
5 Vocational education and training

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Data tables

Data tables are identified in references throughout this section by a '5A' prefix (for example, table 5A.1) and are available from the website at <https://www.pc.gov.au/research/ongoing/report-on-government-services>.

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

Further information on the Report on Government Services including other reported service areas, the glossary and list of abbreviations is available at <https://www.pc.gov.au/research/ongoing/report-on-government-services>.

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 2019, the main reason graduates participated in VET was for:

- employment related reasons (85.1 per cent in total VET and 83.9 per cent in government-funded VET)¹

¹ Total VET refers to nationally recognised vocational education and training activity delivered by Australian registered training organisations (RTOs) to students who undertook nationally recognised VET on a government funded or fee-for-service basis. All data for non-nationally recognised training and delivery

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- personal development (11.3 per cent in total VET and 11.4 per cent in government-funded VET)
 - pathways to further study (3.6 per cent in total VET and 4.7 per cent in government-funded VET) (NCVER 2019).

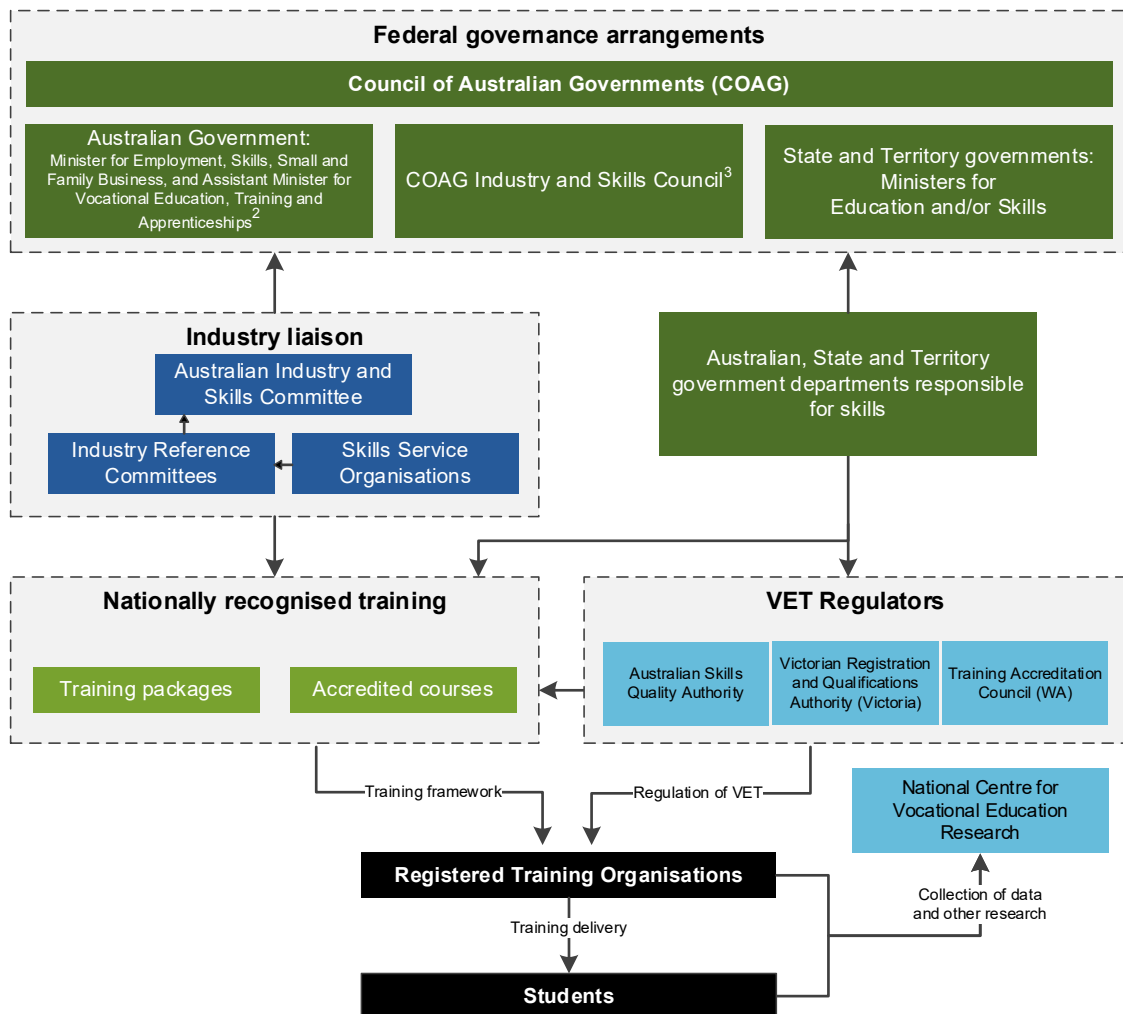
To achieve these aims, a student may choose to complete a single subject/unit of competency, module, skill set or VET qualification. VET qualifications range from Certificate level I to Graduate Diploma level, as determined by the Australian Qualifications Framework (AQF).

Roles and responsibilities

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

from non-registered training providers have been excluded from reporting of total VET activity in this Report.

Figure 5.1 VET roles and responsibilities



Federal governance arrangements

Government roles and responsibilities are outlined in the *National Agreement for Skills and Workforce Development*, and are summarised below:

- 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.
- State and Territory governments manage VET delivery within their jurisdiction (including the effective operation of the training market).

² The Australian Government ministerial arrangement changed on 29 May 2019.

³ This figure references arrangement up to 30 June 2019. At its August 2019 meeting, COAG announced a new COAG Skills Council, which replaces the COAG Industry and Skills Council.

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- The Australian Government and State and Territory governments work together to progress and implement national policy priorities. For the period covered in this Report, the Council of Australian Governments (COAG) Industry and Skills Council had responsibility for industry competitiveness, productivity and labour market pressures; and skills development and national training arrangements.

From 1 July 2018, the Commonwealth and six jurisdictions have signed up to the *National Partnership on the Skilling Australians Fund*.⁴ This National Partnership outlines arrangements for managing the Australian Government's Skilling Australians Fund.

Industry liaison

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

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

Regulation of VET

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

Registered Training Organisations

Registered training organisations (RTOs) are those training providers registered by ASQA (or, in some cases, a state regulator) to deliver VET services, 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.

⁴ The six jurisdictions are NSW, WA, SA, Tasmania, the ACT and the NT. The *National Partnership Agreement on Skills Reform* ceased on 30 June 2017.

Nationally recognised training

The VET sector delivers ‘nationally recognised training’ through:

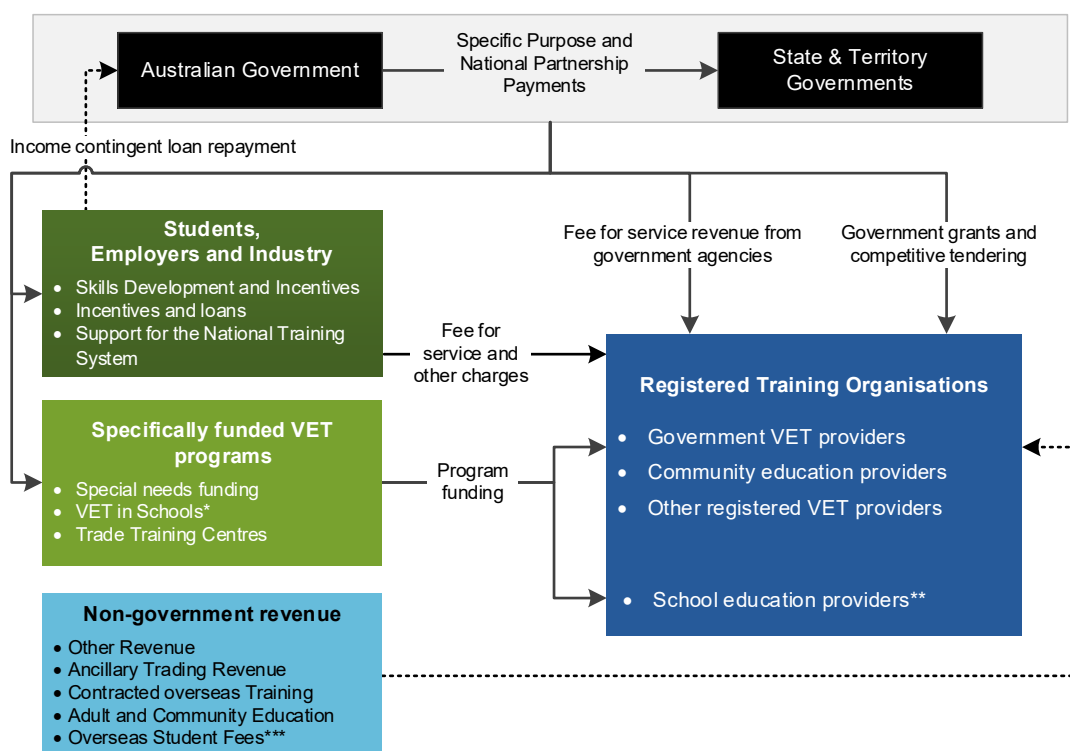
- *Training packages* that are occupational skills standards against which training delivery and assessment of competency can take place. They are developed through a process of national consultation with industry (see sub-section 5.4 for a definition of training packages)
- *VET accredited courses*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

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

Funding

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

Figure 5.2 Major funding flows within the VET system



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

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

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

Government grants and competitive tendering

The main source of government recurrent funding of VET is via government grants and appropriations and/or competitive tendering/user choice mechanisms. Nationally in 2018, Australian, State and Territory government appropriations and program funding for VET was \$5.0 billion (table 5A.5).

- State and Territory governments provided \$3.3 billion (65.4 per cent of total funding).
- The Australian Government provided \$1.7 billion to State and Territory governments, with the majority provided through specific purpose payments.

Government funding of VET is provided to a mixture of government RTOs (including TAFEs), and community education providers and other registered RTOs. Nationally, government payments to non-TAFE providers have decreased by 8.0 per cent since 2017, to \$1.0 billion in 2018 (table 5A.4).

Nationally in 2018, \$2.5 billion (50.1 per cent) of government appropriations and program funding was allocated on a competitive basis — a 2.5 per cent decrease in real terms from

2017. The majority of funding allocated on a competitive basis was provided through entitlement funding programs (see sub-section 5.4 for a definition) (59.8 per cent of all contestable funding allocated to VET in 2018) (table 5A.5).

Other funding

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

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

Governments provide for a number of specifically funded VET programs to provide support for target individuals or communities. For example, support for people with special needs to engage with training, or support for VET delivered in secondary schools.

Size and scope

Students

Nationally in 2018, an estimated 4.1 million students participated in total VET (table 5A.8), and around 1.1 million students participated in government-funded VET (table 5A.9).

The qualification levels with the largest proportion of enrolments by *total VET* students was certificate level III or IV (52.2 per cent of enrolments), followed by certificate level I or II qualifications (24.1 per cent) and diploma or above qualifications (16.0 per cent). The remaining enrolments by total VET students were in other qualification levels, including secondary school, non-award courses and subject only enrolments (7.7 per cent) (table 5A.8).

The qualification levels with the largest proportion of enrolments by *government-funded VET* students was certificate level III or IV (54.7 per cent of enrolments), followed by a certificate level I or II qualification (22.2 per cent) and diploma or above qualifications (10.4 per cent). A further 12.7 per cent of enrolments by government-funded VET students were in other qualification levels, including secondary school, non-award courses and subject only enrolments (table 5A.9).

Details of student participation in government-funded VET by target group (by Indigenous status, remoteness area and disability status) appear in tables 5A.10–12.

Training providers

In 2018, there were 3830 registered VET training organisations delivering nationally recognised training in Australia (table 5A.6), of which 1492 delivered nationally recognised government-funded VET through state and territory training departments (NCVER, unpublished). Around 1747 VET providers delivered government-funded nationally recognised, locally developed and non-nationally recognised training, at 30 485 locations in Australia (table 5A.7).

5.2 Framework of performance indicators

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

Box 5.1 Objectives for VET

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

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

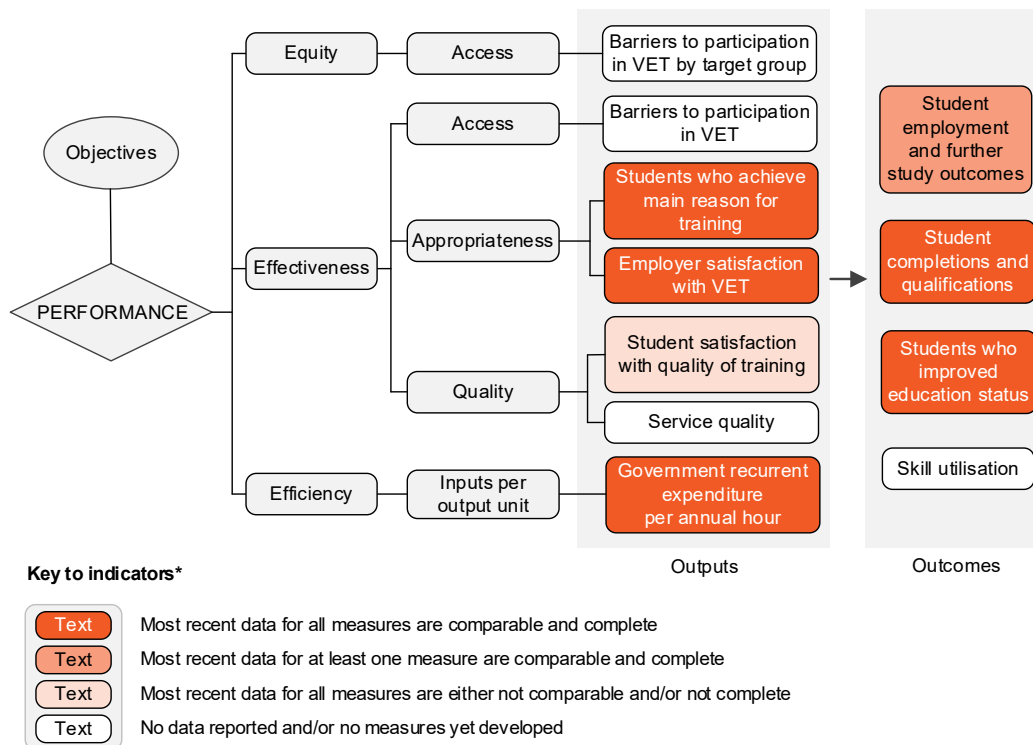
Governments aim for a national training system that meets these objectives in an equitable and efficient manner.

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

The performance indicator framework shows which data are complete and comparable in the 2020 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Section 1 discusses data comparability, data completeness and information on data quality from a Report-wide perspective. In addition to sub-section 5.1, the Report’s Statistical context section (section 2) contains data that may assist in interpreting the performance indicators presented in this section. Sections 1 and 2 are available from the website at <https://www.pc.gov.au/research/ongoing/report-on-government-services>.

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

Figure 5.3 VET performance indicator framework





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



5.3 Key performance indicator results

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

The comparability of performance indicator results are shaded in indicator interpretation boxes, figures and section and data tables as follows:

-  Data are comparable (subject to caveats) across jurisdictions and over time.
-  Data are either not comparable (subject to caveats) within jurisdictions over time or are not comparable across jurisdictions or both.

The completeness of performance indicator results are shaded in indicator interpretation boxes, figures and section and data tables as follows:

-  Data are complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.
-  Data are incomplete for the current reporting period. At least some data were not available.

Outputs

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

Equity

Access — Barriers to participation in VET by target group

‘Barriers to participation in VET 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 Barriers to participation in VET by target group

‘Barriers to participation in VET by target group’ is defined as the proportion of the population aged 15–64 years from target groups who reported facing barriers to accessing or completing VET courses. For this Report, the designated target groups are:

- Aboriginal and Torres Strait Islander Australians
- people from remote and very remote areas
- people with disability
- SEIFA groups (low socioeconomic status).

The proportion of people from non-target groups facing barriers to accessing or completing VET courses is used as a comparator to the target groups.

A similar or lower proportion of persons in target groups reporting that they encounter barriers to accessing or completing VET courses relative to the non-target groups is desirable.

Data are not yet available for reporting against this measure.

Effectiveness

Access — Barriers to participation in VET

‘Barriers to 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 Barriers to participation in VET

‘Barriers to participation in VET’ is defined as the proportion of the population aged 15–64 years who reported facing barriers to accessing or completing VET courses.

A lower proportion of persons reporting that they encounter barriers to accessing or completing VET courses is desirable.

Data are not yet available for reporting against this measure.

The ABS Survey of Work-Related Training and Learning (WRTAL) has been identified as a possible source of data for a future performance measure. The latest WRTAL was conducted in 2016-17 and the next will be conducted in 2020-21. Currently, only data on barriers to non-formal learning are available from the WRTAL (see table 5A.32). Sub-section 5.4 provides definitions of formal and non-formal learning.

Appropriateness — Students who achieve main reason for training

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

Box 5.4 Students who achieve main reason for training

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

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

Data are collected from the annual national Student Outcomes Survey for graduates aged 18 years and over. Survey data for a year (for example, 2019) refer to the cohort of students that graduated the year before (for example, 2018).

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

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2019 data are available for all jurisdictions.

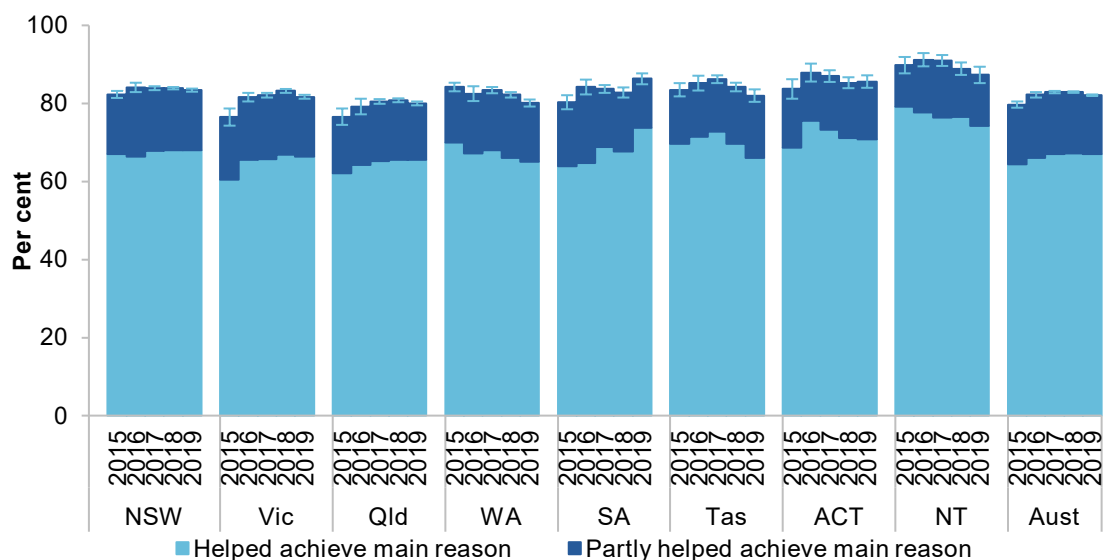
Nationally in 2019, 82.1 per cent of government-funded 2018 VET graduates reported that training helped to fully or partly achieve their main reason for training (figure 5.4). The proportion was similar for Aboriginal and Torres Strait Islander government-funded graduates (table 5A.13).

Figure 5.4 **Government-funded VET graduates whose training helped or partly helped achieve main reason for training^{a, b}**



Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete (subject to caveats) for the current reporting period.



^a Error bars represent the 95 per cent confidence interval associated with each point estimate ^b See box 5.4 and table 5A.13 for detailed definitions, footnotes and caveats.

Source: NCVET, National Student Outcomes Survey; table 5A.13.

Appropriateness — Employer satisfaction with VET

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

Box 5.5 **Employer satisfaction with VET**

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

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

This measure relates to total VET activity.⁵

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

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

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2019 data are available for all jurisdictions.

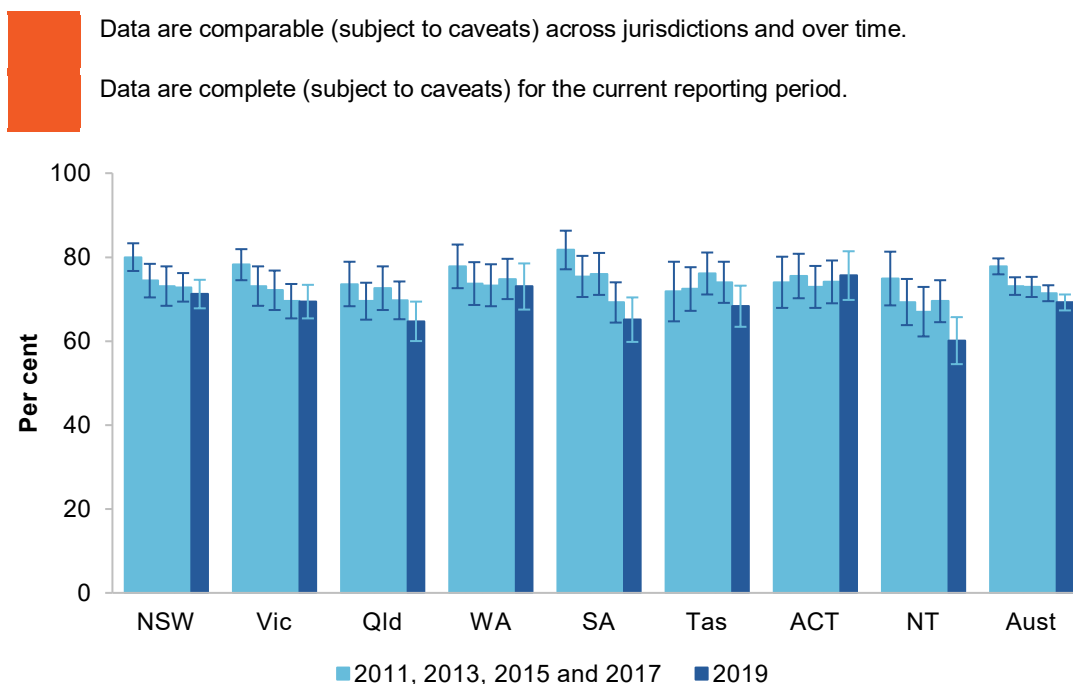
Around half of Australian employers are engaged with VET (table 5A.15).

Nationally in 2019, for those employers engaged with VET, 69.2 per cent were satisfied with all forms of VET engagement, a decrease from 77.8 per cent in 2011 (figure 5.5). By type of training engaged in:

- 77.6 per cent who engaged with apprenticeships or traineeships were satisfied with the training in providing apprentices or trainees with the required skills
- 78.8 per cent who arranged or provided nationally recognised training to employees were satisfied with the training in providing employees with the required skills
- 72.1 per cent who had employees with a formal vocational qualification that was a requirement of their job were satisfied with the qualifications in providing employees with the required skills (table 5A.16).

⁵ As government-funded VET engagement of employers cannot be determined from the survey.

Figure 5.5 Employers satisfied with all forms of VET engagement^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.5 and table 5A.16 for detailed definitions, footnotes and caveats.

Source: NCVET, Survey of Employers' Use and Views of the VET System; table 5A.16.

Quality — Student satisfaction with quality of training

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

Box 5.6 Student satisfaction with quality of training

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

This measure relates to government-funded VET activity only.

Data are collected from the annual national Student Outcomes Survey for graduates aged 18 years and over. Survey data for a year (for example, 2019) refer to the cohort of students that graduated the year before (for example, 2018). Graduates satisfied with their training include those who 'Strongly agree' or 'Agree' with the relevant questionnaire item.

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

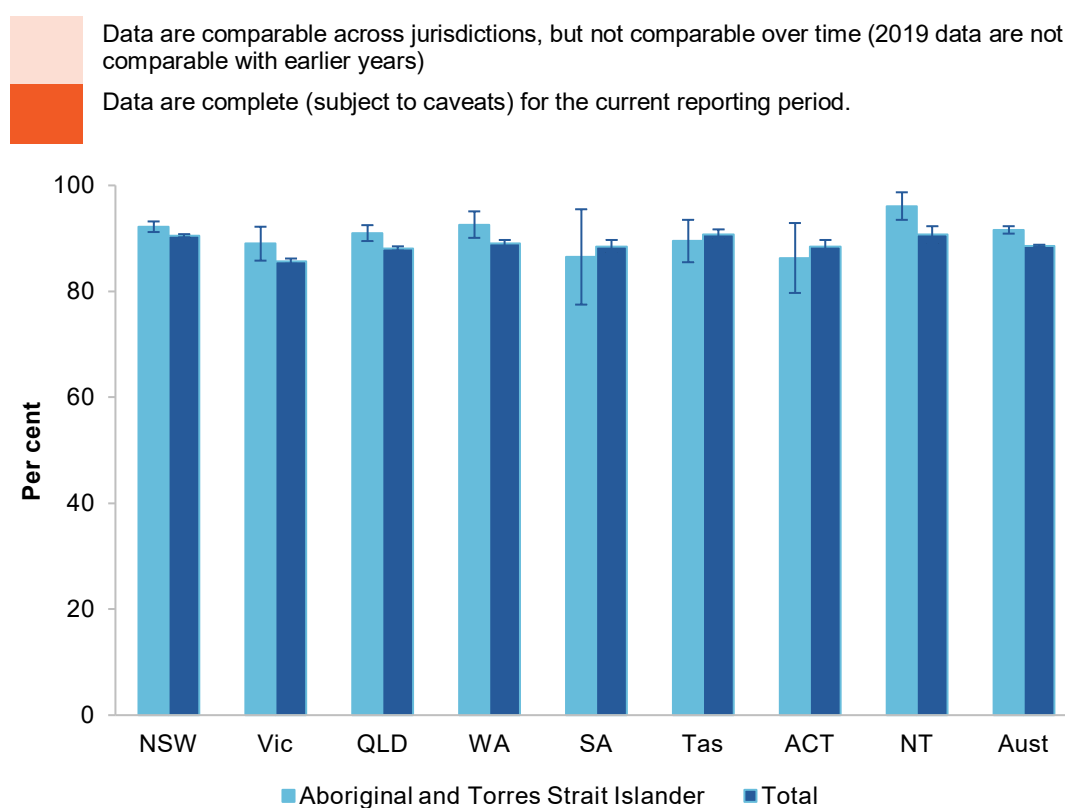
Data reported for this measure are:

- comparable across jurisdictions, but not comparable over time (2019 data are not comparable with earlier years)
- complete for the current reporting period (subject to caveats). All required 2019 data are available for all jurisdictions.

Nationally in 2019, 88.6 per cent of all government-funded 2018 VET graduates indicated that they were satisfied with the overall quality of their training (figure 5.6). The proportion was higher for Aboriginal and Torres Strait Islander government-funded graduates (91.6 per cent in 2019) (table 5A.14).

Satisfaction with instructors (87.5 per cent) was lower than satisfaction with assessment (89.5 per cent) in 2019 (table 5A.14).

Figure 5.6 Government-funded VET graduates satisfied with the overall quality of training, Aboriginal and Torres Strait Islander and total, 2019^{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.14 for detailed definitions, footnotes and caveats.

Source: NCVET, National Student Outcomes Survey; table 5A.14.

Quality — Service quality

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

Box 5.7 **Service quality**

'Service quality' focuses on whether services are meeting required standards.

This indicator has been identified for development and reporting in the future. Discussions are continuing with the Australian Skills Quality Authority (ASQA) on potential metrics and data. As at 31 March 2019, ASQA was responsible for regulating 3854 of the 4277 RTOs registered to deliver VET in Australia (ASQA 2019).

Efficiency

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

Box 5.8 **Comparability of cost estimates**

Government recurrent expenditure for 2017 and 2018 is calculated using data prepared by Commonwealth, State and Territory governments under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET funding data. Data are prepared annually on an accrual basis.

Government recurrent expenditure for 2017 and 2018 is deemed as being equivalent to the recurrent funds received by State and Territory government departments responsible for VET (net of payroll tax) provided by the Australian Government and by State and Territory governments, and includes:

- Commonwealth ongoing specific purpose payments, State Recurrent funding, Adult Migrant English Program (AMEP), Skills for Education and Employment (SEE) Commonwealth administered VET programs and National Partnership Agreement funding
- user cost of capital (estimated as 8 per cent of the value of total physical non-current assets owned by government RTOs).

For 2009 to 2016, government recurrent expenditure is calculated using data prepared by State and Territory governments under the AVETMISS for VET financial data. Details for the calculation for 2009 to 2016 are available in the footnotes for table 5A.1.

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

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

(continued next page)

Box 5.8 (continued)

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

Expenditure data for years prior to 2018 are adjusted to real dollars (2018 dollars) using the gross domestic product chain price index (table 5A.31).

The majority of government expenditure data for VET has historically been sourced from the National VET Finance Collection. In 2018, the National VET Funding Collection commenced with data collected from the 2017 calendar year. Data for 2017 have been revised from the 2019 Report, using data from the National VET Funding Collection.

Inputs per output unit — Government recurrent expenditure per annual hour

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

Box 5.9 Government recurrent expenditure per annual hour

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

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

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

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

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

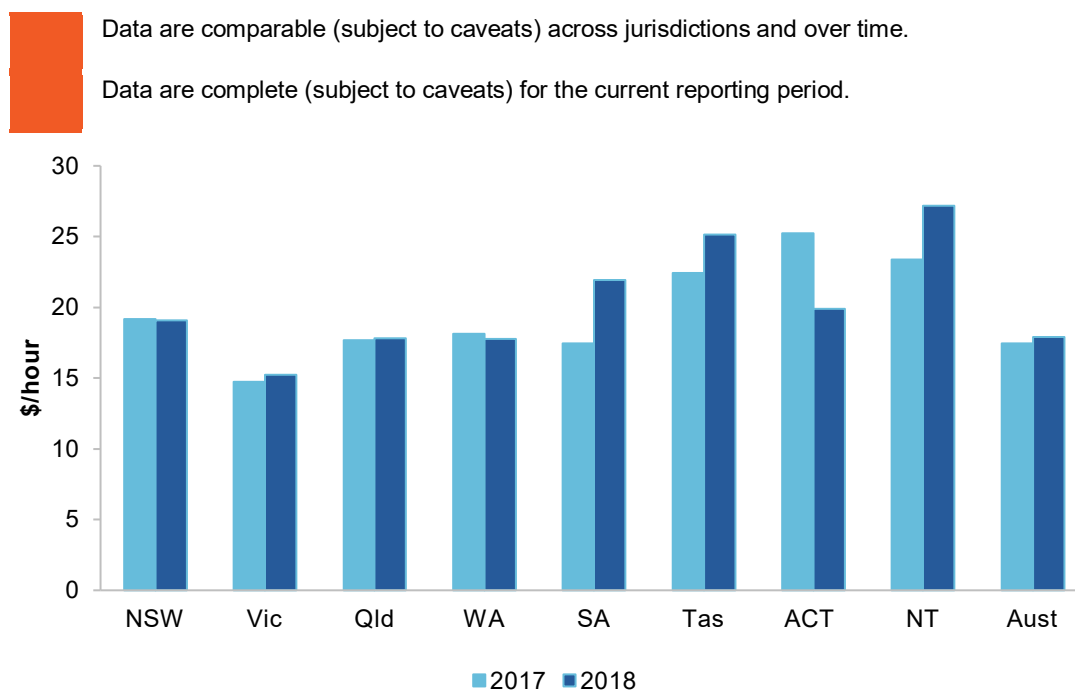
Data for 2017 have been revised from the 2019 Report using data sourced from the National VET Funding Collection (see box 5.8).

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 2018 data are available for all jurisdictions.

Nationally in 2018, government real recurrent expenditure decreased 4.0 per cent from 2017 (table 5A.1), while the number of government funded annual hours (course mix adjusted) decreased 6.4 per cent (table 5A.2). These annual movements resulted in an increase in recurrent expenditure per annual hour from \$17.45 in 2017 to \$17.90 in 2018 (figure 5.7).

Figure 5.7 Government real recurrent expenditure per annual hour (2018 dollars)^a



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

Source: NCVET, National VET Funding Collection; ABS 2018, *Australian System of National Accounts, 2017-18*, Cat. no. 5204.0; table 5A.2.

Outcomes

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

Student employment and further study outcomes

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

Box 5.10 Student employment and further study outcomes

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

- employed and/or in further study after training (total and by target groups [Aboriginal and Torres Strait Islander Australians, people from remote and very remote areas, and people with disability])
- who improved their employment status after training (total and by target groups [Aboriginal and Torres Strait Islander Australians, people from remote and very remote areas, and people with disability]).

'Improved employment status' is at least one of:

- employment status changing from not employed before training to employed either full-time or part-time after training. 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information).
- 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, gained extra skills, increased earnings, or other job-related benefits.

Survey data for a year (for example, 2019) refer to the cohort of students that graduated the year before (for example, 2018).

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.

Data reported for 'the proportion of total VET graduates aged 20–64 years employed and/or in further study after training' measure are:

- comparable (subject to caveats) across jurisdictions and over time.
- complete for the current reporting period (subject to caveats). All required 2019 data are available for all jurisdictions.

Data reported for 'the proportion of total VET graduates aged 20–64 years who improved their employment status after training' measure are:

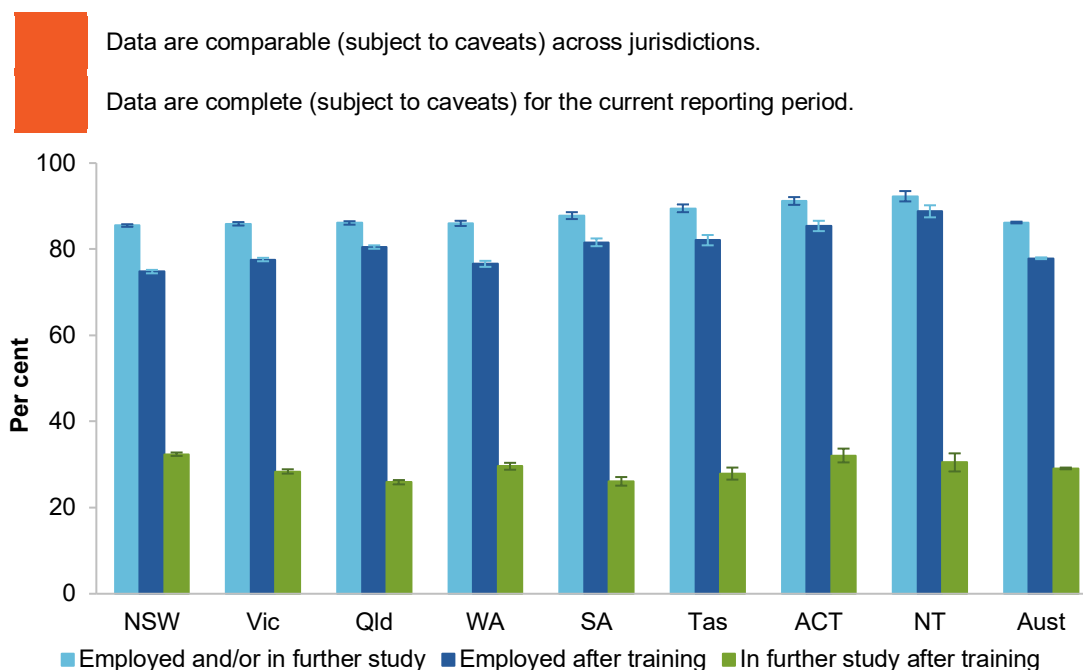
- comparable across jurisdictions, but not comparable over time (2019 data are not comparable with earlier years)
- complete for the current reporting period (subject to caveats). All required 2019 data are available for all jurisdictions.

