
5 Vocational education and training

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Attachment tables

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

This chapter 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 2017, the main reason graduates participated in VET was for:

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- employment related reasons (85.1 per cent in total VET and 84.5 per cent in government-funded VET)¹
 - personal development (11.4 per cent in total VET and 11.3 per cent in government-funded VET)
 - pathways to further study (3.4 per cent in total VET and 4.2 per cent in government-funded VET) (NCVER 2018).

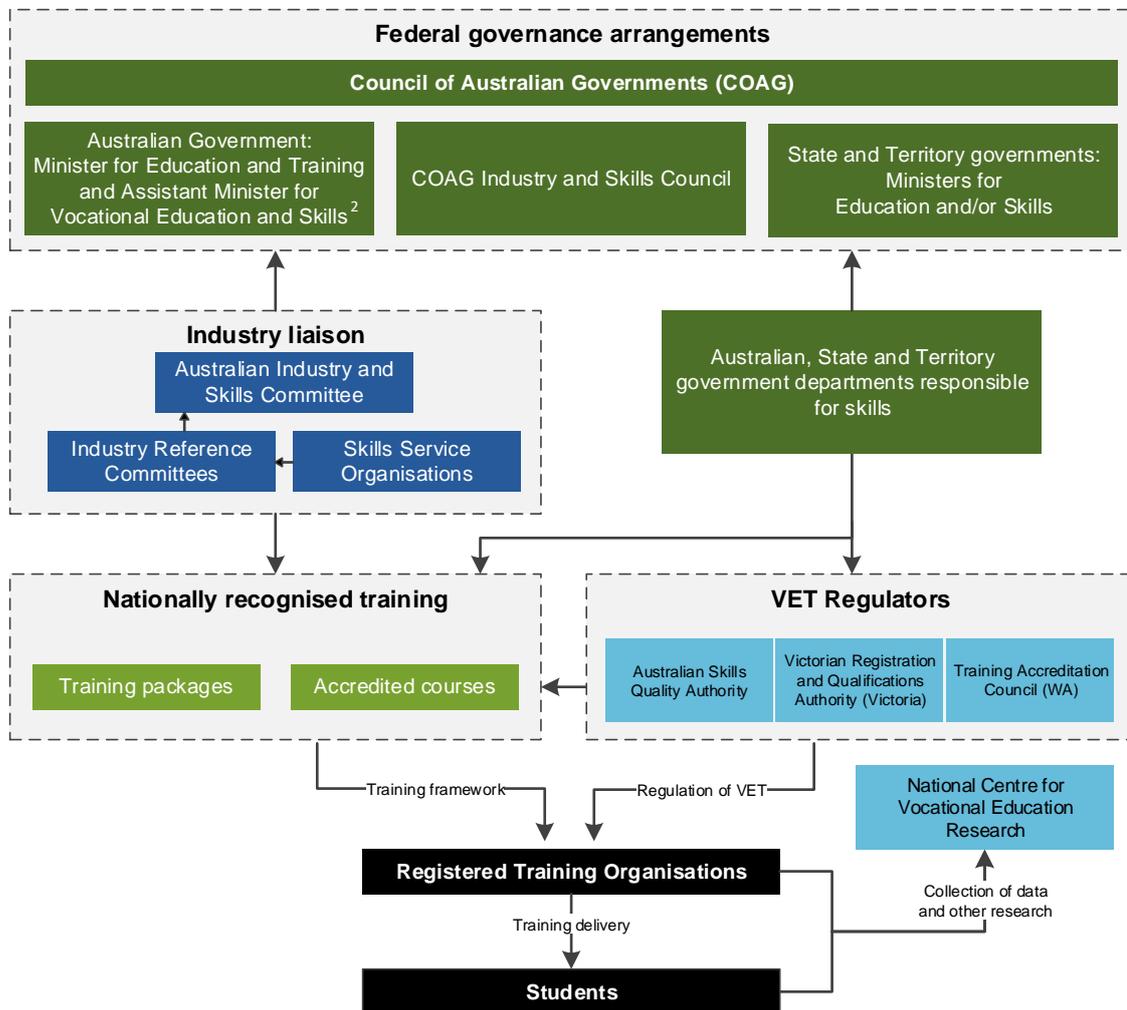
To achieve these aims, a student may choose to complete a single subject/unit of competency, module, skill set or VET qualification. VET qualifications range from Certificate level I to Graduate Diploma level, as determined by the Australian Qualifications Framework (AQF).

