.1 ± 1.2	9.8 ± 1.4	10.8 ± 1.6	15.3 ± 2.9	12.4 ± 3.0	9.9 ± 0.6
Received a job-related benefit	56.6 ± 1.4	52.8 ± 2.7	57.0 ± 2.5	61.5 ± 1.6	59.4 ± 2.3	59.9 ± 2.6	62.1 ± 3.7	67.7 ± 4.0	56.5 ± 1.1
Total with improved employment status after training	59.3 ± 1.4	56.6 ± 2.7	61.1 ± 2.5	63.3 ± 1.6	61.7 ± 2.3	62.4 ± 2.5	63.9 ± 3.6	68.8 ± 3.9	59.6 ± 1.1
All graduates (g)									
Not employed before training to employed after training	12.4 ± 0.9	17.0 ± 2.1	14.9 ± 1.8	10.2 ± 1.0	12.2 ± 1.6	16.4 ± 2.0	8.7 ± 2.1	6.2 ± 1.8	13.9 ± 0.8
Employed at a higher skill level after training	10.1 ± 1.0	7.9 ± 1.4	10.2 ± 1.4	12.9 ± 1.2	9.6 ± 1.4	11.0 ± 1.6	15.2 ± 2.9	11.2 ± 2.6	9.8 ± 0.6
Received a job-related benefit	56.8 ± 1.4	52.7 ± 2.7	56.3 ± 2.4	61.2 ± 1.6	59.1 ± 2.3	60.4 ± 2.5	62.2 ± 3.6	65.7 ± 3.7	56.3 ± 1.0
Total with improved employment status after training	59.4 ± 1.3	56.8 ± 2.7	60.2 ± 2.4	63.2 ± 1.5	61.5 ± 2.2	63.0 ± 2.4	64.2 ± 3.5	66.8 ± 3.7	59.5 ± 1.0

TABLE 5A.63

Table 5A.63 **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.63

Table 5A.63 **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.63

Table 5A.63 **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.63

Table 5A.63 **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.63 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)	For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.								
(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)	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.								
(d)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.								
(e)	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.								
(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)	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.64

Table 5A.64 **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>
2015									
Certificate level I/II									
Not employed before training to employed after training	14.2 ± 2.4	17.5 ± 5.4	15.6 ± 4.9	17.2 ± 3.2	15.7 ± 4.0	18.0 ± 3.2	12.7 ± 8.8	14.6 ± 6.1	16.1 ± 2.1
Employed at a higher skill level after training	3.3 ± 1.1	7.1 ± 4.5	9.6 ± 4.7	10.1 ± 2.5	4.8 ± 2.3	4.9 ± 1.8	9.9 ± 6.7	10.0 ± 6.6	6.2 ± 1.7
Received a job-related benefit	31.4 ± 2.9	31.6 ± 6.8	37.9 ± 7.4	45.5 ± 4.0	36.1 ± 5.3	37.0 ± 4.1	31.8 ± 12.7	49.6 ± 9.8	34.6 ± 2.6
Total with improved employment status after training	35.6 ± 3.0	38.8 ± 7.3	42.3 ± 7.6	49.6 ± 4.0	40.9 ± 5.4	42.2 ± 4.2	37.1 ± 13.2	52.1 ± 9.6	40.0 ± 2.8
Certificate level III/IV									
Not employed before training to employed after training	13.6 ± 1.1	18.3 ± 2.5	16.8 ± 2.1	11.8 ± 1.1	13.4 ± 1.9	17.0 ± 2.5	10.9 ± 2.7	5.7 ± 2.0	15.4 ± 0.9
Employed at a higher skill level after training	11.9 ± 1.2	6.8 ± 1.5	10.2 ± 1.6	13.5 ± 1.3	11.5 ± 1.9	12.9 ± 2.0	16.6 ± 3.6	12.3 ± 3.1	10.3 ± 0.7
Received a job-related benefit	58.9 ± 1.5	51.7 ± 3.1	56.2 ± 2.7	61.7 ± 1.7	62.9 ± 2.8	67.8 ± 2.7	61.2 ± 4.2	67.0 ± 4.3	57.1 ± 1.2
Total with improved employment status after training	62.2 ± 1.5	55.8 ± 3.1	60.4 ± 2.7	64.2 ± 1.7	65.5 ± 2.7	70.0 ± 2.6	63.8 ± 4.1	68.4 ± 4.2	60.6 ± 1.2
Diploma and Above									
Not employed before training to employed after training	11.8 ± 1.8	10.6 ± 2.6	10.2 ± 2.1	6.3 ± 1.5	7.3 ± 2.5	7.8 ± 3.9	5.2 ± 2.7	np	10.0 ± 1.1
Employed at a higher skill level after training	9.3 ± 1.7	13.0 ± 2.8	8.1 ± 2.0	13.0 ± 2.2	7.8 ± 2.2	12.4 ± 3.9	14.3 ± 4.5	5.0 ± 4.0	10.5 ± 1.1
Received a job-related benefit	59.0 ± 2.9	61.9 ± 4.6	59.3 ± 4.5	58.0 ± 3.2	62.2 ± 4.6	59.1 ± 6.8	65.5 ± 6.0	69.5 ± 10.1	60.4 ± 1.9
Total with improved employment status after training	61.1 ± 2.9	63.9 ± 4.6	61.3 ± 4.5	58.6 ± 3.2	63.1 ± 4.5	62.3 ± 6.7	67.5 ± 5.9	69.9 ± 9.8	62.2 ± 1.9

TABLE 5A.64

Table 5A.64 **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.64

Table 5A.64 **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.64

Table 5A.64 **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.64

Table 5A.64 **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.64 **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)	For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.								
(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)	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.								
(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).								
	– Nil or rounded to zero. np Not published.								

Source NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.65

Table 5A.65 **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>
2015									
Certificate level I/II									
Not employed before training to employed after training	13.6 ± 2.8	17.5 ± 6.5	13.8 ± 5.9	12.3 ± 3.6	15.5 ± 4.5	16.9 ± 4.1	np	13.3 ± 6.3	15.3 ± 2.5
Employed at a higher skill level after training	2.6 ± 1.1	6.6 ± 5.1	9.1 ± 6.7	7.2 ± 2.9	3.8 ± 2.3	4.8 ± 2.4	–	9.7 ± 6.9	5.2 ± 1.9
Received a job-related benefit	30.8 ± 3.2	32.6 ± 8.4	38.8 ± 9.6	42.5 ± 5.1	36.0 ± 5.9	37.7 ± 5.4	32.5 ± 19.2	54.3 ± 10.3	34.4 ± 3.2
Total with improved employment status after training	35.1 ± 3.5	40.3 ± 8.9	44.6 ± 9.8	45.2 ± 5.1	41.0 ± 5.9	41.6 ± 5.4	34.2 ± 18.9	54.6 ± 10.2	39.8 ± 3.4
Certificate level III/IV									
Not employed before training to employed after training	12.4 ± 1.1	18.6 ± 2.7	15.8 ± 2.1	10.9 ± 1.2	13.0 ± 2.0	17.7 ± 2.7	10.4 ± 2.9	5.6 ± 2.0	14.8 ± 1.0
Employed at a higher skill level after training	11.6 ± 1.3	6.7 ± 1.6	10.5 ± 1.7	13.8 ± 1.5	11.7 ± 2.0	12.9 ± 2.1	16.1 ± 3.8	12.3 ± 3.2	10.3 ± 0.7
Received a job-related benefit	59.8 ± 1.6	53.6 ± 3.3	56.4 ± 2.8	64.2 ± 1.8	64.3 ± 2.8	67.9 ± 2.8	61.6 ± 4.5	67.4 ± 4.3	58.3 ± 1.2
Total with improved employment status after training	62.4 ± 1.6	57.6 ± 3.2	60.5 ± 2.8	66.3 ± 1.8	66.5 ± 2.8	70.0 ± 2.7	63.5 ± 4.4	68.7 ± 4.2	61.5 ± 1.2
Diploma and Above									
Not employed before training to employed after training	11.5 ± 1.8	10.2 ± 2.6	9.1 ± 2.1	5.7 ± 1.5	7.2 ± 2.6	8.1 ± 4.0	5.3 ± 2.7	np	9.6 ± 1.1
Employed at a higher skill level after training	8.8 ± 1.7	13.3 ± 2.9	7.9 ± 2.1	12.8 ± 2.3	8.0 ± 2.3	12.2 ± 4.0	14.6 ± 4.6	5.1 ± 4.0	10.4 ± 1.1
Received a job-related benefit	59.4 ± 3.0	62.8 ± 4.8	62.2 ± 4.8	61.0 ± 3.5	62.8 ± 4.6	60.3 ± 6.9	65.9 ± 6.1	69.3 ± 10.1	61.5 ± 2.0
Total with improved employment status after training	61.4 ± 2.9	64.7 ± 4.7	63.4 ± 4.9	61.3 ± 3.4	63.8 ± 4.6	63.3 ± 6.8	68.1 ± 6.0	69.7 ± 9.8	63.1 ± 1.9

TABLE 5A.65

Table 5A.65 **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.65

Table 5A.65 **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.65

Table 5A.65 **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.65

Table 5A.65 **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.65 **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) For detailed definitions and caveats relating to the Student Outcomes Survey please see table 5A.87.

(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).

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

Source NCVET unpublished, *Student Outcomes Survey*.

Completions and qualifications

TABLE 5A.66

Table 5A.66 **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>
2015									
Major cities	71.0	99.8	67.0	31.4	19.4	–	6.1	–	294.8
Inner regional	27.0	37.5	25.2	4.8	3.3	5.9	0.5	–	104.2
Outer regional	9.5	7.0	17.5	4.8	3.9	3.0	0.1	3.1	48.8
Remote and very remote	1.3	0.4	4.6	3.2	1.2	0.3	–	1.6	12.7
All students	113.2	150.8	117.4	47.4	28.8	9.4	7.6	5.2	479.7
2014									
Major cities	95.7	129.0	71.8	32.8	28.7	0.1	7.6	0.1	365.6
Inner regional	35.2	43.5	24.0	4.8	4.8	6.5	0.6	–	119.5
Outer regional	11.7	9.3	15.1	4.6	5.6	3.6	0.1	3.2	53.3
Remote and very remote	1.3	0.6	4.0	3.3	1.5	0.4	–	2.1	13.3
All students	150.3	187.7	118.5	48.8	45.9	10.9	9.2	5.7	577.1
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

TABLE 5A.66

Table 5A.66 **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>
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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (d) Student remoteness is based on the ARIA+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).
- (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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.67

Table 5A.67 **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>
2015									
Reported as having disability	10.2	11.3	6.0	2.3	2.8	0.9	0.6	0.3	34.5
Reported as not having disability	87.8	137.7	79.1	41.1	26.0	8.2	6.9	4.8	391.6
Not reported (disability)	15.1	1.8	32.3	4.0	–	0.2	–	0.2	53.5
All students	113.2	150.8	117.4	47.4	28.8	9.4	7.6	5.2	479.7
2014									
Reported as having disability	12.2	12.5	6.1	2.2	5.0	1.2	0.6	0.3	40.2
Reported as not having disability	136.9	173.8	79.1	42.2	40.9	9.5	8.5	5.0	495.8
Not reported (disability)	1.2	1.5	33.3	4.4	–	0.2	0.1	0.4	41.1
All students	150.3	187.7	118.5	48.8	45.9	10.9	9.2	5.7	577.1
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

Table 5A.67 **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	138.7	157.7	108.3	52.0	35.7	10.9	10.1	5.9	519.1

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- Nil or rounded to zero.

