

Report on Government Services 2021

PART B, SECTION 5: LATEST UPDATE: 3 JUNE 2021

5 Vocational education and training

LATEST UPDATE 3 JUNE 2021:

Indicator results for:

- ✓ [Students who achieve main reason for training, 2020 data](#)
- ✓ [Student satisfaction with quality of training, 2020 data](#)
- ✓ [Student employment and further study outcomes, 2020 data](#)

Context on:

- ✓ [Service overview, 2020 data](#)

Impact of COVID-19 on data for the Vocational education and training section

COVID-19 may affect data in this Report in a number of ways. This includes in respect of actual performance (that is, the impact of COVID-19 on service delivery in 2020 which is reflected in the data results), and the collection and processing of data (that is, the ability of data providers to undertake data collection and process results for inclusion in the Report).

For the VET section, there has been some impact on the data that could be attributable to COVID-19 but this has not affected either the comparability or completeness of any indicators. These impacts are likely to be primarily due to the social distancing restrictions implemented in March 2020 and associated economic downturn, which may have affected 2020 data for the Student employment and further study outcomes indicator.

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

The **Indicator Results** tab uses data from the data tables to provide information on the performance for each indicator in the **Indicator Framework**. The same data are also available in CSV format.

Context

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.

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 2020, the main reason graduates participated in VET was for:

- employment related reasons (75.2 per cent in total VET and 75.4 per cent in government-funded VET)¹
- personal development (14.2 per cent in total VET and 13.8 per cent in government-funded VET)
- pathways to further study (10.6 per cent in total VET and 10.8 per cent in government-funded VET) (NCVER 2021).

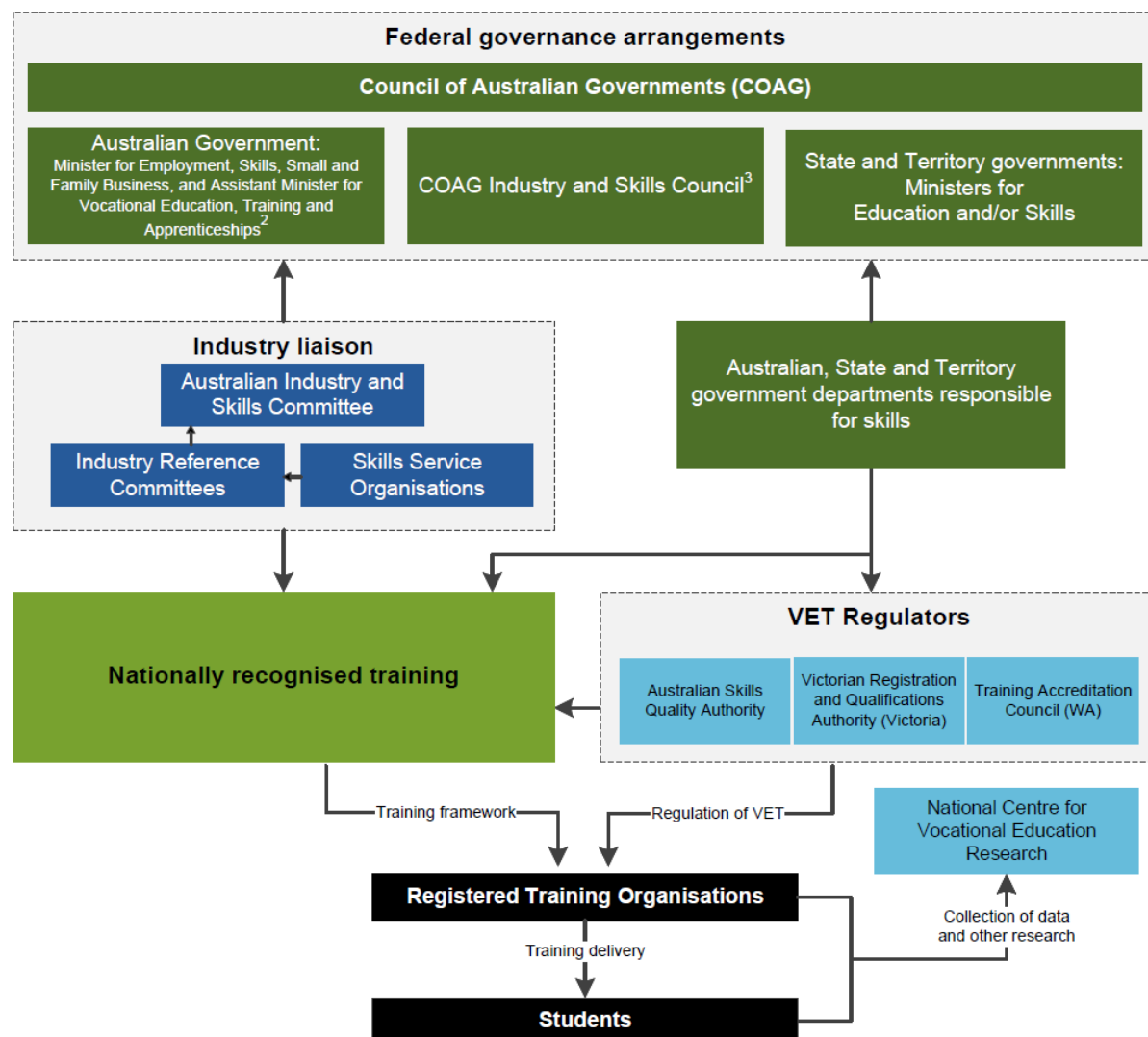
To achieve these aims, a student may choose to complete a single subject/unit of competency, module, skill set or VET qualification. VET qualifications range from Certificate level I to Graduate Diploma level, as determined by the Australian Qualifications Framework (AQF).

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

Roles and responsibilities

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

Figure 5.1 VET roles and responsibilities, as at 30 June 2019



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

³ At its August 2019 meeting, COAG announced a new COAG Skills Council, which replaces the COAG Industry and Skills Council. COAG ceased in July 2020 and was replaced by the National Cabinet.

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).

- 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 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.