Graduates employed and/or in further study after training

Nationally in 2019, 86.2 per cent of 20–64 year old total VET graduates from 2018 were employed and/or continued on to further study after training (figure 5.8) — up from 85.7 per cent in 2018 (table 5A.17). The proportion was higher for people from remote and very remote areas (91.8 per cent) and lower for Aboriginal and Torres Strait Islander Australians (84.1 per cent) and people with disability (73.7 per cent) (table 5A.17).

For government-funded VET graduates, 84.4 per cent were employed and/or continued on to further study in 2019 (lower than the proportion for total VET graduates) — up from 83.7 per cent in 2018 (table 5A.18).

Figure 5.8 Total VET graduates aged 20–64 years employed and/or in further study after training, 2019^{a, b}



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

Source: NCVET, National Student Outcomes Survey; table 5A.17.

Graduates who improved employment status after training

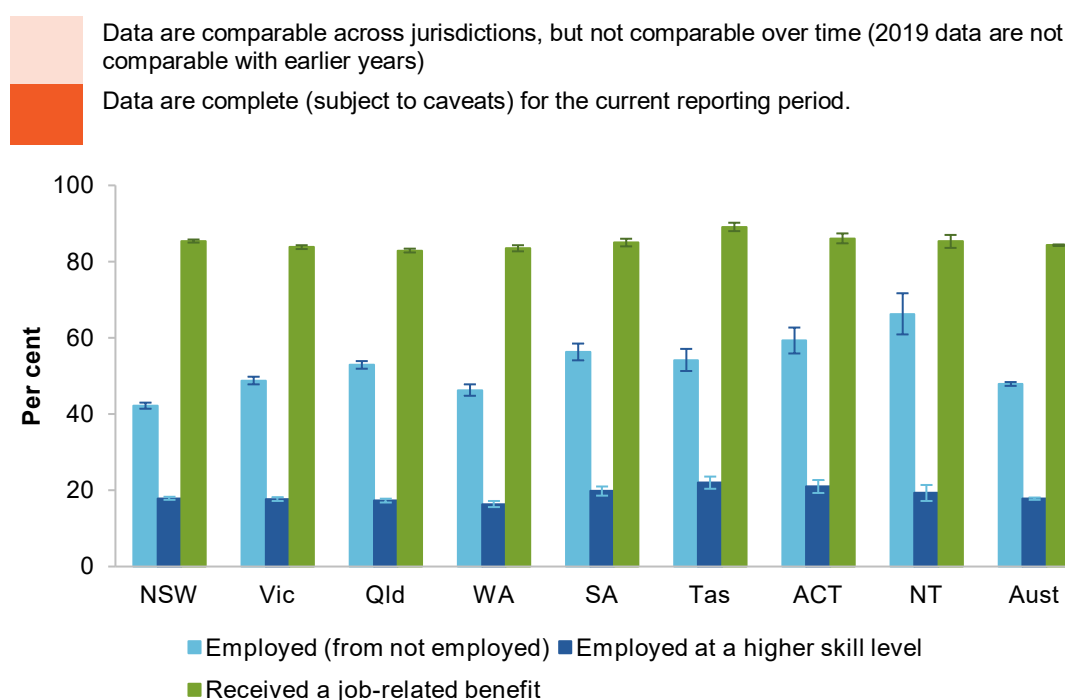
Nationally in 2019, 67.0 per cent of 20–64 year old total VET graduates from 2018 improved their employment status after training (table 5A.19). The proportion was higher for people from remote and very remote areas (75.9 per cent), lower for people with disability (45.5 per cent) and similar for Aboriginal and Torres Strait Islander people (65.9 per cent) (table 5A.19).

For government-funded graduates, 64.7 per cent had improved employment status in 2019 (lower than the proportion for total VET graduates) (table 5A.20).

By type of improved employment status for total VET graduates, the proportion was highest for graduates receiving a job-related benefit (84.3 per cent), followed by graduates employed after training (who were not employed before training) (47.9 per cent) and employed at a higher skill level after training (17.8 per cent) (figure 5.9).

In 2019, for both total VET and government-funded graduates, the proportion who improved their employment status was lower for graduates completing a Certificate I/II qualification (51.5 and 43.1 per cent respectively), compared with graduates completing a Certificate III/IV qualification (69.1 and 67.1 per cent respectively) or a Diploma and above qualification (68.9 and 68.5 per cent respectively) (tables 5A.21–22).

Figure 5.9 Total VET graduates aged 20–64 years who improved their employment status after training, by type of improvement, 2019^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.10 and table 5A.21 for detailed definitions, footnotes and caveats.

Source: NCVET, National Student Outcomes Survey; table 5A.21.

Student completions and qualifications

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

Box 5.11 Student completions and qualifications

'Student completions and qualifications' is defined as the number of total VET AQF qualifications completed each year by students aged 15–64 years, per 1000 people aged 15–64 years (total and by target groups [Aboriginal and Torres Strait Islander Australians, people from remote and very remote areas, and people with disability]).

Qualification completions data are 'preliminary' for 2018 and 'final' for earlier years.

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

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

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2018 data are available for all jurisdictions.

Nationally in 2018, around 722 200 qualifications were completed by total VET students aged 15–64 years — equivalent to 44.1 qualifications per 1000 people aged 15–64 years (table 5A.23). The rate was higher for Aboriginal and Torres Strait Islander people (58.7), similar for people from remote and very remote areas (43.1), and lower for people with disability (20.6) (table 5A.23). The number of qualification completions by total VET students declined 17.8 per cent from 2015 to 2018 (table 5A.23). Data disaggregation by target group are provided in table 5A.23.

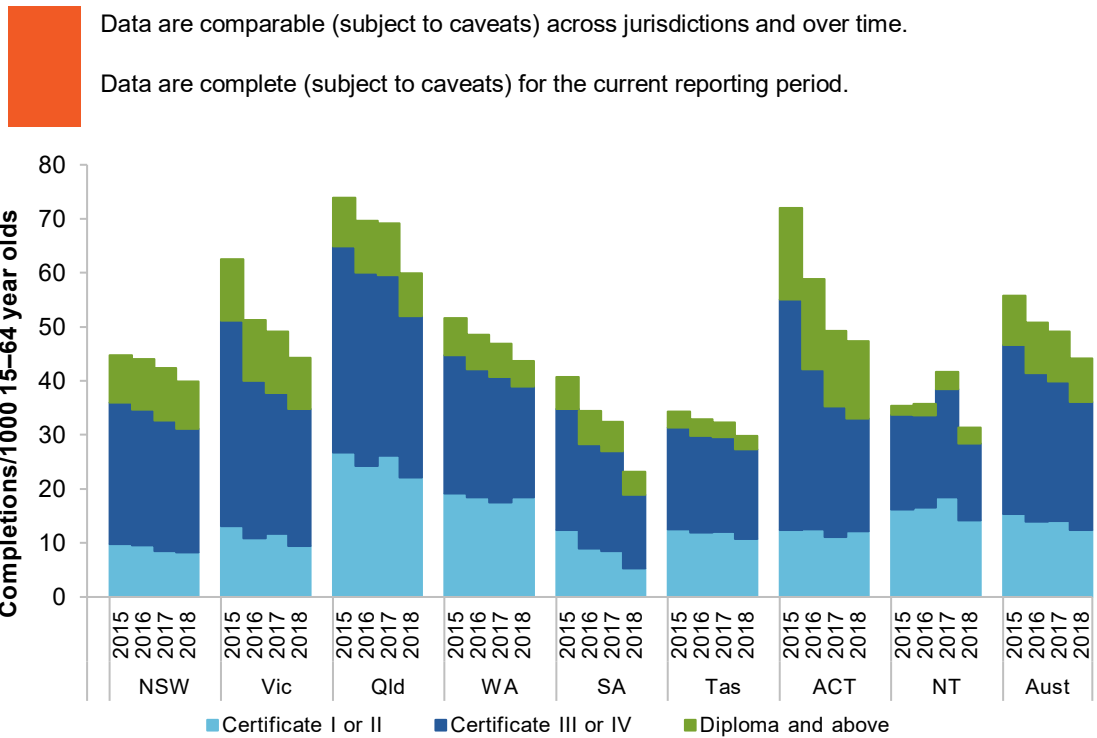
Around 346 800 qualifications were completed by government-funded VET students aged 15–64 years — equivalent to 21.2 qualifications per 1000 people aged 15–64 years (table 5A.24). The number of government-funded VET qualification completions declined 32.2 per cent from 2014 to 2018 (table 5A.24). Data disaggregation by target group are provided in table 5A.24.

Of the 722 200 qualifications completed by total VET students, 53.9 per cent were for Certificate III/IV, 28.0 per cent for Certificate I/II and 18.0 per cent for Diploma and above (table 5A.25). For the 346 800 completed by government-funded VET students, there was a greater concentration in Certificate III/IV (62.4 per cent were for Certificate III/IV, 25.9 per cent for Certificate I/II and 11.7 per cent for Diploma and above) (table 5A.26).

By qualification level, the rate of total VET qualifications completed per 1000 people aged 15–64 years was highest for Certificate III/IV (23.8), followed by Certificate I/II (12.4) and Diploma and above (8.0) (figure 5.10). Data on government-funded VET students are in

table 5A.25 and data on Aboriginal and Torres Strait Islander students are in tables 5A.25-26.

Figure 5.10 Total VET qualifications completed per 1000 people aged 15–64 years, by AQF level^a



^a See box 5.11 and table 5A.25 for detailed definitions, footnotes and caveats.

Source: NCVET, National VET Provider Collection and National VET in Schools Collection, 2018 (preliminary completions); table 5A.25.

Students who improved education status

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

Box 5.12 **Students who improved education status**

'Students who improved education status' is defined as the proportion of total VET AQF qualifications completed by 20–64 year olds which were at a higher education level than their previous highest education level (total and by target groups [Aboriginal and Torres Strait Islander Australians, people from remote and very remote areas, and people with disability]).

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

Data reported for this measure are:

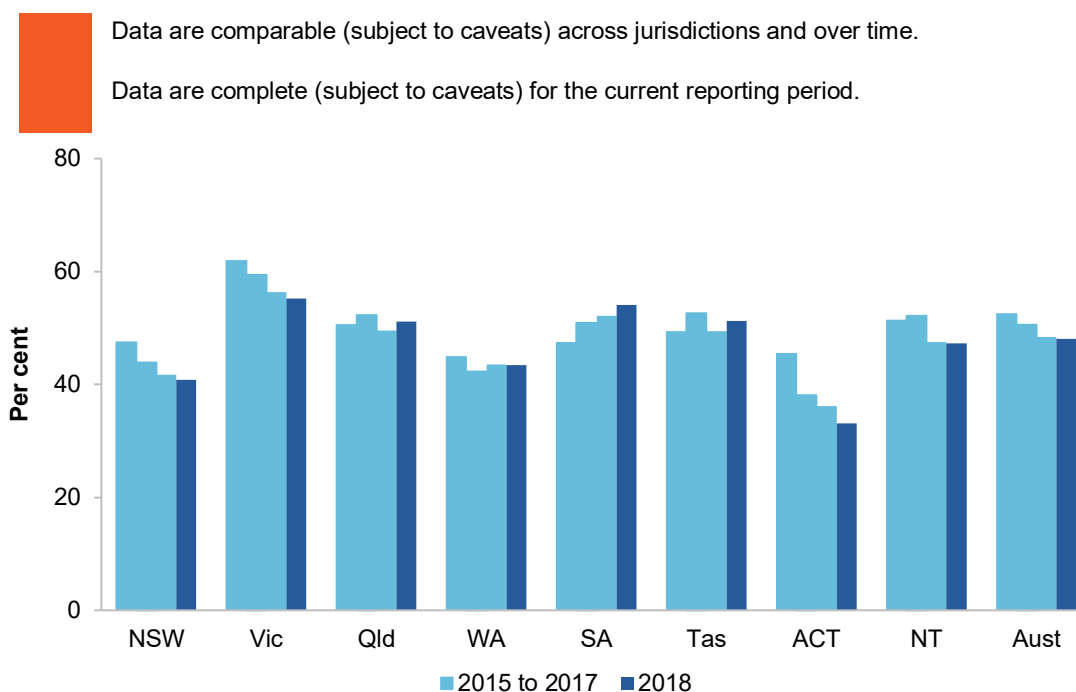
- comparable (subject to caveats) across jurisdictions and over time.
- complete for the current reporting period (subject to caveats). All required 2018 data are available for all jurisdictions.

Of all total VET graduates aged 20–64 years that completed an AQF qualification nationally in 2018, 48.0 per cent did so with a higher qualification than their previous highest AQF qualification (figure 5.11). The proportion was higher for all three target groups — Aboriginal and Torres Strait Islander people (57.4 per cent), people from remote and very remote areas (53.1 per cent) and for people with disability (49.6 per cent) (table 5A.27).

Nationally, for government-funded VET graduates aged 20–64 years that completed an AQF qualification in 2018, 58.7 per cent did so with a higher qualification than their previous highest AQF qualification. Data by target group are available in table 5A.28.

For total VET graduates that completed an AQF Certificate III or above in 2018, 52.4 per cent did so with a higher qualification than their previous AQF – lower than the proportion for government-funded Certificate III or above qualification completions (63.9 per cent) (tables 5A.29-30).

Figure 5.11 **Total VET AQF qualification completions by 20–64 year olds with improved education status^a**



^a See box 5.12 and table 5A.27 for detailed definitions, footnotes and caveats.

Source: NCVET, National VET Provider Collection and National VET in Schools Collection, 2018 (preliminary completions); table 5A.27.

Additional information is provided on the number of qualifications completed as a proportion of the number of enrolments (rather than the proportion of the number of completions). In 2018, 14.2 per cent of total VET enrolments by 20–64 year olds were completed at a higher education level – lower than government-funded VET enrolments (17.9 per cent) (tables 5A.27-28).⁶

Skill utilisation

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

⁶ Care needs to be taken when interpreting changes over time in the proportion of enrolments completed at a higher qualification level. Due to the time lag between course enrolment (the denominator) and qualification completion (the numerator), this proportion may be affected by relatively large changes in enrolments year to year.

Box 5.13 Skill utilisation

'Skill utilisation' is broadly defined as the proportion of the workforce who have completed VET training in the last five years that are using skills acquired from that qualification in the labour market.

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

5.4 Definitions of key terms

Adult and community education providers	Organisations that deliver community-based adult education and training, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications, encompassing higher education, VET and schools.
Completions	Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Course mix weight	Annual hours of delivery are weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this Report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. A course mix weighting greater than 1.000 indicates that the State or Territory is offering relatively more expensive programs compared with the national profile.
Disability	In the National VET Provider Collection, refers to whether the student self-identifies as having a disability, impairment or long-term condition. In the ABS Survey of Disability, Ageing and Carers, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities.

Entitlement funding	<p>Entitlement funding models have been progressively introduced across jurisdictions from mid-2009. Although each State or Territory's entitlement funding system has its own characteristics, entitlement funding programs consist of two key features:</p> <ul style="list-style-type: none"> • Student entitlement to VET training — Provides a guaranteed government-subsidised training place for working age residents to obtain qualifications. Restrictions on the entitlement schemes vary across jurisdictions. Restrictions include: caps on the number of places that may be filled in a year; financial caps on the total level of funding; levels of qualification people have an entitlement to; and whether it is a person's 'initial' qualification. • Demand driven VET training — Government subsidies are contestable and are allocated to the RTO (government or private) of the students' choice. Governments may place some limits on student choice, by restricting the number of RTOs that offer entitlement funding places.
Enrolment	<p>The registration of a student at a training delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.</p>
Fee-for-service activity	<p>Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.</p>
Formal and non-formal learning	<p>The ABS Survey of Work-Related Training and Learning (WRTAL) defines formal and non-formal learning as:</p> <ul style="list-style-type: none"> • formal learning activities lead to a qualification recognised by the Australian Qualification Framework (AQF) such as a Degree, Diploma or Certificate, and also includes VET study at school • non-formal learning activities are structured training or courses that do not form part of an award or qualification recognised by AQF (ABS 2017).
Government-funded VET	<p>Government-funded VET refers to domestic government-funded VET activity delivered by all types of Australian training providers.</p>
Graduate	<p>A student who completed all the requirements of a qualification.</p>
Group Training Organisations	<p>Group Training Organisations recruit potential or existing Australian Apprentices under an Apprenticeship/Traineeship Training Contract and place them with 'host' employers while they undertake their training.</p>
Module	<p>A unit of training in which a student can enrol and be assessed.</p>
Multi-sector training providers	<p>Multi-sector training providers offer both higher education and VET courses.</p>
Real expenditure/funding/assets	<p>Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the gross domestic product chain price deflator and expressed in terms of final year prices.</p>
Recurrent funding	<p>Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.</p>
Registered training organisation (RTO)	<p>RTOs are training providers registered by ASQA, the Victorian Registration and Qualifications Authority (Victoria) or the Training Accreditation Council (WA) to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.</p> <p>RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.</p>

Remoteness	Remoteness areas are based on the Access/Remoteness Index of Australia (ARIA+), developed by the National Centre for Social Applications of Geographic Information Systems. ARIA+ is based on ABS Australian Statistical Geography Standard Statistical Area Level 2 regions. Remoteness areas include major cities, inner and outer regional areas, and remote and very remote areas.
Skill sets	Are groupings of units of competency that are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or licensing or regulatory requirement. They may be either a nationally recognised skill set, which is endorsed in a national training package, or a locally recognised skill set.
Students	Are individuals who were enrolled in a subject or completed a qualification during the reporting period.
Technical and further education (TAFE) institutes	Are government training providers that provide a range of technical and vocational education and training courses and other programs.
Total VET	Total VET refers to nationally recognised vocational education and training activity delivered by Australian registered training organisations (RTOs) to students who undertook nationally recognised VET on a government funded or fee-for-service basis. All data for non-nationally recognised training and delivery from non-registered training providers have been excluded from reporting of total VET activity (backdated to, and including, data for 2015).
Training packages	Comprise a set of nationally endorsed standards, guidelines and qualifications for training and for recognising and assessing skills. They are developed by industry with the aim of meeting the needs of an industry or group of industries.
Training providers	Are organisations that deliver VET programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities.
Unit of competency	A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.
User cost of capital	The opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets.
Vocational education and training (VET)	Is post-compulsory education and training that provides people with occupational or work-related knowledge and skills. VET also includes programs that provide the basis for subsequent vocational programs.
VET participation	VET participation is measured by students, which are defined as individuals who were enrolled in a subject or completed a qualification during the reporting period. A VET student may be enrolled in more than one VET training program, and therefore there are more enrolments in the VET system than students.
VET program	A course or module offered by a training organisation in which students may enrol to develop work-related knowledge and skills.
VET Student Loans	Commenced on 1 January 2017, replacing the VET FEE-HELP scheme. It offers income contingent loan support to eligible students studying diploma level and above VET qualifications.

5.5 References

ABS (Australian Bureau of Statistics) 2017, *Work-Related Training and Learning, Australia* 2016-17 Cat. no. 4234.0, Canberra.

ASQA (Australian Skills Quality Authority) 2019, *Regulatory Strategy 2019-21*, Canberra.

NCVER (National Centre for Vocational Education Research) 2019, *Australian vocational education and training statistics: VET student outcomes 2019*, Adelaide.

5A Vocational education and training

— Data tables contents

Definitions for the indicators and descriptors in these data tables are in the section. Unsourced information was obtained from the Australian, State and Territory governments. Information on the comparability and completeness of the data for the performance indicators and measures is in the section and on the indicator results tab.

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 data tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of the Report on Government Services.

This file is available on the Review web page (<https://www.pc.gov.au/research/ongoing/report-on-government-services>).

Table 5A.1	Total government real recurrent expenditure (\$ million) (2018 dollars)
Table 5A.2	Total government real recurrent expenditure per annual hour (2018 dollars)
Table 5A.3	Government real recurrent expenditure, excluding user cost of capital (\$ per person aged 15–64 years) (2018 dollars)
Table 5A.4	Government payments to non-TAFE providers for VET delivery
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Table 5A.7	Government-funded training providers
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Table 5A.11	Participation of 15–64 year olds in government-funded VET, by remoteness area
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Table 5A.14	Proportion of all government-funded graduates satisfied with the quality of their training, by satisfaction outcome (per cent)
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Table 5A.16	Proportion of employers satisfied with VET, by type of engagement (per cent)
Table 5A.17	Proportion of 20–64 year old total VET graduates employed and/or in further study after training, by target group (per cent)
Table 5A.18	Proportion of 20–64 year old government-funded graduates employed and/or in further study after training, by target group (per cent)
Table 5A.19	Proportion of total VET graduates aged 20–64 years who improved their employment status after training, by target group (per cent)
Table 5A.20	Proportion of government-funded graduates aged 20–64 years who improved their employment status after training, by target group (per cent)
Table 5A.21	Proportion of total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent)
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5A Vocational education and training

— Data tables contents

Definitions for the indicators and descriptors in these data tables are in the section. Unsourced information was obtained from the Australian, State and Territory governments. Information on the comparability and completeness of the data for the performance indicators and measures is in the section and on the indicator results tab.

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Table 5A.23	Total VET AQF qualifications completed per 1000 people aged 15–64 years, by target group
Table 5A.24	Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by target group
Table 5A.25	Total VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level
Table 5A.26	Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level
Table 5A.27	Total VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group
Table 5A.28	Government-funded VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group
Table 5A.29	Total VET AQF Certificate III or above qualification completions 20–64 year olds with improved education status after training
Table 5A.30	Government-funded VET AQF Certificate III or above qualification completions 20–64 year olds with improved education status after training
Table 5A.31	Gross Domestic Product chain price deflator (index)
Table 5A.32	Main reason for not participating in more (or any) non-formal learning, persons aged 15–64 years, 2016–17

TABLE 5A.1

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total recurrent expenditure, including user cost of capital									
2018	1 941.2	1 545.4	1 161.9	626.4	347.2	159.5	118.3	119.6	6 019.5
2017	1 930.8	1 726.6	1 203.6	692.6	314.2	158.3	122.0	123.4	6 271.5
2016	1 931.3	1 609.3	1 143.1	688.0	359.1	149.4	125.9	126.4	6 132.5
2015	2 083.5	1 703.4	1 133.0	781.7	434.8	151.6	117.0	124.0	6 529.0
2014	2 042.6	1 851.4	1 056.7	765.0	500.6	172.3	118.1	130.3	6 637.0
2013	2 182.0	2 281.0	1 233.8	834.9	573.6	170.5	126.6	145.5	7 547.9
2012	2 146.0	2 552.4	1 245.5	826.8	442.6	161.7	140.3	134.9	7 650.3
2011	2 047.8	2 064.0	1 266.3	889.9	462.3	185.2	137.0	148.2	7 200.7
2010	2 018.6	1 740.0	1 217.9	744.4	453.8	175.3	157.2	139.3	6 646.7
2009	1 964.3	1 631.4	1 217.2	713.7	454.5	154.6	153.7	134.3	6 423.6
Recurrent expenditure, excluding user cost of capital									
2018	1 630.1	1 344.7	1 025.8	538.2	342.6	144.5	103.7	103.5	5 233.2
2017	1 562.6	1 530.0	1 067.9	600.3	309.8	142.7	105.5	108.0	5 426.8
2016	1 541.4	1 431.7	1 008.6	588.3	356.0	132.0	110.1	111.0	5 279.1
2015	1 685.5	1 536.8	1 034.1	679.6	369.4	133.4	101.4	108.4	5 648.6
2014	1 658.8	1 687.2	1 001.8	662.2	434.5	148.3	102.3	114.2	5 809.2
2013	1 800.9	2 038.6	1 083.5	733.2	500.0	145.4	109.0	129.1	6 539.7
2012	1 785.0	2 302.6	1 086.9	732.2	374.7	136.8	122.4	119.0	6 659.5
2011	1 775.9	1 829.5	1 100.6	802.5	406.8	159.1	117.7	131.2	6 323.3
2010	1 731.0	1 496.8	1 042.9	652.0	393.0	153.0	122.0	121.5	5 712.1
2009	1 680.8	1 402.3	1 048.4	621.2	395.8	132.7	119.7	118.2	5 519.0
Value of physical non-current assets									
2018	3 888.3	2 508.9	1 701.3	1 102.5	57.6	186.8	182.2	200.6	9 828.1
Land	1 171.8	925.0	547.7	222.9	5.0	25.5	38.8	25.5	2 962.3
Buildings	2 693.6	1 485.0	1 072.7	854.9	12.4	153.9	131.0	167.7	6 571.2

TABLE 5A.1

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Plant, equipment and motor vehicles	18.6	97.0	37.8	19.3	12.3	4.0	7.1	3.2	199.3
Other	4.3	1.9	43.1	5.4	27.9	3.4	5.3	4.1	95.4
2017	4 603.0	2 456.9	1 697.2	1 153.1	55.0	194.4	205.2	193.3	10 558.2
2016	4 873.3	2 219.6	1 681.4	1 245.9	38.7	218.2	197.1	192.7	10 667.0
2015	4 975.1	2 082.0	1 236.4	1 276.3	817.8	227.2	194.4	195.4	11 004.7
2014	4 798.1	2 053.0	686.8	1 284.0	826.0	300.1	197.6	201.3	10 346.9
2013	4 763.9	3 030.3	1 878.6	1 271.3	919.7	313.2	219.6	205.8	12 602.4
2012	4 513.6	3 122.9	1 983.4	1 181.9	848.7	311.9	224.1	198.5	12 385.1
2011	3 399.3	2 931.2	2 071.1	1 092.6	693.6	326.1	241.6	212.1	10 967.6
2010	3 595.2	3 040.0	2 188.1	1 155.6	760.7	278.5	441.1	222.7	11 681.9
2009	3 544.1	2 863.6	2 109.4	1 156.5	733.7	272.7	425.7	201.4	11 307.2
User Cost of Capital (based on 8 per cent of total value of physical non-current assets)									
2018	311.1	200.7	136.1	88.2	4.6	14.9	14.6	16.0	786.3
2017	368.2	196.6	135.8	92.2	4.4	15.6	16.4	15.5	844.7
2016	389.9	177.6	134.5	99.7	3.1	17.5	15.8	15.4	853.4
2015	398.0	166.6	98.9	102.1	65.4	18.2	15.6	15.6	880.4
2014	383.8	164.2	54.9	102.7	66.1	24.0	15.8	16.1	827.8
2013	381.1	242.4	150.3	101.7	73.6	25.1	17.6	16.5	1 008.2
2012	361.1	249.8	158.7	94.6	67.9	24.9	17.9	15.9	990.8
2011	271.9	234.5	165.7	87.4	55.5	26.1	19.3	17.0	877.4
2010	287.6	243.2	175.0	92.4	60.9	22.3	35.3	17.8	934.6
2009	283.5	229.1	168.8	92.5	58.7	21.8	34.1	16.1	904.6

(a) Expenditure data for 2017 and 2018 are from the National VET Funding Collection, which is compiled under the AVETMISS. The data collection covers the flow of government funds with each jurisdiction reporting on their own government funding flows. Data for 2016 and earlier years are from the National VET Finance Collection. Data are comparable for the reported years.

TABLE 5A.1

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b)	Data reflect government-funded VET activity of TAFE and other government providers, community education providers and other registered providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.								
(c)	VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report include payments received by states and territories for VET in schools programs.								
(d)	Total government recurrent expenditure (including user cost of capital) for 2017 and 2018 is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and by State and Territory governments. It includes the following AVETMISS reported items by State and Territory government departments responsible for VET: <ul style="list-style-type: none"> • add Commonwealth ongoing specific purpose payments, State Recurrent funding, AMEP, SEE Commonwealth administered VET programs and National Partnership Agreement funding • <i>subtract</i> State and Territory government payroll tax expenditure • <i>add</i> User cost of capital. For 2009 to 2016, total government recurrent expenditure (including user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following AVETMISS financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs: <ul style="list-style-type: none"> • <i>add</i> Commonwealth National Agreement funding; State recurrent funding; Commonwealth administered program funding; and Assumption of liabilities (such as superannuation contributions incurred by central agencies on behalf of RTOs) • <i>add</i> fee-for-service payments from government agencies • <i>subtract</i> State and Territory government payroll tax expenditure • <i>add</i> User cost of capital. 								
(e)	The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 1. The user cost of capital rate is applied to all non-current physical assets, less any capital charges and interest on borrowings already reported (to avoid double counting). It does not apply to current assets, for example, assets held for sale.								
(f)	Expenditure data for 2009-2017 have been adjusted to 2018 dollars using the GDP chain price index (table 5A.31).								
(g)	The Australia total may not add as a result of rounding.								

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

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

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

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

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

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

SA: In South Australia the transfer of ownership of key TAFE SA assets from the training Department to Renewal SA significantly decreased reported values of physical non-current assets and user cost of capital reporting for years 2016 and onwards.

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

Source: NCVER, National VET Finance Collection (2009 - 2016) and National VET Funding Collection (2017 – 2018); ABS 2018, *Australian System of National Accounts, 2017-18*, Cat. no. 5204.0.

TABLE 5A.2

Table 5A.2 **Total government real recurrent expenditure per annual hour (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total government recurrent expenditure per annual hour									
2018	19.08	15.22	17.80	17.76	21.94	25.17	19.88	27.16	17.90
2017	19.15	14.76	17.68	18.11	17.44	22.44	25.25	23.40	17.45
2016	19.05	12.47	15.95	17.69	18.91	21.14	24.37	24.46	16.25
2015	26.07	10.89	14.89	19.14	18.65	20.50	21.40	27.88	16.58
2014	16.39	10.08	15.66	18.14	17.00	20.79	20.14	24.79	14.22
2013	17.83	12.29	21.71	18.69	13.72	22.13	21.06	34.19	16.08
2012	15.84	13.66	19.06	18.29	13.79	17.97	22.18	28.85	15.77
2011	15.47	14.10	17.96	19.70	17.55	21.06	20.91	32.99	16.34
2010	15.67	15.24	19.32	16.98	18.75	21.66	24.65	31.79	16.92
2009	16.07	16.52	21.84	17.57	19.29	20.80	25.36	32.14	17.91
Annual hours (million hours)									
2018	101.7	101.6	65.3	35.3	15.8	6.3	6.0	4.4	336.4
2017	100.8	117.0	68.1	38.2	18.0	7.1	4.8	5.3	359.3
2016	101.4	129.0	71.7	38.9	19.0	7.1	5.2	5.2	377.4
2015	79.9	156.4	76.1	40.8	23.3	7.4	5.5	4.4	393.9
2014	124.6	183.7	67.5	42.2	29.4	8.3	5.9	5.3	466.8
2013	122.4	185.7	56.8	44.7	41.8	7.7	6.0	4.3	469.3
2012	135.4	186.9	65.4	45.2	32.1	9.0	6.3	4.7	485.0
2011	132.4	146.4	70.5	45.2	26.3	8.8	6.6	4.5	440.7
2010	128.8	114.2	63.0	43.8	24.2	8.1	6.4	4.4	392.9
2009	122.3	98.7	55.7	40.6	23.6	7.4	6.1	4.2	358.6

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

Table 5A.2 **Total government real recurrent expenditure per annual hour (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Expenditure data for 2017 and 2018 are from the National VET Funding Collection, which is compiled under the AVETMISS. The data collection covers the flow of government funds with each jurisdiction reporting on their own government funding flows. Data for 2016 and earlier years are from the National VET Finance Collection. Data are comparable for the reported years.								
(b)	Data reflect government-funded VET activity of TAFE and other government providers, community education providers and other registered providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.								
(c)	VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.								
(d)	Total government recurrent expenditure (including user cost of capital) for 2017 and 2018 is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and by State and Territory governments. It includes the following AVETMISS reported items by State and Territory government departments responsible for VET: <ul style="list-style-type: none"> • add Commonwealth ongoing specific purpose payments, State Recurrent funding, AMEP, SEE Commonwealth administered VET programs and National Partnership Agreement funding • <i>subtract</i> State and Territory government payroll tax expenditure • <i>add</i> User cost of capital. For 2009 to 2016, total government recurrent expenditure (including user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following AVETMISS financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs: <ul style="list-style-type: none"> • <i>add</i> Commonwealth National Agreement funding; State recurrent funding; Commonwealth administered program funding; and Assumption of liabilities (such as superannuation contributions incurred by central agencies on behalf of RTOs) • <i>add</i> fee-for-service payments from government agencies • <i>subtract</i> State and Territory government payroll tax expenditure • <i>add</i> User cost of capital. 								

Table 5A.2 **Total government real recurrent expenditure per annual hour (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(e)	Total government recurrent expenditure per annual hour includes the user cost of capital. The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 1. The user cost of capital rate is applied to all non-current physical assets, less any capital charges and interest on borrowings already reported (to avoid double counting) (reported in table 5A.1). It does not apply to current assets, for example, assets held for sale.								
(f)	Annual hours are the total hours of delivery in government-funded VET in each year based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are calculated from the standard nominal hour values compiled in the National VET Provider Collection.								
(g)	Annual hours are weighted using course mix weights to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The reference value is 1.000 for Australia. A weighting greater than one indicates that the state or territory is offering relatively more expensive programs compared to the national profile. Course mix weights are derived by applying a set of cost relativities by subject field of education to tabulations of annual hours by subject field of education and state/territory.								
(h)	Annual hours have been revised since the 2017 RoGS and are no longer adjusted for invalid enrolment rates in any year.								
(i)	Expenditure data for 2009-2017 have been adjusted to 2018 dollars using the GDP chain price index (table 5A.31).								
(j)	The Australia total may not add as a result of rounding.								
(k)	Jurisdiction notes:								
	NSW: In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. This decline in hours of delivery has impacted reporting from 2015 onwards.								
	Vic: In 2014, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.								
	Qld: In Queensland, the ownership and management of Queensland's training assets:								
	<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. 								