Source: NCVET unpublished, *National VET provider collection*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.68

Table 5A.68 **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>
2015									
Language other than English	23.1	38.5	10.0	10.1	4.1	0.6	1.6	1.3	89.2
English	84.5	110.4	93.2	33.3	23.5	8.6	4.7	3.7	361.9
Not reported (language)	5.6	1.9	14.2	4.0	1.2	0.2	1.3	0.2	28.5
All students	113.2	150.8	117.4	47.4	28.8	9.4	7.6	5.2	479.7
2014									
Language other than English	38.4	47.4	11.0	9.9	5.4	0.6	1.8	1.3	115.8
English	106.2	137.5	94.2	34.2	34.2	10.0	6.0	4.2	426.4
Not reported (language)	5.7	2.9	13.3	4.7	6.4	0.2	1.4	0.2	34.8
All students	150.3	187.7	118.5	48.8	45.9	10.9	9.2	5.7	577.1
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

Table 5A.68 **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	138.7	157.7	108.3	52.0	35.7	10.9	10.1	5.9	519.1

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

Source: NCVET unpublished, *National VET provider collection*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.69

Table 5A.69 **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>
2015										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	14.2	19.2	9.0	5.5	3.5	0.6	1.5	0.2	53.9
Advanced diploma	'000	1.5	4.1	0.4	1.0	0.7	0.1	0.3	–	8.2
Other higher level qualification	'000	0.1	0.6	0.2	0.1	0.1	–	–	–	1.0
Total diploma and above	'000	15.8	24.0	9.6	6.6	4.3	0.8	1.8	0.3	63.1
Certificate III or IV	'000	64.7	101.2	83.1	27.4	15.6	6.2	5.2	2.8	306.2
Certificate I or II or lower (d)	'000	32.6	25.7	24.6	13.4	8.9	2.5	0.5	2.2	110.4
All qualifications	'000	113.2	150.8	117.4	47.4	28.8	9.4	7.6	5.2	479.7
Proportion of qualifications completed										
Diploma and above										
Diploma	%	14.0	15.9	8.2	13.9	14.8	8.0	24.2	4.9	13.2
Certificate III or IV	%	57.2	67.1	70.8	57.8	54.1	65.9	69.3	53.7	63.8
Certificate I or II or lower (d)	%	28.9	17.0	21.0	28.3	31.0	26.1	6.5	41.3	23.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2014										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	20.6	19.1	13.4	5.7	5.9	0.9	1.6	0.3	67.5
Advanced diploma	'000	3.2	4.0	0.8	0.9	0.9	0.1	0.4	–	10.4
Other higher level qualification	'000	0.2	0.4	0.2	–	–	–	0.1	–	0.9
Total diploma and above	'000	24.0	23.6	14.4	6.6	6.9	1.0	2.1	0.4	78.8
Certificate III or IV	'000	94.9	124.7	84.8	29.0	25.6	6.2	6.3	2.8	374.3
Certificate I or II or lower (d)	'000	31.4	39.5	19.3	13.2	13.4	3.6	0.9	2.5	124.0

TABLE 5A.69

Table 5A.69 **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	'000	150.3	187.7	118.5	48.8	45.9	10.9	9.2	5.7	577.1
Proportion of qualifications completed										
Diploma and above	%	15.9	12.5	12.2	13.5	15.0	9.0	22.2	6.6	13.7
Certificate III or IV	%	63.1	66.4	71.5	59.5	55.8	57.5	68.0	49.4	64.9
Certificate I or II or lower (d)	%	20.9	21.0	16.3	27.0	29.3	33.5	9.8	44.0	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	'000	16.3	24.0	11.7	6.1	6.9	1.1	1.7	0.4	68.3
Advanced diploma	'000	2.6	5.2	0.7	0.9	1.2	0.2	0.4	–	11.2
Other higher level qualification	'000	0.1	0.7	0.6	–	0.1	–	–	–	1.6
Total diploma and above	'000	19.1	29.9	13.0	7.1	8.1	1.3	2.2	0.4	81.1
Certificate III or IV	'000	85.9	118.2	60.7	32.9	33.2	6.3	6.2	2.9	346.3
Certificate I or II or lower (d)	'000	27.3	44.6	18.9	15.4	22.7	3.2	1.1	2.7	135.9
All qualifications	'000	132.4	192.7	92.6	55.4	64.0	10.8	9.5	6.1	563.4
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										

TABLE 5A.69

Table 5A.69 **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	'000	19.5	27.8	13.5	6.0	5.9	1.2	1.7	0.3	76.0
Advanced diploma	'000	3.8	5.4	0.9	0.9	1.2	0.2	0.5	–	12.8
Other higher level qualification	'000	0.2	1.2	0.4	–	0.1	–	–	–	1.9
Total diploma and above	'000	23.5	34.4	14.8	6.9	7.1	1.3	2.3	0.3	90.7
Certificate III or IV	'000	93.1	134.9	62.1	29.9	24.9	6.9	7.5	3.0	362.3
Certificate I or II or lower (d)	'000	33.4	40.1	23.7	15.2	11.9	3.3	1.8	2.3	131.8
All qualifications	'000	150.0	209.4	100.6	52.0	43.9	11.5	11.6	5.7	584.7
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										
Diploma	'000	21.3	22.3	13.0	6.2	5.0	1.0	1.8	0.3	70.9
Advanced diploma	'000	4.3	5.0	1.0	0.9	1.1	0.1	0.5	–	12.8
Other higher level qualification	'000	0.1	1.1	0.5	–	0.1	–	–	–	1.8
Total diploma and above	'000	25.7	28.4	14.5	7.1	6.1	1.1	2.3	0.3	85.5
Certificate III or IV	'000	86.2	94.3	63.6	29.7	21.5	6.6	6.0	3.1	311.0
Certificate I or II or lower (d)	'000	26.8	35.0	30.2	15.1	8.1	3.2	1.8	2.5	122.6
All qualifications	'000	138.7	157.7	108.3	52.0	35.7	10.9	10.1	5.9	519.1
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

TABLE 5A.69

Table 5A.69 **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	%	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	'000	17.0	17.8	10.3	5.5	2.3	0.9	1.5	0.2	55.6
Advanced diploma	'000	3.6	4.6	0.8	0.8	0.4	0.1	0.4	–	10.7
Other higher level qualification	'000	0.2	0.8	0.2	–	–	–	–	–	1.1
Total diploma and above	'000	20.7	23.2	11.3	6.3	2.7	1.0	1.9	0.2	67.4
Certificate III or IV	'000	82.3	66.2	54.0	29.9	15.0	6.2	5.7	2.5	261.7
Certificate I or II or lower (d)	'000	27.6	26.2	28.0	15.5	7.7	3.0	1.6	2.1	111.8
All qualifications	'000	130.6	115.6	93.3	51.7	25.4	10.2	9.2	4.9	440.8
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
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	'000	12.8	12.9	8.9	4.2	3.5	1.0	1.3	0.2	44.9
Advanced diploma	'000	3.0	3.4	0.7	0.6	0.9	0.1	0.4	–	9.1
Other higher level qualification	'000	0.2	0.7	0.1	–	–	–	–	–	1.0

TABLE 5A.69

Table 5A.69 **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	'000	16.0	17.0	9.6	4.9	4.4	1.1	1.7	0.2	54.9
Certificate III or IV	'000	77.3	55.2	45.5	25.1	17.6	5.8	5.9	2.0	234.3
Certificate I or II or lower (d)	'000	27.8	21.8	23.8	13.2	9.2	2.8	1.8	1.8	102.1
All qualifications	'000	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
Proportion of qualifications completed										
Diploma and above	%	13.2	17.7	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	97.8	99.7	99.9	100.1	100.0	100.0	99.8	99.3
2008										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	10.8	10.8	8.3	3.5	4.1	1.1	1.0	0.2	39.6
Advanced diploma	'000	2.7	3.4	0.5	0.5	0.7	0.2	0.3	–	8.4
Other higher level qualification	'000	0.2	0.5	0.1	–	–	–	–	–	0.9
Total diploma and above	'000	13.7	14.7	8.8	4.0	4.8	1.3	1.4	0.2	48.9
Certificate III or IV	'000	68.7	47.8	41.0	21.0	14.2	6.3	4.1	1.6	204.7
Certificate I or II or lower (d)	'000	27.8	21.8	18.3	12.8	9.2	2.7	1.6	1.6	95.8
All qualifications	'000	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
Proportion of qualifications completed										
Diploma and above	%	12.4	17.0	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	97.5	100.0	100.0	100.0	100.0	100.0	99.7	99.3

TABLE 5A.69

Table 5A.69 **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>
2007										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	10.6	10.5	7.4	3.2	3.8	0.8	1.0	0.1	37.4
Advanced diploma	'000	2.9	3.7	0.4	0.6	0.6	0.2	0.4	–	8.9
Other higher level qualification	'000	0.2	0.3	–	–	–	–	0.1	–	0.6
Total diploma and above	'000	13.8	14.5	7.9	3.8	4.4	1.0	1.5	0.1	46.9
Certificate III or IV	'000	60.7	49.1	31.0	17.5	12.1	4.7	4.3	1.2	180.8
Certificate I or II or lower (d)	'000	29.9	21.0	14.4	11.3	7.3	2.7	2.2	1.7	90.5
All qualifications	'000	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5
Proportion of qualifications completed										
Diploma and above										
Diploma	%	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	%	100.0	97.4	100.0	100.0	99.9	100.0	100.0	99.8	99.2
2006										
Number of VET qualifications completed										
Diploma and above										
Diploma	'000	10.3	8.9	6.8	2.9	3.0	0.8	1.0	0.1	33.8
Advanced diploma	'000	3.0	3.3	0.6	0.6	0.7	0.2	0.3	–	8.6
Other higher level qualification	'000	0.3	0.2	–	–	–	–	–	–	0.6
Total diploma and above	'000	13.5	12.4	7.4	3.5	3.7	1.0	1.4	0.1	43.0
Certificate III or IV	'000	53.9	41.7	27.1	16.6	12.9	4.5	3.6	1.1	161.3
Certificate I or II or lower (d)	'000	29.8	18.9	15.2	11.2	6.8	2.7	1.4	1.1	87.0

Table 5A.69 **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	'000	97.4	74.7	49.6	31.3	23.3	8.2	6.4	2.3	293.3
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	99.4

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.70

Table 5A.70 **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>
2015										
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Diploma and above	'000	0.6	0.2	0.3	0.1	0.1	—	—	—	1.4
Certificate III or IV	'000	3.9	1.1	3.7	1.1	0.4	0.3	0.2	0.5	11.1
Certificate I or II or lower (d)	'000	2.6	0.6	2.5	1.6	0.5	0.2	—	0.9	8.8
All qualifications	'000	7.0	1.8	6.6	2.7	0.9	0.4	0.3	1.5	21.3
Proportion of qualifications completed										
Diploma and above	%	8.1	9.7	5.2	4.0	7.7	6.3	19.4	0.8	6.4
Certificate III and above	%	63.4	67.7	61.8	43.4	48.0	65.2	84.5	37.5	58.5
Non-Indigenous graduates										
Number of VET qualifications completed										
Diploma and above	'000	15.1	23.2	8.3	6.0	4.1	0.7	1.6	0.2	59.2
Certificate III or IV	'000	60.2	98.8	71.9	24.3	15.0	5.9	4.6	2.3	282.8
Certificate I or II or lower (d)	'000	29.8	24.4	19.6	11.0	8.3	2.3	0.4	1.2	97.2
All qualifications	'000	105.1	146.4	99.8	41.3	27.4	8.9	6.6	3.7	439.1
Proportion of qualifications completed										
Diploma and above	%	14.3	15.8	8.3	14.5	15.1	8.1	23.9	5.9	13.5
Certificate III and above	%	71.6	83.3	80.3	73.3	69.6	74.2	93.3	67.1	77.9
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	1.7
Certificate III or IV	'000	4.1	1.2	3.4	0.8	0.5	0.3	0.2	0.4	11.0

TABLE 5A.70

Table 5A.70 **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	2.7	0.7	1.7	1.6	0.8	0.3	0.1	1.1	8.9
All qualifications	'000	7.6	2.1	5.6	2.5	1.3	0.6	0.3	1.6	21.5
Proportion of qualifications completed										
Diploma and above	%	10.9	7.8	7.4	4.0	2.8	4.6	17.2	3.7	7.8
Certificate III and above	%	64.8	67.2	69.2	37.7	42.3	49.2	77.8	30.0	58.8
Non-Indigenous graduates										
Number of VET qualifications completed										
Diploma and above	'000	23.0	23.2	11.4	5.8	6.7	0.9	1.9	0.3	73.3
Certificate III or IV	'000	89.9	121.3	72.3	25.7	24.3	5.9	5.9	2.4	347.7
Certificate I or II or lower (d)	'000	28.6	38.4	15.7	10.6	12.4	3.3	0.8	1.4	111.1
All qualifications	'000	141.5	182.8	99.4	42.2	43.3	10.2	8.7	4.1	532.1
Proportion of qualifications completed										
Diploma and above	%	16.3	12.7	11.5	13.7	15.3	9.3	22.4	7.8	13.8
Certificate III and above	%	79.8	79.0	84.2	74.8	71.4	67.3	91.0	66.2	79.1
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
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

TABLE 5A.70

Table 5A.70 **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	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
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

TABLE 5A.70

Table 5A.70 **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	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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

Table 5A.70 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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.71

Table 5A.71 **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>
2015										
All graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	5.1	9.7	3.7	2.4	1.0	0.1	0.5	–	22.6
Certificate III or IV	'000	25.1	33.2	22.9	8.9	4.7	2.2	1.9	0.7	99.7
Certificate I or II or lower (d)	'000	8.1	8.6	5.2	2.9	2.7	0.9	0.1	0.4	29.0
All qualifications	'000	38.3	51.6	31.8	14.2	8.4	3.3	2.6	1.1	151.2
Proportion of qualifications completed										
Diploma and above	%	13.3	18.9	11.5	17.1	11.6	4.0	19.7	3.5	14.9
Certificate III and above	%	78.7	83.2	83.7	79.6	68.3	72.0	94.4	64.2	80.8
Aboriginal and Torres Strait Islander graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	0.2	0.1	0.1	–	–	–	–	–	0.4
Certificate III or IV	'000	1.7	0.5	1.2	0.4	0.1	0.1	0.1	0.1	4.2
Certificate I or II or lower (d)	'000	0.8	0.2	0.6	0.4	0.2	0.1	–	0.2	2.6
All qualifications	'000	2.6	0.8	2.0	0.8	0.3	0.2	0.1	0.4	7.2
Proportion of qualifications completed										
Diploma and above	%	5.8	9.0	4.7	4.0	3.8	2.7	15.0	0.3	5.3
Certificate III and above	%	68.5	70.5	67.4	53.3	43.8	65.2	86.0	37.0	64.2
Non-Indigenous graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	4.9	9.2	3.1	2.3	1.0	0.1	0.5	–	21.1
Certificate III or IV	'000	23.3	32.2	19.8	8.0	4.6	2.1	1.7	0.5	92.2
Certificate I or II or lower (d)	'000	7.2	8.3	4.0	2.3	2.5	0.8	0.1	0.1	25.5