Nationally recognised training

Nationally recognised training leads to vocational qualifications and credentials that are recognised across Australia. It consists of the following components:

- *Training packages* specify the knowledge and skills (known as competencies) required by individuals to perform effectively in the workplace. Training packages detail how units of competency can be packaged into nationally recognised qualifications that align to the Australian Qualifications Framework (AQF). Training packages are approved for implementation by the AISC

- *Accredited qualifications* refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package
- *Accredited courses* have been assessed by a VET regulator as compliant with the Standards for VET accredited courses 2012
- *Training package skill sets* are defined as single units of competency, or combinations of units of competency from an endorsed training package, which link to a licensing or regulatory requirement, or a defined industry need
- *Units of competency and accredited modules* defines the skills and knowledge to operate effectively in a workplace context. They are the smallest units/modules that can be assessed and recognised. Where a student enrolls in a unit/module not part of one of the categories above, they are reported as 'subjects not delivered as part of a nationally recognised program'.

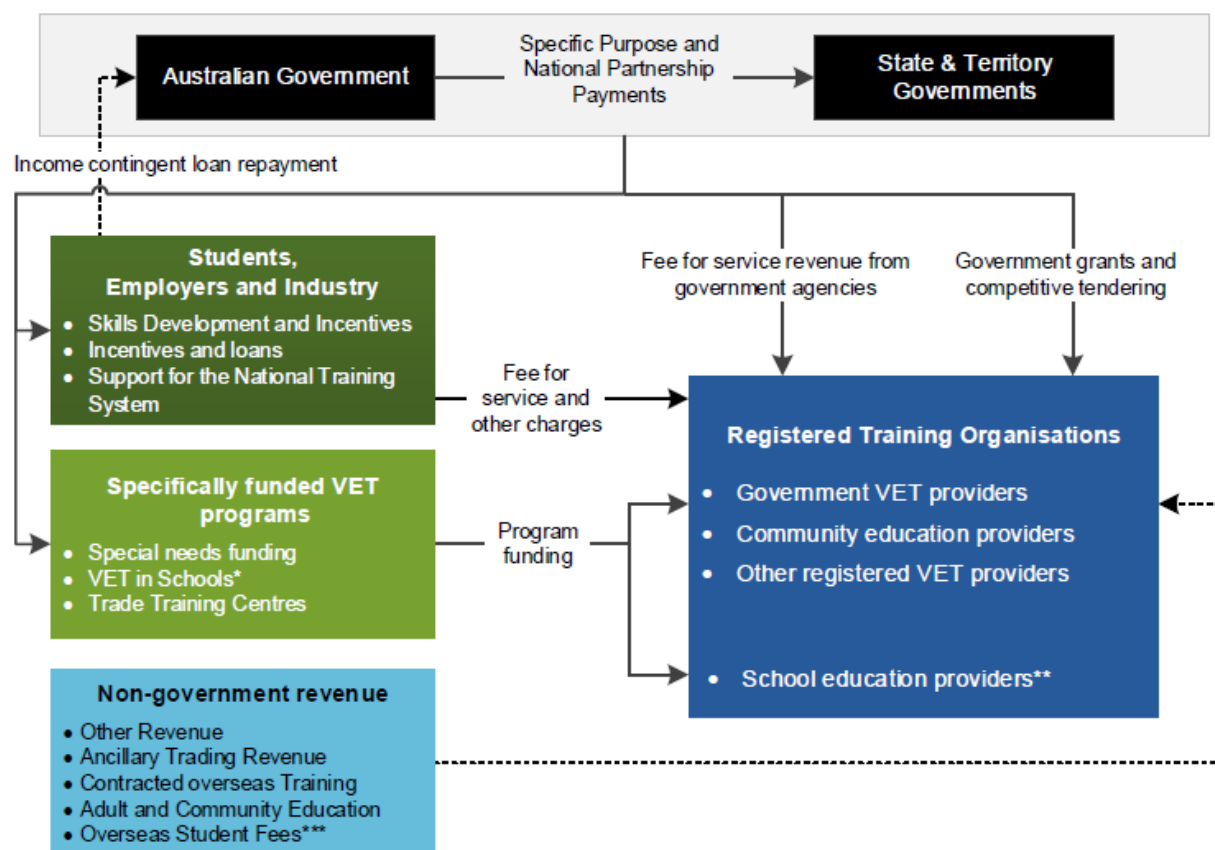
All nationally recognised training is listed on the National Training Register and only RTOs can deliver nationally recognised training and issue nationally recognised qualifications or statements of attainment on the full or partial completion of training. Apprenticeships/traineeships combine employment and competency-based training, including both formal nationally recognised training and on-the-job training.

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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.

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 2019, Australian, State and Territory government appropriations and program funding for VET was \$5.3 billion (table 5A.5).

- State and Territory governments provided \$3.6 billion (68.3 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 amounted to \$1.1 billion in 2019, similar to 2018 (table 5A.4).

Nationally in 2019, \$2.8 billion (53.8 per cent) of government appropriations and program funding was allocated on a competitive basis — a 3.6 per cent increase in real terms from 2018. The majority of funding allocated on a competitive basis was provided through entitlement funding

programs (see sub-section 5.2 for a definition) (59.9 per cent of all contestable funding allocated to VET in 2019) (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 5.2 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 2019, around 4.2 million students participated in nationally recognised VET (total VET students) (table 5A.8). Around 2.0 million students were enrolled in qualifications, with the largest number of these students enrolled in Certificate level III or IV qualifications (1.3 million), followed by Certificate level I or II (0.5 million), and Diploma or above (0.4 million) qualifications. Other students were enrolled in subjects not delivered as part of a nationally recognised program (2.6 million) and in training package skill sets and accredited courses (0.2 million).

In 2019, around 1.2 million students participated in government-funded VET (table 5A.9). Around 1.0 million students were enrolled in government-funded qualifications, with the largest number of these students enrolled in Certificate level III or IV qualifications (0.7 million), followed by Diploma or above (0.2 million), and Certificate level I or II (135 600) qualifications. Other students were enrolled in other forms of government-funded nationally recognised and non-nationally recognised training.