TABLE 5A.2

Table 5A.2 **Total government real recurrent expenditure per annual hour (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<ul style="list-style-type: none"> effective 15 July 2015, the Queensland Training Assets Management Authority Repeal Bill (2015) was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 reporting year. 									
SA:					In South Australia the transfer of ownership of key TAFE SA assets from the training Department to Renewal SA significantly decreased reported values of physical non-current assets and user cost of capital reporting for years 2016 and onwards. The 2017 annual hours reported for South Australia is different to that reported in previous reports. Between 2014 and 2017 (inclusive) annual hours were under-reported. The number of annual hours has been corrected for 2017, but data for 2014 to 2016 remain under-reported.				
Source:	NCVER, National VET Finance Collection (2009 - 2016) and National VET Funding Collection (2017 – 2018); ABS 2018, <i>Australian System of National Accounts, 2017-18</i> , Cat. no. 5204.0; table 5A.1.								

TABLE 5A.3

Table 5A.3 **Government real recurrent expenditure, excluding user cost of capital (\$ per person aged 15–64 years) (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018	313	314	315	314	309	437	361	591	320
2017	304	364	332	349	280	436	376	618	336
2016	304	349	317	343	322	404	397	634	331
2015	337	383	329	396	335	407	370	619	358
2014	336	428	321	388	395	452	377	656	373
2013	369	526	350	432	456	442	405	744	424
2012	369	605	356	441	343	413	459	704	438
2011	370	488	366	497	374	477	449	792	421
2010	363	404	352	415	363	460	472	737	385
2009	356	385	359	404	369	402	471	730	377

- (a) Expenditure data for 2017 and 2018 are from the National VET Funding Collection, which is compiled under the AVETMISS. The data collection covers the flow of government funds with each jurisdiction reporting on their own government funding flows. Data for 2016 and earlier years are from the National VET Finance Collection. Data are comparable for the reported years.
- (b) Data reflect government-funded VET activity of TAFE and other government providers, community education providers and other registered providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.
- (c) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (d) Total government recurrent expenditure (including user cost of capital) for 2017 and 2018 is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and by State and Territory governments. It includes the following AVETMISS reported items by State and Territory government departments responsible for VET:
- add Commonwealth ongoing specific purpose payments, State Recurrent funding, AMEP, SEE Commonwealth administered VET programs and National Partnership Agreement funding
 - *subtract* State and Territory government payroll tax expenditure.

TABLE 5A.3

Table 5A.3 **Government real recurrent expenditure, excluding user cost of capital (\$ per person aged 15–64 years) (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<p>For 2009 to 2016, total government recurrent expenditure (including user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following AVETMISS financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs:</p> <ul style="list-style-type: none"> • <i>add</i> 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) • <i>add</i> fee-for-service payments from government agencies • <i>subtract</i> State and Territory government payroll tax expenditure <p>(e) Estimated resident population (ERP) for 2009 to 2011 are final based on the 2011 Census of Population and Housing. ERP for 2012 to 2016 are final based on the 2016 Census of Population and Housing. ERP for 2017 and 2018 are preliminary based on the 2016 Census.</p> <p>(f) Expenditure data for 2009-2017 have been adjusted to 2018 dollars using the GDP chain price index (table 5A.31).</p> <p>(g) The Australia total may not add as a result of rounding.</p> <p>(h) Jurisdiction notes:</p> <p>WA: The variation from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.</p> <p><i>Source</i>: NCVER, National VET Finance Collection (2009 - 2016) and National VET Funding Collection (2017 – 2018); ABS (Australian Bureau of Statistics) (2018) <i>Australian Demographic Statistics</i>, June 2018, Cat. no. 3101.0, Canberra; ABS (2017) <i>Australian Demographic Statistics</i>, June 2017, Cat. no. 3101.0, Canberra.; ABS 2018, <i>Australian System of National Accounts, 2017-18</i>, Cat. no. 5204.0; table 5A.1; table 2A.1.</p>									

TABLE 5A.4

Table 5A.4 **Government payments to non-TAFE providers for VET delivery (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>
Government payments (2018 dollars)										
2018	\$m	267.3	357.1	264.3	71.5	50.1	14.9	9.5	11.8	1 046.4
2017	\$m	271.6	436.5	273.7	76.3	39.1	13.9	11.8	13.8	1 136.8
2018 payments to non-TAFE providers as a proportion of Appropriations and program funding from government	%	16.8	27.6	27.0	13.8	15.6	10.5	9.2	11.4	20.7
Real change in payments to non-TAFE providers between 2017 and 2018	%	- 1.6	- 18.2	- 3.5	- 6.4	28.0	6.8	- 19.3	- 14.4	- 8.0

(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 2017 have been adjusted to 2018 dollars using the GDP chain price index (table 5A.31).

(c) The denominator for 2018 payments to non-TAFE providers as a proportion of appropriations and programs funding from government is total amounts allocated from table 5A.5.

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

Source: NCVER, National VET Funding Collection; ABS 2018, *Australian System of National Accounts, 2017–18*, Cat. no. 5204.0.

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Government appropriations and program funding										
Commonwealth ongoing specific purpose payments	\$m	480.9	392.9	301.8	154.1	104.4	31.7	25.5	14.8	1 506.2
State/Territory Government recurrent funding	\$m	1 006.9	846.8	637.1	355.0	196.8	101.8	72.1	86.0	3 302.6
National Partnership Agreement funding	\$m	99.9	52.2	39.4	9.8	19.1	7.7	6.1	3.1	237.3
Total	\$m	1 587.8	1 291.9	978.3	518.9	320.3	141.2	103.7	103.9	5 046.1
Amounts allocated										
Open competitive tendering	\$m	27.7	–	6.2	20.4	3.2	6.5	2.5	..	66.5
Limited competitive tendering	\$m	63.4	110.6	81.5	..	5.9	..	0.2	..	261.6
User choice	\$m	248.6	120.8	182.5	86.1	–	16.4	14.1	21.3	689.8
Entitlement funding	\$m	388.9	692.4	265.6	97.7	43.3	16.4	4.9	2.8	1 512.1
Total	\$m	728.6	923.8	535.9	204.2	52.4	39.3	21.7	24.1	2 530.0
Proportion of government appropriations and program funding										
Open competitive tendering	%	1.7	–	0.6	3.9	1.0	4.6	2.4	..	1.3
Limited competitive tendering	%	4.0	8.6	8.3	..	1.8	..	0.2	..	5.2
User choice	%	15.7	9.4	18.7	16.6	–	11.6	13.6	20.5	13.7
Entitlement funding	%	24.5	53.6	27.2	18.8	13.5	11.6	4.7	2.7	30.0
Total	%	45.9	71.5	54.8	39.4	16.4	27.8	20.9	23.2	50.1
2017										
Government appropriations and program funding										
Commonwealth ongoing specific purpose payments	\$m	484.3	389.6	303.1	158.5	106.1	32.1	25.2	15.1	1 514.0
State/Territory Government recurrent funding	\$m	850.2	928.2	589.3	367.1	142.5	90.2	71.4	85.0	3 123.9
National Partnership Agreement funding	\$m	169.1	130.9	114.6	54.9	38.2	14.1	8.4	6.0	536.1
Total	\$m	1 503.5	1 448.7	1 006.9	580.6	286.8	136.3	105.0	106.0	5 173.9
Amounts allocated										
Open competitive tendering	\$m	17.5	–	3.8	22.2	2.9	7.4	2.4	..	56.2

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Limited competitive tendering	\$m	81.0	35.7	56.1	..	5.0	–	0.2	..	178.0
User choice	\$m	240.7	114.4	190.6	87.7	–	14.7	13.7	22.4	684.1
Entitlement funding	\$m	398.3	826.9	265.2	111.7	35.9	18.0	5.9	15.1	1 677.0
Total	\$m	737.6	976.9	515.7	221.6	43.7	40.1	22.2	37.5	2 595.4
Proportion of government appropriations and program funding										
Open competitive tendering	%	1.2	–	0.4	3.8	1.0	5.5	2.3	..	1.1
Limited competitive tendering	%	5.4	2.5	5.6	..	1.7	–	0.2	..	3.4
User choice	%	16.0	7.9	18.9	15.1	–	10.8	13.0	21.1	13.2
Entitlement funding	%	26.5	57.1	26.3	19.2	12.5	13.2	5.6	14.2	32.4
Total	%	49.1	67.4	51.2	38.2	15.2	29.4	21.2	35.4	50.2

- (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 items: Commonwealth ongoing specific purpose payments, State Recurrent revenue and National Partnership Agreement funding.
- (b) Data for 2017 have been adjusted to 2018 dollars using the GDP chain price index (table 5A.31).
- (c) Open competitive tendering refers to where the tendering process is advertised publicly and is open to both public and private providers, except where otherwise noted.
- (d) Limited competitive tendering refers to where the tendering process is not advertised publicly and is restricted to training providers that meet set criteria such as community groups that deliver Adult Community Education VET programs.
- (e) User choice is defined as the flow of public funds to individual training providers which reflects the choice of individual training provider made by the client.
- (f) Entitlement funding programs consist of two key features: student entitlement to VET training (they provide a guaranteed government-subsidised training place for working age residents to obtain initial qualifications) and demand driven VET training (government subsidies are contestable and are allocated to the RTO [government or private] of the students' choice).
- (g) The phased implementation of demand driven funding is undergoing reform and all jurisdictions are at varying stages of this reform process.
- (h) Jurisdiction notes:
 NSW: Open competitive tendering is \$11m higher year on year (YtY) due to increased spending on Smart, Skilled and Hired program as it matured over the period.

Table 5A.5 **Allocation of government real funds for VET (2018 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
	Limited competitive tendering is \$16m lower YtY due to \$41m of one off payments in CY17 - off which key one's include STEM (\$25m), Boost (\$6m), Regional Development Australia(RDA) (\$3m), Coffs Harbour market sounding(2.6m) and Regional Economic Development Plans (\$1.5m). This is offset by additional spending of \$25m in CY18 on existing & new programs, including Adult & Community Education Program (\$10m), Royal Far West (\$5m), Universities Centre Program (\$3m), Small Business Skills Strategy (\$3.5m), World Skills National Event (\$1.9m) and STEM Scholarships (\$1.9).									
	User Choice is \$12m higher YtY due to Fee Free Apprenticeships program launched in 2018.									
Vic:	Limited competitive tendering and User choice: 2017 data has been adjusted to include competitive grants programs and funding allocated based on user choice mechanisms that is not covered by a legislated entitlement.									
Qld:	Limited competitive tendering: Includes Skilling Queenslanders for Work. Included Work Skills Traineeships, which is part of Skilling Queenslanders for Work. The Regional Skills Adjustment Strategy and Regional Skills Investment Strategy are new for 2018-19 with both included in limited competitive tendering.									
	Entitlement funding: Includes the Certificate III Guarantee - new students.									
WA:	Open competitive tendering excludes 'User choice' and 'Entitlement funding' programs.									
	User choice: Figures are Apprenticeship and Traineeship programs only.									
	Entitlement funding: Priority training (i.e. former 'entitlement' programs), excluding user choice programs.									
SA:	Government funding allocated on a competitive basis and through entitlement funding, fluctuates between years, reflecting both changes to government policies, programs and financial reporting systems and external factors such as industry and student demand.									
Tas:	Entitlement funding: 'Entitlement' has existed for many years in Tasmania, with policy formally introduced in January 2014. Entitlement funding is embedded in all funding programmes. From 2015, entitlement represents approximately 93 per cent of the funding allocated on a competitive basis.									
NT:	User choice: Includes entitlement funding that has been identified as entitlement eligible through the public provider AVETMISS data.									
	Entitlement funding: Allocation is an estimation as it includes a portion of the public provider general training funds. This portion was derived from the enrolments reported in the public provider AVETMISS data that they identified as entitlement eligible.									

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

Source: State and Territory departments unpublished; NCVET, National VET Funding Collection; ABS 2018, *Australian System of National Accounts, 2017-18*, Cat. no. 5204.0.

TABLE 5A.6

Table 5A.6 **Total VET Training providers (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total VET training providers										
2018	no.	1 000	882	1 180	388	190	61	87	42	3 830
2017	no.	1 026	927	1 204	416	198	57	88	45	3 943
2016	no.	1 025	936	1 259	441	208	63	98	47	4 051
2015	no.	997	935	1 265	456	221	66	103	48	4 057

- (a) From 2018, all non-nationally recognised vocational education and training (VET) has been excluded from total VET activity scope, so that Total VET students and courses now only reports on students who undertook nationally recognised VET on a government funded or fee-for-service basis. Excluded from scope from 2018 is non-nationally recognised training which includes locally developed programs and skill sets constructed by training providers, industry, enterprise, community education or professional bodies to meet an identified training need as well as non-accredited modules. Non-registered training providers have also been excluded from scope in 2018. The new scope has been backdated to 2015 in all NCVET resources.
- (b) Training providers are organisations that deliver VET programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities.
- (c) Total VET includes domestic and overseas VET activity delivered by all types of Australian registered training organisations (RTOs), not just those in receipt of government funding. Total VET data are sourced from the National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed. There is a degree of undercoverage of total VET reporting which is expected to improve over time.
- (d) The scope of total VET activity reporting varies to the government-funded scope in a number of ways and therefore caution should be used if comparing total VET and government-funded VET data. Total VET scope includes government-funded activity related to VET in Schools and Commonwealth funded programs and VET delivery at overseas campuses which are not included in government-funded scope.
- (e) The number of total VET training providers is a distinct count of training providers who submitted data within each state or territory. Some total VET training providers deliver VET in more than one state or territory. Therefore, the training providers are counted in each state/territory category, but are only counted once in the Australia total. Total VET providers are reported by the state or territory of the training provider's head office.

Source: NCVET, National VET Provider Collection and National VET in Schools Collection.

TABLE 5A.7

Table 5A.7 Government-funded training providers (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>
2018										
Government-funded training providers	no.	439	540	553	202	183	107	83	95	1 747
TAFE providers	no.	11	12	2	5	1	1	1	2	35
Government-funded training provider delivery locations	no.	8 100	9 088	9 489	2 095	1 406	734	262	575	30 485
TAFE provider delivery locations	no.	136	1 205	329	90	321	25	7	166	2 278
2017										
Government-funded training providers	no.	485	593	605	224	197	110	81	101	1 874
TAFE providers	no.	11	12	7	5	1	1	1	2	40
Government-funded training provider delivery locations	no.	7 664	9 733	15 654	2 265	1 846	608	226	650	38 352
TAFE provider delivery locations	no.	139	1 176	454	101	440	25	8	219	2 562
2016										
Government-funded training providers	no.	462	630	645	245	214	123	87	103	1 931
TAFE providers	no.	11	12	7	5	1	1	1	2	40
Government-funded training provider delivery locations	no.	6 834	9 845	14 800	2 427	1 158	568	202	639	36 146
TAFE provider delivery locations	no.	136	780	310	113	38	26	7	234	1 644
2015										
Government-funded training providers	no.	443	661	612	285	256	136	94	101	1 977
TAFE providers	no.	11	13	13	11	1	1	1	2	53
Government-funded training provider delivery locations	no.	4 716	10 148	14 592	2 298	1 609	587	216	629	34 545
TAFE provider delivery locations	no.	135	1 056	374	122	41	24	7	245	2 004
2014										
Government-funded training providers	no.	493	712	608	307	301	146	100	107	2 070
TAFE providers	no.	11	14	14	11	3	1	1	2	57
Government-funded training provider delivery locations	no.	3 553	9 780	11 391	2 380	1 973	657	181	627	30 391
TAFE provider delivery locations	no.	133	820	575	127	41	36	9	255	1 995

TABLE 5A.7

Table 5A.7 **Government-funded training providers (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)	Training providers are organisations that deliver VET programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities. Delivery locations refers to the number of specific training sites.									
(b)	Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Government-funded data are sourced from the National VET Provider Collection.									
(c)	The number of government-funded training providers is a distinct count, for each jurisdiction, of the number of training providers that submitted data through state and territory training authorities. Some training providers deliver VET in more than one state or territory and are separately counted for each state and territory, however they are only counted once in the Australia total. Government-funded training providers are reported according to the state or territory that funds the training.									
(d)	TAFE providers are a provider type of government-funded training providers. TAFE providers are identified based on a field derived by NCVET, whereby each training provider within a data submission is classified to a provider type according to their funding source.									
(e)	There have been reductions in the number of TAFE providers reported in New South Wales, Western Australia and Queensland in recent years due to the implementation of reform measures in those jurisdictions.									
(f)	The increase in the number of TAFE delivery provider locations in South Australia between 2016 and 2017 can be attributed to a change in reporting practices.									

Source: NCVET, National VET Provider Collection.

TABLE 5A.8

Table 5A.8 **Total VET students, and enrolments by program level (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Total VET students	'000	1 240.8	945.0	898.6	372.2	222.4	55.7	70.5	42.1	4 061.9
Total enrolments by program level										
Diploma and above	%	19.9	16.1	12.4	10.5	14.8	14.3	18.1	9.8	16.0
Certificate III or IV	%	54.1	53.9	51.8	44.6	54.3	49.6	43.4	53.1	52.2
Certificate I or II	%	17.7	23.4	27.8	36.9	26.3	24.7	17.6	30.2	24.1
Other	%	8.2	6.6	7.9	8.0	4.6	11.4	20.9	6.9	7.7
2017										
Total VET students	'000	1 289.5	963.5	894.5	366.1	223.3	52.9	74.3	45.5	4 122.7
Total enrolments by program level										
Diploma and above	%	23.0	17.5	13.9	10.3	18.3	10.4	18.0	7.6	17.6
Certificate III or IV	%	52.2	51.7	48.4	45.5	50.6	50.4	49.1	53.8	50.1
Certificate I or II	%	17.6	25.4	30.6	37.5	27.0	25.0	18.9	34.1	25.6
Other	%	7.1	5.4	7.1	6.7	4.2	14.2	14.0	4.6	6.6
2016										
Total VET students	'000	1 253.9	910.9	949.9	363.9	225.7	63.0	72.3	44.0	4 077.4
Total enrolments by program level										
Diploma and above	%	27.0	18.8	18.9	10.8	20.2	7.3	18.6	6.7	20.5
Certificate III or IV	%	48.4	52.3	43.4	48.7	50.2	50.2	48.6	56.9	48.1
Certificate I or II	%	17.5	23.5	28.7	34.7	26.5	26.0	20.7	33.2	24.4
Other	%	7.0	5.4	9.1	5.8	3.2	16.5	12.2	3.1	7.0
2015										
Total VET students	'000	1 109.8	926.5	925.1	356.8	205.6	62.1	66.3	47.1	3 854.7
Total enrolments by program level										
Diploma and above	%	31.3	17.3	18.2	10.5	17.8	8.2	15.7	6.0	20.8
Certificate III or IV	%	45.3	56.9	46.3	51.1	50.1	53.8	46.8	56.3	49.6

TABLE 5A.8

Table 5A.8 **Total VET students, and enrolments by program level (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<i>Unit</i>	<i>NSW</i>	<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	%	18.9	22.4	28.6	32.8	29.8	26.4	26.7	34.9	24.6
Other	%	4.6	3.4	6.9	5.6	2.3	11.6	10.8	2.7	5.0

- (a) From 2018, all non-nationally recognised vocational education and training (VET) has been excluded from total VET activity scope, so that Total VET students and courses now only reports on students who undertook nationally recognised VET on a government funded or fee-for-service basis. Excluded from scope from 2018 is non-nationally recognised training which includes locally developed programs and skill sets constructed by training providers, industry, enterprise, community education or professional bodies to meet an identified training need as well as non-accredited modules. Non-registered training providers have also been excluded from scope in 2018. The new scope has been backdated to 2015 in all NCVER resources.
- (b) Reporting of total VET students includes domestic and overseas VET activity delivered by all types of Australian registered training organisations (RTOs), not just those in receipt of government funding. Total VET data are sourced from the National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed. There is a degree of undercoverage of total VET reporting which is expected to improve over time.
- (c) The scope of total VET activity reporting varies to the government-funded scope in a number of ways and therefore caution should be used if comparing total VET and government-funded VET data. Total VET scope includes government-funded activity related to VET in Schools and Commonwealth funded programs and VET delivery at overseas campuses which are not included in government-funded scope. Total VET student data are reported on the basis of state or territory where the training was delivered. Government-funded student data are reported according to the state or territory that funds the training.
- (d) NCVER has applied a process to total VET student data to identify and remove duplicate training activity where the same activity is reported by the same training provider in the same collection period via different data submitters. Also, if a student is enrolled with more than one training provider during a collection period, it is possible for them to be counted more than once. NCVER has developed a two-step process to de-duplicate total VET student counts, which uses the unique student identifier where available and a count of distinct client identifiers within each submission for the residual data.
- (e) Students of all ages in scope of the National VET Provider Collection are included in this table. Students are individuals who were enrolled in a subject or completed a qualification during the reporting period.
- (f) 'Program level' denotes the highest qualification attempted by a student in a reporting year.
- (g) Program level of 'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.
- (h) Program level of 'Other' includes secondary education (Year 12, Year 11 and Year 10), non-award courses, other education (statement of attainment, bridging and enabling courses and courses not classified elsewhere), Skill sets (nationally and locally recognised) and subject only enrolments (no qualification). Prior to the 2020 RoGS this category was 'Non-AQF'.
- (i) The significant increase in government-funded students in NSW between 2015 and 2016 can be attributed to the commencement of Smart and Skilled Targeted Priorities Prevocational and Part Qualifications program in late 2015 and a number of policy changes implemented in 2016 after the first stage review of Smart and Skilled.

TABLE 5A.8

Table 5A.8 **Total VET students, and enrolments by program level (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(j) A change in the South Australian submission process in 2017, removing possible duplication of some student counts contributed to an apparent decline in government-funded student numbers between 2016 and 2017.

Source: NCVER, National VET Provider Collection and National VET in Schools Collection.

TABLE 5A.9

Table 5A.9 Government-funded VET students, and enrolments by program level (a), (b), (c), (d), (e), (f), (g), (h), (i)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Government-funded students	'000	400.9	271.0	211.8	102.3	66.2	25.7	17.7	17.8	1 113.4
Total enrolments by program level										
Diploma and above	%	7.4	16.8	9.3	8.0	11.0	6.3	18.4	9.9	10.4
Certificate III or IV	%	52.5	54.8	62.7	45.1	56.4	58.5	67.4	56.1	54.7
Certificate I or II	%	19.9	21.6	23.9	26.9	28.8	17.4	8.5	32.0	22.2
Other	%	20.2	6.8	4.1	19.9	3.7	17.8	5.8	2.0	12.7
2017										
Government-funded students	'000	390.9	296.3	212.3	106.1	66.6	26.3	16.6	20.3	1 135.3
Total enrolments by program level										
Diploma and above	%	6.7	17.3	8.4	8.4	11.5	6.7	18.6	8.6	10.3
Certificate III or IV	%	48.8	55.2	65.1	48.2	51.7	59.7	68.6	56.7	54.2
Certificate I or II	%	20.1	21.4	25.3	29.7	32.5	18.9	8.0	33.3	23.1
Other	%	24.3	6.2	1.2	13.7	4.3	14.8	4.8	1.5	12.4
2016										
Government-funded students	'000	421.1	318.6	216.4	113.2	69.5	27.7	15.6	21.4	1 203.5
Total enrolments by program level										
Diploma and above	%	7.4	17.1	8.2	8.8	15.1	7.4	17.2	7.1	10.7
Certificate III or IV	%	40.7	58.0	64.8	49.5	48.7	57.5	68.7	55.3	51.6
Certificate I or II	%	19.9	19.3	22.3	28.8	28.2	22.8	10.4	36.2	21.7
Other	%	31.9	5.7	4.8	12.9	8.0	12.3	3.7	1.4	16.0
2015										
Government-funded students	'000	318.4	373.0	223.3	121.9	84.5	28.7	16.3	21.1	1 187.1
Total enrolments by program level										
Diploma and above	%	7.0	14.6	6.7	8.7	17.1	8.0	16.6	5.9	10.4
Certificate III or IV	%	49.5	64.3	71.6	50.3	46.0	57.3	68.8	54.0	58.7

TABLE 5A.9

Table 5A.9 **Government-funded VET students, and enrolments by program level (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I or II	%	30.1	16.2	18.0	29.5	31.8	23.9	11.9	38.8	23.2
Other	%	13.4	4.8	3.7	11.5	5.1	10.9	2.7	1.3	7.7
2014										
Government-funded students	'000	na	na	na	na	na	na	na	na	na
Total enrolments by program level										
Diploma and above	%	8.6	11.9	8.8	8.8	15.3	9.3	16.8	4.2	10.3
Certificate III or IV	%	48.2	65.6	71.9	51.0	50.4	56.0	59.0	52.7	58.5
Certificate I or II	%	29.4	18.0	14.8	28.5	32.0	27.8	19.0	42.7	23.4
Other	%	13.8	4.5	4.5	11.7	2.3	6.9	5.1	0.3	7.7

- (a) Government-funded students reflects students participating in government-funded VET. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Government-funded data are sourced from the National VET Provider Collection.
- (b) NCVET has used a two-step process to de-duplicate student counts in Government-funded students and courses – January to December 2018, which uses the USI where available and a count of distinct client identifiers within each submission for the residual data. This is similar to the process used to estimate total VET student counts, the only difference is that government-funded student counts are de-duplicated within each state, that is by the state/territory that administered the funding of the training activity, and not across states as is done in Total VET students and courses. Where comparisons of student counts are made within the publication, the same de-duplication process has been applied to all periods.
- (c) Students of all ages in scope of the National VET Provider Collection are included in this table. Students are individuals who were enrolled in a subject or completed a qualification during the reporting period.
- (d) 'Program level' denotes the highest qualification attempted by a student in a reporting year.
- (e) Program level of 'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.
- (f) Program level of 'Other' includes secondary education (Year 12, Year 11 and Year 10), non-award courses, other education (statement of attainment, bridging and enabling courses and courses not classified elsewhere), Skill sets (nationally and locally recognised) and subject only enrolments (no qualification). Prior to the 2020 RoGS this category was 'Non-AQF'.

TABLE 5A.9

Table 5A.9 **Government-funded VET students, and enrolments by program level (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) There was an initial spike in part qualification activity in NSW in 2016 due to the introduction of the Smart and Skilled Part Qualifications program in September 2015. The decrease in the number of students undertaking skills sets training in 2017 may in part be due to a natural drop in activity as initial demand was met. Also in 2017, student demand in NSW moved away from short courses and skill sets to higher level full qualifications. Between 2017 and 2018 in NSW, there was a 3.4 per cent increase in program enrolments at certificate III level, 17.9 per cent increase at certificate IV level and 10.0 per cent increase for diploma and higher qualifications.

(h) The number of students for 2014 to 2017 (inclusive) were under-reported for South Australia in previous Reports. The number for 2017 has been corrected in this Report, but data for 2014 to 2016 remain under-reported.

(i) Tasmania's government-funded student numbers in 2015 are not comparable with previous or subsequent years due to different methodologies applied to student identification.

na Not available.

Source: NCVET, National VET Provider Collection.

TABLE 5A.10

Table 5A.10 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Number of students by age										
Total										
18–24 year olds	'000	115.1	93.4	68.9	33.5	20.7	8.9	6.4	4.1	350.8
15–64 year olds	'000	392.9	264.8	210.6	101.3	64.8	25.3	17.6	17.2	1 094.6
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	11.7	2.1	5.7	3.0	1.2	0.6	0.3	1.6	26.2
15–64 year olds	'000	34.0	5.5	16.4	10.3	3.7	1.5	0.7	6.0	78.0
Non-Indigenous										
18–24 year olds	'000	101.8	90.4	60.9	26.1	19.4	8.2	5.6	2.5	314.8
15–64 year olds	'000	351.9	256.5	183.5	74.0	60.6	23.5	15.7	10.9	976.7
Participation rate by age										
Total										
18–24 year olds	%	15.4	14.6	14.6	14.5	13.0	19.8	13.8	17.5	14.8
15–64 year olds	%	7.5	6.2	6.5	5.9	5.8	7.7	6.1	9.8	6.7
Aboriginal and Torres Strait Islander										
18–24 year olds	%	32.1	25.0	18.7	22.4	20.2	16.3	26.3	16.2	24.0
15–64 year olds	%	20.3	14.8	11.7	15.5	13.5	8.4	13.5	11.6	15.2
Non-Indigenous										
18–24 year olds	%	14.3	14.3	13.8	12.0	12.7	19.9	12.4	18.0	14.0
15–64 year olds	%	7.0	6.0	5.9	4.5	5.6	7.5	5.6	8.9	6.2
2017										
Number of students by age										
Total										
18–24 year olds	'000	112.7	100.3	67.9	33.7	20.0	9.0	6.1	4.5	354.2
15–64 year olds	'000	383.1	289.0	211.1	105.0	65.2	26.0	16.5	19.7	1 115.7

TABLE 5A.10

Table 5A.10 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	11.0	2.2	5.6	3.0	1.2	0.6	0.3	1.7	25.5
15–64 year olds	'000	31.9	5.7	16.1	10.3	3.6	1.4	0.7	6.9	76.5
Non-Indigenous										
18–24 year olds	'000	100.3	97.4	59.3	27.9	18.6	8.3	5.5	2.8	320.1
15–64 year olds	'000	344.6	281.1	181.1	83.2	60.7	24.3	14.9	12.3	1 002.2
Participation rate by age										
Total										
18–24 year olds	%	15.3	16.1	14.5	14.3	12.6	20.2	13.6	19.4	15.2
15–64 year olds	%	7.4	6.9	6.6	6.1	5.9	8.0	5.9	11.3	6.9
Aboriginal and Torres Strait Islander										
18–24 year olds	%	30.5	27.0	18.6	23.2	20.0	16.3	24.6	18.3	23.8
15–64 year olds	%	19.4	15.6	11.8	15.8	13.5	8.1	13.8	13.6	15.2
Non-Indigenous										
18–24 year olds	%	14.4	15.8	13.5	12.6	12.2	20.4	12.5	19.7	14.4
15–64 year olds	%	6.9	6.8	5.9	5.0	5.6	7.8	5.4	10.0	6.4
2016										
Number of students by age										
Total										
18–24 year olds	'000	116.6	105.5	68.2	34.2	20.5	9.1	6.1	5.0	365.1
15–64 year olds	'000	413.5	310.4	213.4	112.2	67.9	27.4	15.5	20.8	1 181.1
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	10.7	2.1	5.3	2.8	1.1	0.6	0.3	2.0	24.8
15–64 year olds	'000	31.5	5.5	15.3	9.9	3.4	1.4	0.6	7.7	75.4

TABLE 5A.10

Table 5A.10 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous										
18–24 year olds	'000	104.7	102.8	59.2	28.8	19.1	8.5	5.5	3.0	331.5
15–64 year olds	'000	376.1	303.0	180.5	92.5	63.5	25.6	14.1	12.8	1 068.0
Participation rate by age										
Total										
18–24 year olds	%	16.2	17.3	14.6	14.5	12.9	20.7	13.9	20.3	15.9
15–64 year olds	%	8.2	7.6	6.7	6.6	6.1	8.4	5.6	11.9	7.4
Aboriginal and Torres Strait Islander										
18–24 year olds	%	30.5	26.3	18.2	22.2	19.2	16.2	23.9	20.5	23.7
15–64 year olds	%	19.6	15.7	11.5	15.6	13.0	7.9	12.6	15.6	15.4
Non-Indigenous										
18–24 year olds	%	15.2	17.1	13.6	12.9	12.5	20.8	12.8	19.9	15.1
15–64 year olds	%	7.7	7.4	5.9	5.6	5.9	8.3	5.2	10.2	6.9
2015										
Number of students by age										
Total										
18–24 year olds	'000	95.4	125.2	72.2	35.8	23.7	8.9	6.5	5.0	372.8
15–64 year olds	'000	312.2	361.9	220.3	120.4	82.4	28.3	16.2	20.5	1 162.2
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	8.8	2.2	4.9	3.0	1.2	0.6	0.3	2.0	23.0
15–64 year olds	'000	25.8	5.5	13.9	10.5	3.8	1.5	0.6	7.8	69.4
Non-Indigenous										
18–24 year olds	'000	85.8	121.6	62.6	30.9	22.2	8.3	5.9	3.0	340.2
15–64 year olds	'000	281.9	352.9	188.1	102.5	77.1	26.5	14.9	12.3	1 056.2

Table 5A.10 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Participation rate by age										
Total										
18–24 year olds	%	13.4	21.1	15.5	14.9	14.9	20.1	14.9	19.8	16.3
15–64 year olds	%	6.2	9.0	7.0	7.0	7.5	8.6	5.9	11.7	7.4
Aboriginal and Torres Strait Islander										
18–24 year olds	%	25.8	28.4	17.1	23.2	21.7	17.9	21.5	20.8	22.3
15–64 year olds	%	16.5	15.9	10.7	17.0	14.8	8.6	11.3	16.0	14.5
Non-Indigenous										
18–24 year olds	%	12.6	20.7	14.3	13.6	14.5	20.1	13.9	18.9	15.6
15–64 year olds	%	5.8	8.9	6.2	6.2	7.2	8.5	5.5	9.7	6.9

- (a) This table reflects students participating in government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data are from the National VET Provider Collection.
- (b) Participation is defined by students who were enrolled in a subject or completed a qualification during the reporting period. Participation includes AQF and non-AQF programs.
- (c) NCVET has used a two-step process to de-duplicate student counts in Government-funded students and courses – January to December 2018, which uses the USI where available and a count of distinct client identifiers within each submission for the residual data. This is similar to the process used to estimate total VET student counts, the only difference is that government-funded student counts are de-duplicated within each state, that is by the state/territory that administered the funding of the training activity, and not across states as is done in Total VET students and courses. Where comparisons of student counts are made within the publication, the same de-duplication process has been applied to all periods.
- (d) Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.
- (e) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group.