Roles and responsibilities

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

¹ Total VET refers to domestic and overseas VET activity delivered by all types of Australian training providers, not just those in receipt of government funding. Government-funded VET refers domestic government-funded VET activity delivered by all types of Australian training providers.

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 the *National Partnership Agreement on Skills Reform* (the latter concluded 30 June 2017³), and are summarised below.

- State and Territory governments provide approximately two-thirds of government funding to VET and manage VET delivery within their jurisdiction (including the effective operation of the training market).

² The Australian Government ministerial arrangement changed on 28 August 2018 to Minister for Small and Family Business, Skills and Vocational Education.

³ This was followed by the Skilling Australians Fund, which is now being managed through a new project based National Partnership Agreement with States that commenced on 1 July 2018.

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- The Australian Government provides financial support to State and Territory governments to sustain national training systems and provides specific incentives, interventions and assistance for national priority areas.
 - The Australian Government and State and Territory governments work together to progress and implement national policy priorities. The Council of Australian Governments (COAG) Industry and Skills Council — comprising Australian, State and Territory ministers with portfolio responsibility for industry and skills — has responsibility for industry competitiveness, productivity and labour market pressures; and skills development and national training arrangements.

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

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

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

Nationally recognised training

The VET sector delivers ‘nationally recognised training’ through:

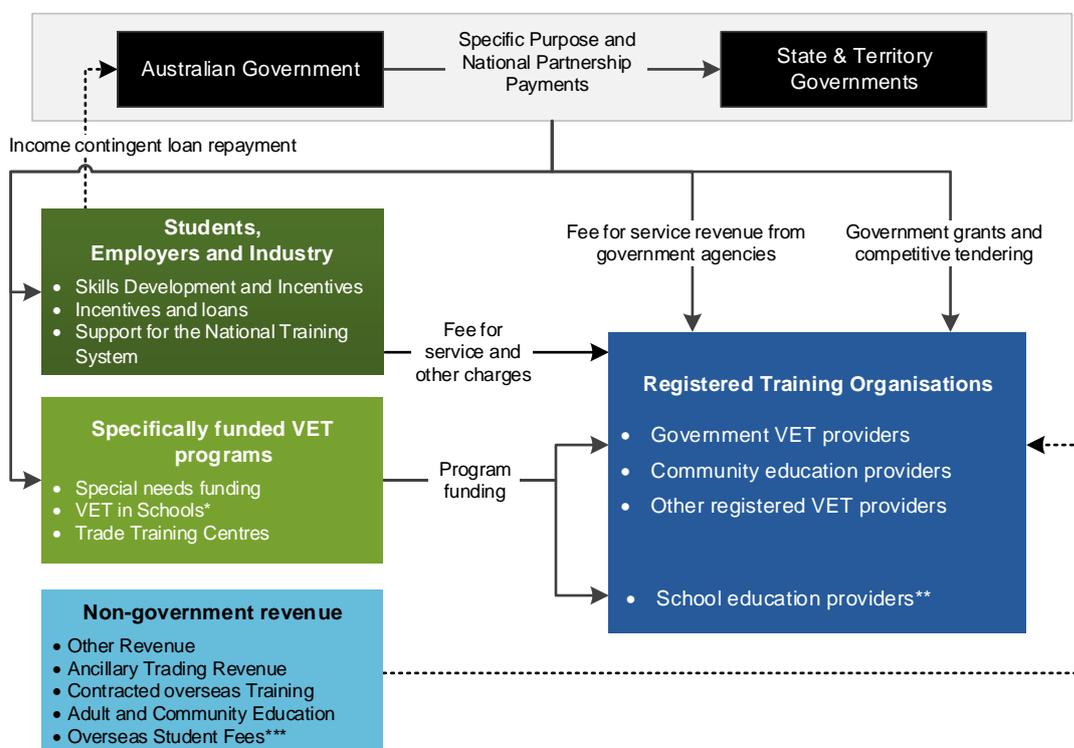
- *Training packages* that are occupational skills standards against which training delivery and assessment of competency can take place. They are developed through a process of national consultation with industry (see section 5.4 for a definition of training packages)
- *VET accredited courses* which 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 2017, Australian, State and Territory government appropriations and program funding for VET was \$5.2 billion (table 5A.5).