Data on student participation in government-funded VET by target group (by Indigenous status, remoteness area and disability status) are available in tables 5A.10–12.

Training providers

In 2019, there were 3671 registered VET training organisations delivering nationally recognised training in Australia (table 5A.6), of which 1381 delivered nationally recognised government-funded VET through state and territory training departments (NCVER, unpublished). Around 1620 VET providers delivered government-funded nationally recognised, locally developed and non-nationally recognised training, at 32 568 locations in Australia (table 5A.7).

References

NCVER (National Centre for Vocational Education Research) 2021, *Australian vocational education and training statistics: VET student outcomes 2020*, Adelaide.

Indicator Framework

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

The performance indicator framework shows which data are complete and comparable in this Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. [Section 1](#) discusses data comparability and completeness from a Report-wide perspective. In addition to the service area's Profile information, the Report's statistical context ([Section 2](#)) contains data that may assist in interpreting the performance indicators presented in this section.

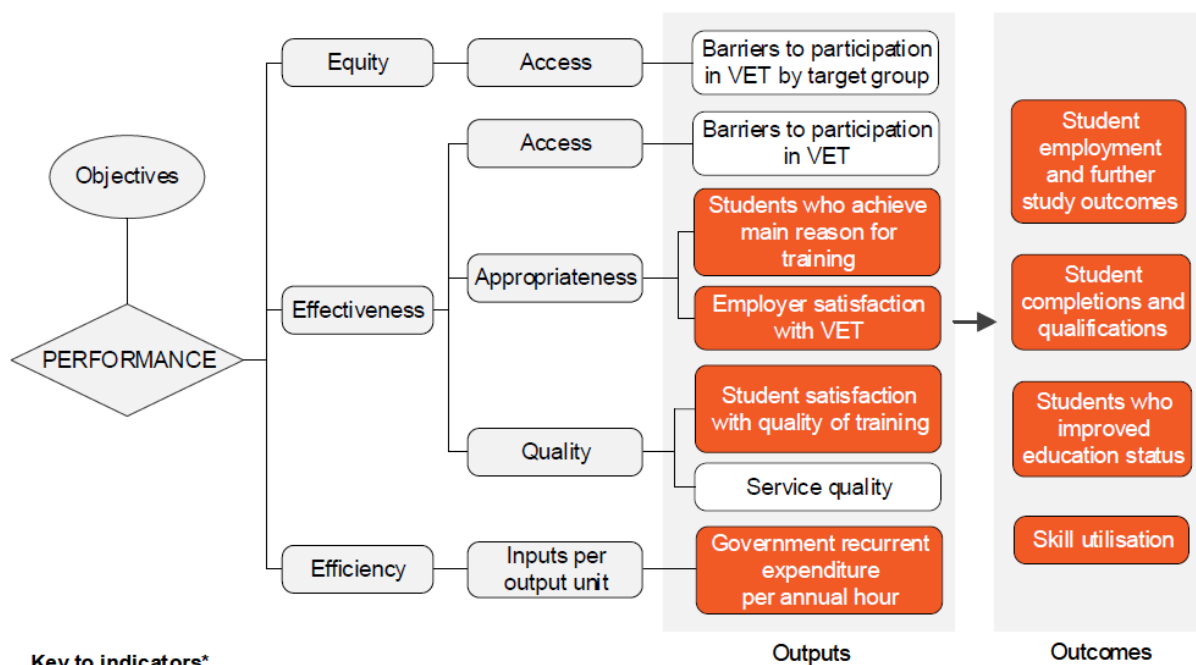
Improvements to performance reporting for VET services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

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.

Outcomes

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



Key to indicators*

Text	Most recent data for all measures are comparable and complete
Text	Most recent data for at least one measure are comparable and complete
Text	Most recent data for all measures are either not comparable and/or not complete
Text	No data reported and/or no measures yet developed

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

Indicator Results

An overview of the VET services performance indicator results are presented. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of VET services.

Information to assist the interpretation of these data can be found in the VET supporting interpretative material and data tables. Data tables are identified by a '5A' prefix (for example, table 5A.1).

All data are available for download as an excel spreadsheet and as a CSV dataset — refer to [Download supporting material](#). Specific data used in figures can be downloaded by clicking in the figure area, navigating to the bottom of the visualisation to the grey toolbar, clicking on the 'Download' icon and selecting 'Data' from the menu. Selecting 'PDF' or 'Powerpoint' from the 'Download' menu will download a static view of the performance indicator results.

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.

Measure: 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 people
- people from remote and very remote areas
- people with disability
- SEIFA groups (low socioeconomic status).

Guidance: 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.

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.

Measure: The proportion of the population aged 15–64 years who reported facing barriers to accessing or completing VET courses.

Guidance: 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 WRTAL currently has data only on barriers to non-formal learning (see table 5A.32). The next WRTAL will be conducted in 2020-21.

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.

Measure: The proportion of government-funded VET graduates who reported that the training helped or partly helped them achieve their main reason for training. Survey data for a year (for example, 2020) refer to the cohort of students that graduated the year before (for example, 2019).

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

- Data are comparable (subject to caveats) across jurisdictions and over time.
- Data are complete (subject to caveats) for the current reporting period.