Table 5A.10 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>Unit</i>	<i>NSW</i>	<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)	ABS population estimates are used to calculate the participation rates. Estimated resident population (ERP) for 2009 to 2011 are final based on the 2011 Census of Population and Housing. ERP for 2012 to 2016 are final based on the 2016 Census of Population and Housing. ERP for 2017 and 2018 are preliminary based on the 2016 Census. Aboriginal and Torres Strait Islander population estimates for 2014 to 2016 are based on the 2016 Census. Aboriginal and Torres Strait Islander population projections for 2017 and 2018 are based on the 2016 Census. Estimates and projections are based on the Series B fertility assumption. Non-Indigenous estimates are the difference between the total population and Aboriginal and Torres Strait Islander population estimates. Australia totals include other territories.									
(g)	There was an initial spike in part qualification activity in NSW in 2016 due to the introduction of the Smart and Skilled Part Qualifications program in September 2015. The decrease in the number of students undertaking skills sets training in 2017 may in part be due to a natural drop in activity as initial demand was met. Also in 2017, student demand in NSW moved away from short courses and skill sets to higher level full qualifications. Between 2017 and 2018 in NSW, there was a 3.4 per cent increase in program enrolments at certificate III level, 17.9 per cent increase at certificate IV level and 10.0 per cent increase for diploma and higher qualifications.									
(i)	The number of students for 2014 to 2017 (inclusive) were under-reported for South Australia in previous Reports. The number for 2017 has been corrected in this Report, but data for 2014 to 2016 remain under-reported.									
(j)	Tasmania's government-funded student numbers in 2015 are not comparable with previous or subsequent years due to different methodologies applied to student identification.									
(k)	Government-funded students by state and territory are reported on the basis of the state or territory that administered the funding of that training. As a result, the Australia totals for government-funded students do not include data from other territories or unknown as all training is funded by the eight states and territories. Caution should therefore be used when interpreting participation rates for Australia which include other territories in the population denominator.									

Source: NCVET, National VET Provider Collection; ABS (Australian Bureau of Statistics) (2018) Australian Demographic Statistics, June 2018, Cat. no. 3101.0, Canberra; ABS (2017) Australian Demographic Statistics, June 2017, Cat. no. 3101.0, Cat. no. 3101.0; ABS (2019) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2006 to 2031*, Cat. No. 3238.0; ABS (2019) *Projected population, Aboriginal and Torres Strait Islander Australians, states and territories, 2016 to 2031*, Cat. No. 3238.0.; table 2A.1; table 2A.4.

TABLE 5A.11

Table 5A.11 **Participation of 15–64 year olds in government-funded VET, by remoteness area (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Number of students										
Major cities	'000	251.4	193.8	122.7	67.6	42.3	..	15.0	..	692.9
Inner and outer regional	'000	133.3	67.0	78.4	21.3	19.1	24.6	–	8.4	352.2
Remote and very remote	'000	4.8	–	8.9	10.9	3.7	0.7	..	6.6	35.6
Total	'000	389.6	260.8	210.0	99.8	65.2	25.3	15.0	14.9	1 094.6
Participation rate										
Major cities	%	6.2	5.7	5.8	5.0	5.1	..	5.2	..	5.7
Inner and outer regional	%	11.6	7.7	7.5	8.3	7.9	7.6	7.2	7.9	8.8
Remote and very remote	%	22.2	–	10.8	10.1	10.3	11.4	..	9.6	10.9
Total	%	7.5	6.1	6.4	5.8	5.9	7.7	5.2	8.5	6.7
2017										
Number of students										
Major cities	'000	247.9	210.9	121.1	71.0	41.3	..	14.0	..	706.2
Inner and outer regional	'000	129.2	73.6	79.1	22.7	20.3	25.2	–	9.7	360.1
Remote and very remote	'000	4.5	–	9.3	11.0	4.0	0.7	..	7.4	37.0
Total	'000	381.5	284.5	209.6	104.7	65.6	25.9	14.0	17.2	1 115.7
Participation rate										
Major cities	%	6.2	6.3	5.8	5.3	5.0	..	5.0	..	6.0
Inner and outer regional	%	11.2	8.6	7.6	8.8	8.4	7.8	7.2	9.1	9.0
Remote and very remote	%	20.3	–	11.2	10.1	10.9	11.7	..	10.8	11.2
Total	%	7.4	6.8	6.5	6.1	5.9	7.9	5.0	9.8	6.9
2016										
Number of students										
Major cities	'000	257.8	227.8	124.1	77.3	44.4	..	13.8	..	745.2

TABLE 5A.11

Table 5A.11 **Participation of 15–64 year olds in government-funded VET, by remoteness area (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Inner and outer regional	'000	138.9	79.5	81.5	24.5	19.5	26.8	–	10.1	380.9
Remote and very remote	'000	5.0	–	9.7	11.2	3.6	0.8	..	8.0	38.3
Total	'000	401.6	307.3	215.4	113.1	67.5	27.5	13.8	18.1	1 181.1
Participation rate										
Major cities	%	6.6	7.0	6.1	5.8	5.4	..	5.0	..	6.4
Inner and outer regional	%	12.1	9.3	7.8	9.5	8.0	8.4	6.8	9.4	9.6
Remote and very remote	%	22.0	–	11.5	10.1	9.7	11.9	..	11.7	11.4
Total	%	7.9	7.5	6.8	6.6	6.1	8.4	5.0	10.3	7.4
2015										
Number of students										
Major cities	'000	192.0	262.0	127.3	79.7	55.0	..	13.5	..	729.6
Inner and outer regional	'000	116.3	93.3	83.0	26.6	22.2	27.2	–	10.3	379.0
Remote and very remote	'000	4.4	–	9.3	12.5	3.7	1.1	..	8.1	39.2
Total	'000	312.7	355.3	219.7	118.9	80.9	28.3	13.5	18.4	1 162.2
Participation rate										
Major cities	%	5.0	8.3	6.3	6.0	6.7	..	4.9	..	6.4
Inner and outer regional	%	10.2	11.0	8.0	10.2	9.1	8.5	5.7	9.8	9.6
Remote and very remote	%	19.1	–	10.8	11.0	10.0	16.5	..	11.6	11.5
Total	%	6.3	8.8	7.0	6.9	7.3	8.6	4.9	10.5	7.4

(a) This table reflects students participating in government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data are from the National VET Provider Collection.

(b) Participation is defined by students who were enrolled in a subject or completed a qualification during the reporting period. Participation includes AQF and non-AQF programs.

Table 5A.11 **Participation of 15–64 year olds in government-funded VET, by remoteness area (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	NCVER has used a two-step process to de-duplicate student counts in Government-funded students and courses – January to December 2018, which uses the USI where available and a count of distinct client identifiers within each submission for the residual data. This is similar to the process used to estimate total VET student counts, the only difference is that government-funded student counts are de-duplicated within each state, that is by the state/territory that administered the funding of the training activity, and not across states as is done in Total VET students and courses. Where comparisons of student counts are made within the publication, the same de-duplication process has been applied to all periods.									
(d)	Government-funded students by state and territory are reported on the basis of the state or territory of residence. As a result, state and territory totals of students will differ those reported in 5A.10 (on the basis of state or territory of funding). Also, the Australia total for government-funded students in this table includes unknown, unallocated or overseas areas.									
(e)	Student remoteness is based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote areas or very remote areas in the ACT. There are no major cities or inner regional areas in the NT. Data are for students from the remoteness areas throughout Australia studying in the jurisdiction.									
(f)	ABS population estimates are used to calculate the participation rates. Remoteness area population estimates are based on the 2016 Census. Total Australia population includes other territories. From 1 July 2016 other territories included Jervis Bay Territory, Christmas Island, the Cocos (Keeling) Islands and Norfolk Island.									
(g)	There was an initial spike in part qualification activity in NSW in 2016 due to the introduction of the Smart and Skilled Part Qualifications program in September 2015. The decrease in the number of students undertaking skills sets training in 2017 may in part be due to a natural drop in activity as initial demand was met. Also in 2017, student demand in NSW moved away from short courses and skill sets to higher level full qualifications. Between 2017 and 2018 in NSW, there was a 3.4 per cent increase in program enrolments at certificate III level, 17.9 per cent increase at certificate IV level and 10.0 per cent increase for diploma and higher qualifications.									
(h)	The number of students for 2014 to 2017 (inclusive) were under-reported for South Australia in previous Reports. The number for 2017 has been corrected in this Report, but data for 2014 to 2016 remain under-reported.									
(i)	Tasmania's government-funded student numbers in 2015 are not comparable with previous or subsequent years due to different methodologies applied to student identification.									

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

Source: NCVER, National VET Provider Collection; Derived from ABS (2015 to 2019), *Regional population by Age and Sex, Australia, 2014-2018*, Cat. no. 3235.0.

TABLE 5A.12

Table 5A.12 **Participation of 15–64 year olds in government-funded VET, by disability status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018									
Proportion of people with disability in the community who are participating	6.3	5.3	3.1	3.4	3.6	3.7	4.6	7.5	4.8
Proportion of people without disability in the community who are participating	6.8	6.1	5.7	5.5	6.2	8.1	2.4	13.5	6.2
Proportion of VET students									
Reported as having disability	9.8	10.5	6.9	6.6	8.1	9.6	11.5	5.4	9.0
Reported as not having disability	78.4	87.2	73.9	78.3	90.4	83.2	31.8	89.7	79.9
Disability status not reported	11.8	2.3	19.2	15.0	1.6	7.2	56.7	4.9	11.1
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	11.2	10.7	8.6	7.8	8.2	10.3	26.5	5.7	10.1
2017									
Proportion of VET students									
Reported as having disability	9.8	10.3	6.6	6.1	7.5	9.3	10.9	5.2	8.8
Reported as not having disability	78.1	87.6	72.7	81.7	89.5	84.5	87.9	87.8	81.0
Disability status not reported	12.1	2.1	20.7	12.3	3.0	6.2	1.2	7.0	10.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	11.1	10.5	8.4	6.9	7.7	9.9	11.0	5.6	9.8
2016									
Proportion of VET students									
Reported as having disability	9.2	10.5	6.1	5.5	9.5	9.1	10.6	5.2	8.6
Reported as not having disability	79.8	87.8	73.2	83.9	89.7	88.3	88.0	89.6	82.1
Disability status not reported	10.9	1.8	20.7	10.6	0.7	2.6	1.4	5.3	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	10.4	10.6	7.7	6.2	9.6	9.4	10.7	5.5	9.5

TABLE 5A.12

Table 5A.12 **Participation of 15–64 year olds in government-funded VET, by disability status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>NSW</i>	<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 people with disability in the community who are participating	4.4	6.2	2.7	3.7	4.7	4.2	4.9	9.6	4.5
Proportion of people without disability in the community who are participating	5.6	9.5	6.2	6.9	8.2	9.7	6.3	16.1	7.2
Proportion of VET students									
Reported as having disability	9.3	9.7	5.5	5.5	10.8	10.2	10.4	5.5	8.4
Reported as not having disability	77.0	88.5	73.8	85.8	88.7	87.1	88.6	89.5	82.3
Disability status not reported	13.7	1.8	20.7	8.8	0.6	2.7	1.0	5.0	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	10.8	9.9	7.0	6.0	10.8	10.5	10.5	5.8	9.3

- (a) This table reflects students participating in government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data are from the National VET Provider Collection.
- (b) Participation is defined by students who were enrolled in a subject or completed a qualification during the reporting period. Participation includes AQF and non-AQF programs.
- (c) NCVET has used a two-step process to de-duplicate student counts in Government-funded students and courses – January to December 2018, which uses the USI where available and a count of distinct client identifiers within each submission for the residual data. This is similar to the process used to estimate total VET student counts, the only difference is that government-funded student counts are de-duplicated within each state, that is by the state/territory that administered the funding of the training activity, and not across states as is done in Total VET students and courses. Where comparisons of student counts are made within the publication, the same de-duplication process has been applied to all periods.

Table 5A.12 Participation of 15–64 year olds in government-funded VET, by disability status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d) The proportion of people with disability in the community who are participating is calculated using the number of people reported as having disability from the National VET Provider Collection as the numerator and the number of people with disability from the triennial ABS Survey of Disability, Ageing and Carers as the denominator. In the National VET Provider Collection, those reported as having disability self-identify as having a disability, impairment or long-term condition. In the ABS survey, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. As the collections are different and due to the difficult nature of measuring disability by self-reporting, caution should be used when interpreting the proportion. As the survey is triennial, the proportion, and its without disability comparator, can only be reported for 2015 and 2018 in this table.									
(e) 'Adjusted for not reported' excludes 'not stated' responses.									
(f) There was an initial spike in part qualification activity in NSW in 2016 due to the introduction of the Smart and Skilled Part Qualifications program in September 2015. The decrease in the number of students undertaking skills sets training in 2017 may in part be due to a natural drop in activity as initial demand was met. Also in 2017, student demand in NSW moved away from short courses and skill sets to higher level full qualifications. Between 2017 and 2018 in NSW, there was a 3.4 per cent increase in program enrolments at certificate III level, 17.9 per cent increase at certificate IV level and 10.0 per cent increase for diploma and higher qualifications.									
(g) The number of students for 2014 to 2017 (inclusive) were under-reported for South Australia in previous Reports. The number for 2017 has been corrected in this Report, but data for 2014 to 2016 remain under-reported.									
(h) Tasmania's government-funded student numbers in 2015 are not comparable with previous or subsequent years due to different methodologies applied to student identification.									
(i) Government-funded students by state and territory are reported on the basis of the state or territory that administered the funding of that training. As a result, the Australia totals for government-funded students do not include data from other territories or unknown as all training is funded by the eight states and territories. Caution should therefore be used when interpreting participation rates for Australia which include other territories in the population denominator. – Nil or rounded to zero.									

Source: NCVET, National VET Provider Collection; ABS unpublished, *Microdata: Disability, Ageing and Carers, Australia, 2018*, Cat. no. 4430.0.30.002.

TABLE 5A.13

Table 5A.13 **Whether training helped graduates achieve their main reason for training, all government-funded graduates (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2019									
Total									
Helped or partly helped achieve main reason for training	83.4 ± 0.4	81.7 ± 0.5	79.9 ± 0.5	80.0 ± 0.9	86.3 ± 1.4	82.0 ± 1.6	85.6 ± 1.6	87.4 ± 2.1	82.1 ± 0.2
Helped achieve main reason	68.0 ± 0.5	66.3 ± 0.6	65.5 ± 0.6	65.1 ± 1.1	73.8 ± 1.8	66.0 ± 2.0	70.8 ± 2.1	74.3 ± 2.8	67.0 ± 0.3
Partly helped achieve main reason	15.4 ± 0.4	15.4 ± 0.5	14.5 ± 0.5	15.0 ± 0.8	12.5 ± 1.4	16.0 ± 1.5	14.8 ± 1.7	13.0 ± 2.2	15.1 ± 0.2
Did not help achieve main reason	6.9 ± 0.2	8.8 ± 0.4	12.2 ± 0.4	8.9 ± 0.6	8.2 ± 1.1	7.2 ± 1.1	5.4 ± 1.0	6.4 ± 1.5	8.8 ± 0.2
Did not know yet	9.7 ± 0.3	9.5 ± 0.4	7.8 ± 0.4	11.1 ± 0.7	5.5 ± 0.9	10.8 ± 1.3	9.0 ± 1.3	6.2 ± 1.5	9.2 ± 0.2
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	85.6 ± 1.3	85.5 ± 3.7	76.8 ± 2.2	82.6 ± 3.8	82.0 ± 10.7	86.3 ± 5.7	89.3 ± 8.6	90.0 ± 5.0	83.1 ± 1.0
2018									
Total									
Helped or partly helped achieve main reason for training	83.9 ± 0.3	83.1 ± 0.5	80.8 ± 0.5	82.1 ± 0.7	82.8 ± 1.3	84.2 ± 1.1	85.3 ± 1.4	88.9 ± 1.6	82.9 ± 0.2
Helped achieve main reason	68.0 ± 0.4	66.8 ± 0.6	65.6 ± 0.6	66.1 ± 0.9	67.7 ± 1.5	69.7 ± 1.4	71.1 ± 1.8	76.6 ± 2.2	67.2 ± 0.3
Partly helped achieve main reason	15.9 ± 0.3	16.4 ± 0.5	15.2 ± 0.5	16.1 ± 0.7	15.1 ± 1.2	14.5 ± 1.0	14.2 ± 1.4	12.3 ± 1.7	15.7 ± 0.2
Did not help achieve main reason	6.9 ± 0.2	8.1 ± 0.3	11.8 ± 0.4	8.4 ± 0.5	9.7 ± 1.0	6.9 ± 0.7	6.1 ± 0.9	5.1 ± 1.2	8.5 ± 0.2
Did not know yet	9.2 ± 0.3	8.8 ± 0.3	7.4 ± 0.3	9.4 ± 0.6	7.6 ± 0.9	8.8 ± 0.8	8.6 ± 1.1	6.0 ± 1.2	8.5 ± 0.2
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	84.2 ± 1.3	84.4 ± 4.3	80.7 ± 2.2	85.1 ± 3.2	82.0 ± 7.7	83.0 ± 4.8	86.8 ± 6.4	85.4 ± 5.0	83.5 ± 1.0
2017									
Total									
Helped or partly helped achieve main reason for training	83.9 ± 0.5	82.1 ± 0.6	80.6 ± 0.6	83.4 ± 0.8	83.7 ± 1.0	86.2 ± 1.0	87.1 ± 1.5	91.0 ± 1.4	82.8 ± 0.3

TABLE 5A.13

Table 5A.13 **Whether training helped graduates achieve their main reason for training, all government-funded graduates (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Helped achieve main reason	67.8 ± 0.6	65.7 ± 0.7	65.2 ± 0.7	68.0 ± 1.0	68.9 ± 1.3	72.8 ± 1.2	73.2 ± 1.8	76.3 ± 2.5	67.1 ± 0.3
Partly helped achieve main reason	16.1 ± 0.5	16.4 ± 0.5	15.3 ± 0.5	15.4 ± 0.8	14.8 ± 0.9	13.4 ± 0.9	13.8 ± 1.4	14.7 ± 2.2	15.8 ± 0.3
Did not help achieve main reason	6.9 ± 0.3	9.1 ± 0.4	10.8 ± 0.4	7.2 ± 0.5	7.5 ± 0.7	5.5 ± 0.6	4.4 ± 0.8	3.8 ± 0.9	8.4 ± 0.2
Did not know yet	9.1 ± 0.4	8.8 ± 0.4	8.6 ± 0.4	9.4 ± 0.6	8.8 ± 0.8	8.2 ± 0.8	8.5 ± 1.3	5.2 ± 1.1	8.8 ± 0.2
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	84.6 ± 1.5	86.5 ± 3.5	77.6 ± 2.1	86.8 ± 3.3	84.7 ± 5.6	84.2 ± 4.4	92.4 ± 4.7	96.1 ± 2.2	83.6 ± 1.0
2016									
Total									
Helped or partly helped achieve main reason for training	84.1 ± 1.2	81.5 ± 1.1	79.2 ± 2.0	82.5 ± 1.9	84.2 ± 1.9	85.2 ± 1.9	87.9 ± 2.3	91.3 ± 1.7	82.2 ± 0.7
Helped achieve main reason	66.3 ± 1.6	65.5 ± 1.3	64.2 ± 2.3	67.2 ± 2.4	64.7 ± 2.5	71.4 ± 2.4	75.6 ± 2.9	77.7 ± 2.7	66.0 ± 0.8
Partly helped achieve main reason	17.8 ± 1.3	16.1 ± 1.0	15.0 ± 1.7	15.3 ± 1.8	19.5 ± 2.1	13.8 ± 1.8	12.3 ± 2.2	13.5 ± 2.3	16.2 ± 0.6
Did not help achieve main reason	6.2 ± 0.8	8.6 ± 0.8	12.9 ± 1.7	8.6 ± 1.4	7.4 ± 1.4	6.6 ± 1.3	4.2 ± 1.3	3.6 ± 1.2	8.8 ± 0.5
Did not know yet	9.7 ± 1.0	9.9 ± 0.8	7.9 ± 1.3	8.9 ± 1.4	8.4 ± 1.5	8.2 ± 1.5	7.9 ± 1.9	5.2 ± 1.3	9.0 ± 0.5
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	84.7 ± 5.4	81.9 ± 9.0	82.2 ± 8.7	81.9 ± 10.0	90.6 ± 10.4	84.1 ± 8.8	98.0 ± 3.8	94.2 ± 3.8	84.1 ± 3.5
2015									
Total									
Helped or partly helped achieve main reason for training	82.4 ± 0.9	76.5 ± 2.2	76.7 ± 2.1	84.2 ± 1.1	80.3 ± 1.8	83.5 ± 1.7	83.7 ± 2.5	89.8 ± 2.1	79.7 ± 0.8
Helped achieve main reason	67.1 ± 1.1	60.5 ± 2.5	62.1 ± 2.2	70.0 ± 1.3	63.9 ± 2.1	69.7 ± 2.1	68.6 ± 3.2	79.2 ± 3.0	64.4 ± 0.9
Partly helped achieve main reason	15.2 ± 0.9	16.0 ± 1.9	14.5 ± 1.7	14.2 ± 1.0	16.4 ± 1.7	13.8 ± 1.6	15.1 ± 2.6	10.6 ± 2.4	15.3 ± 0.7
Did not help achieve main reason	7.3 ± 0.7	13.1 ± 1.8	14.1 ± 1.8	7.2 ± 0.8	9.5 ± 1.3	7.5 ± 1.2	7.1 ± 1.7	4.9 ± 1.5	10.4 ± 0.7
Did not know yet	10.3 ± 0.7	10.4 ± 1.5	9.2 ± 1.4	8.6 ± 0.8	10.3 ± 1.3	9.1 ± 1.3	9.2 ± 2.0	5.3 ± 1.5	9.9 ± 0.6

Table 5A.13 **Whether training helped graduates achieve their main reason for training, all government-funded graduates (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	86.3 ± 3.5	93.5 ± 5.4	63.4 ± 10.9	80.9 ± 7.0	81.0 ± 12.8	87.3 ± 5.9	94.7 ± 5.6	86.8 ± 6.2	79.7 ± 4.1

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.
- (b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).
- (c) This table reflects students who completed government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.
- (d) From 2017 the Student Outcomes Survey collects data on students aged 18 years and over. The age scope of graduates included in this table is 18 years and over. In the 2017 RoGS, the age scope was 15 years and over.
- (e) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.
- (f) There are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.
- (g) Main reason for training includes either seeking an employment-related outcome (to get a job, to develop or start my own business, to try for a different career, to get a better job or promotion, to meet job requirements, to get extra skills), seeking a further study outcome (to get into another training of study) or seeking a personal development outcome (for personal interest, for other reasons).
- (h) 'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.

Table 5A.13 **Whether training helped graduates achieve their main reason for training, all government-funded graduates (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(i)	From 2017 and onwards, information on student characteristics, such as disability status and Indigenous status, was sourced from the National VET Provider Collection. It was asked of respondents only when missing from the National VET Provider Collection.								
(j)	From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.								

Source: NCVET, National Student Outcomes Survey.

TABLE 5A.14

Table 5A.14 **Proportion of all government-funded graduates satisfied with the quality of their training, by satisfaction outcome (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2019									
Total									
Satisfied with overall quality of training	90.5 ± 0.3	85.7 ± 0.5	88.1 ± 0.4	89.0 ± 0.7	88.5 ± 1.2	90.8 ± 0.9	88.5 ± 1.2	90.7 ± 1.6	88.6 ± 0.2
Satisfied with instructors	89.1 ± 0.3	84.4 ± 0.5	87.8 ± 0.4	88.1 ± 0.7	87.6 ± 1.3	88.8 ± 1.0	87.9 ± 1.2	88.6 ± 1.7	87.5 ± 0.2
Satisfied with assessment	90.8 ± 0.3	86.8 ± 0.4	89.8 ± 0.4	89.5 ± 0.7	90.0 ± 1.2	91.4 ± 0.9	89.9 ± 1.1	92.3 ± 1.5	89.5 ± 0.2
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	92.2 ± 1.0	89.0 ± 3.2	91.0 ± 1.5	92.6 ± 2.5	86.5 ± 9.0	89.5 ± 4.0	86.3 ± 6.6	96.1 ± 2.6	91.6 ± 0.7
2018									
Total									
Satisfied with overall quality of training	89.2 ± 0.3	85.2 ± 0.4	87.5 ± 0.4	87.8 ± 0.6	85.6 ± 1.1	88.3 ± 1.0	85.5 ± 1.4	89.7 ± 1.7	87.4 ± 0.2
Satisfied with instructors	89.3 ± 0.3	85.6 ± 0.4	87.9 ± 0.4	87.3 ± 0.7	86.4 ± 1.1	88.5 ± 0.9	86.5 ± 1.4	89.0 ± 1.6	87.6 ± 0.2
Satisfied with assessment	90.5 ± 0.3	87.8 ± 0.4	89.9 ± 0.4	89.4 ± 0.6	88.4 ± 1.0	90.3 ± 0.9	88.2 ± 1.3	92.1 ± 1.4	89.5 ± 0.2
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	92.8 ± 1.0	87.0 ± 4.0	90.8 ± 1.6	90.9 ± 2.7	88.7 ± 6.5	89.6 ± 3.7	72.6 ± 8.9	88.3 ± 5.3	91.0 ± 0.8
2017									
Total									
Satisfied with overall quality of training	89.2 ± 0.4	85.3 ± 0.5	88.2 ± 0.5	88.7 ± 0.7	89.2 ± 0.8	89.4 ± 0.9	87.9 ± 1.3	88.7 ± 2.2	87.8 ± 0.2
Satisfied with instructors	89.1 ± 0.4	85.6 ± 0.5	88.3 ± 0.5	87.9 ± 0.7	88.5 ± 0.9	88.9 ± 0.9	86.2 ± 1.4	86.3 ± 2.3	87.7 ± 0.2
Satisfied with assessment	90.5 ± 0.4	88.1 ± 0.4	90.0 ± 0.5	90.4 ± 0.7	90.0 ± 0.8	91.1 ± 0.8	89.3 ± 1.3	91.0 ± 1.5	89.7 ± 0.2
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	91.6 ± 1.2	87.8 ± 3.5	90.8 ± 1.5	93.4 ± 2.2	91.4 ± 4.4	90.3 ± 3.8	87.6 ± 6.0	91.1 ± 3.3	91.0 ± 0.8
2016									
Total									
Satisfied with overall quality of training	88.1 ± 1.1	84.3 ± 1.0	85.3 ± 1.8	86.8 ± 1.7	88.0 ± 1.7	88.6 ± 1.7	85.7 ± 2.4	88.1 ± 2.1	86.2 ± 0.6
Satisfied with instructors	88.2 ± 1.1	83.3 ± 1.0	86.4 ± 1.7	86.8 ± 1.7	87.7 ± 1.8	88.6 ± 1.7	85.3 ± 2.4	86.6 ± 2.3	86.1 ± 0.6
Satisfied with assessment	89.5 ± 1.0	86.1 ± 0.9	87.4 ± 1.7	87.9 ± 1.7	89.8 ± 1.6	89.4 ± 1.7	87.5 ± 2.3	90.5 ± 2.0	87.8 ± 0.6
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	89.3 ± 4.5	90.8 ± 6.5	86.7 ± 7.8	93.6 ± 6.3	91.3 ± 9.7	91.4 ± 7.4	95.1 ± 6.8	91.9 ± 4.9	89.6 ± 3.0

TABLE 5A.14

Table 5A.14 **Proportion of all government-funded graduates satisfied with the quality of their training, by satisfaction outcome (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Total									
Satisfied with overall quality of training	88.7 ± 0.8	83.7 ± 1.9	86.2 ± 1.7	87.7 ± 1.0	88.5 ± 1.4	89.0 ± 1.5	84.6 ± 2.5	87.0 ± 2.7	86.6 ± 0.7
Satisfied with instructors	90.2 ± 0.8	87.3 ± 1.7	90.2 ± 1.3	89.9 ± 0.9	91.0 ± 1.3	91.6 ± 1.3	86.3 ± 2.4	89.1 ± 2.6	89.4 ± 0.6
Satisfied with assessment	90.1 ± 0.8	86.5 ± 1.7	89.0 ± 1.5	89.8 ± 0.9	89.4 ± 1.4	89.8 ± 1.5	86.1 ± 2.4	89.4 ± 2.5	88.7 ± 0.6
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	90.9 ± 3.1	92.3 ± 5.6	88.1 ± 7.2	91.7 ± 4.6	93.3 ± 9.3	90.5 ± 5.5	84.4 ± 11.7	87.9 ± 7.5	90.1 ± 2.6

Data are comparable across jurisdictions, but not comparable over time (2019 data are not comparable with earlier years).

Data are complete for the current reporting period.

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.
- (b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).
- (c) This table reflects students who completed government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.
- (d) From 2017 the Student Outcomes Survey collects data on students aged 18 years and over. The age scope of graduates included in this table is 18 years and over. In the 2017 RoGS, the age scope was 15 years and over.
- (e) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.
- (f) There are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.

Table 5A.14 Proportion of all government-funded graduates satisfied with the quality of their training, by satisfaction outcome (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(g) 'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.									
(h) From 2017 and onwards, information on student characteristics, such as disability status and Indigenous status, was sourced from the National VET Provider Collection. It was asked of respondents only when missing from the National VET Provider Collection.									
(i) From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.									
(j) Following a trial in 2018, the 2019 questionnaire was revised with changes to question wording and a change from an agreement scale to a satisfaction scale for satisfied with the overall quality of training. Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because the estimates may differ to prior years due to the improvements to question wording.									
(k) Prior to 2019, satisfaction includes graduates reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item. In 2019, the reported satisfaction includes graduates reporting that they 'Strongly satisfied' or 'Satisfied' with the relevant questionnaire item.									

Source: NCVET, National Student Outcomes Survey.

TABLE 5A.15

Table 5A.15 Proportion of employers engaged with VET, by type of engagement (per cent) (a), (b), (c), (d), (e), (f), (g)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2019									
Total	51.5 ± 2.7	50.2 ± 3.2	53.2 ± 3.6	48.4 ± 4.3	45.3 ± 3.8	55.1 ± 3.7	48.6 ± 4.5	57.4 ± 3.8	50.9 ± 1.5
Apprenticeships or traineeships	24.5 ± 2.2	22.6 ± 2.3	24.5 ± 2.7	19.0 ± 3.3	18.7 ± 2.7	29.4 ± 3.4	19.8 ± 3.4	29.3 ± 3.5	23.2 ± 1.2
Nationally recognised training	20.1 ± 2.2	17.6 ± 2.4	21.3 ± 2.9	20.4 ± 3.5	20.0 ± 3.2	23.7 ± 3.3	21.6 ± 3.8	26.7 ± 3.8	19.9 ± 1.2
Formal vocational qualifications as a job requirement	32.4 ± 2.5	34.5 ± 3.0	37.3 ± 3.5	36.3 ± 4.1	31.3 ± 3.4	34.3 ± 3.5	31.0 ± 4.2	41.4 ± 4.0	34.2 ± 1.4
2017									
Total	56.5 ± 2.8	51.8 ± 3.2	54.9 ± 3.9	52.9 ± 4.1	51.2 ± 3.8	58.5 ± 3.5	56.1 ± 4.1	58.5 ± 4.0	54.4 ± 1.6
Apprenticeships or traineeships	25.1 ± 2.3	22.3 ± 2.4	25.2 ± 2.8	19.0 ± 2.7	17.2 ± 2.6	29.9 ± 3.5	26.2 ± 3.4	28.9 ± 3.2	23.5 ± 1.2
Nationally recognised training	21.0 ± 2.3	20.3 ± 2.6	25.8 ± 3.7	25.5 ± 3.6	21.2 ± 3.2	25.3 ± 3.2	23.5 ± 3.5	32.5 ± 3.8	22.4 ± 1.3
Formal vocational qualifications as a job requirement	40.0 ± 2.7	34.8 ± 3.0	36.9 ± 3.9	35.4 ± 3.8	33.8 ± 3.5	35.7 ± 3.5	37.6 ± 3.9	40.3 ± 4.0	37.2 ± 1.5
2015									
Total	53.9 ± 4.0	47.7 ± 3.8	57.9 ± 4.0	55.0 ± 4.0	46.6 ± 4.1	54.2 ± 5.2	52.2 ± 4.4	61.5 ± 4.8	52.8 ± 2.0
Apprenticeships or traineeships	25.7 ± 3.6	20.5 ± 2.7	26.7 ± 3.1	26.1 ± 3.3	19.5 ± 3.1	26.9 ± 3.6	24.8 ± 3.1	26.9 ± 4.0	24.3 ± 1.6
Nationally recognised training	20.1 ± 3.0	18.6 ± 3.1	23.0 ± 3.8	21.1 ± 3.3	18.8 ± 3.1	23.4 ± 4.3	25.8 ± 4.1	34.0 ± 4.7	20.6 ± 1.6
Formal vocational qualifications as a job requirement	39.6 ± 3.8	31.2 ± 3.5	39.5 ± 4.1	38.3 ± 4.0	30.7 ± 3.7	34.8 ± 4.7	33.2 ± 3.5	42.7 ± 4.8	36.6 ± 1.9
2013									
Total	52.9 ± 3.2	49.9 ± 3.7	51.2 ± 3.6	54.6 ± 3.9	50.8 ± 4.3	56.7 ± 4.7	51.7 ± 4.3	60.2 ± 4.4	51.9 ± 1.7
Apprenticeships or traineeships	26.8 ± 2.7	26.7 ± 3.2	27.2 ± 3.0	27.8 ± 3.4	25.7 ± 3.8	29.5 ± 3.7	23.6 ± 3.5	30.9 ± 4.0	26.9 ± 1.4
Nationally recognised training	20.6 ± 2.4	18.1 ± 2.8	18.2 ± 2.5	22.8 ± 3.3	22.0 ± 3.4	23.6 ± 3.7	28.0 ± 4.0	31.2 ± 4.2	20.0 ± 1.3
Formal vocational qualifications as a job requirement	35.8 ± 3.1	29.8 ± 3.4	32.5 ± 3.5	36.3 ± 3.9	30.9 ± 3.9	33.7 ± 4.4	30.8 ± 4.0	38.6 ± 4.0	33.3 ± 1.6

TABLE 5A.15

Table 5A.15 **Proportion of employers engaged with VET, by type of engagement (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Total	56.0 ± 2.7	57.0 ± 3.1	56.7 ± 4.0	55.3 ± 4.5	51.1 ± 5.0	62.7 ± 4.8	52.2 ± 4.9	59.0 ± 5.7	56.1 ± 1.6
Apprenticeships or traineeships	28.7 ± 2.5	30.3 ± 2.9	33.7 ± 4.1	28.8 ± 3.9	28.6 ± 4.4	44.8 ± 4.7	25.3 ± 4.0	33.5 ± 4.9	30.4 ± 1.5
Nationally recognised training	22.3 ± 2.3	24.6 ± 2.9	23.4 ± 3.5	25.7 ± 4.0	22.0 ± 3.8	30.6 ± 5.3	29.2 ± 4.4	33.5 ± 5.4	23.7 ± 1.4
Formal vocational qualifications as a job requirement	39.5 ± 2.8	34.0 ± 3.1	35.5 ± 3.9	36.5 ± 4.4	32.2 ± 4.5	34.9 ± 5.4	33.9 ± 4.7	35.8 ± 5.2	36.4 ± 1.6

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) Data are from the biennial Survey of Employer Use and Views of the VET System. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.
- (b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).
- (c) All organisations in Australia with at least one employee are in scope of the survey.
- (d) The components of engagement with VET system are if the employer has had employees undertaking an apprenticeship or traineeship, or had arranged or provided their employees with nationally recognised training, or if had employees with formal vocational qualification as a requirement of their job.
- (e) Engagement with apprenticeships or traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.
- (f) Engagement with nationally recognised training means organisation arranged or provided their employees with nationally recognised training over the past 12 months (that is not part of an apprenticeship or traineeship).
- (g) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.