- State and Territory governments provided \$3.1 billion (61.0 per cent of total funding).
- The Australian Government provided \$2.0 billion to State and Territory governments, with the majority provided through specific purpose and national partnership 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 more than doubled since 2008, to \$1.5 billion in 2017 (table 5A.4).

Nationally in 2017, \$2.4 billion (47.3 per cent) of government appropriations and program funding was allocated on a competitive basis — a 9.1 per cent increase in real terms from

2016. The majority of funding allocated on a competitive basis was provided through entitlement funding programs (see section 5.4 for a definition) (69.1 per cent of all contestable funding allocated to VET in 2017) (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 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 2017, an estimated 4.2 million students participated in total VET (table 5A.8), and around 1.2 million students participated in government-funded VET (table 5A.9).

The highest qualification level being attempted by the majority of *total VET* students was certificate level III or IV (27.7 per cent), followed by diploma or above qualifications (10.9 per cent) and certificate level I or II qualifications (10.5 per cent). Around half (50.9 per cent) of total VET students were enrolled in a non-AQF qualification (table 5A.8).

Of the *government-funded VET* students the highest qualification level being attempted by the majority was certificate level III or IV (56.6 per cent), followed by a certificate level I or II qualification (18.2 per cent) and diploma or above qualifications (12.0 per cent). A further 13.2 per cent of government-funded VET students were enrolled in a non-AQF qualification (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

There were 4193 VET providers in Australia in 2017 (table 5A.6), of which 1874 delivered government-funded VET at 38 261 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.

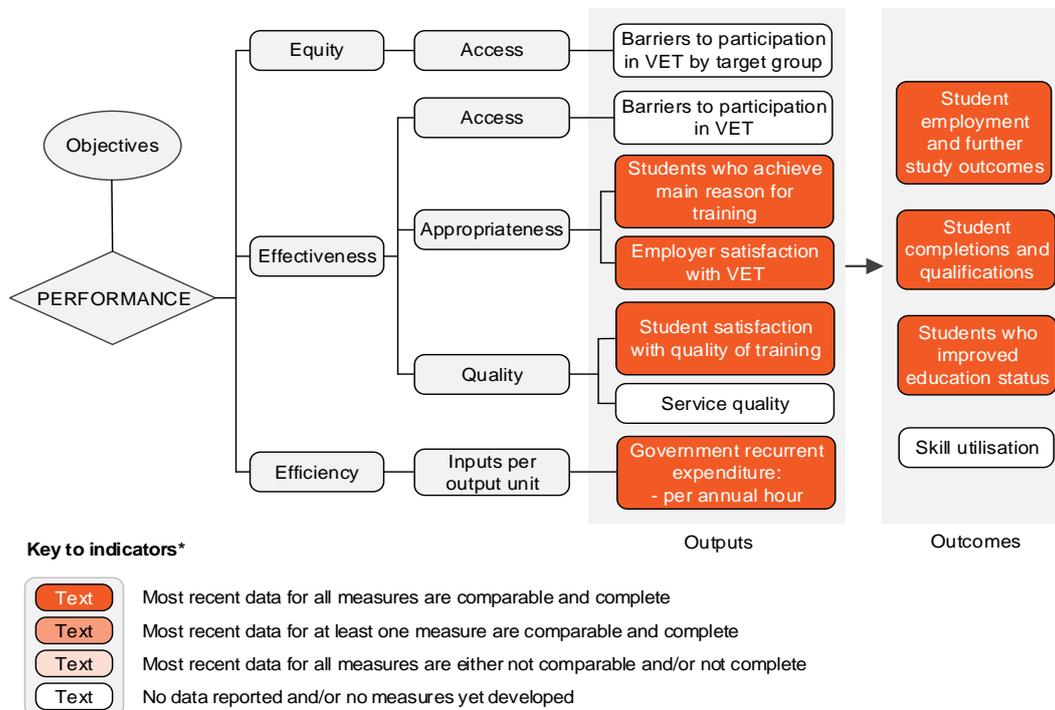
Governments aim for a national training system that meets these objectives in an equitable and efficient manner.