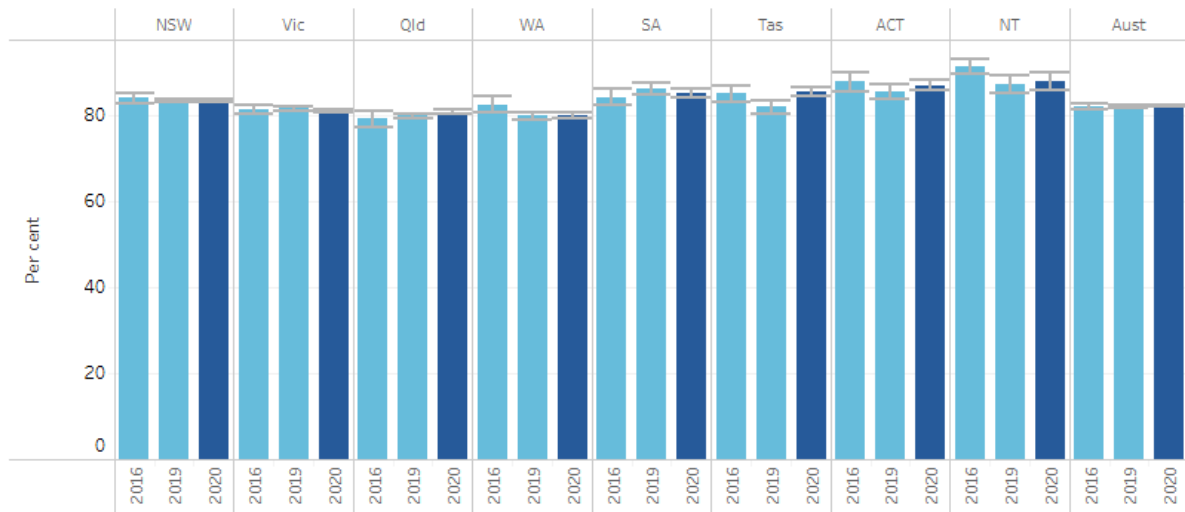
Select year(s):

(Multiple values) ▼

Select disaggregation:

- Partly helped achieve main reason for training
- Fully helped achieve main reason for training
- Fully helped or partly helped achieve main reason for training

Figure 5.3 Government-funded VET graduates whose training Fully helped or partly helped achieve main reason for training by jurisdiction, by year



Source: table 5A.13

Nationally in 2020, 82.2 per cent of government-funded 2019 VET graduates reported that training helped to fully or partly achieve their main reason for training. The proportion was higher for Aboriginal and Torres Strait Islander government-funded graduates (83.4 per cent) in 2020 (table 5A.13).

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.

Measure: The proportion of employers who engaged in an aspect of VET, and who were satisfied with all forms of VET engagement.

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

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

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

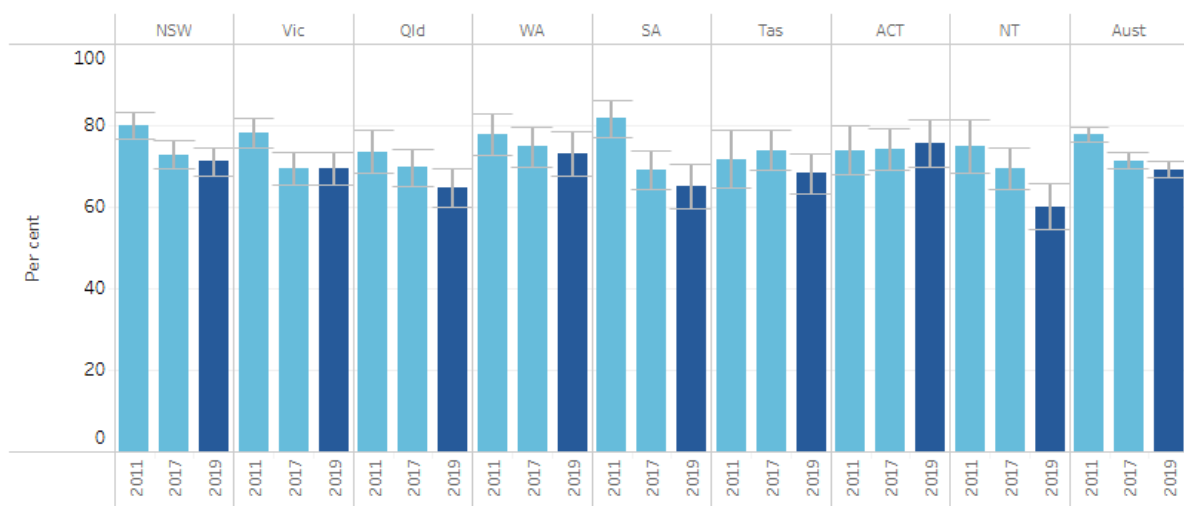
Select year(s):

(Multiple values) ▼

Select type of training engaged in:

- Satisfaction with all forms of VET engagement
- Satisfaction with apprenticeships or traineeships
- Satisfaction with formal vocational qualifications as a job requirement
- Satisfaction with nationally recognised training

Figure 5.4 Employer satisfaction with VET, Satisfaction with all forms of VET engagement by jurisdiction, by year



Source: table 5A.16

In 2019, around half of Australian employers were 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. By type of training engaged in:

- 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
- 77.6 per cent who engaged with apprenticeships or traineeships were satisfied with the training in providing apprentices or trainees 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).

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

Measure: The proportion of government-funded VET graduates who were satisfied with the overall quality of training. Survey data for a year (for example, 2020) refer to the cohort of students that graduated the year before (for example, 2019).

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

- Data are comparable (subject to caveats) across jurisdictions and over time (data from 2019 onwards are not comparable with data prior to 2019).
- Data are complete for the current reporting period (subject to caveats).

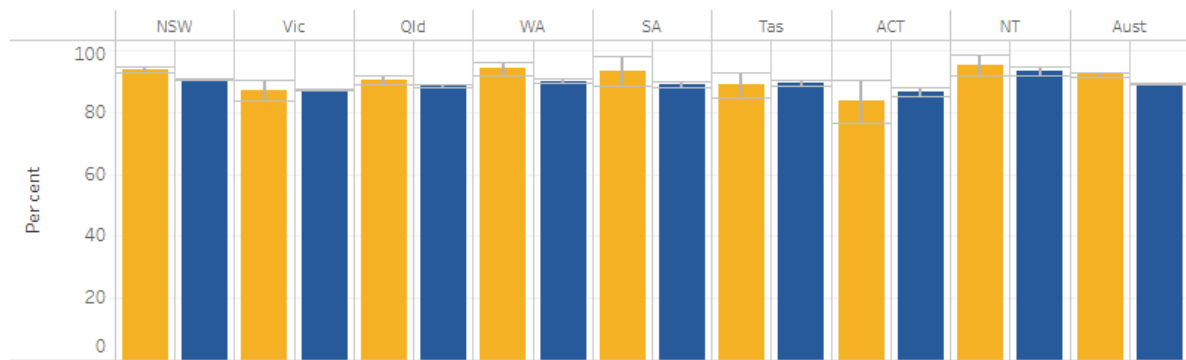
Select year:

2020

Aboriginal and Torres Strait Islander people

All people

Figure 5.5 Government-funded VET graduates Satisfied with overall quality of training, Aboriginal and Torres Strait Islander people & All people, 2020 by jurisdiction



Source: table 5A.14

Nationally in 2020, 89.2 per cent of all government-funded 2019 VET graduates indicated that they were satisfied with the overall quality of their training. The proportion was higher for Aboriginal and Torres Strait Islander government-funded graduates (92.2 per cent) in 2020 (table 5A.14).