Source: NCVET, Survey of Employers' Use and Views of the VET System.

TABLE 5A.16

Table 5A.16 Proportion of employers satisfied with VET, by type of engagement (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2019									
Satisfaction with all forms of VET training engaged with									
Satisfied	71.2 ± 3.4	69.4 ± 4.0	64.7 ± 4.7	73.0 ± 5.5	65.1 ± 5.3	68.3 ± 4.9	75.6 ± 5.8	60.1 ± 5.6	69.2 ± 1.9
Neither satisfied or dissatisfied	22.2 ± 3.1	21.3 ± 3.5	27.3 ± 4.3	21.6 ± 5.1	26.6 ± 5.2	22.7 ± 4.4	16.1 ± 4.6	35.9 ± 5.5	23.2 ± 1.8
Dissatisfied	6.6 ± 1.9	9.3 ± 2.4	8.1 ± 2.8	5.4 ± 2.6	8.4 ± 3.6	9.0 ± 3.0	8.3 ± 4.1	4.0 ± 2.1	7.6 ± 1.1
Satisfaction with apprenticeships or traineeships									
Satisfied	78.6 ± 4.4	76.1 ± 5.5	77.6 ± 5.4	77.3 ± 8.6	78.6 ± 6.7	75.4 ± 6.2	86.8 ± 6.4	71.2 ± 7.5	77.6 ± 2.5
Neither satisfied or dissatisfied	12.1 ± 3.5	11.1 ± 3.9	14.0 ± 4.5	12.3 ± 6.9	10.2 ± 5.0	12.9 ± 4.8	8.3 ± 5.2	17.6 ± 6.3	12.2 ± 2.0
Dissatisfied	9.3 ± 3.1	12.8 ± 4.3	8.4 ± 3.7	10.5 ± 6.4	11.2 ± 5.1	11.8 ± 4.6	4.9 ± 4.0	11.2 ± 5.1	10.2 ± 1.8
Satisfaction with nationally recognised training									
Satisfied	79.1 ± 5.1	77.5 ± 6.3	78.2 ± 6.3	82.5 ± 7.4	74.9 ± 7.9	82.6 ± 6.2	77.9 ± 9.0	81.3 ± 6.7	78.8 ± 2.8
Neither satisfied or dissatisfied	14.1 ± 4.5	11.2 ± 4.5	13.8 ± 5.1	11.8 ± 6.5	16.5 ± 7.0	13.0 ± 5.5	10.0 ± 6.3	12.6 ± 6.0	13.2 ± 2.3
Dissatisfied	6.7 ± 3.1	11.3 ± 4.9	8.0 ± 4.3	5.7 ± 4.2	8.6 ± 5.5	4.4 ± 3.3	12.0 ± 7.3	6.0 ± 4.2	8.1 ± 1.9
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	74.5 ± 4.2	72.6 ± 4.9	65.5 ± 5.8	79.1 ± 5.8	66.2 ± 6.4	68.6 ± 6.2	77.9 ± 7.2	67.7 ± 6.4	72.1 ± 2.4
Neither satisfied or dissatisfied	15.7 ± 3.5	11.8 ± 3.6	18.8 ± 4.4	11.5 ± 4.5	18.1 ± 5.4	16.4 ± 5.0	10.0 ± 4.9	20.5 ± 5.5	15.0 ± 1.9
Dissatisfied	9.9 ± 3.0	15.6 ± 3.8	15.8 ± 4.7	9.4 ± 4.1	15.7 ± 5.7	15.1 ± 4.6	12.2 ± 5.9	11.8 ± 4.3	12.9 ± 1.8
2017									
Satisfaction with all forms of VET training engaged with									
Satisfied	72.8 ± 3.4	69.5 ± 4.1	69.7 ± 4.5	74.8 ± 4.8	69.2 ± 4.8	74.0 ± 4.9	74.1 ± 5.1	69.5 ± 5.0	71.4 ± 1.9
Neither satisfied or dissatisfied	18.7 ± 3.0	21.5 ± 3.6	22.7 ± 4.1	20.0 ± 4.5	22.9 ± 4.3	18.0 ± 4.4	17.9 ± 4.4	25.2 ± 4.5	20.6 ± 1.7
Dissatisfied	8.5 ± 2.2	8.9 ± 2.5	7.6 ± 2.3	5.2 ± 2.2	7.9 ± 3.0	8.0 ± 2.7	8.0 ± 3.3	5.3 ± 2.9	8.0 ± 1.2
Satisfaction with apprenticeships or traineeships									
Satisfied	78.9 ± 4.7	71.2 ± 6.0	80.5 ± 5.5	81.9 ± 5.9	78.7 ± 6.9	73.6 ± 7.3	78.3 ± 6.9	80.1 ± 5.8	77.5 ± 2.6
Neither satisfied or dissatisfied	7.9 ± 2.8	14.5 ± 5.0	11.6 ± 4.7	8.3 ± 3.9	10.9 ± 5.0	11.3 ± 6.3	8.5 ± 4.2	10.1 ± 4.4	10.5 ± 1.9
Dissatisfied	13.2 ± 4.0	14.2 ± 4.4	7.8 ± 3.3	9.9 ± 4.7	10.5 ± 5.3	15.0 ± 6.1	13.2 ± 6.1	9.8 ± 4.4	12.0 ± 2.0

TABLE 5A.16

Table 5A.16 Proportion of employers satisfied with VET, by type of engagement (per cent) (a), (b), (c), (d), (e), (f), (g)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Satisfaction with nationally recognised training									
Satisfied	82.2 ± 5.2	82.5 ± 5.4	80.7 ± 5.8	83.9 ± 6.4	80.4 ± 6.7	84.2 ± 5.1	86.7 ± 5.6	84.3 ± 5.7	82.2 ± 2.6
Neither satisfied or dissatisfied	11.3 ± 4.6	10.1 ± 4.4	11.7 ± 4.9	11.0 ± 5.7	13.8 ± 5.5	6.2 ± 2.9	9.0 ± 4.7	7.3 ± 3.6	11.0 ± 2.3
Dissatisfied	6.5 ± 2.9	7.4 ± 3.6	7.6 ± 3.7	5.1 ± 3.2	5.8 ± 4.5	9.6 ± 4.4	4.3 ± 3.3	8.5 ± 4.8	6.8 ± 1.6
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	76.2 ± 3.9	76.6 ± 4.6	70.6 ± 5.5	79.8 ± 5.4	72.2 ± 5.8	81.2 ± 5.5	77.9 ± 6.3	73.9 ± 5.5	75.4 ± 2.2
Neither satisfied or dissatisfied	10.8 ± 2.9	9.4 ± 3.0	16.4 ± 4.5	10.5 ± 4.1	14.9 ± 4.5	9.4 ± 3.0	11.3 ± 4.3	16.9 ± 4.7	11.7 ± 1.7
Dissatisfied	13.1 ± 3.0	14.0 ± 3.9	13.0 ± 3.8	9.7 ± 4.1	12.9 ± 4.5	9.4 ± 4.8	10.8 ± 5.1	9.2 ± 3.5	12.8 ± 1.7
2015									
Satisfaction with all forms of VET training engaged with									
Satisfied	73.1 ± 4.7	72.1 ± 4.7	72.6 ± 5.2	73.3 ± 5.0	76.0 ± 5.0	76.1 ± 5.0	72.9 ± 5.0	67.0 ± 5.9	72.9 ± 2.4
Neither satisfied or dissatisfied	20.3 ± 4.3	20.1 ± 4.2	20.6 ± 4.6	18.8 ± 4.3	19.9 ± 4.7	18.5 ± 4.5	22.3 ± 4.7	25.0 ± 5.4	20.2 ± 2.1
Dissatisfied	6.6 ± 2.6	7.7 ± 2.7	6.8 ± 3.1	7.9 ± 3.2	4.1 ± 2.0	5.4 ± 2.4	4.8 ± 2.4	7.9 ± 3.7	6.9 ± 1.3
Satisfaction with apprenticeships or traineeships									
Satisfied	81.6 ± 6.3	79.9 ± 6.3	82.7 ± 5.4	82.4 ± 6.3	85.4 ± 5.4	82.0 ± 6.3	80.5 ± 6.3	74.3 ± 8.2	81.7 ± 3.0
Neither satisfied or dissatisfied	9.1 ± 4.4	6.6 ± 3.4	8.1 ± 4.0	5.1 ± 2.5	8.6 ± 4.2	9.6 ± 5.1	10.5 ± 5.0	8.4 ± 4.2	7.9 ± 2.0
Dissatisfied	9.3 ± 5.0	13.5 ± 5.5	9.2 ± 3.9	12.5 ± 5.9	6.0 ± 3.8	8.4 ± 4.2	9.0 ± 4.4	17.3 ± 7.6	10.4 ± 2.4
Satisfaction with nationally recognised training									
Satisfied	83.9 ± 6.5	83.7 ± 6.4	84.9 ± 7.2	82.6 ± 6.8	87.0 ± 6.2	80.8 ± 7.6	82.2 ± 6.1	81.5 ± 6.6	84.0 ± 3.2
Neither satisfied or dissatisfied	10.0 ± 5.5	12.3 ± 6.0	6.5 ± 3.2	9.4 ± 4.8	9.1 ± 5.4	13.5 ± 6.5	10.3 ± 4.6	11.1 ± 5.0	9.8 ± 2.5
Dissatisfied	6.1 ± 4.0	4.1 ± 2.6	8.5 ± 6.7	8.0 ± 5.3	4.0 ± 3.4	5.7 ± 4.3	7.5 ± 4.3	7.4 ± 4.9	6.3 ± 2.2
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	73.7 ± 5.7	79.1 ± 5.2	75.9 ± 5.8	78.9 ± 5.6	77.7 ± 6.1	79.6 ± 5.8	77.9 ± 5.8	76.1 ± 6.4	76.2 ± 2.8
Neither satisfied or dissatisfied	12.2 ± 4.2	12.8 ± 4.2	13.7 ± 4.0	11.9 ± 4.6	16.1 ± 5.6	10.5 ± 4.3	14.6 ± 5.0	12.4 ± 4.7	12.8 ± 2.1
Dissatisfied	14.1 ± 4.6	8.1 ± 3.5	10.4 ± 4.5	9.2 ± 3.9	6.2 ± 3.0	9.9 ± 4.1	7.5 ± 3.8	11.6 ± 4.9	10.9 ± 2.2

TABLE 5A.16

Table 5A.16 Proportion of employers satisfied with VET, by type of engagement (per cent) (a), (b), (c), (d), (e), (f), (g)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Satisfaction with all forms of VET training engaged with									
Satisfied	74.4 ± 4.0	73.1 ± 4.7	69.5 ± 4.4	73.7 ± 5.1	75.4 ± 4.9	72.4 ± 5.2	75.5 ± 5.3	69.3 ± 5.5	73.1 ± 2.1
Neither satisfied or dissatisfied	19.0 ± 3.6	20.4 ± 4.1	23.5 ± 4.1	21.1 ± 4.5	20.0 ± 4.7	21.2 ± 4.8	19.3 ± 5.0	23.5 ± 4.8	20.6 ± 1.9
Dissatisfied	6.6 ± 2.4	6.5 ± 3.0	7.0 ± 2.4	5.2 ± 3.1	4.6 ± 2.1	6.5 ± 2.6	5.2 ± 2.3	7.2 ± 3.4	6.4 ± 1.3
Satisfaction with apprenticeships or traineeships									
Satisfied	77.2 ± 5.7	80.8 ± 6.4	77.8 ± 5.4	82.1 ± 6.5	78.8 ± 7.3	76.1 ± 6.8	79.2 ± 8.1	77.7 ± 7.0	78.8 ± 2.9
Neither satisfied or dissatisfied	12.1 ± 4.5	7.8 ± 3.7	10.6 ± 4.0	9.0 ± 3.8	12.1 ± 5.9	12.8 ± 5.2	12.2 ± 7.4	7.8 ± 3.8	10.4 ± 2.1
Dissatisfied	10.7 ± 4.4	11.5 ± 5.6	11.6 ± 4.1	8.9 ± 5.5	9.0 ± 5.0	11.1 ± 5.0	8.7 ± 4.3	14.5 ± 6.3	10.8 ± 2.3
Satisfaction with nationally recognised training									
Satisfied	86.4 ± 4.2	77.1 ± 8.0	81.2 ± 5.9	85.0 ± 5.6	87.4 ± 4.9	84.9 ± 5.8	84.5 ± 5.5	82.2 ± 6.6	83.1 ± 2.8
Neither satisfied or dissatisfied	7.6 ± 3.3	13.1 ± 5.6	11.0 ± 4.7	9.5 ± 4.6	6.1 ± 3.5	8.2 ± 4.5	8.8 ± 4.4	9.5 ± 5.2	9.6 ± 2.0
Dissatisfied	6.0 ± 2.9	9.9 ± 6.7	7.8 ± 4.1	5.6 ± 3.6	6.5 ± 3.8	6.9 ± 3.9	6.6 ± 3.7	8.3 ± 4.7	7.3 ± 2.1
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	79.2 ± 4.7	80.2 ± 5.8	74.2 ± 5.4	78.2 ± 6.0	79.8 ± 6.0	79.5 ± 6.2	77.8 ± 7.5	71.9 ± 6.5	78.3 ± 2.5
Neither satisfied or dissatisfied	13.8 ± 4.2	9.6 ± 4.0	15.9 ± 4.6	12.5 ± 4.3	11.4 ± 4.3	9.9 ± 4.3	15.4 ± 7.0	19.5 ± 5.7	13.0 ± 2.1
Dissatisfied	7.0 ± 2.7	10.2 ± 4.8	10.0 ± 3.6	9.4 ± 4.7	8.8 ± 4.8	10.6 ± 5.0	6.8 ± 3.6	8.6 ± 4.3	8.7 ± 1.7
2011									
Satisfaction with all forms of VET training engaged with									
Satisfied	80.0 ± 3.3	78.2 ± 3.7	73.6 ± 5.3	77.8 ± 5.2	81.7 ± 4.6	71.8 ± 7.1	74.0 ± 6.1	74.9 ± 6.4	77.8 ± 1.9
Neither satisfied or dissatisfied	16.9 ± 3.1	16.7 ± 3.3	21.2 ± 4.9	17.1 ± 4.7	15.3 ± 4.3	20.7 ± 6.4	21.8 ± 5.7	20.1 ± 5.5	17.8 ± 1.8
Dissatisfied	3.1 ± 1.4	5.1 ± 2.1	5.2 ± 2.8	5.1 ± 2.8	3.0 ± 2.2	7.5 ± 4.2	4.2 ± 2.9	4.9 ± 4.0	4.3 ± 1.0
Satisfaction with apprenticeships or traineeships									
Satisfied	84.4 ± 4.1	83.4 ± 4.8	77.7 ± 7.1	84.5 ± 6.8	90.9 ± 5.0	80.1 ± 6.7	81.2 ± 7.8	78.5 ± 8.5	82.9 ± 2.5
Neither satisfied or dissatisfied	9.7 ± 3.3	7.5 ± 3.2	10.1 ± 4.4	6.2 ± 4.4	5.2 ± 3.7	6.0 ± 3.5	13.2 ± 6.8	6.6 ± 4.4	8.5 ± 1.7
Dissatisfied	5.9 ± 2.7	9.1 ± 3.9	12.2 ± 6.2	9.3 ± 5.4	3.9 ± 3.5	13.9 ± 6.2	5.6 ± 4.6	14.9 ± 7.7	8.6 ± 2.0

TABLE 5A.16

Table 5A.16 **Proportion of employers satisfied with VET, by type of engagement (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Satisfaction with nationally recognised training									
Satisfied	89.4 ± 4.0	89.4 ± 4.3	91.0 ± 3.9	85.9 ± 6.5	89.5 ± 6.0	86.5 ± 6.6	86.2 ± 6.8	87.6 ± 6.3	89.2 ± 2.1
Neither satisfied or dissatisfied	7.6 ± 3.6	5.8 ± 3.5	5.1 ± 2.9	7.5 ± 5.1	6.3 ± 4.5	2.9 ± 2.7	7.0 ± 5.1	8.1 ± 5.4	6.4 ± 1.7
Dissatisfied	3.0 ± 1.9	4.8 ± 2.8	3.9 ± 2.7	6.7 ± 4.5	4.2 ± 4.2	10.5 ± 6.1	6.8 ± 4.9	4.3 ± 3.5	4.4 ± 1.2
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	85.9 ± 3.5	84.5 ± 4.1	83.1 ± 5.7	84.6 ± 5.7	85.1 ± 5.3	77.8 ± 9.3	83.1 ± 6.4	84.4 ± 6.7	84.6 ± 2.1
Neither satisfied or dissatisfied	8.0 ± 2.7	5.7 ± 2.4	7.1 ± 4.3	9.0 ± 4.5	11.7 ± 4.8	12.8 ± 8.6	5.7 ± 3.7	8.9 ± 5.3	7.7 ± 1.5
Dissatisfied	6.1 ± 2.4	9.8 ± 3.5	9.8 ± 4.1	6.4 ± 3.9	3.2 ± 2.6	9.4 ± 4.9	11.2 ± 5.5	6.7 ± 4.5	7.7 ± 1.5

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) Data are from the biennial Survey of Employer Use and Views of the VET System. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.
- (b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).
- (c) All organisations in Australia with at least one employee are in scope of the survey.
- (d) Satisfaction is measured on a five point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.
- (e) Satisfaction with apprenticeships or traineeships: had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with the training in providing apprentices or trainees with the required skills.
- (f) Satisfaction with nationally recognised training: arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training in providing employees with the required skills.
- (g) Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications in providing employees with the required skills.

np Not published.

Source: NCVER, Survey of Employers' Use and Views of the VET System.

TABLE 5A.17

Table 5A.17 **Proportion of 20–64 year old total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2019									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	86.7 ± 1.2	85.9 ± 2.9	78.3 ± 1.8	82.7 ± 3.3	88.7 ± 3.8	89.7 ± 3.8	95.1 ± 3.2	87.4 ± 4.1	84.1 ± 0.9
Employed after training	73.3 ± 1.6	77.3 ± 3.6	69.2 ± 2.0	72.0 ± 3.9	80.5 ± 4.9	79.7 ± 4.9	91.1 ± 4.3	80.9 ± 4.8	73.4 ± 1.0
In further study after training	38.4 ± 1.7	29.5 ± 3.8	26.9 ± 1.9	32.3 ± 4.0	27.5 ± 5.3	28.8 ± 5.6	29.9 ± 7.1	34.6 ± 5.6	32.6 ± 1.1
Remote and very remote areas									
Employed and/or in further study	91.0 ± 2.8	..	89.9 ± 1.7	93.4 ± 1.9	95.5 ± 2.6	97.2 ± 3.4	..	92.4 ± 2.3	91.8 ± 1.0
Employed after training	84.1 ± 3.5	..	87.0 ± 1.9	90.8 ± 2.2	93.6 ± 3.1	92.9 ± 5.1	..	90.6 ± 2.5	88.7 ± 1.1
In further study after training	33.4 ± 4.6	..	26.4 ± 2.6	28.5 ± 3.5	26.2 ± 6.2	31.4 ± 9.0	..	29.8 ± 3.9	28.5 ± 1.6
With disability									
Employed and/or in further study	74.1 ± 1.1	73.4 ± 1.8	71.3 ± 1.8	73.9 ± 3.0	75.6 ± 3.9	74.6 ± 4.2	83.5 ± 3.9	87.8 ± 7.3	73.7 ± 0.8
Employed after training	49.5 ± 1.3	54.4 ± 2.0	56.7 ± 1.9	50.8 ± 3.5	60.9 ± 4.5	54.7 ± 4.7	67.5 ± 5.1	77.8 ± 9.2	53.2 ± 0.9
In further study after training	42.7 ± 1.3	36.1 ± 2.0	29.7 ± 1.8	38.5 ± 3.4	29.4 ± 4.2	34.7 ± 4.5	40.5 ± 5.4	35.7 ± 11.1	37.5 ± 0.8
Total									
Employed and/or in further study	85.5 ± 0.3	85.9 ± 0.4	86.1 ± 0.4	86.0 ± 0.6	87.8 ± 0.8	89.5 ± 0.9	91.2 ± 0.9	92.3 ± 1.2	86.2 ± 0.2
Employed after training	74.8 ± 0.4	77.6 ± 0.4	80.5 ± 0.4	76.6 ± 0.7	81.6 ± 0.9	82.1 ± 1.2	85.4 ± 1.2	88.8 ± 1.4	77.9 ± 0.2
In further study after training	32.4 ± 0.4	28.4 ± 0.5	25.9 ± 0.5	29.6 ± 0.8	26.1 ± 1.0	27.9 ± 1.4	32.1 ± 1.6	30.5 ± 2.1	29.1 ± 0.2
2018									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	85.2 ± 1.3	85.4 ± 3.4	79.1 ± 1.9	81.2 ± 3.2	92.0 ± 3.2	88.8 ± 3.8	97.9 ± 1.9	85.0 ± 4.5	83.7 ± 0.9
Employed after training	73.3 ± 1.6	76.3 ± 4.1	71.8 ± 2.2	73.9 ± 3.6	87.7 ± 3.9	79.3 ± 4.8	93.8 ± 3.5	79.2 ± 5.2	74.7 ± 1.1
In further study after training	36.8 ± 1.7	29.2 ± 4.3	25.0 ± 2.1	27.1 ± 3.7	26.1 ± 5.0	29.7 ± 5.4	32.8 ± 7.7	28.6 ± 5.7	30.5 ± 1.1
Remote and very remote areas									
Employed and/or in further study	94.5 ± 2.3	..	91.5 ± 1.7	97.6 ± 4.0	94.4 ± 2.6	92.8 ± 4.5	..	92.2 ± 2.4	92.5 ± 1.1
Employed after training	91.1 ± 2.8	..	88.9 ± 1.9	94.5 ± 6.2	90.6 ± 3.4	86.2 ± 6.2	..	88.3 ± 2.9	89.2 ± 1.3
In further study after training	33.7 ± 4.8	..	22.2 ± 2.4	27.0 ± 10.4	32.7 ± 5.5	33.2 ± 8.7	..	31.7 ± 4.0	27.6 ± 1.8

TABLE 5A.17

Table 5A.17 **Proportion of 20–64 year old total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
With disability									
Employed and/or in further study	74.1 ± 1.1	72.1 ± 1.7	68.7 ± 1.8	68.7 ± 3.1	76.1 ± 3.6	75.6 ± 3.8	85.7 ± 4.0	90.4 ± 7.1	72.4 ± 0.8
Employed after training	50.7 ± 1.2	55.5 ± 1.9	55.7 ± 1.9	52.5 ± 3.3	60.3 ± 4.1	53.9 ± 4.4	71.7 ± 5.1	76.3 ± 10.1	54.1 ± 0.8
In further study after training	41.0 ± 1.2	33.0 ± 1.8	29.3 ± 1.8	31.6 ± 3.1	32.8 ± 3.9	37.3 ± 4.3	41.7 ± 5.8	39.7 ± 11.6	35.3 ± 0.8
Total									
Employed and/or in further study	85.7 ± 0.3	84.5 ± 0.3	85.8 ± 0.3	86.3 ± 0.5	86.3 ± 0.7	89.3 ± 0.8	90.5 ± 1.0	91.2 ± 1.2	85.7 ± 0.2
Employed after training	76.7 ± 0.3	77.1 ± 0.4	79.9 ± 0.4	78.8 ± 0.6	79.1 ± 0.9	81.0 ± 1.1	85.3 ± 1.2	87.5 ± 1.4	78.3 ± 0.2
In further study after training	30.3 ± 0.4	26.0 ± 0.4	25.0 ± 0.4	27.9 ± 0.7	27.5 ± 0.9	29.2 ± 1.2	31.4 ± 1.5	29.6 ± 2.0	27.5 ± 0.2
2017									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	84.8 ± 1.5	85.3 ± 3.3	76.4 ± 1.9	77.9 ± 3.6	91.0 ± 2.7	83.9 ± 4.3	99.4 ± 0.9	86.5 ± 4.1	82.1 ± 1.0
Employed after training	72.6 ± 1.8	76.9 ± 4.0	68.5 ± 2.0	69.2 ± 4.0	86.2 ± 3.1	71.4 ± 5.3	92.3 ± 3.7	80.4 ± 4.9	72.9 ± 1.1
In further study after training	36.3 ± 1.9	30.6 ± 4.3	23.8 ± 1.9	31.9 ± 4.0	25.2 ± 3.9	29.3 ± 5.4	49.0 ± 7.5	31.9 ± 5.7	30.3 ± 1.1
Remote and very remote areas									
Employed and/or in further study	89.9 ± 4.6	..	90.5 ± 1.7	96.4 ± 3.0	95.1 ± 2.1	89.9 ± 6.5	..	93.1 ± 1.9	91.6 ± 1.1
Employed after training	85.5 ± 4.9	..	87.5 ± 2.0	96.4 ± 3.0	91.3 ± 2.8	86.9 ± 6.8	..	89.6 ± 2.4	88.4 ± 1.3
In further study after training	30.2 ± 6.6	..	23.9 ± 3.0	22.2 ± 8.9	33.6 ± 5.5	28.9 ± 7.7	..	34.4 ± 3.9	28.0 ± 2.0
With disability									
Employed and/or in further study	74.2 ± 1.6	71.7 ± 1.9	70.8 ± 2.1	75.0 ± 3.6	74.6 ± 3.2	75.7 ± 3.6	88.5 ± 3.2	92.7 ± 4.6	73.3 ± 0.9
Employed after training	50.7 ± 1.8	54.5 ± 2.2	57.2 ± 2.2	55.7 ± 4.3	56.8 ± 3.6	54.7 ± 4.1	78.4 ± 4.1	83.8 ± 8.4	54.6 ± 1.0
In further study after training	41.3 ± 1.7	34.2 ± 2.1	27.7 ± 2.0	35.8 ± 4.1	30.7 ± 3.3	37.6 ± 4.1	41.0 ± 4.9	45.5 ± 10.5	35.5 ± 1.0
Total									
Employed and/or in further study	86.3 ± 0.4	85.2 ± 0.4	86.3 ± 0.4	87.3 ± 0.6	88.7 ± 0.6	89.5 ± 0.8	92.4 ± 0.8	91.9 ± 1.1	86.5 ± 0.2
Employed after training	76.9 ± 0.5	77.4 ± 0.5	80.4 ± 0.5	79.7 ± 0.7	81.7 ± 0.8	81.8 ± 1.0	86.4 ± 1.0	87.3 ± 1.4	78.9 ± 0.2
In further study after training	31.9 ± 0.5	28.0 ± 0.5	25.8 ± 0.5	30.9 ± 0.9	28.0 ± 0.9	30.1 ± 1.1	35.3 ± 1.4	32.9 ± 2.0	29.1 ± 0.3

TABLE 5A.17

Table 5A.17 **Proportion of 20–64 year old total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2016									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	80.1 ± 6.8	83.5 ±15.1	77.2 ± 7.6	80.3 ± 9.2	92.0 ± 5.3	89.2 ± 6.0	93.8 ± 6.4	88.0 ± 6.1	80.9 ± 3.8
Employed after training	62.9 ± 8.3	67.4 ±16.3	69.5 ± 8.1	72.0 ±11.0	88.1 ± 6.1	77.7 ± 8.8	85.0 ±12.9	82.4 ± 6.6	69.7 ± 4.4
In further study after training	39.0 ± 8.2	37.3 ±14.7	24.2 ± 7.0	36.0 ±12.6	24.7 ± 6.1	31.3 ±11.0	47.6 ±14.9	29.5 ± 6.3	31.8 ± 4.1
Remote and very remote areas									
Employed and/or in further study	88.7 ±14.6	np	90.9 ± 5.0	88.9 ± 5.5	92.9 ± 4.7	95.2 ± 4.2	..	92.2 ± 2.9	91.0 ± 2.7
Employed after training	86.4 ±14.8	np	84.8 ± 6.6	86.9 ± 5.8	85.4 ± 6.5	88.0 ± 7.0	..	87.6 ± 3.4	86.1 ± 3.2
In further study after training	18.8 ±16.1	np	26.0 ± 8.0	24.1 ± 7.1	30.1 ± 8.3	36.6 ±11.7	..	32.6 ± 5.0	26.7 ± 4.0
With disability									
Employed and/or in further study	73.0 ± 4.8	71.8 ± 5.6	72.0 ± 6.7	71.1 ± 8.6	78.8 ± 4.9	77.7 ± 6.2	83.7 ± 6.4	88.6 ± 6.5	73.3 ± 2.7
Employed after training	50.8 ± 5.5	58.2 ± 5.8	55.9 ± 7.5	57.9 ± 9.4	63.3 ± 5.8	62.3 ± 7.5	62.7 ±12.2	83.1 ± 7.7	56.3 ± 2.9
In further study after training	43.8 ± 5.5	28.8 ± 5.1	26.0 ± 6.1	30.7 ± 8.8	31.1 ± 5.5	36.8 ± 8.6	49.9 ±11.2	33.6 ±11.5	33.7 ± 2.8
Total									
Employed and/or in further study	88.2 ± 0.9	86.1 ± 1.1	85.9 ± 1.2	86.8 ± 1.3	89.2 ± 1.1	90.5 ± 1.3	91.9 ± 1.7	92.7 ± 1.4	87.1 ± 0.5
Employed after training	78.5 ± 1.2	79.2 ± 1.2	79.4 ± 1.4	79.7 ± 1.5	81.1 ± 1.4	81.6 ± 2.0	85.2 ± 2.3	88.4 ± 1.6	79.5 ± 0.6
In further study after training	34.5 ± 1.4	27.4 ± 1.3	25.8 ± 1.4	31.2 ± 1.7	29.4 ± 1.5	32.7 ± 2.4	36.9 ± 2.6	34.0 ± 2.5	29.6 ± 0.7

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.
- (b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).
- (c) Data for some jurisdictions are not published (np) due to five or fewer responses.
- (d) Total VET graduates includes graduates in receipt of government-funding and fee-for-service graduates. It excludes fee-for-service graduates who completed their VET outside Australia.

Table 5A.17 **Proportion of 20–64 year old total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<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) For total VET graduates, state/territory refers to the state or territory in which the student usually resides. For government-funded graduates, state/territory refers to the state or territory that administered the funding of the training activity.									
(f) The age scope of graduates in this table is those aged 20–64 years.									
(g) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completes changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at < https://www.ncver.edu.au/data/collection/student-outcomes >.									
(h) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed and/or in further study'. Graduates can be both employed and engaged in further study.									
(i) 'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.									
(j) 'With disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.									
(k) From 2017 and onwards, information on student characteristics, such as disability status and Indigenous status, was sourced from the National VET Provider Collection. It was asked of respondents only when missing from the National VET Provider Collection.									
(l) Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. The 2011 SA2 classification is reflected in the 2016 survey data and the 2016 SA2 classification is reflected in 2017-19 survey data. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas.									
(m) From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.									
.. Not applicable. np Not published.									

Source: NCVER, National Student Outcomes Survey.