TABLE 5A.71

Table 5A.71 **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	35.4	49.7	27.0	12.6	8.0	3.1	2.3	0.7	138.8
Proportion of qualifications completed										
Diploma and above	%	13.8	18.6	11.5	18.3	11.9	4.1	20.1	4.0	15.2
Certificate III and above	%	79.6	83.3	85.0	81.7	69.2	72.3	94.5	79.1	81.7
2014										
All graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	7.4	8.8	4.8	2.5	1.3	0.2	0.6	–	25.7
Certificate III or IV	'000	33.5	40.5	26.3	10.0	6.8	2.3	2.3	0.6	122.3
Certificate I or II or lower (d)	'000	7.5	13.0	4.9	2.9	4.4	1.2	0.2	0.4	34.6
All qualifications	'000	48.5	62.3	36.0	15.4	12.4	3.7	3.2	1.1	182.6
Proportion of qualifications completed										
Diploma and above	%	15.3	14.1	13.3	16.1	10.2	5.4	20.3	3.5	14.1
Certificate III and above	%	84.5	79.1	86.4	81.2	64.8	68.2	92.1	61.6	81.1
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	1.7	0.5	1.3	0.3	0.2	0.1	0.1	0.1	4.3
Certificate I or II or lower (d)	'000	0.9	0.3	0.6	0.4	0.3	0.1	–	0.3	2.9
All qualifications	'000	2.7	0.9	2.0	0.8	0.5	0.2	0.1	0.4	7.6
Proportion of qualifications completed										
Diploma and above	%	6.7	5.1	6.1	5.8	1.5	2.0	18.0	1.5	5.8
Certificate III and above	%	67.9	64.9	70.7	47.2	40.9	55.5	76.3	28.6	62.3

TABLE 5A.71

Table 5A.71 **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	7.2	8.7	3.9	2.3	1.2	0.2	0.6	–	24.2
Certificate III or IV	'000	31.7	39.5	22.4	9.2	6.4	2.1	2.2	0.5	114.0
Certificate I or II or lower (d)	'000	6.6	12.6	3.8	2.3	4.0	1.0	0.2	0.1	30.7
All qualifications	'000	45.6	60.9	30.1	13.7	11.6	3.4	3.0	0.7	168.9
Proportion of qualifications completed										
Diploma and above	%	15.8	14.4	12.8	16.6	10.5	5.8	20.4	4.6	14.3
Certificate III and above	%	85.5	79.2	87.3	83.4	65.5	69.0	93.0	80.0	81.8
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

TABLE 5A.71

Table 5A.71 **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	0.8	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
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

TABLE 5A.71

Table 5A.71 **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	–	–	–	–	–	0.3
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
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

TABLE 5A.71

Table 5A.71 **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	45.7	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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

Table 5A.71 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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.72

Table 5A.72 **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>
2015										
All graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	14.0	20.8	7.8	5.6	4.1	0.7	1.8	0.3	55.0
Certificate III or IV	'000	51.1	84.2	67.3	22.1	13.5	5.3	4.6	2.5	250.7
Certificate I or II or lower (d)	'000	12.9	15.2	9.2	5.0	5.7	1.6	0.3	1.0	51.0
All qualifications	'000	78.1	120.3	84.2	32.7	23.2	7.7	6.7	3.8	356.7
Proportion of qualifications completed										
Diploma and above	%	18.0	17.3	9.2	17.2	17.5	9.4	26.1	6.7	15.4
Certificate III and above	%	83.4	87.3	89.1	84.6	75.5	78.9	95.1	73.4	85.7
Aboriginal and Torres Strait Islander graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.5	0.2	0.3	0.1	0.1	–	–	–	1.2
Certificate III or IV	'000	2.9	0.8	2.8	0.9	0.3	0.2	0.1	0.5	8.6
Certificate I or II or lower (d)	'000	1.2	0.3	1.0	0.8	0.3	0.1	–	0.6	4.4
All qualifications	'000	4.7	1.3	4.1	1.7	0.7	0.4	0.2	1.1	14.2
Proportion of qualifications completed										
Diploma and above	%	11.2	11.9	7.2	5.3	9.1	8.0	23.3	1.1	8.6
Certificate III and above	%	73.8	74.0	75.1	56.7	55.3	70.3	90.8	44.7	69.1
Non-Indigenous graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	13.3	20.2	6.6	5.0	3.9	0.7	1.5	0.2	51.6
Certificate III or IV	'000	47.6	82.5	58.1	19.4	12.9	5.1	4.0	2.0	231.7
Certificate I or II or lower (d)	'000	11.7	14.7	7.2	3.9	5.2	1.5	0.3	0.4	44.9

TABLE 5A.72

Table 5A.72 **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	72.7	117.5	71.9	28.3	22.1	7.3	5.9	2.6	328.1
Proportion of qualifications completed										
Diploma and above	%	18.4	17.2	9.2	17.8	17.8	9.5	25.9	8.0	15.7
Certificate III and above	%	83.9	87.5	90.0	86.3	76.3	79.3	94.8	85.5	86.3
2014										
All graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	21.7	21.4	12.1	5.4	6.6	1.0	2.0	0.4	70.5
Certificate III or IV	'000	79.4	104.5	65.3	23.0	23.1	5.4	5.5	2.5	308.7
Certificate I or II or lower (d)	'000	21.8	27.2	7.9	5.3	8.8	2.2	0.6	1.2	75.1
All qualifications	'000	123.0	153.0	85.3	33.8	38.5	8.5	8.1	4.1	454.2
Proportion of qualifications completed										
Diploma and above	%	17.7	14.0	14.2	16.1	17.3	11.2	24.2	9.2	15.5
Certificate III and above	%	82.2	82.2	90.7	84.2	77.1	74.4	92.2	70.7	83.5
Aboriginal and Torres Strait Islander graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.8	0.1	0.4	0.1	–	–	0.1	0.1	1.5
Certificate III or IV	'000	3.3	1.0	2.5	0.7	0.4	0.2	0.1	0.4	8.5
Certificate I or II or lower (d)	'000	1.7	0.4	0.7	0.8	0.5	0.2	–	0.7	4.9
All qualifications	'000	5.7	1.5	3.5	1.5	1.0	0.4	0.2	1.1	15.0
Proportion of qualifications completed										
Diploma and above	%	13.6	9.8	10.4	5.3	3.6	6.2	22.3	5.3	10.3
Certificate III and above	%	71.0	74.6	80.6	49.4	44.8	59.2	83.0	38.0	67.1
Non-Indigenous graduates aged 20–64 years										

TABLE 5A.72

Table 5A.72 **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	20.8	21.0	9.6	4.7	6.4	0.9	1.9	0.3	65.6
Certificate III or IV	'000	75.4	101.6	55.7	20.1	21.9	5.1	5.2	2.1	287.2
Certificate I or II or lower (d)	'000	20.1	26.5	6.3	4.0	8.0	2.0	0.5	0.5	67.8
All qualifications	'000	116.3	149.1	71.5	28.8	36.4	8.0	7.6	2.9	420.6
Proportion of qualifications completed										
Diploma and above	%	17.9	14.1	13.4	16.2	17.7	11.6	24.3	10.7	15.6
Certificate III and above	%	82.8	82.2	91.3	86.2	77.9	75.1	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

TABLE 5A.72

Table 5A.72 **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	%	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										
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										

TABLE 5A.72

Table 5A.72 **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	0.5	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
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										

TABLE 5A.72

Table 5A.72 **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	%	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										
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	0.1	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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.72 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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(c) This table presents the number of programs completed annually from 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.73

Table 5A.73 **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>
2015										
All graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	15.7	23.9	9.6	6.6	4.2	0.7	1.8	0.3	62.8
Certificate III or IV	'000	64.4	100.0	82.4	27.3	15.5	6.2	5.2	2.8	303.7
Certificate I or II or lower (d)	'000	31.9	24.6	24.2	13.2	8.9	2.4	0.5	2.0	107.6
All qualifications	'000	112.1	148.4	116.2	47.0	28.6	9.3	7.5	5.0	474.2
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	3.2	6.0	3.0	3.7	3.8	2.3	6.8	1.5	4.0
Certificate III or IV	no.	12.9	25.2	26.2	15.6	14.0	18.8	19.3	16.1	19.3
Certificate I or II or lower (d)	no.	6.4	6.2	7.7	7.5	8.0	7.4	1.8	11.3	6.8
All qualifications	no.	22.4	37.5	36.9	26.8	25.9	28.5	27.9	28.9	30.1
Proportion of qualifications completed										
Diploma and above	%	14.0	16.1	8.3	14.0	14.9	8.0	24.2	5.1	13.3
Certificate III and above	%	71.5	83.5	79.2	72.0	69.0	74.0	93.5	60.9	77.3
Aboriginal and Torres Strait Islander graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.6	0.2	0.3	0.1	0.1	–	–	–	1.4
Certificate III or IV	'000	3.9	1.1	3.7	1.1	0.4	0.3	0.2	0.5	11.0
Certificate I or II or lower (d)	'000	2.5	0.6	2.5	1.5	0.5	0.2	–	0.9	8.6
All qualifications	'000	7.0	1.8	6.5	2.7	0.9	0.4	0.3	1.4	21.0
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.1	5.5	2.7	1.8	2.7	1.7	10.4	0.2	3.0
Certificate III or IV	no.	28.1	32.7	29.4	17.6	14.1	16.2	34.9	11.2	24.4

TABLE 5A.73

Table 5A.73 **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.	18.3	18.1	19.5	25.3	18.1	9.6	8.3	18.1	19.1
All qualifications	no.	50.5	56.3	51.6	44.7	34.9	27.4	53.6	29.5	46.5
Proportion of qualifications completed										
Diploma and above	%	8.2	9.7	5.2	4.0	7.6	6.3	19.4	0.8	6.5
Certificate III and above	%	63.8	67.8	62.2	43.4	48.1	65.2	84.5	38.8	58.9
Non-Indigenous graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	15.0	23.1	8.3	6.0	4.1	0.7	1.6	0.2	58.9
Certificate III or IV	'000	59.9	97.6	71.3	24.2	14.8	5.8	4.5	2.2	280.5
Certificate I or II or lower (d)	'000	29.2	23.5	19.3	10.9	8.3	2.3	0.4	1.1	94.8
All qualifications	'000	104.1	144.1	98.8	41.0	27.2	8.8	6.5	3.5	434.2
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	3.1	5.9	2.7	3.5	3.8	2.3	5.9	1.7	3.9
Certificate III or IV	no.	12.3	24.9	23.6	14.3	13.8	18.8	17.1	17.9	18.4
Certificate I or II or lower (d)	no.	6.0	6.0	6.4	6.4	7.7	7.3	1.7	8.5	6.2
All qualifications	no.	21.4	36.7	32.7	24.2	25.2	28.3	24.7	28.1	28.4
Proportion of qualifications completed										
Diploma and above	%	14.4	16.0	8.4	14.5	15.1	8.1	24.0	6.1	13.6
Certificate III and above	%	72.0	83.7	80.5	73.5	69.7	74.3	93.2	69.7	78.2
2014										
All graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	23.8	23.4	14.2	6.6	6.8	1.0	2.0	0.4	78.3
Certificate III or IV	'000	94.3	123.7	83.9	28.9	25.4	6.2	6.2	2.8	371.4

TABLE 5A.73

Table 5A.73 **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	30.5	38.8	19.0	13.0	13.3	3.6	0.9	2.3	121.4
All qualifications	'000	148.6	185.9	117.1	48.5	45.5	10.8	9.1	5.5	571.1
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.8	6.0	4.5	3.8	6.2	2.9	7.6	2.1	5.0
Certificate III or IV	no.	19.1	31.6	26.8	16.5	23.1	18.9	23.2	16.1	23.8
Certificate I or II or lower (d)	no.	6.2	9.9	6.1	7.4	12.1	11.0	3.3	13.4	7.8
All qualifications	no.	30.1	47.6	37.5	27.6	41.4	32.8	34.0	31.6	36.6
Proportion of qualifications completed										
Diploma and above	%	16.0	12.6	12.1	13.6	15.0	9.0	22.3	6.8	13.7
Certificate III and above	%	79.5	79.1	83.8	73.3	70.8	66.5	90.3	57.7	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	1.7
Certificate III or IV	'000	4.1	1.2	3.4	0.8	0.5	0.3	0.2	0.4	10.9
Certificate I or II or lower (d)	'000	2.6	0.7	1.7	1.5	0.8	0.3	0.1	1.0	8.7
All qualifications	'000	7.5	2.1	5.5	2.5	1.3	0.6	0.3	1.5	21.3
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	6.1	5.1	3.3	1.7	1.5	1.6	11.5	1.3	3.8
Certificate III or IV	no.	30.2	38.8	27.8	14.1	20.9	16.0	40.3	8.7	24.7
Certificate I or II or lower (d)	no.	19.6	21.4	13.7	25.9	30.5	18.1	14.8	21.8	19.7
All qualifications	no.	55.9	65.2	44.8	41.7	52.8	35.8	66.6	31.8	48.2
Proportion of qualifications completed										
Diploma and above	%	11.0	7.8	7.4	4.1	2.8	4.6	17.2	3.9	7.8
Certificate III and above	%	65.0	67.2	69.4	37.9	42.3	49.3	77.8	31.4	59.2