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 2019 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability, data completeness and information on data quality from a Report-wide perspective. In addition to section 5.1, the Report's Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter. Chapters 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 chapter

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 chapter and attachment 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 chapter and attachment 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 chapter 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

‘Access to 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 broadly defined as whether the population aged 15–64 years have encountered a barrier that has impacted on their ability to commence or complete their VET training.

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

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.

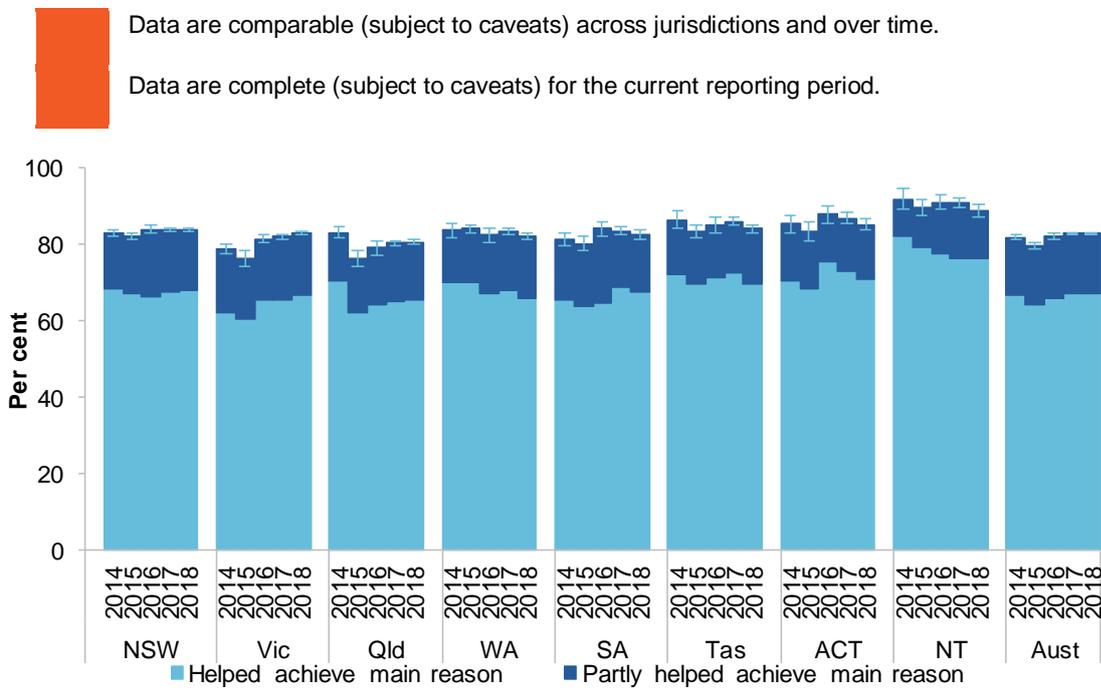
A high or increasing proportion of students whose training helped them achieve their main reason for training is desirable.