Satisfaction with instructors (88.2 per cent) was lower than satisfaction with assessment (89.9 per cent) in 2020 (table 5A.14).

Service quality is an indicator of governments' objective to create a national training system that is high 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. Table 5A.34 provides contextual information about providers regulated by ASQA subject to compliance audit with critical or serious non compliance findings (final audit outcomes).

Government recurrent expenditure per annual hour is an indicator of governments' objective that the national training system is provided in an efficient manner.

Measure: Government recurrent expenditure (including user cost of capital) divided by government-funded annual hours.

Guidance: 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.

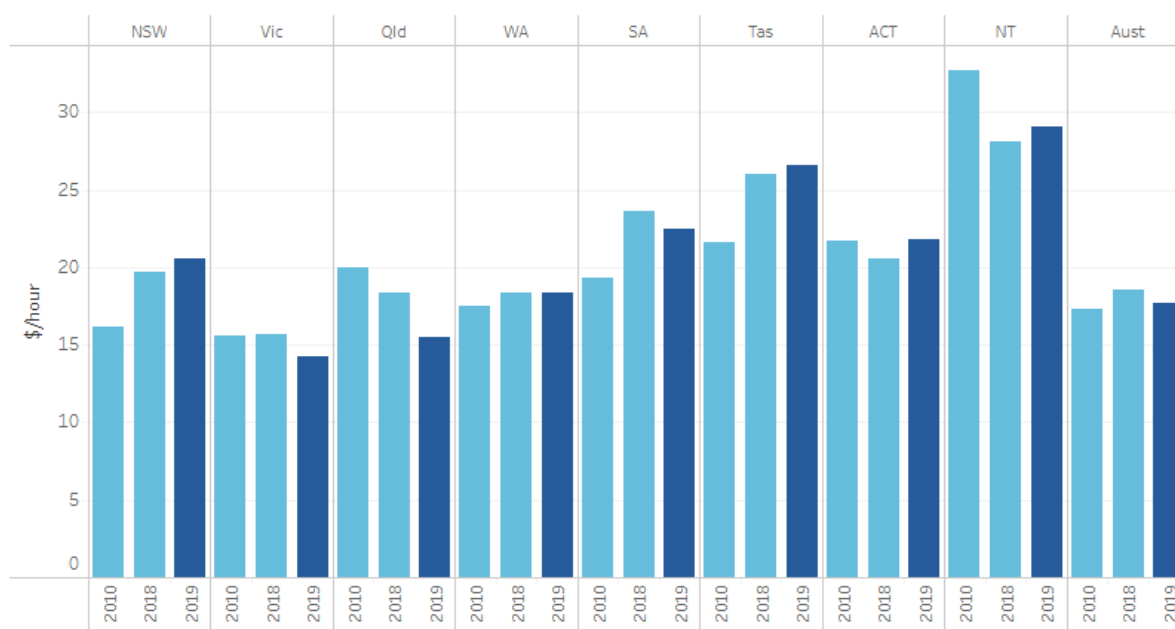
■ Data are comparable (subject to caveats) across jurisdictions and over time.

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

Select year(s):

(Multiple values) ▼

Figure 5.6 Government recurrent expenditure per annual hour (2019 dollars) by jurisdiction, by year



Source: table 5A.2

Nationally in 2019, government real recurrent expenditure increased 0.1 per cent from 2018 (table 5A.1), while the number of government funded annual hours (course mix adjusted) increased 4.9 per cent (table 5A.2). These annual movements resulted in a decrease in recurrent expenditure per annual hour from \$18.52 in 2018 to \$17.67 in 2019.

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. It is defined by two measures.

The proportion of total VET graduates aged 20–64 years for total and by target groups (Aboriginal and Torres Strait Islander people, people from remote and very remote areas, and people with disability):

Measure 1: employed and/or in further study after training

Measure 2: who improved their employment status after training.

Guidance: Holding other factors constant, higher or increasing proportions indicate positive employment or further study outcomes after training. Survey data for a year (for example, 2020) refer to the cohort of students that graduated the year before (for example, 2019).

- Data are comparable (subject to caveats) across jurisdictions and over time (for measure 2, data from 2019 onwards are not comparable with data prior to 2019).
- Data are complete (subject to caveats) for the current reporting period.

Select year (applies to figures 5.7a and 5.7b):

2020

Select scope (applies to figures 5.7a and 5.7b):

Total VET graduates

Select target group (applies to figure 5.7a):

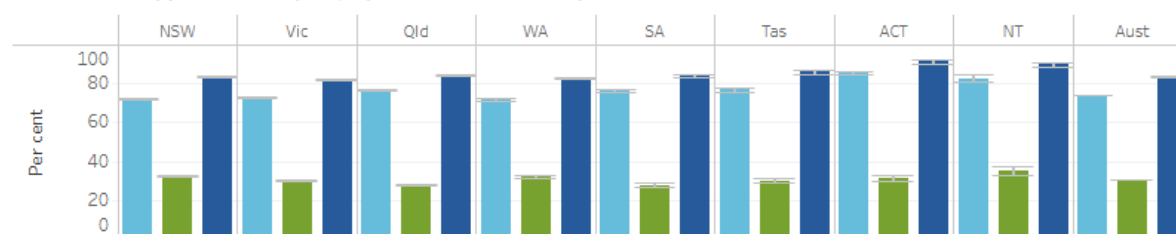
All people

Employed after training

In further study after training

Employed and/or in further study

Figure 5.7a Measure 1: Total VET graduates, 20–64 years old, All people, Graduates employed and/or in further study after training, 2020
by jurisdiction, by employment and further study outcomes