TABLE 5A.73

Table 5A.73 **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	22.9	23.1	11.3	5.8	6.6	0.9	1.9	0.3	72.9
Certificate III or IV	'000	89.4	120.3	71.7	25.6	24.1	5.9	5.9	2.4	345.3
Certificate I or II or lower (d)	'000	27.7	37.6	15.5	10.4	12.3	3.3	0.8	1.3	108.9
All qualifications	'000	140.0	181.1	98.5	41.8	43.0	10.1	8.6	4.0	527.0
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.8	6.0	3.8	3.4	6.2	3.0	7.3	2.5	4.8
Certificate III or IV	no.	18.6	31.0	23.9	15.1	22.4	18.7	22.3	18.7	22.8
Certificate I or II or lower (d)	no.	5.8	9.7	5.1	6.2	11.4	10.5	2.9	10.1	7.2
All qualifications	no.	29.1	46.7	32.8	24.7	40.0	32.3	32.5	31.2	34.7
Proportion of qualifications completed										
Diploma and above	%	16.3	12.8	11.5	13.8	15.4	9.3	22.5	7.9	13.8
Certificate III and above	%	80.2	79.2	84.3	75.1	71.4	67.3	91.0	67.8	79.3
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
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

TABLE 5A.73

Table 5A.73 **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.	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
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

TABLE 5A.73

Table 5A.73 **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	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
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

TABLE 5A.73

Table 5A.73 **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	0.5	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	33.2	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
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

TABLE 5A.73

Table 5A.73 **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.	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
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

TABLE 5A.73

Table 5A.73 **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	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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

Table 5A.73 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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

(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*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.74

Table 5A.74 **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>
2015										
All graduates										
Diploma and above	'000	12.9	37.6	12.3	7.8	8.1	0.9	1.8	0.4	81.8
Certificate III or IV	'000	62.1	108.6	74.5	29.6	13.4	5.7	4.6	3.2	301.6
Certificate I or II	'000	25.6	38.0	21.4	17.9	12.1	3.0	0.6	2.7	121.3
All qualifications	'000	100.6	184.2	108.1	55.3	33.6	9.6	7.0	6.3	504.7
Change between 2014 and 2015										
Diploma and above	%	-50.6	30.7	22.9	28.7	20.2	-6.0	16.2	4.1	1.5
Certificate III or IV	%	-33.4	-24.4	-0.1	0.6	-30.0	0.7	0.5	5.3	-19.2
Certificate I or II	%	-31.5	-24.8	52.0	-4.4	-20.2	-24.4	-43.2	-4.9	-15.6
All qualifications	%	-35.8	-17.4	9.7	2.0	-18.1	-9.4	-2.6	0.6	-15.5
Aboriginal and Torres Strait Islander graduates										
Diploma and above	'000	0.7	0.3	0.4	0.1	0.1	—	0.1	—	1.7
Certificate III or IV	'000	4.4	1.2	3.7	1.3	0.4	0.2	0.1	0.7	12.0
Certificate I or II	'000	2.9	0.9	2.3	2.7	0.8	0.2	0.1	1.3	11.1
All qualifications	'000	8.0	2.4	6.3	4.2	1.3	0.5	0.2	2.0	24.9
Non-Indigenous graduates										
Diploma and above	'000	12.0	37.0	10.7	7.0	7.9	0.8	1.7	0.3	77.4
Certificate III or IV	'000	57.1	106.6	64.5	26.3	12.8	5.4	4.2	2.6	279.4
Certificate I or II	'000	22.7	36.9	17.2	14.2	11.1	2.8	0.5	1.4	106.7
All qualifications	'000	91.8	180.5	92.4	47.5	31.7	9.0	6.4	4.2	463.5
2014										
All graduates										
Diploma and above	'000	26.2	28.8	10.0	6.1	6.7	0.9	1.5	0.4	80.6
Certificate III or IV	'000	93.2	143.6	74.5	29.4	19.1	5.6	4.6	3.1	373.1

TABLE 5A.74

Table 5A.74 **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	'000	37.4	50.5	14.1	18.7	15.1	4.0	1.0	2.9	143.8
All qualifications	'000	156.8	222.9	98.6	54.2	41.0	10.5	7.2	6.3	597.5
Change between 2013 and 2014										
Diploma and above	%	31.5	9.9	11.3	8.7	-15.4	-22.7	-11.3	36.2	12.2
Certificate III or IV	%	8.4	4.5	43.2	-8.0	-36.2	6.8	-5.1	27.3	6.6
Certificate I or II	%	-1.4	-27.2	-9.9	-5.5	-47.6	35.2	5.0	3.2	-19.4
All qualifications	%	9.0	-4.3	28.6	-5.5	-38.6	11.8	-5.1	15.4	-0.4
Aboriginal and Torres Strait Islander graduates										
Diploma and above	'000	1.0	0.2	0.4	0.1	0.1	–	–	–	1.9
Certificate III or IV	'000	4.4	1.5	3.4	1.2	0.4	0.2	0.2	0.5	11.9
Certificate I or II	'000	3.8	0.9	1.3	2.7	1.2	0.3	0.1	1.4	11.7
All qualifications	'000	9.2	2.6	5.2	4.0	1.6	0.6	0.2	2.0	25.4
Non-Indigenous graduates										
Diploma and above	'000	25.0	28.2	8.4	5.4	6.5	0.9	1.5	0.3	76.2
Certificate III or IV	'000	87.8	139.2	64.5	26.1	18.1	5.3	4.4	2.6	348.1
Certificate I or II	'000	33.5	49.2	11.4	14.7	13.7	3.6	1.0	1.4	128.5
All qualifications	'000	146.3	216.6	84.4	46.3	38.3	9.9	6.9	4.3	552.9
2013										
All graduates										
Diploma and above	'000	19.9	26.2	9.0	5.6	8.0	1.2	1.7	0.3	71.9
Certificate III or IV	'000	86.0	137.4	52.1	32.0	29.9	5.3	4.8	2.4	349.9
Certificate I or II	'000	37.9	69.4	15.6	19.8	28.8	2.9	1.0	2.8	178.3
All qualifications	'000	143.8	233.0	76.6	57.4	66.8	9.4	7.6	5.5	600.1
Change between 2012 and 2013										
Diploma and above	%	-22.0	-34.9	-26.7	-5.1	35.2	-17.5	10.9	-8.5	-22.8

TABLE 5A.74

Table 5A.74 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	-2.1	-2.7	3.8	20.6	-15.2	1.4	-17.8	-1.1
Certificate I or II	%	-15.0	18.7	-33.9	-7.4	55.6	-29.8	-5.1	-14.2	1.8
All qualifications	%	-10.4	-2.5	-14.2	-1.2	35.6	-20.6	2.4	-15.6	-3.5
Aboriginal and Torres Strait Islander graduates										
Diploma and above	'000	0.6	0.2	0.3	0.1	0.1	–	0.1	–	1.4
Certificate III or IV	'000	3.6	1.2	2.6	1.2	0.6	0.2	0.1	0.5	10.2
Certificate I or II	'000	3.3	1.3	1.4	2.9	1.3	0.2	0.1	1.5	12.1
All qualifications	'000	7.6	2.7	4.4	4.2	2.0	0.5	0.3	2.0	23.6
Non-Indigenous graduates										
Diploma and above	'000	19.2	25.9	7.2	5.0	7.7	1.2	1.6	0.2	68.0
Certificate III or IV	'000	81.6	134.7	44.4	28.3	28.3	5.0	4.7	1.9	328.9
Certificate I or II	'000	34.5	67.5	12.0	15.3	27.0	2.7	0.9	1.3	161.3
All qualifications	'000	135.4	228.1	63.7	48.7	63.0	8.8	7.1	3.4	558.2
2012										
All graduates										
Diploma and above	'000	25.5	40.2	12.2	5.9	5.9	1.5	1.6	0.3	93.1
Certificate III or IV	'000	90.3	140.3	53.5	30.8	24.8	6.2	4.8	2.9	353.7
Certificate I or II	'000	44.6	58.5	23.6	21.4	18.5	4.2	1.1	3.3	175.1
All qualifications	'000	160.5	239.0	89.4	58.1	49.3	11.9	7.4	6.5	622.0
Change between 2011 and 2012										
Diploma and above	%	-11.7	13.4	-10.6	-10.4	25.3	35.0	-12.2	48.0	0.7
Certificate III or IV	%	4.8	37.8	-4.3	1.1	34.7	3.6	10.8	17.8	15.7
Certificate I or II	%	7.1	24.6	-20.5	-2.3	35.5	1.0	-6.5	-6.7	7.7
All qualifications	%	2.4	29.7	-10.0	-1.4	33.8	5.7	2.4	4.9	10.9
Aboriginal and Torres Strait Islander graduates										

TABLE 5A.74

Table 5A.74 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	'000	0.6	0.2	0.5	0.1	0.1	–	–	–	1.6
Certificate III or IV	'000	3.5	1.2	2.9	1.2	0.8	0.3	0.1	0.6	10.5
Certificate I or II	'000	3.7	1.0	2.4	3.0	1.5	0.3	0.1	1.6	13.6
All qualifications	'000	7.8	2.4	5.8	4.3	2.4	0.6	0.2	2.2	25.7
Non-Indigenous graduates										
Diploma and above	'000	24.2	39.5	9.3	4.9	5.7	1.4	1.4	0.3	86.6
Certificate III or IV	'000	85.1	137.2	45.8	26.0	23.2	5.9	4.3	2.3	329.9
Certificate I or II	'000	40.5	56.7	17.9	14.6	16.7	3.8	0.9	1.6	152.7
All qualifications	'000	149.8	233.4	72.9	45.6	45.6	11.1	6.7	4.2	569.3
2011										
All graduates										
Diploma and above	'000	28.9	35.5	13.7	6.6	4.7	1.1	1.8	0.2	92.5
Certificate III or IV	'000	86.2	101.9	55.9	30.4	18.4	6.0	4.3	2.5	305.7
Certificate I or II	'000	41.7	46.9	29.7	21.9	13.7	4.1	1.1	3.5	162.7
All qualifications	'000	156.8	184.3	99.3	58.9	36.8	11.2	7.2	6.2	560.8
Aboriginal and Torres Strait Islander graduates										
Diploma and above	'000	0.6	0.2	0.4	0.1	0.1	–	–	–	1.4
Certificate III or IV	'000	3.4	0.9	2.7	1.1	0.6	0.2	0.1	0.5	9.6
Certificate I or II	'000	3.6	0.9	3.0	2.8	1.1	0.3	0.1	1.9	13.5
All qualifications	'000	7.5	2.0	6.1	3.9	1.8	0.6	0.2	2.4	24.5
Non-Indigenous graduates										
Diploma and above	'000	26.9	34.6	10.3	5.4	4.5	1.1	1.4	0.2	84.3
Certificate III or IV	'000	81.0	97.5	46.4	24.8	16.8	5.6	3.2	1.9	277.4
Certificate I or II	'000	37.7	44.6	19.8	15.3	12.3	3.8	0.7	1.6	135.8
All qualifications	'000	145.7	176.7	76.5	45.6	33.6	10.4	5.3	3.7	497.5

Table 5A.74 **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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.75

Table 5A.75 **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>	
2015									
Units of competency completed									
Major cities	987.0	1 874.3	1 156.8	537.2	295.2	0.4	98.3	0.7	4 950.0
Inner regional	414.1	667.8	434.0	93.6	55.0	98.4	9.6	0.7	1 773.2
Outer regional	145.0	126.4	307.7	86.7	67.7	52.8	2.1	57.1	845.4
Remote and very remote	20.8	2.8	79.0	68.7	21.8	5.3	0.1	33.5	231.9
All students	1 578.5	2 689.9	1 991.5	791.1	446.5	157.6	111.4	98.1	7 864.6
Modules completed									
Major cities	105.9	186.9	17.9	56.2	51.2	0.1	2.6	–	420.7
Inner regional	25.2	49.7	6.1	6.2	3.3	7.7	0.2	–	98.4
Outer regional	10.0	6.0	6.5	6.1	4.7	2.8	–	2.2	38.3
Remote and very remote	1.4	0.1	1.0	4.5	0.9	0.1	–	1.5	9.5
All students	144.0	244.2	31.8	73.4	61.3	10.8	2.9	3.9	572.3
Units of competency and modules combined									
Major cities	1 092.9	2 061.2	1 174.7	593.4	346.4	0.4	100.9	0.7	5 370.6
Inner regional	439.3	717.5	440.1	99.8	58.3	106.1	9.8	0.7	1 871.6
Outer regional	155.0	132.4	314.1	92.7	72.4	55.6	2.2	59.3	883.7
Remote and very remote	22.2	2.9	80.0	73.1	22.7	5.5	0.1	34.9	241.4
All students	1 722.5	2 934.1	2 023.3	864.5	507.8	168.4	114.4	101.9	8 436.9
2014									
Units of competency completed									
Major cities	1 590.8	2 339.8	1 071.3	547.2	388.9	0.6	107.6	0.8	6 046.9
Inner regional	608.3	811.4	349.0	91.7	65.3	110.1	11.2	0.8	2 047.8
Outer regional	207.2	157.3	231.0	84.3	77.3	62.4	2.7	59.3	881.4
Remote and very remote	23.8	4.6	61.5	71.5	22.0	7.8	0.1	38.6	229.9