TABLE 5A.18

Table 5A.18 **Proportion of 20–64 year old government-funded graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2019									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	85.2 ± 1.4	83.4 ± 4.1	74.2 ± 2.4	77.9 ± 4.4	76.7 ± 11.2	88.2 ± 4.4	91.0 ± 5.9	83.8 ± 5.6	81.7 ± 1.1
Employed after training	70.1 ± 1.8	73.6 ± 4.8	63.8 ± 2.7	65.4 ± 5.1	58.3 ± 13.4	77.0 ± 5.7	84.2 ± 7.6	76.0 ± 6.4	69.0 ± 1.3
In further study after training	40.1 ± 1.9	33.9 ± 5.1	25.7 ± 2.4	34.2 ± 5.0	39.9 ± 13.3	29.9 ± 6.2	32.2 ± 9.6	41.6 ± 7.1	34.9 ± 1.3
Remote and very remote areas									
Employed and/or in further study	90.4 ± 3.2	93.8 ± 9.8	87.3 ± 2.6	91.5 ± 2.8	94.3 ± 4.7	98.9 ± 1.7	..	93.1 ± 2.9	90.5 ± 1.3
Employed after training	83.7 ± 3.9	82.1 ± 19.3	84.1 ± 2.9	88.6 ± 3.2	92.3 ± 5.6	93.8 ± 5.0	..	91.0 ± 3.3	86.8 ± 1.5
In further study after training	30.1 ± 5.0	38.2 ± 23.9	24.2 ± 3.4	27.1 ± 4.5	20.6 ± 9.5	31.8 ± 10.0	..	32.4 ± 5.2	27.5 ± 2.0
With disability									
Employed and/or in further study	73.4 ± 1.2	72.7 ± 2.1	70.6 ± 2.1	73.4 ± 3.6	86.2 ± 5.0	75.5 ± 4.5	85.7 ± 3.9	89.2 ± 8.8	73.4 ± 0.9
Employed after training	47.2 ± 1.4	52.0 ± 2.4	55.6 ± 2.3	45.4 ± 4.2	64.6 ± 7.3	52.8 ± 5.1	68.0 ± 5.6	77.8 ± 11.9	50.8 ± 1.0
In further study after training	44.1 ± 1.4	37.6 ± 2.3	29.5 ± 2.1	40.5 ± 4.1	39.3 ± 7.5	36.6 ± 4.9	44.2 ± 6.0	35.8 ± 14.3	39.5 ± 1.0
Total									
Employed and/or in further study	84.2 ± 0.4	84.6 ± 0.5	83.1 ± 0.5	83.2 ± 0.9	87.5 ± 1.3	89.1 ± 1.1	91.1 ± 1.1	91.8 ± 1.6	84.4 ± 0.2
Employed after training	70.8 ± 0.5	74.2 ± 0.6	76.9 ± 0.6	69.7 ± 1.1	81.4 ± 1.5	80.8 ± 1.4	84.3 ± 1.4	87.6 ± 1.9	74.0 ± 0.3
In further study after training	34.7 ± 0.5	31.2 ± 0.6	24.0 ± 0.6	33.3 ± 1.1	25.2 ± 1.8	27.9 ± 1.6	33.3 ± 1.9	34.0 ± 2.7	30.7 ± 0.3
2018									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	84.5 ± 1.4	83.0 ± 4.8	74.0 ± 2.7	79.7 ± 3.9	85.6 ± 7.6	88.8 ± 4.1	94.4 ± 4.6	86.3 ± 5.2	81.3 ± 1.2
Employed after training	70.7 ± 1.8	72.3 ± 5.6	66.1 ± 2.9	70.9 ± 4.4	74.8 ± 9.4	78.5 ± 5.4	88.5 ± 6.3	81.4 ± 5.9	70.7 ± 1.3
In further study after training	38.4 ± 1.9	29.5 ± 5.7	23.6 ± 2.6	27.0 ± 4.3	27.7 ± 10.0	32.4 ± 6.3	40.9 ± 9.9	25.6 ± 6.4	31.4 ± 1.3
Remote and very remote areas									
Employed and/or in further study	93.4 ± 2.9	85.8 ± 21.7	89.8 ± 2.4	100.0 ± 9.9	95.9 ± 3.1	93.1 ± 5.3	..	91.3 ± 3.4	91.6 ± 1.5
Employed after training	89.1 ± 3.6	85.8 ± 21.7	87.5 ± 2.6	93.8 ± 9.8	91.8 ± 4.5	83.8 ± 7.9	..	89.2 ± 3.7	88.5 ± 1.7
In further study after training	30.6 ± 5.4	19.0 ± 26.2	18.1 ± 3.0	32.5 ± 16.7	31.2 ± 7.8	37.2 ± 10.4	..	28.7 ± 5.2	24.6 ± 2.3

TABLE 5A.18

Table 5A.18 **Proportion of 20–64 year old government-funded graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
With disability									
Employed and/or in further study	72.9 ± 1.2	70.6 ± 2.1	66.8 ± 2.3	69.3 ± 3.7	79.9 ± 5.1	77.4 ± 4.0	88.1 ± 4.0	85.5 ±10.5	71.5 ± 0.9
Employed after training	46.8 ± 1.4	51.7 ± 2.3	53.9 ± 2.4	49.3 ± 4.0	63.6 ± 6.2	53.7 ± 4.8	70.9 ± 5.9	69.0 ±13.0	50.7 ± 1.0
In further study after training	42.4 ± 1.3	34.8 ± 2.2	26.8 ± 2.2	34.0 ± 3.8	33.3 ± 6.1	39.3 ± 4.7	48.8 ± 6.7	43.9 ±13.6	36.6 ± 0.9
Total									
Employed and/or in further study	83.5 ± 0.4	83.1 ± 0.5	83.1 ± 0.5	83.5 ± 0.8	85.2 ± 1.2	88.4 ± 1.0	92.0 ± 1.1	90.7 ± 1.6	83.7 ± 0.2
Employed after training	71.8 ± 0.4	74.6 ± 0.6	77.4 ± 0.6	73.4 ± 0.9	77.2 ± 1.4	79.3 ± 1.3	84.4 ± 1.5	86.6 ± 1.8	74.8 ± 0.3
In further study after training	32.3 ± 0.5	26.9 ± 0.6	21.7 ± 0.6	28.6 ± 0.9	25.5 ± 1.5	29.8 ± 1.4	37.0 ± 2.0	28.6 ± 2.4	27.7 ± 0.3
2017									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	82.6 ± 1.9	83.7 ± 4.2	72.1 ± 2.5	75.3 ± 4.5	81.7 ± 6.6	82.0 ± 5.0	99.0 ± 1.3	86.4 ± 5.3	79.1 ± 1.3
Employed after training	68.8 ± 2.2	71.6 ± 5.2	64.1 ± 2.7	65.4 ± 5.0	71.5 ± 7.3	69.5 ± 6.1	91.8 ± 4.3	77.0 ± 6.7	68.3 ± 1.4
In further study after training	37.4 ± 2.2	31.9 ± 5.4	22.8 ± 2.4	28.7 ± 4.6	26.1 ± 6.7	30.2 ± 6.2	51.7 ± 9.6	35.7 ± 7.5	30.9 ± 1.4
Remote and very remote areas									
Employed and/or in further study	88.9 ± 3.7	84.7 ±22.1	89.2 ± 2.1	97.6 ± 2.8	96.1 ± 2.7	96.7 ± 3.5	..	92.8 ± 2.4	90.6 ± 1.3
Employed after training	80.8 ± 4.7	67.0 ±29.5	85.7 ± 2.6	97.6 ± 2.8	91.6 ± 3.7	92.3 ± 5.1	..	88.6 ± 3.2	86.4 ± 1.7
In further study after training	28.0 ± 5.6	29.7 ±28.1	21.6 ± 3.4	18.5 ± 8.7	32.2 ± 6.6	31.7 ± 8.8	..	36.2 ± 5.3	26.6 ± 2.3
With disability									
Employed and/or in further study	72.9 ± 1.8	69.3 ± 2.3	67.0 ± 2.7	73.6 ± 4.0	74.3 ± 4.2	76.9 ± 3.8	87.5 ± 3.9	88.4 ± 7.2	71.4 ± 1.1
Employed after training	45.6 ± 1.9	51.2 ± 2.5	53.3 ± 2.8	52.6 ± 4.6	53.2 ± 4.8	54.6 ± 4.5	74.5 ± 5.1	74.3 ±12.3	50.6 ± 1.2
In further study after training	44.1 ± 1.9	33.8 ± 2.4	25.2 ± 2.3	35.4 ± 4.4	31.1 ± 4.3	38.3 ± 4.4	45.0 ± 5.9	44.5 ±12.7	36.0 ± 1.1
Total									
Employed and/or in further study	83.9 ± 0.5	82.6 ± 0.6	83.3 ± 0.6	85.1 ± 0.8	87.1 ± 0.9	88.7 ± 0.9	90.8 ± 1.6	91.4 ± 1.5	84.1 ± 0.3
Employed after training	70.6 ± 0.6	73.3 ± 0.7	77.2 ± 0.7	75.5 ± 1.0	78.7 ± 1.1	79.5 ± 1.2	82.4 ± 1.8	85.9 ± 1.9	74.6 ± 0.3
In further study after training	34.3 ± 0.7	28.5 ± 0.7	22.4 ± 0.7	30.9 ± 1.1	26.6 ± 1.3	30.4 ± 1.3	39.8 ± 2.1	33.0 ± 2.6	28.9 ± 0.3

TABLE 5A.18

Table 5A.18 **Proportion of 20–64 year old government-funded graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2016									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	77.0 ± 6.8	88.9 ± 8.4	72.0 ±10.6	74.5 ±12.1	79.1 ±15.3	91.8 ± 7.0	93.2 ± 7.5	89.0 ± 6.7	77.9 ± 4.3
Employed after training	59.6 ± 7.8	70.2 ±11.7	65.9 ±11.2	65.6 ±13.2	70.3 ±17.5	80.9 ±10.4	90.9 ± 8.7	86.2 ± 7.4	66.0 ± 4.8
In further study after training	41.5 ± 7.7	34.9 ±12.0	20.0 ± 9.6	32.2 ±13.3	25.9 ±16.7	30.7 ±12.9	36.5 ±17.6	29.5 ± 9.0	31.9 ± 4.6
Remote and very remote areas									
Employed and/or in further study	87.9 ±16.0	np	90.2 ± 8.8	87.7 ± 7.1	93.8 ± 6.1	94.2 ± 6.6	..	93.7 ± 3.5	90.7 ± 3.8
Employed after training	76.6 ±21.2	np	86.8 ± 9.8	85.7 ± 7.6	87.6 ± 8.3	83.8 ±11.5	..	89.7 ± 4.3	86.1 ± 4.4
In further study after training	23.5 ±21.2	np	14.3 ± 9.8	20.3 ± 9.4	28.7 ±11.7	45.8 ±16.0	..	34.5 ± 6.6	22.9 ± 5.0
With disability									
Employed and/or in further study	72.1 ± 4.5	75.9 ± 4.4	70.7 ± 9.4	66.6 ±11.8	75.6 ± 6.9	78.1 ± 6.7	79.0 ± 9.5	82.9 ±12.5	73.4 ± 2.7
Employed after training	45.6 ± 5.0	57.3 ± 5.0	49.1 ±10.8	54.6 ±12.3	57.2 ± 8.0	60.5 ± 8.0	63.0 ±11.2	73.2 ±14.6	52.1 ± 3.1
In further study after training	46.9 ± 5.0	38.1 ± 4.9	27.4 ± 9.5	27.7 ±11.0	32.0 ± 7.6	36.0 ± 8.0	39.7 ±11.2	36.6 ±16.4	38.2 ± 3.0
Total									
Employed and/or in further study	84.7 ± 1.2	85.5 ± 1.0	82.5 ± 1.9	85.0 ± 1.8	87.1 ± 1.8	89.4 ± 1.7	92.3 ± 1.8	92.5 ± 1.7	85.0 ± 0.7
Employed after training	70.7 ± 1.6	75.1 ± 1.2	73.6 ± 2.2	77.5 ± 2.1	76.5 ± 2.3	79.9 ± 2.2	84.9 ± 2.5	87.6 ± 2.1	74.5 ± 0.8
In further study after training	37.4 ± 1.7	31.9 ± 1.3	23.7 ± 2.2	30.4 ± 2.4	30.0 ± 2.5	32.5 ± 2.6	38.0 ± 3.4	35.4 ± 3.3	31.2 ± 0.8
2015									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	85.9 ± 4.1	79.5 ±25.9	64.2 ±11.8	79.3 ± 8.1	72.9 ±15.3	90.0 ± 5.9	100.0 ± 7.1	82.6 ± 7.2	78.2 ± 4.7
Employed after training	71.2 ± 5.1	74.9 ±26.0	53.2 ±11.7	66.8 ± 8.8	57.7 ±17.2	77.9 ± 8.4	93.4 ± 8.9	70.5 ± 9.7	65.8 ± 4.9
In further study after training	41.9 ± 5.8	15.3 ±11.3	27.0 ± 9.4	31.1 ± 8.3	28.7 ±15.4	29.8 ± 9.0	36.8 ±18.2	42.7 ±10.8	33.6 ± 4.2
Remote and very remote areas									
Employed and/or in further study	88.9 ± 6.7	100.0 ±12.6	91.0 ± 7.0	91.6 ± 3.3	94.0 ± 7.9	87.5 ± 8.0	..	91.4 ± 3.5	91.3 ± 2.6
Employed after training	82.6 ± 8.1	100.0 ±12.6	88.8 ± 7.2	88.4 ± 3.5	89.5 ± 8.7	81.4 ± 9.1	..	86.5 ± 4.6	87.6 ± 2.8
In further study after training	29.3 ±10.0	29.6 ±20.0	29.3 ±12.0	30.4 ± 5.0	29.8 ±13.5	27.9 ±11.2	..	35.6 ± 7.1	30.5 ± 4.3

TABLE 5A.18

Table 5A.18 **Proportion of 20–64 year old government-funded graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
With disability									
Employed and/or in further study	72.3 ± 3.5	70.9 ± 7.9	64.5 ± 7.8	79.1 ± 5.0	75.8 ± 6.3	74.6 ± 6.3	86.8 ± 7.9	66.1 ±14.5	71.3 ± 2.9
Employed after training	46.5 ± 3.9	49.5 ± 8.6	50.0 ± 8.1	57.4 ± 5.9	59.6 ± 7.2	49.2 ± 7.5	68.7 ±10.7	45.7 ±15.1	50.3 ± 3.1
In further study after training	43.1 ± 3.9	34.2 ± 8.4	26.6 ± 7.1	39.6 ± 5.8	31.1 ± 6.6	44.6 ± 7.5	52.0 ±12.1	28.4 ±14.3	36.2 ± 3.0
Total									
Employed and/or in further study	85.8 ± 0.8	83.6 ± 2.0	81.9 ± 2.0	89.0 ± 1.0	87.9 ± 1.5	89.6 ± 1.4	92.5 ± 1.9	90.0 ± 2.3	85.1 ± 0.8
Employed after training	73.7 ± 1.1	72.4 ± 2.4	73.9 ± 2.2	80.2 ± 1.2	79.4 ± 1.8	78.8 ± 1.9	83.2 ± 2.7	84.5 ± 2.8	74.8 ± 0.9
In further study after training	34.0 ± 1.3	29.2 ± 2.5	26.8 ± 2.1	32.9 ± 1.5	31.3 ± 2.1	32.2 ± 2.4	39.7 ± 3.5	34.9 ± 3.7	31.0 ± 0.9

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.
- (b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).
- (c) Data for some jurisdictions are not published (np) due to five or fewer responses.
- (d) Government-funded graduates includes students who completed government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.
- (e) The age scope of graduates in this table is those aged 20–64 years.
- (f) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.

Table 5A.18 **Proportion of 20–64 year old government-funded graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<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)	There are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.								
(h)	Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed and/or in further study'. Graduates can be both employed and engaged in further study.								
(i)	'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.								
(j)	'With disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.								
(k)	From 2017 and onwards, information on student characteristics, such as disability status and Indigenous status, was sourced from the National VET Provider Collection. It was asked of respondents only when missing from the National VET Provider Collection.								
(l)	Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. The 2011 SA2 classification is reflected in the 2016 survey data and the 2016 SA2 classification is reflected in 2017-19 survey data. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas.								
(m)	From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.								
	.. Not applicable. np Not published.								

Source: NCVET, National Student Outcomes Survey.

TABLE 5A.19

Table 5A.19 **Proportion of total VET graduates aged 20–64 years who improved their employment status after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2019									
Aboriginal and Torres Strait Islander	65.4 ± 1.7	68.2 ± 3.9	61.5 ± 2.2	66.5 ± 4.2	75.1 ± 5.2	73.0 ± 5.5	86.4 ± 5.1	74.0 ± 5.3	65.9 ± 1.1
Remote and very remote areas	75.2 ± 4.2	..	73.1 ± 2.6	79.2 ± 3.2	77.7 ± 5.7	78.0 ± 8.1	..	77.6 ± 3.6	75.9 ± 1.5
With a disability	43.0 ± 1.3	44.4 ± 2.1	49.1 ± 2.0	43.4 ± 3.6	51.2 ± 4.7	49.3 ± 4.8	57.8 ± 5.4	68.9 ± 10.9	45.5 ± 0.9
Total	64.8 ± 0.4	66.5 ± 0.5	68.6 ± 0.5	65.6 ± 0.8	71.1 ± 1.1	73.3 ± 1.4	75.3 ± 1.4	76.7 ± 1.9	67.0 ± 0.2
2018									
Aboriginal and Torres Strait Islander	56.2 ± 1.8	65.4 ± 4.7	57.6 ± 2.4	59.7 ± 4.1	71.8 ± 5.2	64.5 ± 5.8	77.6 ± 6.9	64.1 ± 6.3	59.5 ± 1.2
Remote and very remote areas	59.8 ± 5.0	..	69.2 ± 2.8	66.2 ± 11.4	64.9 ± 5.6	56.7 ± 9.2	..	66.3 ± 4.0	66.4 ± 1.9
With a disability	40.2 ± 1.2	42.2 ± 1.9	45.3 ± 1.9	37.9 ± 3.2	48.8 ± 4.2	41.9 ± 4.4	52.6 ± 5.9	60.1 ± 11.6	42.5 ± 0.9
Total	59.5 ± 0.4	58.8 ± 0.5	60.5 ± 0.5	57.6 ± 0.8	60.9 ± 1.1	60.1 ± 1.3	61.8 ± 1.7	65.9 ± 2.1	59.6 ± 0.2
2017									
Aboriginal and Torres Strait Islander	56.1 ± 2.0	63.6 ± 4.6	53.5 ± 2.2	52.5 ± 4.3	62.7 ± 4.5	58.1 ± 5.8	74.3 ± 6.5	65.8 ± 5.7	56.9 ± 1.2
Remote and very remote areas	56.2 ± 7.6	..	61.1 ± 3.5	65.7 ± 11.1	66.1 ± 5.4	59.2 ± 8.5	..	63.3 ± 3.8	61.7 ± 2.3
With a disability	39.6 ± 1.8	41.4 ± 2.2	43.6 ± 2.3	40.6 ± 4.4	42.1 ± 3.7	37.6 ± 4.1	59.5 ± 5.0	69.7 ± 9.8	41.6 ± 1.1
Total	57.2 ± 0.6	57.2 ± 0.6	57.4 ± 2.3	55.5 ± 1.0	60.2 ± 1.0	57.9 ± 1.3	64.2 ± 1.5	63.8 ± 2.0	57.5 ± 0.3
2016									
Aboriginal and Torres Strait Islander	45.1 ± 8.7	57.4 ± 15.9	55.9 ± 8.6	59.2 ± 12.0	63.2 ± 7.4	61.1 ± 11.0	64.9 ± 15.3	63.4 ± 7.5	54.0 ± 4.5
Remote and very remote areas	73.5 ± 17.9	np	61.4 ± 9.2	55.2 ± 8.8	49.0 ± 9.6	63.7 ± 11.7	..	62.4 ± 4.9	60.0 ± 4.7
With a disability	39.5 ± 5.4	44.8 ± 5.9	36.1 ± 7.4	41.4 ± 9.4	43.2 ± 5.9	40.9 ± 8.6	40.3 ± 10.2	57.1 ± 12.4	40.9 ± 2.9
Total	57.5 ± 1.5	57.4 ± 1.5	55.6 ± 1.7	53.6 ± 1.8	55.5 ± 1.7	56.3 ± 2.5	61.4 ± 2.7	61.9 ± 2.7	56.5 ± 0.7

Data are comparable across jurisdictions, but not comparable over time (2019 data are not comparable with earlier years).

Data are complete for the current reporting period.

(a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).

Table 5A.19 Proportion of total VET graduates aged 20–64 years who improved their employment status after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c) Total VET graduates includes graduates in receipt of government-funding and fee-for-service graduates. It excludes fee-for-service graduates who completed their VET outside Australia.									
(d) For total VET graduates, state/territory refers to the state or territory in which the student usually resides. For government-funded graduates, state/territory refers to the state or territory that administered the funding of the training activity.									
(e) The age scope of graduates in this table is those aged 20–64 years.									
(f) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at < https://www.ncver.edu.au/data/collection/student-outcomes >.									
(g) Improved employment status after training is defined as either employment status changing from not employed before training to employed after training, or employed at a higher skill level after training, or received a job-related benefit. An individual may report a positive response to more than one component contributing to improved employment status after training. Not employed is defined as unemployed, not in the labour force, or not employed (no further information).									
(h) 'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.									
(i) 'With a disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.									
(j) From 2017 and onwards, information on student characteristics, such as disability status and Indigenous status, was sourced from the National VET Provider Collection. It was asked of respondents only when missing from the National VET Provider Collection.									
(k) Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. The 2011 SA2 classification is reflected in the 2016 survey data and the 2016 SA2 classification is reflected in 2017-19 survey data. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas.									

Table 5A.19 **Proportion of total VET graduates aged 20–64 years who improved their employment status after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(l) Following a trial in 2018, the 2019 questionnaire was revised. The changes include a new category in the job-related benefits item of 'gained extra skills for my job'. Due to this change in question wording, estimates for 'improved employment status after training' (derived from 'received at least one job-related benefit') are not comparable with prior years.									
(m) From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.									
.. Not applicable. np Not published.									

Source: NCVET, National Student Outcomes Survey.

TABLE 5A.20

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2019									
Aboriginal and Torres Strait Islander	62.7 ± 1.9	65.2 ± 5.2	56.6 ± 2.8	61.0 ± 5.3	58.3 ±13.4	71.4 ± 6.3	79.8 ± 8.4	69.1 ± 6.9	62.0 ± 1.4
Remote and very remote areas	75.5 ± 4.6	73.8 ±22.1	71.8 ± 3.6	76.8 ± 4.3	89.3 ± 6.4	79.4 ± 8.5	..	80.1 ± 4.5	76.0 ± 2.0
With a disability	40.9 ± 1.4	42.4 ± 2.4	49.5 ± 2.4	38.7 ± 4.2	58.1 ± 7.7	48.4 ± 5.1	59.5 ± 5.9	69.9 ±14.2	43.8 ± 1.0
Total	62.0 ± 0.5	64.0 ± 0.7	67.0 ± 0.7	60.2 ± 1.2	74.5 ± 1.8	72.6 ± 1.6	75.4 ± 1.7	77.3 ± 2.4	64.7 ± 0.3
2018									
Aboriginal and Torres Strait Islander	54.2 ± 2.0	65.5 ± 6.1	55.6 ± 3.2	61.1 ± 4.8	55.8 ±11.1	64.5 ± 6.5	73.6 ± 9.0	63.9 ± 7.6	57.2 ± 1.5
Remote and very remote areas	60.8 ± 5.9	62.8 ±31.9	71.3 ± 3.7	70.5 ±16.8	66.8 ± 7.9	57.1 ±10.8	..	69.6 ± 5.3	68.5 ± 2.5
With a disability	37.5 ± 1.3	39.5 ± 2.3	45.5 ± 2.5	35.3 ± 3.8	55.6 ± 6.4	43.3 ± 4.8	56.0 ± 6.6	56.6 ±14.1	40.5 ± 1.0
Total	57.0 ± 0.5	58.9 ± 0.6	62.1 ± 0.7	55.4 ± 1.1	63.0 ± 1.7	59.7 ± 1.5	63.6 ± 2.1	66.9 ± 2.6	59.1 ± 0.3
2017									
Aboriginal and Torres Strait Islander	52.6 ± 2.4	60.4 ± 5.7	52.1 ± 2.8	52.8 ± 5.3	51.1 ± 8.2	59.5 ± 6.6	83.2 ± 6.5	63.4 ± 7.5	54.8 ± 1.5
Remote and very remote areas	59.1 ± 6.4	55.5 ±30.4	61.4 ± 4.4	69.8 ±11.6	73.5 ± 6.1	63.3 ± 9.0	..	64.0 ± 5.1	62.8 ± 2.7
With a disability	36.2 ± 1.9	40.2 ± 2.5	42.7 ± 2.8	39.8 ± 4.6	40.8 ± 4.9	37.7 ± 4.4	59.1 ± 5.9	64.3 ±12.8	39.7 ± 1.2
Total	54.6 ± 0.7	55.7 ± 0.8	57.7 ± 0.8	54.0 ± 1.2	61.0 ± 1.4	57.5 ± 1.5	66.3 ± 2.1	65.0 ± 2.6	56.4 ± 0.4
2016									
Aboriginal and Torres Strait Islander	43.1 ± 8.0	53.5 ±12.7	54.8 ±12.2	56.1 ±13.9	56.2 ±18.8	66.4 ±12.6	78.6 ±13.2	69.6 ± 9.5	52.2 ± 5.1
Remote and very remote areas	71.8 ±22.5	np	72.3 ±13.8	52.9 ±11.8	53.6 ±13.0	58.0 ±16.0	..	64.1 ± 6.6	62.6 ± 6.4
With a disability	36.1 ± 5.0	45.8 ± 5.1	34.2 ±10.7	39.8 ±12.0	40.4 ± 8.1	37.8 ± 8.2	46.0 ±11.7	53.0 ±17.4	39.4 ± 3.0
Total	54.8 ± 1.8	57.2 ± 1.5	53.7 ± 2.6	52.0 ± 2.6	53.6 ± 2.7	57.2 ± 2.8	66.5 ± 3.4	63.0 ± 3.2	55.2 ± 0.9
2015									
Aboriginal and Torres Strait Islander	60.2 ± 5.7	68.3 ±26.5	46.4 ±11.4	56.6 ± 9.1	45.9 ±17.0	67.8 ± 9.5	71.4 ±16.4	59.3 ±10.9	56.2 ± 5.0
Remote and very remote areas	66.5 ±10.5	87.0 ±17.9	71.8 ±12.7	71.4 ± 4.9	70.8 ±13.2	73.4 ±10.6	..	68.9 ± 6.5	70.8 ± 4.5
With a disability	37.7 ± 3.9	42.9 ± 8.4	41.7 ± 8.0	44.6 ± 5.9	44.2 ± 7.3	39.0 ± 7.4	54.0 ±12.1	38.8 ±14.5	41.1 ± 3.1
Total	59.4 ± 1.3	56.8 ± 2.7	60.2 ± 2.4	63.2 ± 1.5	61.5 ± 2.2	63.0 ± 2.4	64.2 ± 3.5	66.8 ± 3.7	59.5 ± 1.0

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Data are comparable across jurisdictions, but not comparable over time (2019 data are not comparable with earlier years).									
Data are complete for the current reporting period.									
(a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.									
(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).									
(c) State/territory refers to the state or territory that administered the funding of the training activity.									
(d) The age scope of graduates in this table is those aged 20–64 years.									
(e) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at < https://www.ncver.edu.au/data/collection/student-outcomes >.									
(f) There are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.									
(g) Improved employment status after training is defined as either employment status changing from not employed before training to employed after training, or employed at a higher skill level after training, or received a job-related benefit. An individual may report a positive response to more than one component contributing to improved employment status after training. Not employed is defined as unemployed, not in the labour force, or not employed (no further information).									
(h) 'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.									
(i) 'With a disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.									
(j) From 2017 and onwards, information on student characteristics, such as disability status and Indigenous status, was sourced from the National VET Provider Collection. It was asked of respondents only when missing from the National VET Provider Collection.									

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(k) Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. The 2011 SA2 classification is reflected in the 2016 survey data and the 2016 SA2 classification is reflected in 2017-19 survey data. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas.									
(l) Following a trial in 2018, the 2019 questionnaire was revised. The changes include a new category in the job-related benefits item of 'gained extra skills for my job'. Due to this change in question wording, estimates for 'improved employment status after training' (derived from 'received at least one job-related benefit') are not comparable with prior years.									
(m) From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.									

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

Source: NCVET, National Student Outcomes Survey.

TABLE 5A.21

Table 5A.21 **Proportion of total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2019									
Level of qualification									
Certificate level I/II	44.4 ± 1.3	51.4 ± 1.8	55.8 ± 1.7	56.0 ± 2.4	60.7 ± 3.2	54.5 ± 3.9	62.8 ± 5.9	71.0 ± 6.2	51.5 ± 0.8
Certificate level III/IV	67.4 ± 0.5	68.9 ± 0.6	69.9 ± 0.6	66.9 ± 1.0	73.4 ± 1.3	76.3 ± 1.6	75.0 ± 1.8	77.3 ± 2.3	69.1 ± 0.3
Diploma and above	68.3 ± 0.9	66.6 ± 1.0	70.5 ± 1.1	68.6 ± 1.8	70.3 ± 2.5	81.3 ± 3.4	79.2 ± 2.6	78.2 ± 4.1	68.9 ± 0.5
Type of improved employment status									
Employed after training (of those not employed before training)	42.2 ± 0.8	48.8 ± 1.0	52.9 ± 1.0	46.3 ± 1.5	56.3 ± 2.2	54.2 ± 2.9	59.3 ± 3.4	66.3 ± 5.4	47.9 ± 0.5
Employed at a higher skill level after training (of those employed before training)	17.9 ± 0.4	17.7 ± 0.5	17.3 ± 0.5	16.4 ± 0.8	19.8 ± 1.2	22.0 ± 1.6	21.0 ± 1.7	19.3 ± 2.1	17.8 ± 0.3
Received a job-related benefit (of those employed after training)	85.4 ± 0.4	83.8 ± 0.5	82.9 ± 0.5	83.5 ± 0.8	85.0 ± 1.0	89.1 ± 1.1	86.1 ± 1.3	85.3 ± 1.7	84.3 ± 0.2
Total with improved employment status after training	64.8 ± 0.4	66.5 ± 0.5	68.6 ± 0.5	65.6 ± 0.8	71.1 ± 1.1	73.3 ± 1.4	75.3 ± 1.4	76.7 ± 1.9	67.0 ± 0.2
2018									
Level of qualification									
Certificate level I/II	44.3 ± 1.2	50.6 ± 1.4	50.3 ± 1.7	52.1 ± 2.3	45.9 ± 2.9	46.7 ± 3.4	56.9 ± 5.3	57.6 ± 5.8	48.8 ± 0.7
Certificate level III/IV	61.7 ± 0.5	61.4 ± 0.6	62.4 ± 0.6	57.7 ± 1.0	66.1 ± 1.3	62.1 ± 1.6	62.2 ± 2.1	66.9 ± 2.4	61.8 ± 0.3
Diploma and above	60.3 ± 0.8	57.7 ± 0.9	58.8 ± 1.1	60.6 ± 1.7	57.3 ± 2.1	67.3 ± 3.5	63.1 ± 3.0	69.5 ± 4.7	59.2 ± 0.5
Type of improved employment status									
Employed after training (of those not employed before training)	45.6 ± 0.7	48.4 ± 0.9	52.0 ± 0.9	50.1 ± 1.4	50.7 ± 1.9	51.8 ± 2.6	53.5 ± 3.7	57.6 ± 5.2	48.8 ± 0.4
Employed at a higher skill level after training (of those employed before training)	16.4 ± 0.4	16.1 ± 0.5	16.1 ± 0.5	15.0 ± 0.7	18.0 ± 1.0	16.7 ± 1.2	15.6 ± 1.4	16.0 ± 1.9	16.2 ± 0.2

TABLE 5A.21

Table 5A.21 **Proportion of total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Received a job-related benefit (of those employed after training)	72.8 ± 0.4	71.5 ± 0.5	70.3 ± 0.5	67.5 ± 0.8	71.8 ± 1.1	68.6 ± 1.4	67.8 ± 1.7	70.5 ± 2.1	71.1 ± 0.2
Total with improved employment status after training	59.5 ± 0.4	58.8 ± 0.5	60.5 ± 0.5	57.6 ± 0.8	60.9 ± 1.1	60.1 ± 1.3	61.8 ± 1.7	65.9 ± 2.1	59.6 ± 0.2
2017									
Level of qualification									
Certificate level I/II	42.2 ± 1.5	47.2 ± 1.8	49.4 ± 1.9	50.7 ± 2.9	43.4 ± 2.6	40.1 ± 3.1	65.0 ± 4.7	56.2 ± 6.2	46.5 ± 0.9
Certificate level III/IV	59.9 ± 0.7	58.2 ± 0.8	58.9 ± 0.7	56.5 ± 1.2	63.2 ± 1.3	61.8 ± 1.5	65.3 ± 1.8	65.5 ± 2.3	59.3 ± 0.4
Diploma and above	57.2 ± 1.2	58.8 ± 1.1	56.0 ± 1.5	55.8 ± 2.1	62.4 ± 2.0	60.9 ± 3.1	61.8 ± 2.7	63.1 ± 4.8	57.9 ± 0.6
Type of improved employment status									
Employed after training (of those not employed before training)	44.2 ± 1.0	48.5 ± 1.1	50.6 ± 1.2	47.8 ± 1.9	52.1 ± 1.9	47.3 ± 2.5	57.7 ± 3.3	58.3 ± 5.5	48.0 ± 0.5
Employed at a higher skill level after training (of those employed before training)	14.7 ± 0.5	15.4 ± 0.5	14.2 ± 0.5	13.6 ± 0.8	17.7 ± 1.0	16.2 ± 1.1	14.9 ± 1.2	12.4 ± 1.5	14.8 ± 0.3
Received a job-related benefit (of those employed after training)	69.6 ± 0.6	68.4 ± 0.6	65.8 ± 0.7	64.8 ± 1.0	68.7 ± 1.1	66.7 ± 1.3	69.9 ± 1.5	70.4 ± 2.0	67.7 ± 0.3
Total with improved employment status after training	57.2 ± 0.6	57.2 ± 0.6	57.4 ± 0.6	55.5 ± 1.0	60.2 ± 1.0	57.9 ± 1.3	64.2 ± 1.5	63.8 ± 2.0	57.5 ± 0.3
2016									
Level of qualification									
Certificate level I/II	45.2 ± 4.6	49.3 ± 4.5	53.0 ± 5.2	51.7 ± 5.0	42.1 ± 4.2	47.0 ± 5.8	50.2 ± 8.2	53.4 ± 7.0	48.9 ± 2.1
Certificate level III/IV	60.5 ± 1.8	58.6 ± 1.9	57.0 ± 2.1	53.8 ± 2.2	59.8 ± 2.2	61.2 ± 3.2	63.4 ± 3.2	63.8 ± 3.2	58.4 ± 0.9
Diploma and above	54.8 ± 3.0	58.3 ± 2.9	50.5 ± 3.1	54.1 ± 4.2	53.2 ± 3.9	47.4 ± 5.5	61.8 ± 5.7	63.8 ± 6.8	54.8 ± 1.5

TABLE 5A.21

Table 5A.21 **Proportion of total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Type of improved employment status									
Employed after training (of those not employed before training)	44.2 ± 2.8	50.8 ± 2.9	45.7 ± 3.6	43.8 ± 4.0	48.0 ± 3.6	45.7 ± 4.6	55.0 ± 7.0	58.8 ± 6.7	47.0 ± 1.5
Employed at a higher skill level after training (of those employed before training)	14.5 ± 1.3	14.1 ± 1.2	12.3 ± 1.3	12.2 ± 1.5	13.4 ± 1.3	15.6 ± 2.1	13.3 ± 2.5	11.5 ± 1.8	13.5 ± 0.6
Received a job-related benefit (of those employed after training)	68.9 ± 1.6	67.8 ± 1.6	64.4 ± 1.8	63.2 ± 2.0	64.3 ± 1.9	65.3 ± 2.7	67.7 ± 2.6	66.8 ± 2.9	66.4 ± 0.8
Total with improved employment status after training	57.5 ± 1.5	57.4 ± 1.5	55.6 ± 1.7	53.6 ± 1.8	55.5 ± 1.7	56.3 ± 2.5	61.4 ± 2.7	61.9 ± 2.7	56.5 ± 0.7

Data are comparable across jurisdictions, but not comparable over time (2019 data are not comparable with earlier years).