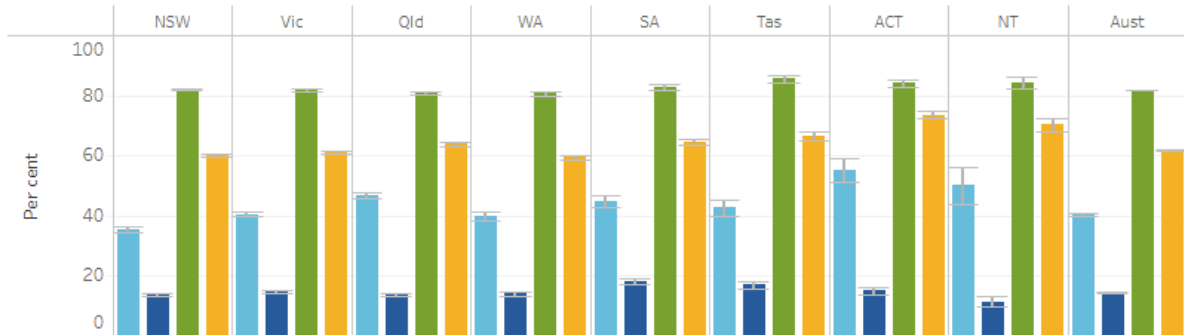
Source: table 5A.17

Nationally in 2020, 83.6 per cent of 20–64 year old total VET graduates from 2019 were employed and/or continued on to further study after training — down from 86.2 per cent in 2019. The proportion was higher for people from remote and very remote areas (89.6 per cent) and lower for Aboriginal and Torres Strait Islander people (79.4 per cent) and people with disability (69.3 per cent) (table 5A.17).

For government-funded VET graduates, 80.9 per cent were employed and/or continued on to further study in 2020 (lower than the proportion for total VET graduates) — down from 84.4 per cent in 2019 (table 5A.18).

- Employed after training (of those not employed before training)
- Employed at a higher skill level after training (of those employed before training)
- Received a job-related benefit (of those employed after training)
- Total who improved their employment status after training

Figure 5.7b Measure 2: Total VET graduates, 20-64 years old, who improved their employment status after training, 2020 by jurisdiction, by employment status



Source: table 5A.21

Nationally in 2020, 61.8 per cent of 20–64 year old total VET graduates from 2019 improved their employment status after training — down from 67.0 per cent in 2019. The proportion was higher for people from remote and very remote areas (71.9 per cent), and lower for Aboriginal and Torres Strait Islander people (58.7 per cent) and people with disability (40.1 per cent) (table 5A.19). For government-funded graduates, 58.8 per cent had improved employment status in 2020 (lower than the proportion for total VET graduates) — down from 64.7 per cent in 2019 (table 5A.20).

By type of improved employment status for total VET graduates, the proportion was highest for graduates receiving a job-related benefit (81.8 per cent), followed by graduates employed after training (who were not employed before training) (40.6 per cent) and employed at a higher skill level after training (14.4 per cent). In 2020, 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 (46.4 and 36.9 per cent respectively), compared with graduates completing a Certificate III/IV qualification (63.6 and 61.7 per cent respectively) or a Diploma and above qualification (65.3 and 63.0 per cent respectively) (tables 5A.21–22).

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.

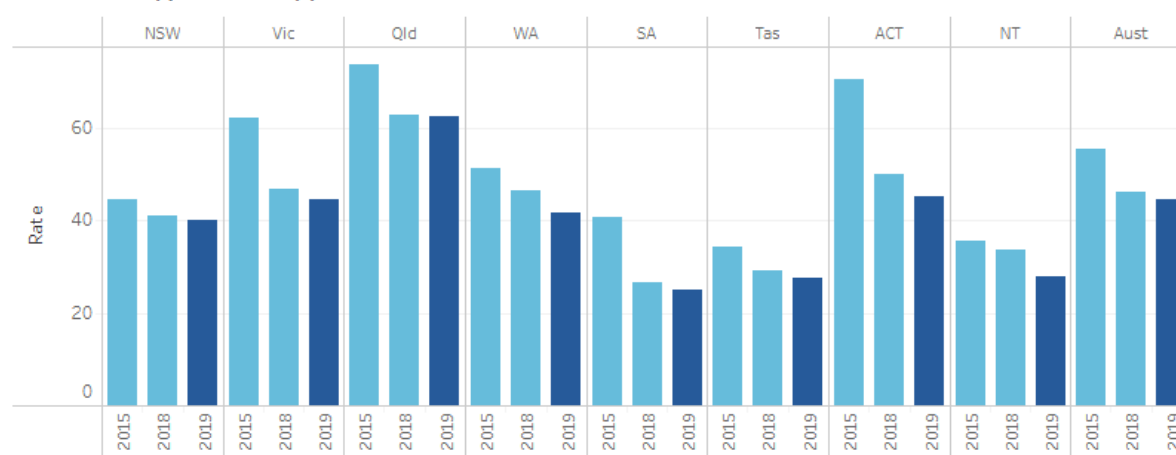
Measure: The number of total VET AQF qualifications completed each year by students aged 15–64 years, per 1000 people aged 15–64 years (total and by target groups [Aboriginal and Torres Strait Islander people, people from remote and very remote areas, and people with disability]).

Guidance: 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. Refer to the supporting interpretative material below.

- Data are comparable (subject to caveats) across jurisdictions and over time.
- Data are complete (subject to caveats) for the current reporting period.

Select year(s) (applies to figures 5.8a and 5.8b): (Multiple values)	Select scope (applies to figure 5.8a and 5.8b): Total VET	Select target group (applies to figure 5.8a): All people
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Figure 5.8a VET AQF qualifications completed per 1000 people aged 15-64 years old, Total VET, All people (a)
by jurisdiction, by year



Source: table 5A.23

(a) There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT.