TABLE 5A.75

Table 5A.75 **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	2 447.8	3 337.7	1 723.8	798.8	586.8	181.4	122.9	103.8	9 302.9
Modules completed									
Major cities	191.7	274.8	30.8	63.0	46.4	–	10.5	–	617.2
Inner regional	47.6	71.1	7.4	6.6	3.3	8.2	0.7	–	144.9
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	262.0	357.3	46.6	81.2	61.6	10.9	11.7	3.9	835.2
Units of competency and modules combined									
Major cities	1 782.4	2 614.6	1 102.1	610.1	435.3	0.6	118.1	0.8	6 664.1
Inner regional	656.0	882.5	356.4	98.3	68.5	118.3	11.9	0.8	2 192.7
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	2 709.8	3 695.0	1 770.4	880.0	648.4	192.3	134.6	107.7	10 138.1
2013									
Units of competency completed									
Major cities	1 476.3	2 456.5	766.8	581.9	648.3	0.6	102.3	0.6	6 033.2
Inner regional	542.2	853.5	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
All students	2 246.7	3 522.8	1 346.4	850.7	942.7	159.9	119.1	90.6	9 278.8
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

TABLE 5A.75

Table 5A.75 **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	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	6 865.0
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	4 037.8	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.2
2012									
Units of competency completed									
Major cities	1 501.6	2 609.6	852.4	588.6	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	861.7	713.2	188.1	127.3	96.6	9 762.8
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
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	6 961.9
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

TABLE 5A.75

Table 5A.75 **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	2 852.1	4 233.0	1 605.7	956.0	789.4	203.1	154.6	102.3	10 896.1
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	5 569.7
Inner regional	608.3	746.0	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	961.7
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	3 021.8	1 689.6	857.3	556.1	185.4	95.2	93.6	8 967.6
Modules completed									
Major cities	322.9	217.1	53.1	88.9	46.9	–	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	2 265.4	995.2	675.6	371.0	0.6	125.0	0.6	6 342.8
Inner regional	701.6	811.7	405.5	106.2	72.0	124.3	11.8	0.3	2 233.3
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
All students	2 936.6	3 318.1	1 771.8	967.9	633.4	199.5	146.6	100.2	10 074.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).

Table 5A.75 **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>
--	------------	----------------	------------	-----------	-----------	---------------------	----------------	---------------	-------------

(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.76

Table 5A.76 **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>
2015									
Units of competency completed									
Reported as having disability	170.9	177.5	104.1	39.0	48.4	15.3	11.4	5.0	571.6
Reported as not having disability	1 382.8	2 483.2	1 481.4	692.7	398.1	138.4	99.0	89.6	6 765.3
Not reported (disability)	24.8	29.2	406.1	59.4	–	3.9	1.0	3.4	527.8
All students	1 578.5	2 689.9	1 991.5	791.1	446.5	157.6	111.4	98.1	7 864.6
Modules completed									
Reported as having disability	26.7	45.7	3.2	6.5	8.1	2.5	0.3	0.5	93.5
Reported as not having disability	117.2	195.4	11.0	57.6	53.2	8.2	2.6	3.4	448.6
Not reported (disability)	0.1	3.0	17.6	9.3	–	0.1	–	–	30.2
All students	144.0	244.2	31.8	73.4	61.3	10.8	2.9	3.9	572.3
Units of competency and modules combined									
Reported as having disability	197.6	223.2	107.2	45.5	56.5	17.8	11.8	5.5	665.0
Reported as not having disability	1 500.0	2 678.6	1 492.4	750.3	451.3	146.7	101.6	93.0	7 213.9
Not reported (disability)	24.8	32.3	423.7	68.7	–	4.0	1.0	3.4	557.9
All students	1 722.5	2 934.1	2 023.3	864.5	507.8	168.4	114.4	101.9	8 436.9
2014									
Units of competency completed									
Reported as having disability	203.6	219.8	96.2	37.5	69.1	18.5	10.2	5.2	660.1
Reported as not having disability	2 221.6	3 092.8	1 293.6	700.2	517.7	160.3	110.7	92.6	8 189.5
Not reported (disability)	22.5	25.0	334.0	61.1	–	2.7	1.9	6.0	453.3
All students	2 447.8	3 337.7	1 723.8	798.8	586.8	181.4	122.9	103.8	9 302.9
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	219.4	303.4	15.7	64.1	54.0	7.9	10.9	3.5	679.0

TABLE 5A.76

Table 5A.76 **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)	1.7	1.6	26.5	11.0	–	–	–	0.1	40.9
All students	262.0	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	244.5	272.0	100.5	43.6	76.7	21.4	11.1	5.5	775.4
Reported as not having disability	2 441.0	3 396.3	1 309.3	764.3	571.7	168.2	121.6	96.1	8 868.5
Not reported (disability)	24.2	26.7	360.6	72.1	–	2.7	1.9	6.0	494.2
All students	2 709.8	3 695.0	1 770.4	880.0	648.4	192.3	134.6	107.7	10 138.1
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	3 289.5	882.2	741.3	875.2	139.9	108.1	82.7	8 177.2
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	9 278.8
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
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	3 743.4	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	4 037.8	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.2

2012

TABLE 5A.76

Table 5A.76 **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	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	8 533.9
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	861.7	713.2	188.1	127.3	96.6	9 762.8
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	10 896.1
2011									
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	2 694.8	1 084.5	685.8	526.6	160.6	82.2	83.6	7 555.9
Not reported (disability)	51.4	152.4	513.6	134.0	–	6.9	7.2	5.9	871.4
All students	2 468.6	3 021.8	1 689.6	857.3	556.1	185.4	95.2	93.6	8 967.6
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	891.4
Not reported (disability)	3.3	4.7	39.4	24.4	–	0.3	–	0.5	72.5

TABLE 5A.76

Table 5A.76 **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	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	210.2	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	593.5	171.7	129.7	89.0	8 447.4
Not reported (disability)	54.7	157.1	553.0	158.4	–	7.2	7.2	6.4	943.9
All students	2 936.6	3 318.1	1 771.8	967.9	633.4	199.5	146.6	100.2	10 074.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.77

Table 5A.77 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>
2015									
Units of competency completed									
Language other than English	255.8	656.1	137.7	116.1	50.6	5.5	19.1	22.5	1 263.4
English	1 208.2	2 009.8	1 624.4	615.5	384.4	149.4	83.8	71.5	6 146.9
Not reported (language)	114.5	23.9	229.5	59.4	11.5	2.7	8.6	4.1	454.3
All students	1 578.5	2 689.9	1 991.5	791.1	446.5	157.6	111.4	98.1	7 864.6
Modules completed									
Language other than English	75.7	104.7	8.6	27.1	32.1	2.6	0.8	3.1	254.8
English	60.0	137.7	19.8	34.0	22.9	8.0	1.6	0.8	284.7
Not reported (language)	8.3	1.8	3.5	12.2	6.2	0.2	0.5	–	32.7
All students	144.0	244.2	31.8	73.4	61.3	10.8	2.9	3.9	572.3
Units of competency and modules combined									
Language other than English	331.6	760.8	146.2	143.2	82.7	8.1	19.9	25.5	1 518.2
English	1 268.2	2 147.5	1 644.1	649.6	407.3	157.4	85.4	72.3	6 431.7
Not reported (language)	122.7	25.8	233.0	71.7	17.7	2.9	9.1	4.1	487.0
All students	1 722.5	2 934.1	2 023.3	864.5	507.8	168.4	114.4	101.9	8 436.9
2014									
Units of competency completed									
Language other than English	482.9	780.7	128.7	109.2	61.1	6.1	17.0	22.4	1 608.1
English	1 861.6	2 513.8	1 435.2	622.7	468.6	172.2	96.0	77.1	7 247.3
Not reported (language)	103.3	43.1	159.9	66.9	57.1	3.1	9.8	4.3	447.5
All students	2 447.8	3 337.7	1 723.8	798.8	586.8	181.4	122.9	103.8	9 302.9
Modules completed									
Language other than English	124.0	136.9	11.7	28.2	22.2	3.0	2.1	3.3	331.4

TABLE 5A.77

Table 5A.77 **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>
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	262.0	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	606.9	917.6	140.3	137.4	83.4	9.1	19.2	25.7	1 939.6
English	1 989.1	2 729.1	1 465.6	661.8	490.2	179.9	101.7	77.6	7 695.0
Not reported (language)	113.8	48.3	164.4	80.8	74.8	3.3	13.7	4.4	503.6
All students	2 709.8	3 695.0	1 770.4	880.0	648.4	192.3	134.6	107.7	10 138.1
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	1 191.1	658.4	741.6	151.6	93.8	65.5	7 265.5
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	9 278.8
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	7 933.2
Not reported (language)	92.0	151.7	92.5	96.9	135.1	3.4	12.2	4.5	588.3
All students	2 602.4	4 037.8	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.2

TABLE 5A.77

Table 5A.77 **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>
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	640.9	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	861.7	713.2	188.1	127.3	96.6	9 762.8
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
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	10 896.1
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	2 494.1	1 513.1	639.8	442.4	176.1	78.0	70.2	7 302.2
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	3 021.8	1 689.6	857.3	556.1	185.4	95.2	93.6	8 967.6

TABLE 5A.77

Table 5A.77 **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	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	482.3	187.1	116.7	72.3	8 006.0
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	3 318.1	1 771.8	967.9	633.4	199.5	146.6	100.2	10 074.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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.78

Table 5A.78 **Government-funded units of competency and modules completed, by Indigenous 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>
2015									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	124.7	33.2	111.8	53.2	17.5	8.0	3.6	30.3	382.4
Non-Indigenous students	1 437.7	2 637.1	1 711.3	683.8	421.6	148.5	102.6	66.4	7 209.1
Indigenous status not reported	16.0	19.6	168.4	54.1	7.4	1.2	5.2	1.3	273.2
All students	1 578.5	2 689.9	1 991.5	791.1	446.5	157.6	111.4	98.1	7 864.6
Modules completed									
Aboriginal and Torres Strait Islander stud	14.3	4.7	4.3	10.2	3.0	0.7	0.2	1.5	39.0
Non-Indigenous students	129.1	237.4	24.6	59.7	58.2	10.0	2.6	2.4	524.0
Indigenous status not reported	0.6	2.0	3.0	3.4	–	–	0.1	–	9.2
All students	144.0	244.2	31.8	73.4	61.3	10.8	2.9	3.9	572.3
Units of competency and modules combined									
Aboriginal and Torres Strait Islander stud	139.0	37.9	116.1	63.4	20.5	8.7	3.9	31.8	421.4
Non-Indigenous students	1 566.9	2 874.5	1 735.9	743.5	479.8	158.5	105.2	68.8	7 733.1
Indigenous status not reported	16.6	21.6	171.4	57.5	7.4	1.2	5.3	1.3	282.4
All students	1 722.5	2 934.1	2 023.3	864.5	507.8	168.4	114.4	101.9	8 436.9
2014									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	138.8	39.5	88.9	50.8	21.5	9.9	5.0	30.3	384.6
Non-Indigenous students	2 285.9	3 237.8	1 485.6	686.0	548.8	169.3	115.8	72.9	8 602.0
Indigenous status not reported	23.0	60.4	149.3	62.1	16.5	2.2	2.0	0.7	316.3
All students	2 447.8	3 337.7	1 723.8	798.8	586.8	181.4	122.9	103.8	9 302.9
Modules completed									
Aboriginal and Torres Strait Islander stud	20.8	5.7	4.2	10.0	3.9	0.8	0.4	1.9	47.6
Non-Indigenous students	238.6	347.4	37.1	67.0	57.5	10.0	11.4	2.0	771.0

TABLE 5A.78

Table 5A.78 **Government-funded units of competency and modules completed, by Indigenous 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>
Indigenous status not reported	2.6	4.2	5.3	4.3	0.2	–	–	–	16.6
All students	262.0	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 stud	159.6	45.2	93.1	60.7	25.4	10.7	5.4	32.1	432.2
Non-Indigenous students	2 524.5	3 585.2	1 522.7	752.9	606.3	179.3	127.1	74.9	9 373.0
Indigenous status not reported	25.6	64.6	154.6	66.4	16.7	2.3	2.0	0.7	332.9
All students	2 709.8	3 695.0	1 770.4	880.0	648.4	192.3	134.6	107.7	10 138.1
2013									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	112.9	37.1	69.5	54.9	25.3	8.4	4.6	29.2	341.8
Non-Indigenous students	2 117.6	3 449.0	1 139.2	722.3	890.0	149.3	113.1	60.9	8 641.3
Indigenous status not reported	16.3	36.7	137.7	73.6	27.4	2.1	1.4	0.5	295.7
All students	2 246.7	3 522.8	1 346.4	850.7	942.7	159.9	119.1	90.6	9 278.8
Modules completed									
Aboriginal and Torres Strait Islander stud	26.1	7.5	5.6	8.2	5.8	1.0	0.6	3.0	57.8
Non-Indigenous students	327.7	503.5	42.1	73.8	78.1	11.3	16.4	2.1	1 054.9
Indigenous status not reported	1.9	4.1	7.9	4.5	0.2	0.1	–	–	18.7
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									
Aboriginal and Torres Strait Islander stud	138.9	44.6	75.1	63.1	31.1	9.4	5.3	32.2	399.6
Non-Indigenous students	2 445.3	3 952.5	1 181.3	796.1	968.0	160.6	129.4	63.0	9 696.2
Indigenous status not reported	18.2	40.8	145.6	78.0	27.7	2.3	1.5	0.5	314.5
All students	2 602.4	4 037.8	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.2