Data are complete for the current reporting period.

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.
- (b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).
- (c) Total VET graduates includes graduates in receipt of government-funding and fee-for-service graduates. It excludes fee-for-service graduates who completed their VET outside Australia.
- (d) For total VET graduates, state/territory refers to the state or territory in which the student usually resides. For government-funded graduates, state/territory refers to the state or territory that administered the funding of the training activity.
- (e) The age scope of graduates in this table is those aged 20–64 years.

Table 5A.21 Proportion of total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(f) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at < https://www.ncver.edu.au/data/collection/student-outcomes >.									
(g) Improved employment status after training is defined as either employment status changing from not employed before training to employed after training, or employed at a higher skill level after training, or received a job-related benefit. An individual may report a positive response to more than one component contributing to improved employment status after training. Not employed is defined as unemployed, not in the labour force, or not employed (no further information).									
(h) AQF level 'Diploma and above' includes Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.									
(i) From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.									
(j) Employed at a higher skill level after training' is based on those employed before training who are employed in an occupation with a higher skill level after training, in comparison with their occupation before training. The base includes those not employed after training. In prior publications, the proportion employed at a higher skill level was based on those employed before and after training. 'Employed at a higher skill level after training' have been revised for 2018 and earlier years to be consistent with data for 2019.									
(k) Following a trial in 2018, the 2019 questionnaire was revised. The changes include a new category in the job-related benefits item of 'gained extra skills for my job'. Due to this change in question wording, estimates for 'improved employment status after training' (derived from 'received at least one job-related benefit') are not comparable with prior years.									

Source: NCVER, National Student Outcomes Survey.

TABLE 5A.22

Table 5A.22 **Proportion of government-funded graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2019									
Level of qualification									
Certificate level I/II	35.8 ± 1.5	42.8 ± 2.4	52.1 ± 2.3	44.1 ± 3.4	48.3 ± 7.0	51.4 ± 4.2	51.4 ± 9.2	68.6 ± 8.9	43.1 ± 1.0
Certificate level III/IV	64.9 ± 0.6	66.7 ± 0.8	68.1 ± 0.7	62.7 ± 1.4	77.2 ± 1.9	76.9 ± 1.7	74.5 ± 2.1	77.7 ± 2.8	67.1 ± 0.4
Diploma and above	69.4 ± 1.3	65.0 ± 1.2	73.8 ± 2.1	63.0 ± 2.9	77.6 ± 4.6	80.6 ± 4.7	81.1 ± 2.9	80.6 ± 5.6	68.5 ± 0.8
Type of improved employment status									
Employed after training (of those not employed before training)	39.5 ± 0.8	47.5 ± 1.1	54.0 ± 1.2	41.4 ± 1.9	65.3 ± 3.1	54.2 ± 3.1	61.8 ± 3.7	60.3 ± 6.6	46.4 ± 0.5
Employed at a higher skill level after training (of those employed before training)	19.7 ± 0.6	20.5 ± 0.8	20.1 ± 0.8	19.0 ± 1.3	28.6 ± 2.5	23.3 ± 1.9	22.9 ± 2.1	23.5 ± 2.9	20.4 ± 0.4
Received a job-related benefit (of those employed after training)	86.4 ± 0.4	83.9 ± 0.6	84.3 ± 0.6	83.8 ± 1.1	90.0 ± 1.4	89.9 ± 1.2	88.4 ± 1.4	87.4 ± 2.0	85.4 ± 0.3
Total with improved employment status after training	62.0 ± 0.5	64.0 ± 0.7	67.0 ± 0.7	60.2 ± 1.2	74.5 ± 1.8	72.6 ± 1.6	75.4 ± 1.7	77.3 ± 2.4	64.7 ± 0.3
2018									
Level of qualification									
Certificate level I/II	34.5 ± 1.4	44.6 ± 2.2	49.6 ± 2.5	45.0 ± 3.3	39.2 ± 4.2	43.5 ± 3.6	37.3 ± 8.5	55.7 ± 8.1	42.0 ± 1.0
Certificate level III/IV	59.4 ± 0.6	60.1 ± 0.8	63.0 ± 0.7	56.2 ± 1.2	68.5 ± 2.0	63.3 ± 1.8	64.6 ± 2.5	68.1 ± 2.9	60.8 ± 0.4
Diploma and above	62.5 ± 1.3	61.3 ± 1.2	66.2 ± 2.2	59.0 ± 2.6	66.3 ± 3.8	67.4 ± 4.9	66.7 ± 3.9	72.3 ± 6.6	62.6 ± 0.8
Type of improved employment status									
Employed after training (of those not employed before training)	42.3 ± 0.8	48.7 ± 1.1	53.8 ± 1.2	46.6 ± 1.7	52.0 ± 2.8	51.8 ± 2.8	55.3 ± 4.3	56.7 ± 6.1	47.9 ± 0.5
Employed at a higher skill level after training (of those employed before training)	17.9 ± 0.5	19.0 ± 0.7	18.0 ± 0.7	17.3 ± 1.1	21.9 ± 1.9	18.6 ± 1.5	18.0 ± 2.0	17.9 ± 2.5	18.4 ± 0.3

TABLE 5A.22

Table 5A.22 **Proportion of government-funded graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Received a job-related benefit (of those employed after training)	74.6 ± 0.5	74.3 ± 0.7	74.7 ± 0.7	70.2 ± 1.2	77.1 ± 1.7	69.6 ± 1.6	71.9 ± 2.1	72.1 ± 2.6	74.0 ± 0.3
Total with improved employment status after training	57.0 ± 0.5	58.9 ± 0.6	62.1 ± 0.7	55.4 ± 1.1	63.0 ± 1.7	59.7 ± 1.5	63.6 ± 2.1	66.9 ± 2.6	59.1 ± 0.3
2017									
Level of qualification									
Certificate level I/II	34.9 ± 1.7	44.4 ± 2.2	46.5 ± 2.5	43.8 ± 4.3	39.3 ± 3.1	38.2 ± 3.3	49.7 ± 8.6	53.8 ± 9.0	41.5 ± 1.0
Certificate level III/IV	58.0 ± 0.9	56.3 ± 1.0	58.6 ± 0.9	55.0 ± 1.4	64.7 ± 1.8	62.7 ± 1.7	65.0 ± 2.7	67.2 ± 2.8	58.2 ± 0.5
Diploma and above	56.6 ± 2.0	59.4 ± 1.4	64.1 ± 3.3	56.3 ± 3.1	65.8 ± 3.1	61.1 ± 4.2	73.2 ± 3.5	63.7 ± 8.0	60.0 ± 0.9
Type of improved employment status									
Employed after training (of those not employed before training)	40.5 ± 1.1	46.5 ± 1.3	50.5 ± 1.4	43.2 ± 2.1	50.8 ± 2.5	47.2 ± 2.7	55.8 ± 4.5	55.8 ± 6.6	45.7 ± 0.6
Employed at a higher skill level after training (of those employed before training)	17.8 ± 0.7	17.3 ± 0.7	16.7 ± 0.8	17.0 ± 1.2	23.3 ± 1.5	18.0 ± 1.4	20.7 ± 2.1	12.7 ± 2.0	17.6 ± 0.4
Received a job-related benefit (of those employed after training)	72.0 ± 0.8	70.1 ± 0.8	68.7 ± 0.9	66.5 ± 1.3	72.8 ± 1.5	68.5 ± 1.5	75.7 ± 2.0	71.7 ± 2.6	70.1 ± 0.4
Total with improved employment status after training	54.6 ± 0.7	55.7 ± 0.8	57.7 ± 0.8	54.0 ± 1.2	61.0 ± 1.4	57.5 ± 1.5	66.3 ± 2.1	65.0 ± 2.6	56.4 ± 0.4
2016									
Level of qualification									
Certificate level I/II	34.8 ± 5.0	47.7 ± 4.8	47.3 ± 9.4	44.6 ± 7.7	33.0 ± 6.1	44.1 ± 6.4	32.0 ± 13.1	50.6 ± 9.9	42.1 ± 2.8
Certificate level III/IV	57.2 ± 2.1	58.9 ± 1.8	54.8 ± 2.8	53.5 ± 3.1	60.2 ± 3.4	60.8 ± 3.3	67.0 ± 3.9	66.5 ± 3.5	57.1 ± 1.1
Diploma and above	58.8 ± 4.5	56.5 ± 2.9	49.5 ± 8.7	51.4 ± 6.8	52.5 ± 6.1	59.5 ± 8.3	74.4 ± 6.4	49.1 ± 11.4	55.9 ± 2.1

TABLE 5A.22

Table 5A.22 **Proportion of government-funded graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Type of improved employment status									
Employed after training (of those not employed before training)	41.4 ± 2.8	47.1 ± 2.5	43.1 ± 4.5	44.3 ± 5.0	42.8 ± 4.9	46.5 ± 5.2	61.2 ± 7.1	60.8 ± 8.4	44.3 ± 1.6
Employed at a higher skill level after training (of those employed before training)	17.4 ± 1.8	19.5 ± 1.4	14.4 ± 2.3	14.8 ± 2.4	16.1 ± 2.4	17.7 ± 2.6	19.9 ± 3.2	14.7 ± 2.7	16.9 ± 0.9
Received a job-related benefit (of those employed after training)	72.5 ± 1.9	70.4 ± 1.6	66.9 ± 2.9	62.8 ± 2.9	65.2 ± 3.0	68.6 ± 2.9	74.3 ± 3.4	68.4 ± 3.3	68.8 ± 1.0
Total with improved employment status after training	54.8 ± 1.8	57.2 ± 1.5	53.7 ± 2.6	52.0 ± 2.6	53.6 ± 2.7	57.2 ± 2.8	66.5 ± 3.4	63.0 ± 3.2	55.2 ± 0.9
2015									
Level of qualification									
Certificate level I/II	35.1 ± 3.5	40.3 ± 8.9	44.6 ± 9.8	45.2 ± 5.1	41.0 ± 5.9	41.6 ± 5.4	34.2 ± 18.9	54.6 ± 10.2	39.8 ± 3.4
Certificate level III/IV	62.4 ± 1.6	57.6 ± 3.2	60.5 ± 2.8	66.3 ± 1.8	66.5 ± 2.8	70.0 ± 2.7	63.5 ± 4.4	68.7 ± 4.2	61.5 ± 1.2
Diploma and above	61.4 ± 2.9	64.7 ± 4.7	63.4 ± 4.9	61.3 ± 3.4	63.8 ± 4.6	63.3 ± 6.8	68.1 ± 6.0	69.7 ± 9.8	63.1 ± 1.9
Type of improved employment status									
Employed after training (of those not employed before training)	37.9 ± 2.2	44.0 ± 4.5	43.9 ± 4.3	42.5 ± 3.2	43.5 ± 4.4	48.4 ± 4.5	44.1 ± 8.2	45.5 ± 9.8	42.1 ± 1.9
Employed at a higher skill level after training (of those employed before training)	15.4 ± 1.4	13.3 ± 2.2	15.6 ± 2.1	17.1 ± 1.5	13.4 ± 1.9	16.8 ± 2.3	19.1 ± 3.5	13.0 ± 3.0	14.9 ± 0.9
Received a job-related benefit (of those employed after training)	77.7 ± 1.4	73.4 ± 2.8	76.9 ± 2.5	76.8 ± 1.5	75.0 ± 2.3	77.0 ± 2.4	75.2 ± 3.5	78.1 ± 3.5	76.0 ± 1.0
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

Data are comparable across jurisdictions, but not comparable over time (2019 data are not comparable with earlier years).

Data are complete for the current reporting period.

Table 5A.22 Proportion of government-funded graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. If the margin of error is greater or equal to 10 per cent, these data are italicised and need to be used with caution.								
(b)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent).								
(c)	Government-funded graduates includes students who completed government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.								
(d)	The age scope of graduates in this table is those aged 20–64 years.								
(e)	Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at < https://www.ncver.edu.au/data/collection/student-outcomes >.								
(f)	There are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.								
(g)	Improved employment status after training is defined as either employment status changing from not employed before training to employed after training, or employed at a higher skill level after training, or received a job-related benefit. An individual may report a positive response to more than one component contributing to improved employment status after training. Not employed is defined as unemployed, not in the labour force, or not employed (no further information).								
(h)	AQF level 'Diploma and above' includes Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.								
(i)	From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.								

Table 5A.22 **Proportion of government-funded graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(j) Employed at a higher skill level after training' is based on those employed before training who are employed in an occupation with a higher skill level after training, in comparison with their occupation before training. The base includes those not employed after training. In prior publications, the proportion employed at a higher skill level was based on those employed before and after training. 'Employed at a higher skill level after training' have been revised for 2018 and earlier years to be consistent with data for 2019.									
(k) Following a trial in 2018, the 2019 questionnaire was revised. The changes include a new category in the job-related benefits item of 'gained extra skills for my job'. Due to this change in question wording, estimates for 'improved employment status after training' (derived from 'received at least one job-related benefit') are not comparable with prior years.									

Source: NCVET, National Student Outcomes Survey.

TABLE 5A.23

Table 5A.23 **Total VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	9.6	2.9	11.1	2.6	1.1	0.6	0.9	1.5	30.2
Remote and very remote	'000	1.9	0.8	6.1	2.7	0.9	0.3	..	1.3	14.1
With disability	'000	14.5	11.5	9.9	3.2	1.4	1.0	0.8	0.4	42.7
Total	'000	207.7	189.6	195.4	74.9	25.7	9.8	13.6	5.5	722.2
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	57.3	78.3	79.1	38.6	41.4	31.1	164.0	28.1	58.7
Remote and very remote	no.	86.9	455.4	74.7	25.4	23.6	46.2	..	18.9	43.1
With disability	no.	23.7	21.9	21.3	16.1	9.7	15.0	18.0	29.0	20.6
Total	no.	39.9	44.2	59.9	43.7	23.2	29.8	47.4	31.3	44.1
2017										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	9.6	3.0	11.5	3.4	1.7	0.7	0.7	1.9	32.5
Remote and very remote	'000	2.0	1.1	7.1	3.8	1.4	0.3	..	1.8	17.6
With disability	'000	15	12.7	10.5	3.5	1.9	1.1	0.8	0.4	45.9
Total	'000	217.7	206.1	222.8	80.6	35.8	10.6	13.8	7.3	794.7
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	58.7	84.1	84.5	52.1	62.5	38.3	133.5	36.5	64.7
Remote and very remote	no.	89.0	621.5	85.1	34.9	39.1	47.2	..	26.5	53.3
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	42.3	49.1	69.2	46.9	32.4	32.3	49.2	41.7	49.1
2016										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	10.6	3.2	10.8	3.3	1.9	0.7	0.8	1.7	33.0
Remote and very remote	'000	2.6	1.1	7.3	4.4	1.5	0.4	..	1.7	19.2

TABLE 5A.23

Table 5A.23 **Total VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
With disability	'000	15.7	13.4	9.3	3.3	2.4	1.1	0.9	0.3	46.4
Total	'000	222.9	210.5	221.4	83.1	38.0	10.8	16.3	6.3	809.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	66.0	91.2	81.3	51.9	71.1	42.2	172.8	34.3	67.4
Remote and very remote	no.	113.5	646.0	86.9	40.0	40.5	60.5	..	24.6	57.3
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	44.0	51.3	69.7	48.5	34.4	32.9	58.9	35.7	50.8
2015										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	9.8	3.4	11.7	3.9	2.0	0.7	0.8	1.6	33.9
Remote and very remote	'000	2.6	1.1	8.7	5	1.6	0.5	..	1.7	21.5
With disability	'000	14.4	15.6	8.2	3.7	3.6	1.1	1.1	0.4	48.1
Total	'000	223.9	251.2	232.6	88.5	45.0	11.2	19.8	6.2	878.4
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	62.6	98.5	90.0	63.0	78.6	43.8	155.3	33.1	70.8
Remote and very remote	no.	114.2	604.9	101.3	43.7	43.3	83.1	..	25.1	63.0
With disability	no.	21.5	27.5	18.5	21.0	18.8	16.4	31.5	37.6	22.2
Total	no.	44.8	62.5	73.9	51.6	40.7	34.3	72.0	35.4	55.7

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) From 2018, all non-nationally recognised vocational education and training (VET) has been excluded from total VET activity scope, so that Total VET students and courses now only reports on students who undertook nationally recognised VET on a government funded or fee-for-service basis. Excluded from scope commencing 2018, is non-nationally recognised training which includes locally developed programs and skill sets constructed by training providers, industry, enterprise, community education or professional bodies to meet an identified training need as well as non-accredited modules. Non-registered training providers have also been excluded from scope in 2018. The new scope has been backdated to 2015 in all NCVET resources.

Table 5A.23 Total VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h), (i)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b)	Total VET includes domestic and overseas VET activity delivered by all types of Australian registered training organisations (RTOs), not just those in receipt of government funding. Total VET data are sourced from the National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed. There is a degree of undercoverage of total VET reporting which is expected to improve over time.									
(c)	This table presents the number of qualifications completed annually from 2015 to 2018. 2018 data are preliminary and will be revised following the annual data submission to the 2019 National VET Provider Collection, and final figures will be released by NCVET in July 2020.									
(d)	VET AQF qualifications include Certificate I/II, Certificate III/IV, Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.									
(e)	Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.									
(f)	'Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction.									
(g)	'With disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.									
(h)	Total includes all 15–64 year old government-funded students who completed a qualification.									
(i)	ABS population estimates are used to calculate qualifications per 1000 people aged 15–64 years. Preliminary June 2018 ERP estimates based on the 2016 Census are used for the total 2018 population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2016 Census. Estimates of people from remote and very remote areas are based on the 2016 Census. The triennial ABS Survey of Disability, Ageing and Carers provides the population estimate of people with disability. In the ABS survey, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. As the collections are different and due to the difficult nature of measuring disability by self-reporting, caution should be used when interpreting the proportion.									

na Not available. .. Not applicable.

Source: NCVET, National VET Provider Collection and National VET in Schools Collection, 2018 (preliminary completions); ABS (Australian Bureau of Statistics) (2018) *Australian Demographic Statistics, June 2018*, Cat. no. 3101.0, Canberra; ABS (2017) *Australian Demographic Statistics, June 2017*, Cat. no. 3101.0; ABS (2019) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2006 to 2031*, Cat. No. 3238.0; ABS (2019) *Projected population, Aboriginal and Torres Strait Islander Australians, states and territories, 2016 to 2031*, Cat. No. 3238.0; table 2A.1; table 2A.4, Derived from ABS (2015 to 2019), *Regional population by Age and Sex, Australia*, 2014–2018, Cat. no. 3235.0, Derived from ABS (2019) *Disability, Ageing and Carers, Australia: Summary of Findings, 2018*, Cat. no. 4430.0.

TABLE 5A.24

Table 5A.24 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	7.5	1.2	6.7	2.1	0.5	0.4	0.2	1.4	20.1
Remote and very remote	'000	1.0	–	3.4	2.1	0.6	0.2	..	1.4	8.7
With disability	'000	12.8	7.3	6.7	2.3	1.1	0.8	0.5	0.3	31.8
Total	'000	111.0	79.8	89.6	33.6	15.5	7.4	5.2	4.7	346.8
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	44.8	33.4	48.0	31.9	19.4	23.0	36.3	27.4	39.2
Remote and very remote	no.	45.6	22.7	41.2	19.4	17.3	30.2	..	20.6	26.7
With disability	no.	20.9	13.9	14.3	11.8	7.3	12.4	12.2	23.4	15.4
Total	no.	21.3	18.6	27.5	19.6	14.0	22.5	17.9	26.7	21.2
2017										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	7.6	1.1	6.9	2.3	0.7	0.5	0.2	1.6	20.9
Remote and very remote	'000	0.9	–	3.8	2.4	0.9	0.2	..	1.7	10.0
With disability	'000	12.5	7.6	6.6	2.2	1.2	0.9	0.5	0.3	31.8
Total	'000	108.8	86.8	95.6	37.3	19.5	8.3	4.6	5.3	366.2
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	46.4	31.7	50.3	34.8	27.8	25.9	41.9	30.7	41.5
Remote and very remote	no.	42.7	27.7	46.3	21.9	24.1	28.6	..	24.3	30.1
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	21.2	20.7	29.7	21.7	17.6	25.4	16.2	30.4	22.6
2016										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	7.7	1.2	6.9	2.3	0.8	0.4	0.2	1.6	21.2
Remote and very remote	'000	1.2	–	4.2	2.7	0.8	0.2	..	1.8	11.0

TABLE 5A.24

Table 5A.24 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
With disability	'000	12.0	8.6	6.6	2.1	1.6	0.9	0.5	0.3	32.5
Total	'000	104.5	96.0	104.0	39.7	20.7	8.7	4.9	5.3	383.7
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	48.1	35.3	51.5	35.6	30.7	26.0	41.8	32.9	43.2
Remote and very remote	no.	51.3	26.0	49.6	24.5	22.7	35.5	..	26.5	32.9
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	20.6	23.4	32.7	23.2	18.7	26.5	17.7	30.4	24.1
2015										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	6.9	1.6	6.2	2.8	1.1	0.5	0.2	1.5	20.7
Remote and very remote	'000	1.2	0.1	4.1	3.2	1.2	0.3	..	1.6	11.6
With disability	'000	10.2	10.4	5.7	2.3	2.9	0.9	0.6	0.3	33.3
Total	'000	101.1	131.3	106.8	44.5	30.1	9.2	5.6	5.1	433.6
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	44.1	46.7	47.6	44.7	44.3	27.0	35.7	30.5	43.2
Remote and very remote	no.	51.4	50.0	47.1	28.3	31.3	42.3	..	23.4	34.2
With disability	no.	15.2	18.3	12.9	13.1	15.3	13.6	16.7	26.1	15.4
Total	no.	20.2	32.7	33.9	26.0	27.2	28.0	20.5	28.9	27.5
2014										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	7.1	1.8	5.1	2.4	1.3	0.6	0.3	1.4	19.9
Remote and very remote	'000	1.1	0.1	3.5	3.2	1.3	0.4	..	1.9	11.4
With disability	'000	11.3	11.7	5.7	2.1	4.9	1.1	0.6	0.3	37.7
Total	'000	129.5	168.2	104.8	43.5	42.9	10.2	7.0	5.1	511.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	46.9	52.2	40.1	40.3	50.8	34.2	58.9	29.0	42.6

Table 5A.24 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote and very remote	no.	48.9	48.9	39.4	27.2	33.2	61.4	..	26.1	32.8
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	26.2	42.7	33.5	25.5	39.0	31.0	25.9	29.4	32.8

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data prior to 2016 have been revised since the 2017 Report to exclude domestic and international fee-for-service activity of government VET providers as part of government-funded VET. Qualifications completed data are from the National VET Provider Collection.
- (b) This table presents the number of qualifications completed annually from 2014 to 2018. 2018 data are preliminary (contains a top up from 2019 January to June National VET Provider Collection) and will be revised following the annual data submission to the 2019 National VET Provider Collection, and final figures will be released by NCVET in July 2020.
- (c) VET AQF qualifications include Certificate I/II, Certificate III/IV, Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.
- (d) Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.
- (e) 'Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction.
- (f) 'With disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.
- (g) Total includes all 15–64 year old government-funded students who completed a qualification.

Table 5A.24 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(h)	<p>ABS population estimates are used to calculate qualifications per 1000 people aged 15–64 years. Preliminary June 2018 ERP estimates based on the 2016 Census are used for the total 2018 population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2016 Census. Estimates of people from remote and very remote areas are based on the 2016 Census. The triennial ABS Survey of Disability, Ageing and Carers provides the population estimate of people with disability. In the ABS survey, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. As the collections are different and due to the difficult nature of measuring disability by self-reporting, caution should be used when interpreting the proportion.</p>									

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

Source: NCVER, National VET Provider Collection, 2018 (preliminary completions); ABS (Australian Bureau of Statistics) (2018) *Australian Demographic Statistics, June 2018*, Cat. no. 3101.0, Canberra; ABS (2017) *Australian Demographic Statistics, June 2017*, Cat. no. 3101.0; ABS (2019) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2006 to 2031*, Cat. No. 3238.0; ABS (2019) *Projected population, Aboriginal and Torres Strait Islander Australians, states and territories, 2016 to 2031*, Cat. No. 3238.0; table 2A.1; table 2A.4, Derived from ABS (2015 to 2019), *Regional population by Age and Sex, Australia, 2014-2018*, Cat. no. 3235.0., Cat. no. 3235.0, Derived from ABS (2019) *Disability, Ageing and Carers, Australia: Summary of Findings, 2018*, Cat. no. 4430.0.

TABLE 5A.25

Table 5A.25 **Total VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	45.6	40.3	26.0	8.2	4.8	0.8	4.1	0.5	130.3
Diploma	'000	34.6	33.8	22.9	6.7	3.8	0.8	2.6	0.5	105.7
Advanced diploma	'000	10.7	6.0	2.8	1.2	0.9	–	0.6	–	22.2
Certificate III or IV	'000	119.2	109.0	97.3	35.1	15.0	5.5	6.0	2.5	389.6
Certificate I or II	'000	42.9	40.3	72.1	31.6	5.9	3.6	3.5	2.5	202.3
Total	'000	207.7	189.6	195.4	74.9	25.7	9.8	13.6	5.5	722.2
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	8.8	9.4	8.0	4.8	4.3	2.4	14.4	2.9	8.0
Certificate III or IV	no.	22.9	25.4	29.8	20.5	13.6	16.6	20.9	14.3	23.8
Certificate I or II	no.	8.2	9.4	22.1	18.4	5.3	10.8	12.1	14.1	12.4
Total	no.	39.9	44.2	59.9	43.7	23.2	29.8	47.4	31.3	44.1
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	1.1	0.3	0.5	0.1	0.1	–	0.2	–	2.3
Diploma	'000	1.0	0.2	0.4	0.1	0.1	–	0.2	–	2.1
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.2
Certificate III or IV	'000	5.8	1.9	4.1	1.1	0.6	0.3	0.5	0.4	14.5
Certificate I or II	'000	2.7	0.7	6.5	1.4	0.5	0.3	0.2	1.0	13.3
Total	'000	9.6	2.9	11.1	2.6	1.1	0.6	0.9	1.5	30.2
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	6.5	7.2	3.4	1.8	3.0	0.3	42.6	0.8	4.5
Certificate III or IV	no.	34.5	51.1	29.2	15.8	21.7	14.4	90.7	7.3	28.3

TABLE 5A.25

Table 5A.25 **Total VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I or II	no.	16.4	20.0	46.5	21.0	16.8	16.3	30.7	20.0	26.0
Total	no.	57.3	78.3	79.1	38.6	41.4	31.1	164.0	28.1	58.7
2017										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	49.5	47.5	30.8	10.7	6.0	0.9	3.9	0.6	149.9
Diploma	'000	37.6	38.5	27.9	8.9	4.6	0.8	2.2	0.5	121.1
Advanced diploma	'000	11.6	8.5	2.5	1.4	1.2	–	0.8	–	26.1
Certificate III or IV	'000	124.5	109.4	107.8	39.8	20.5	5.8	6.8	3.5	418.1
Certificate I or II	'000	43.8	49.1	84.1	30.1	9.4	3.9	3.1	3.2	226.7
Total	'000	217.7	206.1	222.8	80.6	35.8	10.6	13.8	7.3	794.7
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	9.6	11.3	9.6	6.3	5.4	2.7	13.9	3.2	9.3
Certificate III or IV	no.	24.2	26.1	33.5	23.2	18.5	17.6	24.2	20.1	25.9
Certificate I or II	no.	8.5	11.7	26.1	17.5	8.5	12.0	11.1	18.4	14.0
Total	no.	42.3	49.1	69.2	46.9	32.4	32.3	49.2	41.7	49.1
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	1.1	0.3	0.6	0.2	0.1	–	0.2	0.1	2.4
Diploma	'000	1.0	0.3	0.6	0.1	0.1	–	0.2	–	2.3
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.2
Certificate III or IV	'000	5.3	1.6	4.2	1.3	0.9	0.3	0.4	0.5	14.4
Certificate I or II	'000	3.3	1.2	6.7	1.9	0.7	0.4	0.1	1.3	15.6
Total	'000	9.6	3.0	11.5	3.4	1.7	0.7	0.7	1.9	32.5

TABLE 5A.25

Table 5A.25 **Total VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	6.5	7.4	4.4	2.4	3.2	1.2	37.2	1.0	4.8
Certificate III or IV	no.	32.3	43.2	31.0	20.1	33.0	15.9	71.3	10.1	28.8
Certificate I or II	no.	19.9	33.4	49.1	29.6	26.3	21.1	25.0	25.4	31.1
Total	no.	58.7	84.1	84.5	52.1	62.5	38.3	133.5	36.5	64.7
2016										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	47.0	46.3	30.6	11.0	6.8	1.0	4.6	0.4	147.9
Diploma	'000	38.9	38.9	28.1	9.2	5.4	0.9	2.8	0.3	124.4
Advanced diploma	'000	7.7	7.0	2.2	1.4	1.4	0.1	1.0	0.1	20.8
Certificate III or IV	'000	127.3	119.5	113.8	40.6	21.3	5.9	8.2	3.0	439.5
Certificate I or II	'000	48.6	44.7	76.9	31.5	9.9	3.9	3.5	2.9	221.9
Total	'000	222.9	210.5	221.4	83.1	38.0	10.8	16.3	6.3	809.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	9.3	11.3	9.6	6.4	6.2	3.0	16.7	2.1	9.3
Certificate III or IV	no.	25.1	29.1	35.8	23.7	19.2	18.0	29.6	17.0	27.6
Certificate I or II	no.	9.6	10.9	24.2	18.4	9.0	11.9	12.6	16.6	13.9
Total	no.	44.0	51.3	69.7	48.5	34.4	32.9	58.9	35.7	50.8
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	1.6	0.3	0.7	0.1	0.1	–	0.3	–	3.2
Diploma	'000	1.5	0.3	0.7	0.1	0.1	–	0.2	–	3.0
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.2
Certificate III or IV	'000	5.5	1.8	4.1	1.1	1.0	0.3	0.5	0.5	14.6

TABLE 5A.25

Table 5A.25 **Total VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I or II	'000	3.5	1.1	6.0	2.1	0.7	0.4	0.1	1.2	15.2
Total	'000	10.6	3.2	10.8	3.3	1.9	0.7	0.8	1.7	33.0
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	9.9	9.7	5.3	2.2	3.9	1.9	51.5	0.9	6.5
Certificate III or IV	no.	34.2	50.8	30.9	16.9	38.7	14.8	92.3	9.5	29.9
Certificate I or II	no.	21.9	30.7	45.1	32.8	28.5	25.5	28.9	23.9	31.0
Total	no.	66.0	91.2	81.3	51.9	71.1	42.2	172.8	34.3	67.4
2015										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	44.2	45.9	28.3	11.8	6.6	1.0	4.6	0.3	142.7
Diploma	'000	36.9	38.1	26.0	9.5	5.3	0.8	3.2	0.3	120.2
Advanced diploma	'000	7.1	7.1	2.0	2.1	1.2	0.1	0.8	–	20.4
Certificate III or IV	'000	130.7	152.8	120.1	43.8	24.7	6.2	11.7	3.1	493.0
Certificate I or II	'000	48.9	52.6	84.2	32.9	13.7	4.1	3.4	2.8	242.7
Total	'000	223.9	251.2	232.6	88.5	45.0	11.2	19.8	6.2	878.4
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	8.8	11.4	9.0	6.9	5.9	2.9	16.9	1.6	9.1
Certificate III or IV	no.	26.1	38.0	38.1	25.5	22.3	18.9	42.7	17.6	31.3
Certificate I or II	no.	9.8	13.1	26.7	19.2	12.4	12.5	12.4	16.2	15.4
Total	no.	44.8	62.5	73.9	51.6	40.7	34.3	72.0	35.4	55.7
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	1.1	0.3	0.8	0.1	0.1	–	0.1	–	2.6
Diploma	'000	1.0	0.3	0.7	0.1	0.1	–	0.1	–	2.4

Table 5A.25 **Total VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.2
Certificate III or IV	'000	5.3	1.9	4.3	1.5	1.1	0.3	0.4	0.6	15.5
Certificate I or II	'000	3.4	1.2	6.6	2.2	0.8	0.4	0.2	1.0	15.8
Total	'000	9.8	3.4	11.7	3.9	2.0	0.7	0.8	1.6	33.9
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	7.0	9.1	6.0	2.3	4.4	1.7	27.3	0.2	5.5
Certificate III or IV	no.	34.0	54.4	33.3	24.6	44.5	15.8	82.5	13.1	32.4
Certificate I or II	no.	21.5	35.1	50.7	36.1	29.7	26.2	45.5	19.7	33.0
Total	no.	62.6	98.5	90.0	63.0	78.6	43.8	155.3	33.1	70.8

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) From 2018, all non-nationally recognised vocational education and training (VET) has been excluded from total VET activity scope, so that Total VET students and courses now only reports on students who undertook nationally recognised VET on a government funded or fee-for-service basis. Excluded from scope commencing 2018, is non-nationally recognised training which includes locally developed programs and skill sets constructed by training providers, industry, enterprise, community education or professional bodies to meet an identified training need as well as non-accredited modules. Non-registered training providers have also been excluded from scope in 2018. The new scope has been backdated to 2015 in all NCVER resources.
- (b) Total VET includes domestic and overseas VET activity delivered by all types of Australian registered training organisations (RTOs), not just those in receipt of government funding. Total VET data are sourced from the National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed. There is a degree of undercoverage of total VET reporting which is expected to improve over time.
- (c) This table presents the number of qualifications completed annually from 2015 to 2018. 2018 data are preliminary and will be revised following the annual data submission to the 2019 National VET Provider Collection, and final figures will be released by NCVER in July 2020.
- (d) Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.
- (e) 'Diploma and above' includes Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.
- (f) Total includes 'Diploma and above', 'Certificate III or IV' and 'Certificate I or II'.

Table 5A.25 **Total VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) ABS population estimates are used to calculate the participation rates. Estimated resident population (ERP) for 2015 and 2016 are final based on the 2016 Census of Population and Housing. ERP for 2017 and 2018 are preliminary based on the 2016 Census. Aboriginal and Torres Strait Islander population estimates for 2015 to 2016 are based on the 2016 Census. Aboriginal and Torres Strait Islander population projections for 2017 and 2018 are based on the 2016 Census. Estimates and projections are based on the Series B fertility assumption.