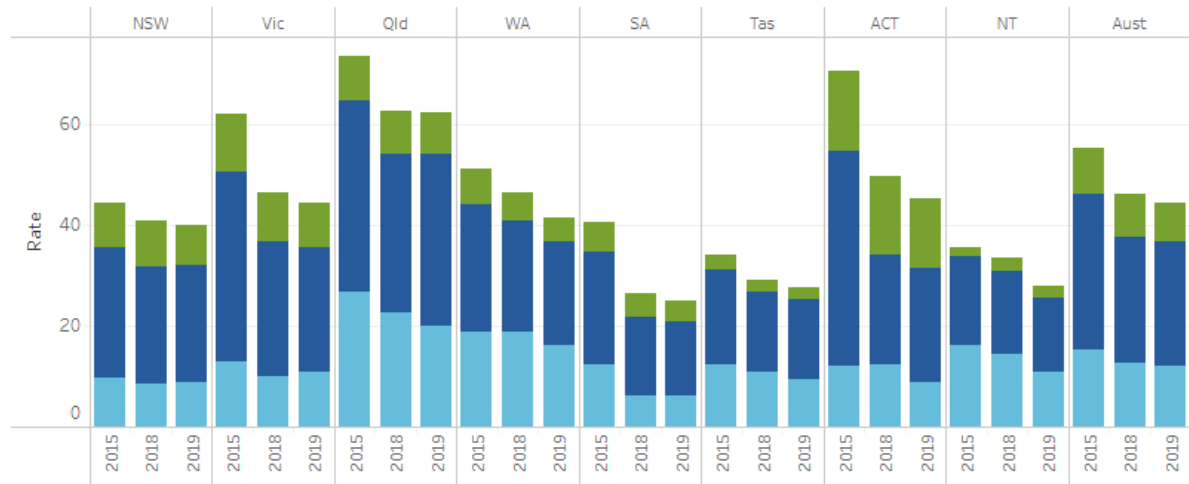
Nationally in 2019, around 738 100 qualifications were completed by total VET students aged 15–64 years (table 5A.23) — equivalent to 44.5 qualifications per 1000 people aged 15–64 years. The rate was higher for Aboriginal and Torres Strait Islander people (56.6), and similar for people from remote and very remote areas (43.7). The number of qualification completions by total VET students declined 15.5 per cent from 2015 to 2019 (table 5A.23).

Around 325 800 qualifications were completed by government-funded VET students aged 15–64 years — equivalent to 19.6 qualifications per 1000 people aged 15–64 years (table 5A.24). The number of government-funded VET qualification completions declined 22.4 per cent from 2015 to 2019 (table 5A.24).

Select target group
(applies to figure 5.8b):
All people

■ Diploma and above
■ Certificate III or IV
■ Certificate I or II

Figure 5.8b VET AQF qualifications completed per 1000 people aged 15-64 years old, Total VET, All people by jurisdiction, by year, by AQF level



Source: table 5A.25

By qualification level, the rate of total VET qualifications completed per 1000 people aged 15–64 years was highest for Certificate III/IV (24.7), followed by Certificate I/II (12.2) and Diploma and above (7.6) (table 5A.25).

Of the 738 100 qualifications completed by total VET students, 55.5 per cent were for Certificate III/IV, 27.5 per cent for Certificate I/II and 17.0 per cent for Diploma and above (table 5A.25). For the 325 800 completed by government-funded VET students, there was a greater concentration in Certificate III/IV (63.8 per cent were for Certificate III/IV, 24.6 per cent for Certificate I/II and 11.6 per cent for Diploma and above) (table 5A.26).

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.

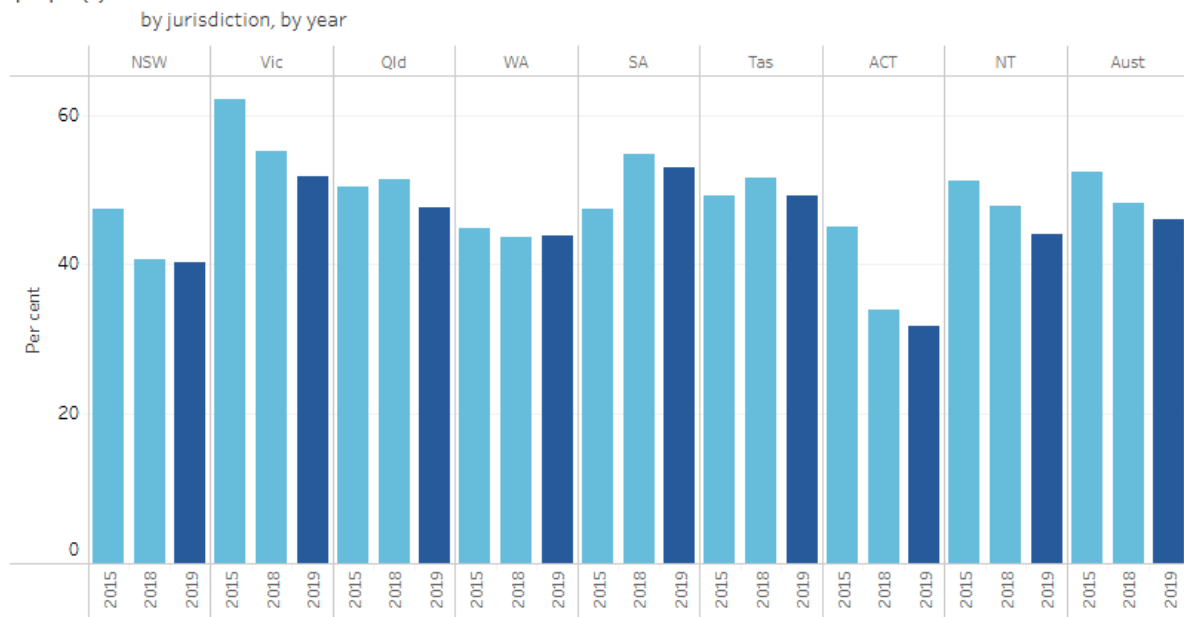
Measure: The proportion of total VET AQF qualifications completed by 20–64 year olds which were at a higher education level than their previous highest education level (total and by target groups [Aboriginal and Torres Strait Islander people, people from remote and very remote areas, and people with disability]).