TABLE 5A.78

Table 5A.78 **Government-funded units of competency and modules completed, by Indigenous 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>
2012									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	110.8	35.3	90.8	56.7	28.2	9.0	3.0	30.3	364.1
Non-Indigenous students	2 264.2	3 734.3	1 277.3	683.9	664.1	176.8	111.5	65.2	8 977.3
Indigenous status not reported	41.3	49.6	172.3	121.1	20.9	2.3	12.8	1.1	421.4
All students	2 416.3	3 819.2	1 540.4	861.7	713.2	188.1	127.3	96.6	9 762.8
Modules completed									
Aboriginal and Torres Strait Islander stud	30.9	6.4	5.6	9.6	8.8	1.2	0.6	3.5	66.8
Non-Indigenous students	400.9	402.3	48.6	72.7	66.9	13.6	26.6	2.1	1 033.8
Indigenous status not reported	4.0	5.0	11.0	11.9	0.5	0.2	0.1	0.1	32.7
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									
Aboriginal and Torres Strait Islander stud	141.7	41.7	96.4	66.3	37.0	10.2	3.7	33.8	430.9
Non-Indigenous students	2 665.1	4 136.7	1 326.0	756.6	730.9	190.4	138.1	67.3	10 011.1
Indigenous status not reported	45.3	54.6	183.3	133.1	21.4	2.5	12.8	1.1	454.1
All students	2 852.1	4 233.0	1 605.7	956.0	789.4	203.1	154.6	102.3	10 896.1
2011									
Units of competency completed									
Aboriginal and Torres Strait Islander stud	110.1	29.9	97.2	49.6	22.4	8.4	2.5	33.2	353.3
Non-Indigenous students	2 306.0	2 901.9	1 320.6	662.0	507.6	173.0	65.8	59.2	7 996.2
Indigenous status not reported	52.5	90.0	271.8	145.6	26.2	4.0	26.9	1.2	618.1
All students	2 468.6	3 021.8	1 689.6	857.3	556.1	185.4	95.2	93.6	8 967.6
Modules completed									
Aboriginal and Torres Strait Islander stud	35.4	4.7	6.5	10.3	7.7	1.2	1.0	4.6	71.4
Non-Indigenous students	428.7	287.6	61.3	86.6	69.3	12.8	47.1	2.0	995.4

TABLE 5A.78

Table 5A.78 **Government-funded units of competency and modules completed, by Indigenous 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>
Indigenous status not reported	3.9	4.1	14.4	13.8	0.3	0.1	3.3	–	39.9
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									
Aboriginal and Torres Strait Islander stud	145.5	34.5	103.7	59.9	30.1	9.6	3.5	37.8	424.7
Non-Indigenous students	2 734.7	3 189.5	1 381.9	748.6	576.9	185.8	113.0	61.2	8 991.6
Indigenous status not reported	56.4	94.1	286.2	159.4	26.4	4.1	30.2	1.2	658.0
All students	2 936.6	3 318.1	1 771.8	967.9	633.4	199.5	146.6	100.2	10 074.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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*.

Improved education status

TABLE 5A.79

Table 5A.79 **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>
2015										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	70.3	113.4	84.6	28.9	15.0	5.3	3.2	3.2	323.9
Aboriginal and Torres Strait Islander students	'000	4.7	1.4	5.0	2.1	0.5	0.3	0.1	1.0	15.1
Non-Indigenous	'000	65.2	110.9	74.4	26.3	14.3	5.0	2.9	2.2	301.2
Proportion of all AQF qualifications completed										
All	%	62.1	75.2	72.1	60.9	52.2	56.1	41.8	61.9	67.5
Aboriginal and Torres Strait Islander students	%	66.1	77.8	75.7	76.0	57.1	63.8	56.3	69.1	71.0
Non-Indigenous	%	62.0	75.8	74.5	63.8	52.3	55.8	44.4	59.8	68.6
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	16.8	22.2	28.1	18.1	15.1	15.1	13.0	15.2	20.6
Aboriginal and Torres Strait Islander students	%	14.9	15.7	27.3	13.1	11.5	15.2	12.6	12.1	16.7
Non-Indigenous	%	16.9	22.3	29.2	19.9	15.3	15.1	13.8	17.4	21.1
2014										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	76.7	142.4	81.7	28.6	21.3	6.7	3.6	3.5	364.4
Aboriginal and Torres Strait Islander students	'000	4.6	1.6	4.1	1.9	0.6	0.4	0.2	1.1	14.4
Non-Indigenous	'000	71.7	138.8	71.4	26.2	20.2	6.2	3.3	2.4	340.3
Proportion of all AQF qualifications completed										
All	%	51.0	75.9	69.0	58.5	46.5	61.3	38.4	61.4	63.1
Aboriginal and Torres Strait Islander students	%	60.2	78.1	74.5	74.5	45.8	62.6	56.6	67.4	66.9
Non-Indigenous	%	50.7	75.9	71.9	62.2	46.5	61.4	38.3	59.3	63.9
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	14.9	22.6	27.0	17.1	15.8	16.1	11.9	15.3	19.8

TABLE 5A.79

Table 5A.79 **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	%	13.6	16.3	23.0	11.4	10.6	16.4	16.2	11.0	14.9
Non-Indigenous	%	15.1	22.7	28.0	19.2	15.9	16.1	11.7	18.4	20.2
2013										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	70.4	142.9	59.6	28.1	30.1	6.9	3.6	3.9	345.6
Aboriginal and Torres Strait Islander students	'000	3.5	1.4	3.2	1.9	0.7	0.4	0.1	1.3	12.6
Non-Indigenous	'000	66.5	140.3	50.3	25.5	28.4	6.5	3.4	2.5	323.5
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
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	'000	79.5	161.2	63.0	28.4	21.1	7.3	5.2	3.5	369.2
Aboriginal and Torres Strait Islander students	'000	3.8	1.5	3.7	1.9	0.9	0.4	0.2	1.2	13.6
Non-Indigenous	'000	74.9	158.0	52.7	24.1	19.5	6.8	3.8	2.3	342.1
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

TABLE 5A.79

Table 5A.79 **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	%	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	'000	70.8	113.3	65.2	29.4	20.1	6.9	4.9	3.4	313.9
Aboriginal and Torres Strait Islander students	'000	3.2	1.2	3.6	1.9	0.9	0.3	0.2	1.1	12.5
Non-Indigenous	'000	66.6	109.1	51.7	25.5	18.4	6.5	3.2	2.2	283.3
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

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

Table 5A.79 **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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(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*, 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.80

Table 5A.80 **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>
2015										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	41.3	90.3	58.7	16.8	11.6	4.0	2.6	2.0	227.5
Aboriginal and Torres Strait Islander students	'000	2.8	1.0	3.0	1.2	0.4	0.2	0.1	0.7	9.5
Non-Indigenous	'000	38.2	88.6	52.0	15.3	11.1	3.8	2.5	1.3	212.7
Proportion of all AQF qualifications completed										
All	%	52.9	75.1	69.8	51.4	50.0	52.7	39.2	53.1	63.8
Aboriginal and Torres Strait Islander students	%	60.9	77.4	73.1	69.2	55.4	61.7	51.5	65.7	67.0
Non-Indigenous	%	52.6	75.4	72.3	54.1	50.2	52.3	42.0	48.8	64.8
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	15.1	22.5	27.7	14.6	14.5	14.4	13.8	12.2	19.8
Aboriginal and Torres Strait Islander students	%	14.8	14.7	26.7	10.6	12.2	15.4	13.2	10.9	15.7
Non-Indigenous	%	15.1	22.6	28.9	16.1	14.6	14.3	14.6	13.2	20.3
2014										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	57.0	116.2	55.7	16.9	17.7	4.8	2.8	2.1	273.2
Aboriginal and Torres Strait Islander students	'000	3.2	1.2	2.5	1.1	0.4	0.2	0.1	0.7	9.4
Non-Indigenous	'000	53.5	113.3	48.7	15.6	16.8	4.6	2.7	1.4	256.4
Proportion of all AQF qualifications completed										
All	%	46.3	75.9	65.3	49.9	45.9	56.8	35.2	52.0	60.1
Aboriginal and Torres Strait Islander students	%	55.5	78.1	72.3	69.6	45.3	56.2	51.5	61.2	62.8
Non-Indigenous	%	46.0	76.0	68.2	54.0	46.0	57.0	35.3	48.7	61.0
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	16.3	23.4	26.1	14.1	16.0	15.2	12.1	12.0	20.1

TABLE 5A.80

Table 5A.80 **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	%	15.3	15.8	21.9	9.1	10.4	15.5	16.7	9.2	14.4
Non-Indigenous	%	16.4	23.4	27.1	16.1	16.2	15.2	11.8	14.0	20.5
2013										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	'000	50.9	115.0	38.0	16.5	24.6	4.8	3.0	2.5	255.2
Aboriginal and Torres Strait Islander students	'000	2.3	1.0	2.0	1.2	0.5	0.2	0.1	0.8	8.1
Non-Indigenous	'000	48.4	113.0	32.6	15.0	23.3	4.6	2.8	1.6	241.3
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
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	'000	58.1	121.4	41.0	16.9	17.2	5.1	4.2	2.4	266.3
Aboriginal and Torres Strait Islander students	'000	2.5	1.0	2.3	1.2	0.7	0.2	0.1	0.9	8.9
Non-Indigenous	'000	55.0	118.9	34.9	14.9	15.9	4.8	3.3	1.5	249.2
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

TABLE 5A.80

Table 5A.80 **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	%	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	'000	52.4	84.4	45.1	17.6	16.3	4.8	3.9	2.4	227.0
Aboriginal and Torres Strait Islander students	'000	2.2	0.9	2.4	1.1	0.7	0.2	0.1	0.8	8.4
Non-Indigenous	'000	49.4	81.1	37.2	15.9	14.9	4.6	2.8	1.6	207.5
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
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

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.

(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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.

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

Table 5A.80 **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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(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*, 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.81

Table 5A.81 **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>
2015										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	'000	42.6	74.6	48.8	19.2	9.7	–	2.7	–	197.5
Inner regional	'000	17.9	29.3	18.8	3.1	2.0	3.3	0.2	–	74.7
Outer regional	'000	6.4	5.5	12.8	3.2	2.3	1.7	–	2.0	33.9
Remote and very remote	'000	0.9	0.3	3.3	2.2	0.7	0.2	–	1.0	8.5
Remote	'000	0.6	0.2	2.0	1.2	0.6	0.2	–	0.7	5.4
Very remote	'000	0.2	0.1	1.3	0.9	0.2	–	–	0.4	3.0
Outside Australia	'000	2.0	2.7	0.6	1.1	0.1	–	0.2	0.1	6.7
Not known	'000	0.6	1.1	0.4	0.1	0.3	–	–	0.2	2.7
All students	'000	70.3	113.4	84.6	28.9	15.0	5.3	3.2	3.2	323.9
Proportion of all AQF qualification course completions										
Major cities	%	60.0	74.7	72.7	61.1	50.0	46.7	44.2	45.5	67.0
Inner regional	%	66.5	78.2	74.7	65.4	59.5	55.7	46.9	44.2	71.7
Outer regional	%	66.8	78.7	73.2	66.3	58.9	58.1	49.5	64.0	69.4
Remote and very remote	%	65.6	74.6	71.2	66.3	57.6	62.2	33.3	60.8	66.6
Remote	%	66.2	78.0	73.3	65.1	56.7	62.1	20.0	65.0	67.2
Very remote	%	64.1	64.9	68.4	67.9	60.8	62.5	100.0	54.3	65.4
Outside Australia	%	54.9	61.2	23.1	37.9	49.8	27.6	20.7	52.9	45.8
Not known	%	75.9	65.0	65.5	55.1	35.3	83.3	32.2	54.6	60.0
All students	%	62.1	75.2	72.1	60.9	52.2	56.1	41.8	61.9	67.5
Proportion of all AQF qualification course enrolments										
Major cities	%	16.7	21.6	29.1	19.5	14.6	4.6	13.2	16.3	20.7
Inner regional	%	16.7	23.7	28.0	16.9	17.5	15.6	13.4	17.0	21.3

TABLE 5A.81

Table 5A.81 **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	%	16.6	22.6	27.6	16.9	16.4	14.8	11.1	18.4	20.6
Remote and very remote	%	13.7	19.5	24.6	12.0	16.2	12.0	8.7	12.2	15.9
Remote	%	13.8	19.5	26.3	12.6	16.6	12.5	5.0	14.2	16.8
Very remote	%	13.6	19.3	22.5	11.3	15.0	5.5	33.3	9.7	14.6
Outside Australia	%	27.8	23.0	11.4	20.6	9.9	15.9	11.5	20.8	20.9
Not known	%	13.1	28.3	23.8	17.9	11.4	12.0	11.9	9.2	17.7
All students	%	16.8	22.2	28.1	18.1	15.1	15.1	13.0	15.2	20.6