– Nil or rounded to zero.

Source: NCVER, National VET Provider Collection and National VET in Schools Collection, 2018 (preliminary completions); ABS (Australian Bureau of Statistics) (2018) Australian Demographic Statistics, June 2018, Cat. no. 3101.0, Canberra; ABS (2017) *Australian Demographic Statistics, June 2017*, Cat. no. 3101.0; ABS (2019) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2006 to 2031*, Cat. No. 3238.0; ABS (2019) *Projected population, Aboriginal and Torres Strait Islander Australians, states and territories, 2016 to 2031*, Cat. No. 3238.0; table 2A.1; table 2A.4.

TABLE 5A.26

Table 5A.26 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	10.3	17.3	5.6	3.9	1.7	0.4	1.2	0.4	40.7
Diploma	'000	9.7	14.9	5.4	3.5	1.5	0.4	1.1	0.4	36.9
Advanced diploma	'000	0.6	2.3	0.1	0.4	0.2	–	0.1	0.1	3.8
Certificate III or IV	'000	70.3	49.7	56.5	19.5	9.4	5.0	3.5	2.4	216.3
Certificate I or II	'000	30.4	12.7	27.6	10.3	4.5	2.0	0.4	1.8	89.7
Total	'000	111.0	79.8	89.6	33.6	15.5	7.4	5.2	4.7	346.8
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	2.0	4.0	1.7	2.3	1.5	1.3	4.0	2.4	2.5
Certificate III or IV	no.	13.5	11.6	17.3	11.4	8.4	15.1	12.4	13.7	13.2
Certificate I or II	no.	5.8	3.0	8.5	6.0	4.0	6.1	1.6	10.6	5.5
Total	no.	21.3	18.6	27.5	19.6	14.0	22.5	17.9	26.7	21.2
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.6	0.2	0.2	0.1	–	–	0.1	–	1.3
Diploma	'000	0.6	0.2	0.2	0.1	–	–	0.1	–	1.2
Advanced diploma	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	4.5	0.8	3.4	0.8	0.3	0.3	0.1	0.5	10.7
Certificate I or II	'000	2.3	0.3	3.1	1.2	0.2	0.2	–	0.9	8.2
Total	'000	7.5	1.2	6.7	2.1	0.5	0.4	0.2	1.4	20.1
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	3.7	5.5	1.5	1.5	0.9	0.5	12.8	0.8	2.5
Certificate III or IV	no.	27.1	20.9	24.5	12.4	10.3	14.1	17.4	9.1	20.8

TABLE 5A.26

Table 5A.26 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I or II	no.	14.0	7.0	22.0	18.0	8.1	8.5	6.1	17.5	16.0
Total	no.	44.8	33.4	48.0	31.9	19.4	23.0	36.3	27.4	39.2
2017										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	9.4	18.8	5.7	4.0	2.3	0.6	1.0	0.4	42.2
Diploma	'000	8.8	16.2	5.4	3.7	1.8	0.5	0.9	0.4	37.8
Advanced diploma	'000	0.6	2.5	0.3	0.3	0.3	–	0.1	–	4.2
Certificate III or IV	'000	68.4	53.1	60.3	22.0	10.5	5.4	3.2	2.8	225.7
Certificate I or II	'000	31.0	15.0	29.6	11.3	6.7	2.3	0.3	2.0	98.3
Total	'000	108.8	86.8	95.6	37.3	19.5	8.3	4.6	5.3	366.2
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	1.8	4.5	1.8	2.3	2.0	1.7	3.7	2.5	2.6
Certificate III or IV	no.	13.3	12.6	18.7	12.8	9.5	16.6	11.3	16.3	14.0
Certificate I or II	no.	6.0	3.6	9.2	6.6	6.1	7.1	1.2	11.7	6.1
Total	no.	21.2	20.7	29.7	21.7	17.6	25.4	16.2	30.4	22.6
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.7	0.2	0.2	0.1	–	–	0.1	0.1	1.4
Diploma	'000	0.7	0.1	0.2	0.1	–	–	0.1	0.1	1.3
Advanced diploma	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	4.3	0.7	3.4	1.0	0.4	0.3	0.1	0.5	10.6
Certificate I or II	'000	2.6	0.3	3.3	1.2	0.3	0.2	–	1.0	8.9
Total	'000	7.6	1.1	6.9	2.3	0.7	0.5	0.2	1.6	20.9

TABLE 5A.26

Table 5A.26 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	4.4	4.2	1.3	1.6	1.2	1.2	14.4	1.2	2.7
Certificate III or IV	no.	26.1	18.1	25.1	14.9	13.6	14.8	18.9	10.1	21.0
Certificate I or II	no.	15.9	9.3	23.9	18.2	13.0	9.9	8.7	19.4	17.8
Total	no.	46.4	31.7	50.3	34.8	27.8	25.9	41.9	30.7	41.5
2016										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	9.2	19.4	6.5	4.7	3.5	0.7	1.1	0.3	45.5
Diploma	'000	8.5	16.4	6.3	4.2	2.9	0.6	0.9	0.3	40.2
Advanced diploma	'000	0.7	2.8	0.2	0.5	0.5	–	0.2	–	5.0
Certificate III or IV	'000	62.6	60.9	67.8	23.4	11.0	5.5	3.5	2.8	237.4
Certificate I or II	'000	32.6	15.7	29.7	11.6	6.1	2.5	0.4	2.2	100.8
Total	'000	104.5	96.0	104.0	39.7	20.7	8.7	4.9	5.3	383.7
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	1.8	4.7	2.1	2.8	3.2	2.1	3.8	1.8	2.9
Certificate III or IV	no.	12.4	14.8	21.3	13.7	10.0	16.8	12.5	16.2	14.9
Certificate I or II	no.	6.4	3.8	9.3	6.8	5.6	7.6	1.4	12.4	6.3
Total	no.	20.6	23.4	32.7	23.2	18.7	26.5	17.7	30.4	24.1
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.7	0.1	0.2	0.1	–	–	0.1	–	1.3
Diploma	'000	0.6	0.1	0.2	0.1	–	–	0.1	–	1.2
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	4.2	0.8	3.6	0.9	0.4	0.2	0.1	0.5	10.7

TABLE 5A.26

Table 5A.26 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I or II	'000	2.9	0.3	3.0	1.3	0.4	0.2	–	1.1	9.1
Total	'000	7.7	1.2	6.9	2.3	0.8	0.4	0.2	1.6	21.2
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	4.3	4.1	1.7	1.3	1.7	1.4	15.9	0.8	2.7
Certificate III or IV	no.	25.9	22.8	27.3	14.0	14.0	13.9	20.8	10.4	21.8
Certificate I or II	no.	18.0	8.4	22.5	20.3	15.0	10.8	5.1	21.7	18.6
Total	no.	48.1	35.3	51.5	35.6	30.7	26.0	41.8	32.9	43.2
2015										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	10.3	19.8	4.9	5.3	3.9	0.7	1.2	0.2	46.4
Diploma	'000	9.3	16.3	4.7	4.6	3.3	0.6	1.0	0.2	39.9
Advanced diploma	'000	1.0	3.3	0.2	0.8	0.6	0.1	0.2	–	6.2
Certificate III or IV	'000	59.0	91.0	78.6	26.0	15.4	6.1	4.0	2.7	282.8
Certificate I or II	'000	31.7	20.5	23.3	13.2	10.8	2.4	0.5	2.1	104.4
Total	'000	101.1	131.3	106.8	44.5	30.1	9.2	5.6	5.1	433.6
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	2.1	4.9	1.5	3.1	3.6	2.1	4.3	1.3	2.9
Certificate III or IV	no.	11.8	22.7	25.0	15.1	13.9	18.6	14.6	15.6	17.9
Certificate I or II	no.	6.3	5.1	7.4	7.7	9.8	7.2	1.6	12.0	6.6
Total	no.	20.2	32.7	33.9	26.0	27.2	28.0	20.5	28.9	27.5
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.5	0.2	0.2	0.1	0.1	–	–	–	1.1
Diploma	'000	0.4	0.2	0.2	0.1	0.1	–	–	–	1.0

TABLE 5A.26

Table 5A.26 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	3.8	1.0	3.6	1.1	0.5	0.3	0.1	0.5	10.9
Certificate I or II	'000	2.6	0.5	2.4	1.6	0.6	0.2	–	0.9	8.7
Total	'000	6.9	1.6	6.2	2.8	1.1	0.5	0.2	1.5	20.7
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	3.0	5.3	1.5	1.8	2.5	1.7	8.2	0.3	2.3
Certificate III or IV	no.	24.4	27.5	27.8	17.7	19.6	15.8	19.9	11.2	22.7
Certificate I or II	no.	16.6	13.9	18.4	25.2	22.1	9.5	7.6	19.0	18.2
Total	no.	44.1	46.7	47.6	44.7	44.3	27.0	35.7	30.5	43.2
2014										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	19.0	20.5	10.3	5.2	6.3	0.8	1.6	0.3	64.0
Diploma	'000	16.4	16.9	9.5	4.6	5.4	0.7	1.2	0.3	55.0
Advanced diploma	'000	2.6	3.3	0.6	0.6	0.8	0.1	0.4	–	8.4
Certificate III or IV	'000	83.1	115.7	77.5	25.9	23.8	5.9	4.7	2.6	339.0
Certificate I or II	'000	27.4	32.0	17.0	12.5	12.9	3.5	0.8	2.2	108.3
Total	'000	129.5	168.2	104.8	43.5	42.9	10.2	7.0	5.1	511.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	3.8	5.2	3.3	3.0	5.7	2.6	5.8	1.8	4.1
Certificate III or IV	no.	16.8	29.3	24.8	15.1	21.6	17.9	17.3	14.8	21.7
Certificate I or II	no.	5.5	8.1	5.5	7.3	11.7	10.6	2.8	12.9	6.9
Total	no.	26.2	42.7	33.5	25.5	39.0	31.0	25.9	29.4	32.8

TABLE 5A.26

Table 5A.26 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.7	0.1	0.3	0.1	–	–	–	–	1.4
Diploma	'000	0.7	0.1	0.3	0.1	–	–	–	–	1.4
Advanced diploma	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	3.9	1.1	3.2	0.8	0.5	0.3	0.2	0.4	10.3
Certificate I or II	'000	2.5	0.5	1.5	1.5	0.7	0.3	0.1	1.0	8.1
Total	'000	7.1	1.8	5.1	2.4	1.3	0.6	0.3	1.4	19.9
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	4.8	4.1	2.6	1.6	1.3	1.5	10.2	0.9	3.1
Certificate III or IV	no.	25.4	33.0	25.7	13.5	19.8	15.3	34.8	7.8	22.1
Certificate I or II	no.	16.7	15.0	11.8	25.2	29.7	17.3	13.9	20.3	17.4
Total	no.	46.9	52.2	40.1	40.3	50.8	34.2	58.9	29.0	42.6

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data prior to 2016 have been revised since the 2017 Report to exclude domestic and international fee-for-service activity of government VET providers as part of government-funded VET. Qualifications completed data are from the National VET Provider Collection.
- (b) This table presents the number of qualifications completed annually from 2014 to 2018. 2018 data are preliminary (contains a top up from 2019 January to June National VET Provider Collection) and will be revised following the annual data submission to the 2019 National VET Provider Collection, and final figures will be released by NCVET in July 2020.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.
- (d) 'Diploma and above' includes Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.

Table 5A.26 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) Total includes 'Diploma and above', 'Certificate III or IV' and 'Certificate I or II'.

(f) ABS population estimates are used to calculate the participation rates. Estimated resident population (ERP) for 2015 and 2016 are final based on the 2016 Census of Population and Housing. ERP for 2017 and 2018 are preliminary based on the 2016 Census. Aboriginal and Torres Strait Islander population estimates for 2015 to 2016 are based on the 2016 Census. Aboriginal and Torres Strait Islander population projections for 2017 and 2018 are based on the 2016 Census. Estimates and projections are based on the Series B fertility assumption.

– Nil or rounded to zero.

Source: NCVER, National VET Provider Collection, 2018 (preliminary completions); ABS (Australian Bureau of Statistics) (2018) Australian Demographic Statistics, June 2018, Cat. no. 3101.0, Canberra; ABS (2017) Australian Demographic Statistics, June 2017, Cat. no. 3101.0; ABS (2019) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2006 to 2031*, Cat. No. 3238.0; ABS (2019) *Projected population, Aboriginal and Torres Strait Islander Australians, states and territories, 2016 to 2031*, Cat. No. 3238.0; table 2A.1; table 2A.4

TABLE 5A.27

Table 5A.27 **Total VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	3.4	1.4	2.9	1.0	0.4	0.2	0.4	0.6	10.3
Remote and very remote	'000	0.8	0.3	1.8	1.0	0.3	0.1	..	0.5	4.9
With disability	'000	4.6	4.9	2.5	0.9	0.5	0.3	0.2	0.1	14.1
Total	'000	66.9	79.5	57.5	16.7	10.4	3.6	3.4	1.8	239.8
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	50.4	67.2	61.7	62.1	57.2	59.9	55.6	58.0	57.4
Remote and very remote	%	53.3	48.6	54.8	51.5	54.5	63.7	..	50.9	53.1
With disability	%	40.9	59.6	53.3	51.7	53.8	49.6	36.2	52.0	49.6
Total	%	40.8	55.2	51.1	43.4	54.1	51.2	33.0	47.2	48.0
Proportion of all VET AQF qualification enrolments										
Total	%	12.3	15.7	15.3	13.7	13.5	17.1	11.7	12.6	14.2
2017										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	3.5	1.2	3.1	1.1	0.6	0.2	0.3	0.9	11.1
Remote and very remote	'000	0.8	0.3	2.1	1.1	0.5	0.1	..	0.8	5.8
With disability	'000	4.8	5.4	2.7	1.0	0.7	0.4	0.2	0.2	15.3
Total	'000	72.4	90.3	68.4	20.1	14.5	3.7	3.8	2.5	275.7
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	51.3	63.8	61.0	62.8	54.7	54.2	55.5	65.4	57.7
Remote and very remote	%	50.4	54.2	53.8	51.1	52.2	50.4	..	56.7	52.8
With disability	%	40.2	57.7	52.8	53.9	46.1	51.3	35.7	55.3	48.9
Total	%	41.8	56.3	49.5	43.5	52.1	49.4	36.2	47.5	48.5
Proportion of all VET AQF qualification enrolments										
Total	%	12.6	16.5	14.8	14.6	16.2	16.1	13.3	10.8	14.6

TABLE 5A.27

Table 5A.27 **Total VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2016										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	4.4	1.4	3.3	1.0	0.7	0.3	0.4	0.8	12.4
Remote and very remote	'000	1.1	0.5	2.6	1.3	0.6	0.2	..	0.7	7.0
With disability	'000	5.6	6.3	3.0	0.9	0.9	0.4	0.3	0.1	17.6
Total	'000	78.1	95.8	74.0	19.8	15.2	4.2	4.9	2.5	294.4
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	56.1	70.2	64.1	65.6	52.8	58.2	58.9	63.9	60.7
Remote and very remote	%	54.2	63.6	57.8	52.0	54.5	56.3	..	54.0	55.6
With disability	%	44.0	60.9	58.5	51.4	49.1	51.5	39.3	60.6	52.3
Total	%	43.9	59.5	52.3	42.3	50.9	52.6	38.1	52.2	50.5
Proportion of all VET AQF qualification enrolments										
Total	%	12.8	17.0	15.3	13.5	15.4	13.9	15.2	8.7	14.8
2015										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	4.1	1.6	3.9	1.5	0.8	0.3	0.3	0.8	13.3
Remote and very remote	'000	1.1	0.5	3.2	1.7	0.6	0.2	..	0.7	8.1
With disability	'000	5.7	7.7	2.8	1.0	1.3	0.4	0.4	0.2	19.5
Total	'000	83.7	122.9	78.4	23.5	16.3	4.0	7.0	2.4	338.2
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	59.8	70.4	61.3	69.1	50.7	53.0	46.0	65.2	61.4
Remote and very remote	%	55.4	58.2	56.1	55.2	50.5	47.7	..	53.8	54.9
With disability	%	49.0	63.6	57.9	53.0	44.6	48.9	41.1	57.9	55.0
Total	%	47.5	61.9	50.6	44.9	47.4	49.4	45.5	51.4	52.5
Proportion of all VET AQF qualification enrolments										
Total	%	14.0	20.2	15.2	15.6	13.2	13.3	20.8	7.8	16.2

Table 5A.27 Total VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g), (h)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
	Data are comparable (subject to caveats) across jurisdictions and over time.									
	Data are complete for the current reporting period.									
(a)	From 2018, all non-nationally recognised vocational education and training (VET) has been excluded from total VET activity scope, so that Total VET students and courses now only reports on students who undertook nationally recognised VET on a government funded or fee-for-service basis. Excluded from scope from 2018 is non-nationally recognised training which includes locally developed programs and skill sets constructed by training providers, industry, enterprise, community education or professional bodies to meet an identified training need as well as non-accredited modules. Non-registered training providers have also been excluded from scope in 2018. The new scope has been backdated to 2015 in all NCVER resources.									
(b)	Total VET includes domestic and overseas VET activity delivered by all types of Australian registered training organisations (RTOs), not just those in receipt of government funding. Total VET data are sourced from the National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed. There is a degree of undercoverage of total VET reporting which is expected to improve over time.									
(c)	This table presents the number of qualifications completed annually from 2015 to 2018. 2018 data are preliminary and will be revised following the annual data submission to the 2019 National VET Provider Collection, and final figures will be released by NCVER in July 2020.									
(d)	VET AQF qualifications include Certificate I/II, Certificate III/IV, Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.									
(e)	Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.									
(f)	'Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction.									
(g)	'With disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.									
(h)	Total includes all 20–64 year old government-funded students who completed a qualification. .. Not applicable.									

Source: NCVER, National VET Provider Collection and National VET in Schools Collection, 2018 (preliminary completions).

TABLE 5A.28

Table 5A.28 **Government-funded VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	2.6	0.7	2.6	0.8	0.2	0.2	0.1	0.6	7.9
Remote and very remote	'000	0.3	–	1.5	0.8	0.2	0.1	..	0.5	3.5
With disability	'000	4.0	3.6	2.1	0.7	0.4	0.3	0.1	0.1	11.4
Total	'000	35.3	46.6	37.7	11.0	6.5	3.4	1.8	1.7	144.1
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	50.7	76.6	68.3	67.0	66.9	63.1	58.6	56.1	60.5
Remote and very remote	%	50.1	76.7	67.6	57.2	61.1	63.3	..	51.3	59.7
With disability	%	40.0	65.0	60.7	51.8	53.3	50.1	33.2	52.2	50.8
Total	%	44.9	70.9	69.3	51.2	59.7	55.0	39.2	51.2	58.7
Proportion of all VET AQF qualification enrolments										
Total	%	14.0	19.8	25.5	13.7	14.6	18.7	11.0	14.9	17.9
2017										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	2.7	0.6	2.6	0.9	0.2	0.2	0.1	0.7	8.2
Remote and very remote	'000	0.3	–	1.5	0.9	0.3	0.1	..	0.7	3.9
With disability	'000	3.9	3.7	2.1	0.7	0.4	0.4	0.1	0.1	11.4
Total	'000	35.2	50.1	40.9	12.6	7.5	3.7	1.6	2.0	153.6
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	51.3	75.5	69.8	66.2	57.8	57.6	62.8	63.1	61.1
Remote and very remote	%	52.3	80.0	65.2	56.3	50.4	53.3	..	58.3	59.0
With disability	%	39.4	64.2	60.2	54.3	48.0	50.8	32.3	51.0	50.4
Total	%	46.3	69.9	69.3	53.1	55.3	53.5	39.8	50.0	59.3
Proportion of all VET AQF qualification enrolments										
Total	%	15.2	18.6	24.9	13.8	16.4	18.4	10.3	13.9	18.0

TABLE 5A.28

Table 5A.28 **Government-funded VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2016										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	3.0	0.7	3.0	1.0	0.3	0.2	0.1	0.8	9.1
Remote and very remote	'000	0.5	–	1.9	1.1	0.4	0.1	..	0.8	4.8
With disability	'000	4.1	4.7	2.5	0.7	0.7	0.4	0.2	0.1	13.4
Total	'000	35.9	60.4	48.9	13.3	9.3	4.0	1.7	2.1	175.6
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	55.3	80.2	73.1	70.4	56.2	64.7	62.3	62.7	64.5
Remote and very remote	%	59.8	84.2	68.4	57.8	59.6	60.2	..	55.5	61.7
With disability	%	43.1	68.6	63.1	53.5	52.5	52.4	35.6	56.3	54.8
Total	%	49.3	76.0	70.0	51.2	56.3	55.8	39.4	52.0	62.7
Proportion of all VET AQF qualification enrolments										
Total	%	16.1	20.8	31.6	13.6	17.7	18.5	11.4	13.1	20.2
2015										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	2.8	1.0	2.9	1.2	0.5	0.2	0.1	0.7	9.3
Remote and very remote	'000	0.4	0.1	1.9	1.3	0.5	0.1	..	0.7	5.0
With disability	'000	3.8	6.0	2.8	0.8	1.1	0.4	0.2	0.1	15.1
Total	'000	36.1	86.7	55.7	16.3	11.5	4.0	2.1	2.0	214.5
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	60.3	80.8	74.4	69.2	54.3	62.1	51.4	66.0	67.2
Remote and very remote	%	55.6	78.9	70.9	58.1	52.2	58.9	..	55.0	61.1
With disability	%	47.2	72.8	73.0	58.6	44.9	49.2	33.9	61.2	59.6
Total	%	53.1	80.3	73.3	54.1	50.0	53.4	42.6	53.2	66.8
Proportion of all VET AQF qualification enrolments										
Total	%	21.1	25.8	33.9	15.8	16.8	17.8	14.0	12.9	23.9

TABLE 5A.28

Table 5A.28 **Government-funded VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	3.0	1.1	2.3	1.1	0.4	0.2	0.1	0.6	8.8
Remote and very remote	'000	0.5	0.1	1.6	1.3	0.6	0.2	..	0.7	5.0
With disability	'000	4.1	7.2	2.8	0.8	2.0	0.5	0.2	0.1	17.6
Total	'000	50.1	111.9	51.2	15.6	17.2	4.6	2.3	1.9	254.8
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	55.9	83.7	73.8	69.9	45.8	56.8	52.1	60.5	63.7
Remote and very remote	%	57.2	92.3	67.4	56.2	54.0	67.5	..	51.2	59.2
With disability	%	44.2	76.0	73.2	56.3	45.9	52.0	38.1	53.9	59.0
Total	%	47.2	80.8	68.7	53.0	47.3	57.8	38.5	51.6	63.3
Proportion of all VET AQF qualification enrolments										
Total	%	20.5	27.2	31.3	14.8	18.0	18.3	12.4	11.7	23.6

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) From 2018, all non-nationally recognised vocational education and training (VET) has been excluded from total VET activity scope, so that Total VET students and courses now only reports on students who undertook nationally recognised VET on a government funded or fee-for-service basis. Excluded from scope commencing 2018, is non-nationally recognised training which includes locally developed programs and skill sets constructed by training providers, industry, enterprise, community education or professional bodies to meet an identified training need as well as non-accredited modules. Non-registered training providers have also been excluded from scope in 2018. The new scope has been backdated to 2015 in all NCVER resources.
- (b) This table presents the number of qualifications completed annually from 2014 to 2018. 2018 data are preliminary (contains a top up from 2019 January to June National VET Provider Collection) and will be revised following the annual data submission to the 2019 National VET Provider Collection, and final figures will be released by NCVER in July 2020.
- (c) VET AQF qualifications include Certificate I/II, Certificate III/IV, Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.
- (d) Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.

Table 5A.28 Government-funded VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(e) 'Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction.										
(f) 'With disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.										
(g) Total includes all 20–64 year old government-funded students who completed a qualification. .. Not applicable. – Nil or rounded to zero.										
<i>Source</i> : NCVET, National VET Provider Collection, 2018 (preliminary completions).										

TABLE 5A.29

Table 5A.29 **Total VET AQF Certificate III or above qualification completions 20–64 year olds with improved education status after training (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>
2018										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	62.8	75.4	54.2	15.3	9.6	3.2	3.2	1.4	225.0
Proportion of Certificate III or above qualifications completed	%	44.5	59.3	55.9	49.6	58.4	58.0	36.2	51.7	52.4
Proportion of Certificate III or above qualification enrolments	%	13.1	17.7	17.5	16.0	15.5	19.0	12.4	12.4	15.8
2017										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	67.6	85.1	63.1	18.6	12.9	3.3	3.7	1.7	255.9
Proportion of Certificate III or above qualifications completed	%	44.7	62.0	56.2	48.0	56.5	56.6	39.7	48.6	53.2
Proportion of Certificate III or above qualification enrolments	%	13.2	18.9	17.6	17.1	18.2	18.0	14.0	10.0	16.4
2016										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	71.8	89.7	69.4	18.1	13.6	3.6	4.7	1.6	272.5
Proportion of Certificate III or above qualifications completed	%	47.5	63.7	57.6	46.2	55.4	59.8	40.3	54.1	54.8
Proportion of Certificate III or above qualification enrolments	%	13.2	19.0	18.1	15.2	17.1	15.7	16.0	7.2	16.3
2015										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	76.2	113.4	71.8	21.5	14.1	3.5	6.8	1.7	309.0
Proportion of Certificate III or above qualifications completed	%	50.6	66.9	57.4	48.8	52.4	55.9	47.9	55.9	57.3
Proportion of Certificate III or above qualification enrolments	%	14.3	22.2	17.2	17.6	15.0	14.9	22.0	6.9	17.6

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

Table 5A.29 Total VET AQF Certificate III or above qualification completions 20–64 year olds with improved education status after training (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)	From 2018, all non-nationally recognised vocational education and training (VET) has been excluded from total VET activity scope, so that Total VET students and courses now only reports on students who undertook nationally recognised VET on a government funded or fee-for-service basis. Excluded from scope commencing 2018, is non-nationally recognised training which includes locally developed programs and skill sets constructed by training providers, industry, enterprise, community education or professional bodies to meet an identified training need as well as non-accredited modules. Non-registered training providers have also been excluded from scope in 2018. The new scope has been backdated to 2015 in all NCVET resources.									
(b)	Total VET includes domestic and overseas VET activity delivered by all types of Australian registered training organisations (RTOs), not just those in receipt of government funding. Total VET data are sourced from the National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed. There is a degree of undercoverage of total VET reporting which is expected to improve over time.									
(c)	This table presents the number of qualifications completed annually from 2015 to 2018. 2018 data are preliminary and will be revised following the annual data submission to the 2019 National VET Provider Collection, and final figures will be released by NCVET in July 2020.									

Source: NCVET, National VET Provider Collection and National VET in Schools Collection, 2018 (preliminary completions).

TABLE 5A.30

Table 5A.30 **Government-funded VET AQF Certificate III or above qualification completions 20–64 year olds with improved education status after training (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2018										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	32.0	43.6	35.6	10.0	5.8	3.0	1.7	1.4	133.2
Proportion of Certificate III or above qualifications completed	%	49.4	75.9	74.6	55.8	64.3	62.8	40.4	55.5	63.9
Proportion of Certificate III or above qualification enrolments	%	14.8	24.4	27.6	17.5	17.1	20.2	11.3	15.6	20.4
2017										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	31.8	46.7	38.9	11.5	6.4	3.2	1.5	1.5	141.5
Proportion of Certificate III or above qualifications completed	%	50.6	75.4	74.7	57.3	61.0	61.4	41.1	52.3	64.6
Proportion of Certificate III or above qualification enrolments	%	16.0	22.6	26.9	17.7	19.2	20.2	10.6	14.3	20.5
2016										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	31.6	56.3	45.7	12.1	7.9	3.4	1.6	1.6	160.2
Proportion of Certificate III or above qualifications completed	%	54.7	81.8	75.5	55.0	60.8	63.6	40.5	55.0	68.4
Proportion of Certificate III or above qualification enrolments	%	16.8	24.2	33.4	17.1	20.5	20.7	12.0	13.8	22.6
2015										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	31.9	80.8	52.4	14.6	9.4	3.5	2.0	1.5	196.3
Proportion of Certificate III or above qualifications completed	%	57.8	85.9	77.4	58.1	55.7	59.1	43.8	57.0	72.1
Proportion of Certificate III or above qualification enrolments	%	22.8	28.6	35.4	19.4	19.6	20.4	14.8	14.5	26.7
2014										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	44.3	101.7	48.9	13.8	14.3	3.8	2.2	1.5	230.5
Proportion of Certificate III or above qualifications completed	%	51.0	87.6	72.0	56.2	51.6	65.0	40.3	57.1	68.4
Proportion of Certificate III or above qualification enrolments	%	22.8	30.1	33.4	17.9	21.2	19.9	14.2	14.2	26.5

Table 5A.30 **Government-funded VET AQF Certificate III or above qualification completions 20–64 year olds with improved education status after training (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period.

- (a) Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data prior to 2016 have been revised since the 2017 Report to exclude domestic and international fee-for-service activity of government VET providers as part of government-funded VET. Data are from the National VET Provider Collection.
- (b) This table presents the number of qualifications completed annually from 2014 to 2018. 2018 data are preliminary (contains a top up from 2019 January to June National VET Provider Collection) and will be revised following the annual data submission to the 2019 National VET Provider Collection, and final figures will be released by NCVET in July 2020.

Source: NCVET, National VET Provider Collection, 2018 (preliminary completions).

TABLE 5A.31

Table 5A.31 **Gross Domestic Product chain price deflator (index)**

Years	<i>2018 = 100.0</i>
2018	100.0
2017	98.1
2016	94.5
2015	95.0
2014	95.0
2013	93.5
2012	93.5
2011	91.8
2010	86.6
2009	85.5

Source: ABS 2018, *Australian System of National Accounts, 2017-18*, Cat. no. 5204.0.

TABLE 5A.32

Table 5A.32 **Main reason for not participating in more (or any) non-formal learning, persons aged 15-64 years, 2016-17 (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 persons aged 15-64 years									
Could not participate in more (or any) non-formal learning in the last 12 months, but wanted to	11.0 ± 1.1	13.1 ± 0.9	9.5 ± 1.0	11.6 ± 1.1	11.2 ± 1.2	12.5 ± 1.9	16.7 ± 3.2	8.7 ± 2.2	11.4 ± 0.4
Main reason for experiencing barriers to non-formal learning:									
Too much work / no time	5.2 ± 3.6	6.3 ± 5.8	3.9 ± 6.9	4.7 ± 7.2	4.4 ± 6.9	<i>5.1 ±13.5</i>	9.8 ± 3.8	3.2 ±16.7	5.1 ± 2.3
Financial reasons	2.3 ± 9.5	3.4 ± 7.7	3.2 ± 8.8	<i>3.9 ±11.3</i>	<i>3.2 ±11.4</i>	<i>2.8 ±15.6</i>	<i>2.5 ±21.6</i>	<i>2.0 ±26.1</i>	3.0 ± 4.0
Personal reasons	<i>1.3 ±13.5</i>	<i>1.1 ±17.3</i>	<i>1.0 ±18.1</i>	<i>1.2 ±18.3</i>	<i>1.3 ±19.1</i>	<i>2.1 ±20.0</i>	<i>1.4 ±27.7</i>	np	1.2 ± 6.4
Courses not available	<i>0.7 ±15.1</i>	<i>0.7 ±27.6</i>	np	<i>0.4 ±45.8</i>	<i>0.7 ±24.8</i>	<i>0.9 ±24.2</i>	<i>0.5 ±41.6</i>	np	<i>0.6 ±10.9</i>
Other barriers	<i>1.5 ±12.1</i>	<i>1.4 ±16.7</i>	<i>1.1 ±18.9</i>	<i>1.1 ±17.8</i>	<i>1.5 ±19.2</i>	<i>1.7 ±25.8</i>	<i>2.8 ±28.1</i>	<i>1.9 ±25.4</i>	<i>1.4 ± 5.7</i>
Did not want to participate in (more) non-formal learning in the last 12 months (c)	88.9 ± 1.0	87.0 ± 0.9	90.5 ± 1.1	88.4 ± 1.2	89.1 ± 1.2	87.5 ± 1.9	83.7 ± 3.3	91.2 ± 2.1	88.6 ± 0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Persons aged 15-64 years that could not participate in more (or any) non-formal learning in the last 12 months, but wanted to									
Main reason for experiencing barriers to non-formal learning:									
Too much work / no time	47.2 ± 3.3	47.9 ± 5.4	40.7 ± 5.5	40.9 ± 5.8	39.3 ± 5.3	<i>40.9 ±10.8</i>	58.4 ± 4.3	<i>36.4 ±11.9</i>	45.1 ± 2.0
Financial reasons	21.0 ± 3.9	26.2 ± 4.0	33.7 ± 5.8	33.8 ± 7.5	28.1 ± 6.3	22.6 ± 6.9	15.2 ± 6.4	<i>22.7 ±11.6</i>	26.8 ± 2.1
Personal reasons	11.8 ± 3.1	8.1 ± 2.7	10.4 ± 3.7	10.4 ± 3.7	11.6 ± 4.3	16.9 ± 6.6	8.5 ± 4.6	np	10.6 ± 1.3
Courses not available	6.6 ± 2.0	5.0 ± 2.7	np	3.3 ± 3.0	5.8 ± 2.8	7.2 ± 3.4	3.2 ± 2.6	np	5.1 ± 1.1
Other barriers	13.5 ± 3.2	10.7 ± 3.5	11.3 ± 4.2	9.6 ± 3.3	13.8 ± 5.2	<i>13.6 ± 6.9</i>	<i>17.0 ± 9.4</i>	<i>21.8 ±10.9</i>	12.1 ± 1.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data in italics indicates a relative standard error (RSE) of between 25 per cent and 50 per cent. Estimates with RSEs greater than 25 per cent should be used with care. Estimates with RSEs greater than 50 per cent are considered too unreliable for general use, and are not published.

Table 5A.32 **Main reason for not participating in more (or any) non-formal learning, persons aged 15-64 years, 2016-17 (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>
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(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent plus or minus 2.7 per cent). Data with the 95 per cent confidence interval greater or equal to 10 per cent are italicised and need to be used with caution.

(c) Data are based on people aged 15-64 years who answered 'no' when asked: 'During the last 12 months, were there any [work-related or] personal interest courses you wanted to do but couldn't?'

np Not published.

Source: ABS 2017 (unpublished), *Work-Related Training and Adult Learning, Australia, 2016-17*, Cat. no. 4234.0.