Guidance: 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 are comparable (subject to caveats) across jurisdictions and over time.
- Data are complete (subject to caveats) for the current reporting period.

Select year(s): (Multiple values) Select scope: Total VET Select target group: All people

Figure 5.9 Total VET - Proportion of all VET AQF qualifications completed with improved education status, 20-64 years old, All people (a)



Source: table 5A.27

(a) There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT.

Of all total VET graduates aged 20–64 years that completed an AQF qualification nationally in 2019, 46.1 per cent did so with a higher qualification than their previous highest AQF qualification. The proportion was higher for all three target groups — Aboriginal and Torres Strait Islander people (55.7 per cent), people from remote and very remote areas (48.3 per cent) and for people with disability (50.1 per cent) (table 5A.27).

Nationally, for government-funded VET graduates aged 20–64 years that completed an AQF qualification in 2019, 56.6 per cent did so with a higher qualification than their previous highest AQF qualification (table 5A.28).

For total VET graduates that completed an AQF Certificate III or above in 2019, 49.8 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 (61.9 per cent) (tables 5A.29-30).

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 2019, 13.6 per cent of total VET enrolments by 20–64 year olds were completed at a higher education level – lower than government-funded VET enrolments (16.0 per cent) (tables 5A.27-28).

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.

Measure: The proportion of persons aged 15-64 years who completed their highest VET qualification (AQF Certificate levels I to IV, Diploma and Advanced Diploma) in the last five years, that are working in the field of the highest VET qualification or not working in the same field and the qualification is relevant to their current job.

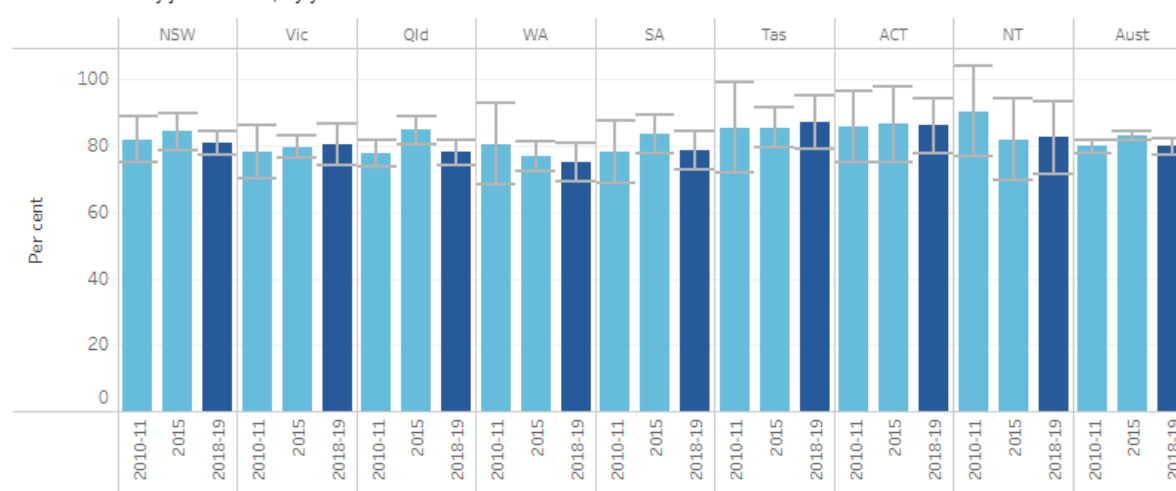
Guidance: A high or increasing proportion of persons who were either working in the field of their highest VET qualification or the qualification was relevant to their current job is desirable.

- Data are comparable (subject to caveats) across jurisdictions and over time.
- Data are complete (subject to caveats) for the current reporting period.

Select disaggregation:

Working in field of highest VET qualification; or not working in same field and highest VET qualification is relevant to current job

Figure 5.10 Proportion of persons 15-64 years old, Working in field of highest VET qualification; or not working in same field and highest VET qualification is relevant to current job by jurisdiction, by year



Source: table 5A.33

Nationally in 2018-19, 79.8 per cent of persons aged 15-64 years that completed their highest VET qualification in the last five years, were either working in the field of that qualification or not working in same field and the qualification was relevant to their current job. This proportion is lower than 2015 (83.0 per cent), but similar to 2010-11 (79.9 per cent).

Nationally in 2018-19, 68.1 per cent were working in the field of the highest VET qualification and 11.6 per cent were not working in the same field but the qualification is relevant to their current job (table 5A.33).

[Refer to the interpretative material for detailed indicator interpretation, definitions and caveats. www.pc.gov.au/rogs](http://www.pc.gov.au/rogs)

Data tables are referenced above by a '5A' prefix and all data (footnotes and data sources) are available for download from the supporting material below (both in Excel and CSV format).

Indigenous Data

Performance indicator data for Aboriginal and Torres Strait Islander people in this section are available in the data tables listed below. Further supporting information can be found in the interpretative material and data tables.

Vocational education and training data disaggregated for Aboriginal and Torres Strait Islander people

Table number	Table title
Table 5A.13	Whether training helped graduates achieve their main reason for training, all government-funded graduates (per cent)
Table 5A.14	Proportion of all government-funded graduates satisfied with the quality of their training, by satisfaction outcome (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.23	Total VET AQF qualifications completed per 1000 people aged 15-64 years, by target group
Table 5A.24	Government-funded VET AQF qualification 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

Download supporting material

[5 Vocational education and training interpretative material \(PDF - 493 Kb\)](#)

[5 Vocational education and training interpretative material \(Word - 55 Kb\)](#)

[5 Vocational education and training data tables \(XLSX - 271 Kb\)](#)

[5 Vocational education and training dataset \(CSV - 578 Kb\)](#)

See the interpretative material and corresponding table number in the data tables for detailed definitions, caveats, footnotes and data source(s).