2014**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	'000	46.2	97.9	50.4	19.6	13.6	–	3.0	–	230.8
Inner regional	'000	19.7	33.6	17.3	2.9	2.5	4.0	0.3	–	80.3
Outer regional	'000	6.7	7.1	10.5	2.9	3.1	2.3	0.1	2.0	34.7
Remote and very remote	'000	0.8	0.4	2.7	2.1	0.9	0.3	–	1.3	8.5
Remote	'000	0.6	0.3	1.8	1.3	0.7	0.3	–	0.8	5.9
Very remote	'000	0.2	0.1	0.9	0.8	0.2	–	–	0.4	2.6
Outside Australia	'000	2.9	2.4	0.4	0.9	0.1	0.1	0.2	0.1	7.0
Not known	'000	0.4	0.9	0.4	0.1	1.2	–	–	0.2	3.2
All students	'000	76.7	142.4	81.7	28.6	21.3	6.7	3.6	3.5	364.4

Proportion of all AQF qualification course completions

Major cities	%	48.3	75.9	70.2	59.9	47.4	52.3	39.6	44.2	63.1
Inner regional	%	56.0	77.3	71.9	60.5	50.9	61.3	43.1	48.9	67.2
Outer regional	%	57.2	76.5	69.8	62.2	55.9	62.7	53.3	61.2	65.0
Remote and very remote	%	60.8	67.6	67.5	62.7	57.1	69.3	25.0	62.0	63.6
Remote	%	60.8	73.4	70.5	63.3	57.1	69.5	25.0	63.2	65.0

TABLE 5A.81

Table 5A.81 **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	%	60.8	44.3	62.5	61.7	57.2	65.2	..	59.8	60.7
Outside Australia	%	52.2	62.1	14.5	29.8	31.3	25.0	23.0	60.0	42.0
Not known	%	43.3	63.7	52.4	60.9	23.4	52.6	27.6	66.1	37.2
All students	%	51.0	75.9	69.0	58.5	46.5	61.3	38.4	61.4	63.1
Proportion of all AQF qualification course enrolments										
Major cities	%	14.6	23.1	29.9	19.1	16.2	7.8	12.2	15.8	20.6
Inner regional	%	15.6	21.6	26.5	15.1	18.8	16.1	12.1	19.5	19.7
Outer regional	%	14.4	23.4	22.9	14.9	19.5	16.3	13.5	17.9	18.9
Remote and very remote	%	11.4	23.5	19.7	10.7	18.6	16.2	10.0	12.3	14.3
Remote	%	11.8	25.3	21.6	12.4	18.9	16.7	13.3	13.5	15.8
Very remote	%	10.5	15.7	16.9	8.6	17.5	10.6	..	10.4	11.8
Outside Australia	%	29.8	18.5	5.8	17.0	6.3	19.1	9.1	23.8	18.0
Not known	%	6.1	17.7	17.3	17.7	7.3	11.6	8.8	15.7	10.0
All students	%	14.9	22.6	27.0	17.1	15.8	16.1	11.9	15.3	19.8

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

Major cities	'000	43.6	100.4	34.8	18.2	20.5	–	3.0	–	220.7
Inner regional	'000	17.9	31.0	13.4	3.4	3.5	4.1	0.3	–	73.5
Outer regional	'000	6.0	6.4	8.2	3.4	3.8	2.4	0.1	2.0	32.3
Remote and very remote	'000	0.8	0.3	2.5	2.2	0.9	0.3	–	1.5	8.6
Remote	'000	0.6	0.2	1.4	1.5	0.8	0.3	–	1.0	5.8
Very remote	'000	0.2	–	1.1	0.7	0.1	–	–	0.5	2.8
Outside Australia	'000	1.3	3.9	0.5	0.8	0.1	–	0.2	0.1	6.9
Not known	'000	0.7	1.0	0.2	0.1	1.2	–	0.1	0.2	3.5

TABLE 5A.81

Table 5A.81 **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	'000	70.4	142.9	59.6	28.1	30.1	6.9	3.6	3.9	345.6
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
Very remote	%	59.7	68.1	65.3	52.6	40.3	58.8	62.5	57.6	58.1
Outside Australia	%	38.4	67.3	20.8	28.0	41.7	26.1	24.0	82.9	44.4
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	'000	47.0	108.0	34.8	19.3	14.3	–	4.3	–	227.8
--------------	------	------	-------	------	------	------	---	-----	---	-------

TABLE 5A.81

Table 5A.81 **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	'000	20.9	38.7	14.6	2.9	2.5	4.4	0.4	–	84.5
Outer regional	'000	7.2	9.8	9.6	2.9	3.0	2.5	0.1	2.0	37.1
Remote and very remote	'000	1.2	0.3	2.9	2.2	0.9	0.3	–	1.3	9.0
Remote	'000	0.9	0.3	1.7	1.4	0.7	0.3	–	0.8	6.1
Very remote	'000	0.2	–	1.2	0.8	0.2	–	–	0.5	3.0
Outside Australia	'000	1.7	3.0	0.8	0.9	0.3	0.1	0.2	0.1	7.0
Not known	'000	1.6	1.4	0.3	0.1	0.1	–	0.1	0.1	3.8
All students	'000	79.5	161.2	63.0	28.4	21.1	7.3	5.2	3.5	369.2
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	%	40.9	63.2	22.8	32.8	28.9	38.5	26.6	81.3	40.8
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

TABLE 5A.81

Table 5A.81 **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	%	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	29.1	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	'000	43.8	72.9	36.1	20.2	12.3	–	4.0	0.1	189.4
Inner regional	'000	17.7	27.6	15.1	2.9	2.2	4.3	0.4	–	70.1
Outer regional	'000	5.8	7.8	9.8	2.9	2.8	2.3	–	1.7	33.2
Remote and very remote	'000	0.7	0.3	3.0	2.2	0.9	0.3	–	1.3	8.8
Remote	'000	0.6	0.3	1.6	1.4	0.7	0.3	–	0.9	5.7
Very remote	'000	0.2	0.1	1.4	0.9	0.2	–	–	0.5	3.1
Outside Australia	'000	1.5	3.5	0.8	1.1	0.2	0.1	0.3	0.1	7.7
Not known	'000	1.3	1.2	0.3	0.1	1.7	–	0.1	–	4.7
All students	'000	70.8	113.3	65.2	29.4	20.1	6.9	4.9	3.4	313.9
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	%	28.1	60.8	24.0	36.9	45.5	33.9	37.6	91.2	40.1
Not known	%	48.6	55.3	48.8	59.2	59.7	43.8	38.7	45.4	53.5

TABLE 5A.81

Table 5A.81 **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	%	51.1	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
Very remote	%	9.3	26.7	14.2	10.0	15.5	3.4	np	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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).

Table 5A.81 **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. **np** Not published.

Source: NCVET unpublished, *National VET provider collection*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.82

Table 5A.82 **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>
2015										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	'000	25.3	60.7	33.7	11.0	7.7	–	2.2	–	140.6
Inner regional	'000	10.4	22.2	13.2	1.7	1.5	2.5	0.2	–	51.7
Outer regional	'000	3.5	4.1	9.0	1.7	1.6	1.3	–	1.2	22.4
Remote and very remote	'000	0.5	0.2	2.1	1.3	0.5	0.1	–	0.7	5.5
Remote	'000	0.3	0.2	1.2	0.7	0.4	0.1	–	0.4	3.4
Very remote	'000	0.2	–	0.9	0.6	0.1	–	–	0.3	2.1
Outside Australia	'000	1.4	2.4	0.5	1.0	0.1	–	0.1	–	5.6
Not known	'000	0.2	0.8	0.3	0.1	0.2	–	–	0.1	1.7
All students	'000	41.3	90.3	58.7	16.8	11.6	4.0	2.6	2.0	227.5
Proportion of all AQF qualification course completions										
Major cities	%	50.7	74.8	70.8	51.2	48.3	46.7	41.5	47.2	63.5
Inner regional	%	58.0	78.1	72.8	56.1	57.5	52.0	45.1	44.1	68.5
Outer regional	%	57.8	76.6	70.3	56.1	54.7	55.3	49.5	53.2	64.4
Remote and very remote	%	56.9	72.3	68.0	57.4	54.6	59.2	20.0	55.0	60.9
Remote	%	56.6	75.3	68.8	54.4	53.3	58.9	20.0	58.3	60.6
Very remote	%	57.6	63.6	66.9	61.3	58.8	71.4	..	50.8	61.4
Outside Australia	%	48.5	61.6	21.4	36.8	49.5	26.9	19.4	50.5	43.5
Not known	%	52.6	62.6	66.7	48.7	34.1	78.6	29.8	44.4	54.0
All students	%	52.9	75.1	69.8	51.4	50.0	52.7	39.2	53.1	63.8
Proportion of all AQF qualification course enrolments										
Major cities	%	14.6	21.9	28.3	15.6	13.9	4.8	13.9	16.2	19.8
Inner regional	%	15.8	23.7	28.3	13.3	17.6	14.8	15.2	17.2	21.0

TABLE 5A.82

Table 5A.82 **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	%	14.9	23.1	27.8	12.9	15.3	14.3	13.9	14.3	19.5
Remote and very remote	%	11.6	20.5	23.3	9.8	16.2	11.4	5.0	10.4	14.2
Remote	%	11.4	20.5	25.0	10.0	16.2	11.7	5.3	11.7	14.8
Very remote	%	12.1	20.7	21.3	9.6	16.3	6.9	..	9.0	13.2
Outside Australia	%	24.5	24.3	11.1	21.0	10.8	15.7	11.2	19.8	20.6
Not known	%	13.5	26.9	23.2	15.9	11.4	9.8	11.8	6.5	17.6
All students	%	15.1	22.5	27.7	14.6	14.5	14.4	13.8	12.2	19.8

2014**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	'000	35.5	81.1	34.5	11.3	11.6	–	2.4	–	176.4
Inner regional	'000	14.3	26.3	11.6	1.7	2.0	3.0	0.2	–	59.1
Outer regional	'000	4.8	5.5	7.1	1.7	2.3	1.5	0.1	1.2	24.3
Remote and very remote	'000	0.6	0.3	1.8	1.3	0.7	0.2	–	0.7	5.8
Remote	'000	0.4	0.3	1.1	0.8	0.5	0.2	–	0.5	3.9
Very remote	'000	0.2	–	0.7	0.5	0.2	–	–	0.3	1.8
Outside Australia	'000	1.5	2.2	0.4	0.8	0.1	–	0.2	–	5.2
Not known	'000	0.3	0.7	0.3	0.1	1.0	–	–	0.1	2.5
All students	'000	57.0	116.2	55.7	16.9	17.7	4.8	2.8	2.1	273.2

Proportion of all AQF qualification course completions

Major cities	%	44.1	76.4	67.0	50.7	46.2	51.6	36.1	46.5	60.4
Inner regional	%	51.1	76.9	68.1	53.5	49.5	57.7	40.6	50.0	64.2
Outer regional	%	52.5	74.5	65.5	54.1	52.9	56.5	51.8	52.4	60.5
Remote and very remote	%	55.4	68.1	64.5	54.7	55.4	66.9	25.0	51.8	58.3
Remote	%	54.7	73.0	66.5	54.6	54.7	67.4	25.0	51.7	59.1

TABLE 5A.82

Table 5A.82 **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>
Very remote	%	57.3	46.8	61.3	54.9	57.5	57.9	..	52.1	56.8
Outside Australia	%	41.6	63.0	14.8	29.1	30.8	23.1	22.1	53.9	38.4
Not known	%	40.1	59.7	51.0	52.2	28.1	56.3	24.1	49.1	38.5
All students	%	46.3	75.9	65.3	49.9	45.9	56.8	35.2	52.0	60.1
Proportion of all AQF qualification course enrolments										
Major cities	%	15.9	23.8	28.8	15.6	16.3	7.9	12.2	16.1	20.8
Inner regional	%	17.4	22.5	26.0	12.5	19.3	15.4	13.3	21.2	20.5
Outer regional	%	16.4	24.6	22.5	12.6	18.9	14.9	16.3	14.6	18.9
Remote and very remote	%	12.4	25.4	18.4	9.2	19.1	16.4	10.5	9.1	13.2
Remote	%	12.8	27.3	20.3	10.7	19.4	17.0	13.3	9.6	14.7
Very remote	%	11.4	17.3	16.0	7.5	18.4	9.4	..	8.3	10.9
Outside Australia	%	22.7	20.9	6.7	16.3	6.8	17.9	8.7	20.6	16.7
Not known	%	11.0	17.3	16.1	14.2	8.4	13.2	8.7	10.2	11.2
All students	%	16.3	23.4	26.1	14.1	16.0	15.2	12.1	12.0	20.1

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

Major cities	'000	32.3	81.7	22.1	10.4	17.2	–	2.4	–	166.2
Inner regional	'000	12.7	23.9	8.5	1.9	2.8	2.9	0.2	–	53.0
Outer regional	'000	4.2	4.8	5.2	2.0	2.8	1.6	0.1	1.3	22.0
Remote and very remote	'000	0.6	0.2	1.6	1.4	0.7	0.2	–	0.9	5.8
Remote	'000	0.4	0.2	0.8	0.9	0.6	0.2	–	0.6	3.8
Very remote	'000	0.2	–	0.8	0.5	0.1	–	–	0.4	2.0
Outside Australia	'000	0.9	3.5	0.4	0.7	0.1	–	0.2	0.1	6.0
Not known	'000	0.2	0.8	0.2	0.1	0.9	–	0.1	0.1	2.4

TABLE 5A.82

Table 5A.82 **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	'000	50.9	115.0	38.0	16.5	24.6	4.8	3.0	2.5	255.2
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
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	'000	35.1	81.8	22.5	11.0	11.7	–	3.5	–	165.7
--------------	------	------	------	------	------	------	---	-----	---	-------

TABLE 5A.82

Table 5A.82 **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	'000	14.8	28.0	9.3	1.7	2.0	3.1	0.3	–	59.2
Outer regional	'000	5.0	7.6	6.4	1.8	2.4	1.6	0.1	1.3	26.1
Remote and very remote	'000	0.8	0.3	1.9	1.5	0.7	0.2	–	0.9	6.4
Remote	'000	0.6	0.2	1.1	0.9	0.5	0.2	–	0.5	4.1
Very remote	'000	0.2	–	0.8	0.6	0.2	–	–	0.4	2.2
Outside Australia	'000	1.2	2.7	0.8	0.9	0.3	0.1	0.2	0.1	6.1
Not known	'000	1.2	1.1	0.2	–	0.1	–	0.1	0.1	2.8
All students	'000	58.1	121.4	41.0	16.9	17.2	5.1	4.2	2.4	266.3
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

TABLE 5A.82

Table 5A.82 **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>
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	31.8	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	'000	33.1	54.1	24.9	11.6	10.3	–	3.2	0.1	137.3
Inner regional	'000	12.4	19.9	10.4	1.8	1.8	3.1	0.3	–	49.6
Outer regional	'000	4.1	6.0	6.8	1.7	2.1	1.5	–	1.3	23.6
Remote and very remote	'000	0.5	0.2	2.1	1.5	0.7	0.2	–	0.9	6.2
Remote	'000	0.4	0.2	1.1	0.9	0.5	0.2	–	0.5	3.8
Very remote	'000	0.1	–	1.0	0.6	0.2	–	–	0.4	2.3
Outside Australia	'000	1.2	3.1	0.7	1.0	0.2	–	0.3	0.1	6.8
Not known	'000	1.0	1.0	0.2	–	1.1	–	0.1	–	3.5
All students	'000	52.4	84.4	45.1	17.6	16.3	4.8	3.9	2.4	227.0
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	np	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

TABLE 5A.82

Table 5A.82 **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	%	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
Very remote	%	10.2	26.0	14.9	9.1	18.2	3.5	np	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

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (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+, developed by the GISCA. For more details of ARIA+ refer to Explanatory notes to the National VET provider collection (table 5A.86).

Table 5A.82 **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. **np** Not published.

Source: NCVET unpublished, *National VET provider collection*. 2015 Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.83

Table 5A.83 **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>
2015										
Qualifications completed at a higher education level than their previous highest education level	'000	49.4	101.7	70.2	20.3	11.5	4.3	3.0	1.8	262.0
Proportion of all AQF qualification course completions	%	61.3	81.2	75.7	59.6	57.7	61.3	41.8	59.7	70.9
Proportion of all AQF qualification course enrolments	%	16.1	25.1	28.8	18.6	16.7	16.5	13.6	14.0	22.0
2014										
Qualifications completed at a higher education level than their previous highest education level	'000	64.4	124.4	71.1	20.5	16.6	4.8	3.3	2.0	307.0
Proportion of all AQF qualification course completions	%	54.2	83.9	71.7	57.4	51.0	66.6	39.3	60.7	67.7
Proportion of all AQF qualification course enrolments	%	17.5	25.5	28.4	17.8	17.8	16.4	13.5	14.5	22.2
2013										
Qualifications completed at a higher education level than their previous highest education level	'000	59.7	122.1	48.9	19.5	23.1	5.2	3.3	2.1	283.8
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
2012										
Qualifications completed at a higher education level than their previous highest education level	'000	66.2	138.8	50.5	20.0	17.0	5.3	4.7	2.0	304.6
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
2011										
Qualifications completed at a higher education level than their previous highest education level	'000	60.1	92.2	50.2	20.8	16.5	5.1	4.4	2.1	251.2
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

Table 5A.83 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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (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, 2015* Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

TABLE 5A.84

Table 5A.84 **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>
2015										
Qualifications completed at a higher education level than their previous highest education level	'000	37.3	84.1	55.3	15.1	9.7	3.5	2.6	1.6	209.2
Proportion of all AQF qualification course completions	%	57.2	80.1	73.7	54.6	55.2	58.3	40.0	56.7	68.4
Proportion of all AQF qualification course enrolments	%	15.7	25.5	29.6	17.7	16.5	16.2	14.5	13.9	22.0
2014										
Qualifications completed at a higher education level than their previous highest education level	'000	50.9	105.4	53.2	15.0	14.8	4.0	2.7	1.6	247.7
Proportion of all AQF qualification course completions	%	50.3	83.8	68.8	52.7	49.7	63.6	36.8	57.4	65.3
Proportion of all AQF qualification course enrolments	%	17.5	26.5	28.8	17.0	18.5	16.3	13.7	14.3	22.6
2013										
Qualifications completed at a higher education level than their previous highest education level	'000	46.0	104.3	35.4	14.4	20.4	4.3	2.8	1.8	229.5
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	'000	52.0	112.2	37.2	14.9	14.8	4.4	4.0	1.8	241.3
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	'000	47.5	75.4	38.7	15.8	14.5	4.1	3.7	1.9	201.5
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

Table 5A.84 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>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.86.
- (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 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection, and final figures will be released by NCVET in July 2017.
- (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, 2015* Preliminary completions sourced from the National VET provider collection 2015 and 2016 January-March.

Table 5A.85 Gross Domestic Product chain price deflator (index)

Years	2015 = 100.0
2015	100.0
2014	100.2
2013	98.7
2012	98.6
2011	96.8
2010	91.4
2009	90.5
2008	85.6
2007	81.9
2006	78.3

Source: ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0, table 1.

Table 5A.86 **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 publicly funded activity. The new scope has been backdated to 2003 in all NCVER resources. Fee-for-service activity from adult and community education providers is included in the Total VET students and courses 2014 publication.
Data quality and comparability issues — jurisdictions	
<i>National reporting</i>	
04.	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'.
05.	Nationally and locally accredited skills sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
06.	Some field of education fields are reported as blank because they are associated with 'subject only enrolments – no program', 'skill sets – no program' or are 'missing data'.
07.	In 2015, NCVER migrated VET Provider Collection data into a new database. As part of the migration process, some duplicate enrolment activity was identified as having previously been inadvertently processed into the old database. This duplicated training activity has now been removed. Consequently, some subject enrolment, hours of delivery and full-year training equivalents reported in this publication may not match what was reported in previous years.
<i>New South Wales</i>	
08.	From 2011, the National Art School in NSW 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.
09.	In NSW, 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.
10.	Qualifications completed data for TAFE NSW (and NSW) 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 VET Provider Collection (i.e. 2013 completions created after the close off date of 2013 activity on 24 January 2014).
11.	From 2014, the NSW Adult Migrant English Service did not submit data for training activity. In 2013 NSW AMES reported 390 students, 690 subject enrolments, 51,800 hours and 72 full-year training equivalents.

Table 5A.86 Explanatory notes to the National VET provider collection

<i>No.</i>	<i>Explanatory information</i>
12.	In 2015, the Board of Studies, Teaching and Educational Standards NSW submitted data to the National VET Provider Collection in addition to the data they submitted to the National VET in Schools Collection. This data is VET in Schools activity that falls outside the scope of the National VET in Schools Collection (ie does not contribute towards a student's senior secondary school certificate).
13.	In 2015, TAFE NSW excluded higher education activity from the National VET Provider Collection. However, this activity continues to be reported to the Higher Education Statistics Collection in the Department of Education and Training. In 2014, TAFE NSW reported 775 students undertaking Bachelor degrees to the National VET Provider Collection.
14.	In 2015, the data submission for New South Wales Private Providers reported continuing enrolments for the first time.
15.	The decline in hours of delivery and FYTEs in New South Wales in 2015 can be attributed to a number of factors, including: <ul style="list-style-type: none"> • a 10.5 per cent decline in subject enrolments in the state, from 4.3 million subjects to 3.8 million subjects. • TAFE NSW's reporting higher education activity to the Higher Education Statistics Collection instead of the National VET Provider Collection in 2015. In 2014, TAFE NSW reported 5100 subject enrolments, 303 300 hours and 420 FYTEs associated with bachelor degrees. • an increase in continuing subject enrolments at TAFE NSW, from 280 700 continuing subject enrolments in 2014 to 991 600 continuing subject enrolments in 2015. No hours are reported for continuing enrolments, so an increase in continuing enrolments can affect the hours of delivery reported. This increase in continuing enrolments at TAFE NSW between 2014 and 2015 has been attributed to the introduction of new policies and funding models aligned to qualifications.
<i>Victoria</i>	
16.	No additional explanatory information.
<i>Queensland</i>	
17.	No additional explanatory information.
<i>Western Australia</i>	
18.	No additional explanatory information.
<i>South Australia</i>	
19.	The funding of the SA 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.
20.	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 submission, as some students were reported in the VET in Schools Collection instead.
21.	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 ASGS regions (SA2, SA3, SA4), student remoteness (ARIA+) and SEIFA.
<i>Tasmania</i>	
22.	In Tasmania, significant structural changes have occurred in the TasTAFE system and these may affect comparability of data between 2009 and 2013.

Table 5A.86 **Explanatory notes to the National VET provider collection**

No.	Explanatory information
23.	Prior to 2015, Tasmania reported student data at an RTO level. Therefore students who undertook training at more than one RTO were counted more than once. In 2015, students were reported at a state level with each student uniquely identified within the collection. This creates an apparent reduction of about 3 500 students when compared with previous annual collections.
<i>Australian Capital Territory</i>	
24.	No additional explanatory information.
<i>Northern Territory</i>	
25.	From 2011, no data has been submitted for NT Adult and Community Education (ACE) as they are no longer providing accredited training associated with ACE. In 2010, 11 students, 76 subject enrolments, 1013 nationally agreed hours and one full-year training equivalent were reported.

Data quality and comparability issues — general*Qualifications*

26. 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.
27. For consistency of reporting, senior secondary education is excluded from AQF qualifications. It has been included as part of 'other recognised courses' in the non-AQF qualifications grouping. The 'other recognised courses' also includes foundation, bridging and enabling courses plus other courses that do not lead to a qualification under the AQF.

Training provider profile

28. Data for the training provider profile is 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 via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory. In NSW and SA, some training providers may be reported both as a community education provider and other provider. However, they are only reported once in Training providers reporting.
29. 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

30. 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, 2011–15					
		2011	2012	2013	2014	2015
Indigenous status	%	7.0	5.0	3.9	3.6	3.6
Disability status	%	12.7	10.7	9.8	8.7	9.8
Non-English speaking background	%	7.4	7.2	7.3	6.7	6.5

Table 5A.86 Explanatory notes to the National VET provider collection

No.	Explanatory information
<i>Remoteness classifications</i>	
31.	Student remoteness is based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is 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 >.

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

Table 5A.87 **Explanatory notes to the Student Outcomes Survey**

No.	Explanatory information
Scope of the 2015 Student Outcomes Survey	
01.	The scope of the survey is nationally recognised VET, as summarised in the figure below.
02.	The survey includes: <ul style="list-style-type: none"> 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.
03.	The survey excludes: <ul style="list-style-type: none"> 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.

Scope of the 2015 Student Outcomes Survey

Source of funding	Government VET providers — TAFE and other	Community education providers	Other registered providers
Government subsidised/financed			
Domestic fee-for-service			
International fee-for-service			

		Government Funded VET: Scope of Student Outcomes Survey data reported in RoGS.
		Scope of the 2015 Student Outcomes Survey

Changes to reporting scope derivations

04. In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', 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).
05. 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 NSW, Victoria, Queensland and WA. Prior to this only students from community education providers in NSW 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.
06. In 2015, fee-for-service activity from community education providers was excluded from the scope of the survey.

Data quality and comparability issues — general

07. Two types of error are possible in an estimate based on a survey: sampling error and non-sampling error.

Table 5A.87 Explanatory notes to the Student Outcomes Survey

No.	Explanatory information
<i>Non-sampling error</i>	
08.	<p>Non-sampling error may occur for reasons such as non-response bias, incorrect responses, interviewer errors, attrition and processing errors. NCVET do not consider that these sources of error 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:</p> <ul style="list-style-type: none"> • 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.
<i>Sampling error</i>	
09.	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.
10.	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.

Table Response rates for graduates to the 2015 Student Outcomes Survey

<i>State/Territory</i>	<i>Response rate (%)</i>
New South Wales	38.9
Victoria	35.1
Queensland	34.2
Western Australia	34.1
South Australia	40.9
Tasmania	39.4
Australian Capital Territory	38.8
Northern Territory	40.5
Australia	36.7

Comparability of survey questions

11. The Student Outcomes Survey was first conducted in 1995 and has been conducted annually by NCVET since 1997. The majority of data items in the 2015 survey are directly comparable with questions from the 2005 survey onwards; 2005 was the first year information on government-funded students from community education and private training providers was published.

Table 5A.87 Explanatory notes to the Student Outcomes Survey

No.	Explanatory information
<i>Remoteness classifications</i>	
12.	Student remoteness is based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is 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 >.

Source: NCVER 2016, *Government-funded student outcomes 2015: technical notes*, Adelaide.