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 2018 data are available for all jurisdictions.

Nationally for government-funded 2017 VET graduates, 82.9 per cent of reported that training helped to fully or partly achieve their main reason for training (the highest figure recorded in the five years of annual data in this report) (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}



^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 (2018 and unpublished), *VET student outcomes 2018*; NCVET (unpublished), *Total VET graduate outcomes 2018*; NCVET (unpublished), *Government-funded student outcomes 2014, 2015, 2016 and 2017*; 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 traineeships, 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.⁴

Data are collected from the biennial Survey of Employer 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 2017 data are available for all jurisdictions.

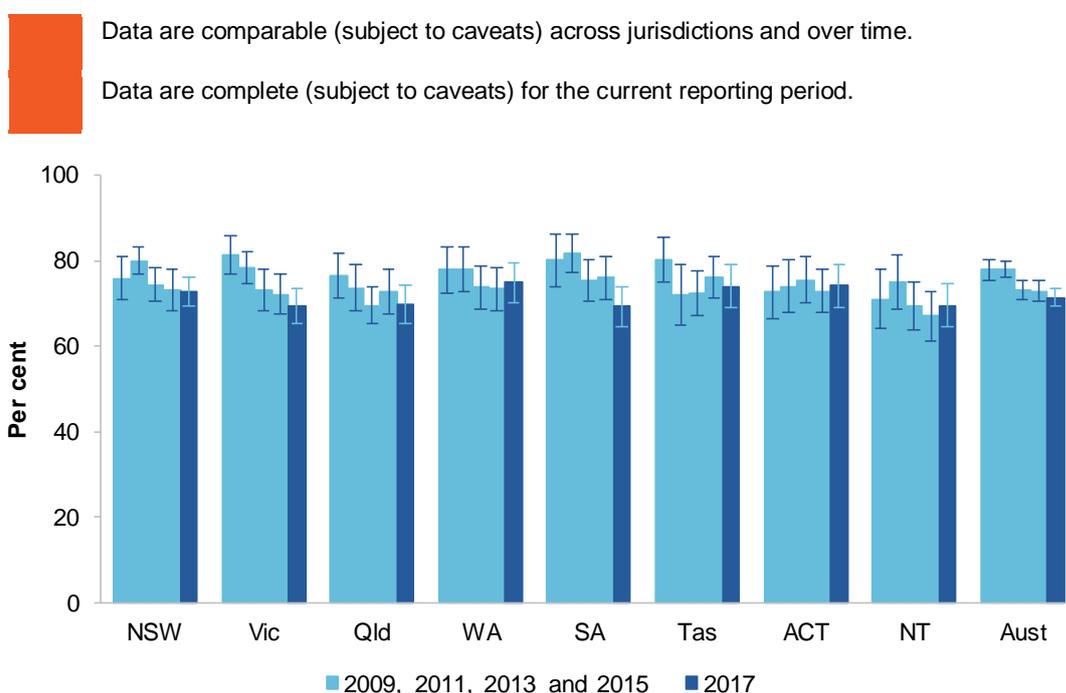
Just over half of Australian employers are engaged with VET (table 5A.15).

Nationally in 2017, for those employers engaged with VET, 71.4 per cent were satisfied with all forms of VET engagement (figure 5.5). By type of training engaged in:

- 77.5 per cent engaged with apprenticeships or traineeships were satisfied with the training in providing apprentices or trainees with the required skills
- 82.2 per cent who arranged or provided nationally recognised training to employees were satisfied with the training in providing employees with the required skills
- 75.4 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).

⁴ 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 (2009, 2011, 2013, 2015, 2017 and unpublished) NCVET *Employers' use and views of the VET system, 2009, 2011, 2013, 2015 and 2017*; 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. 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.

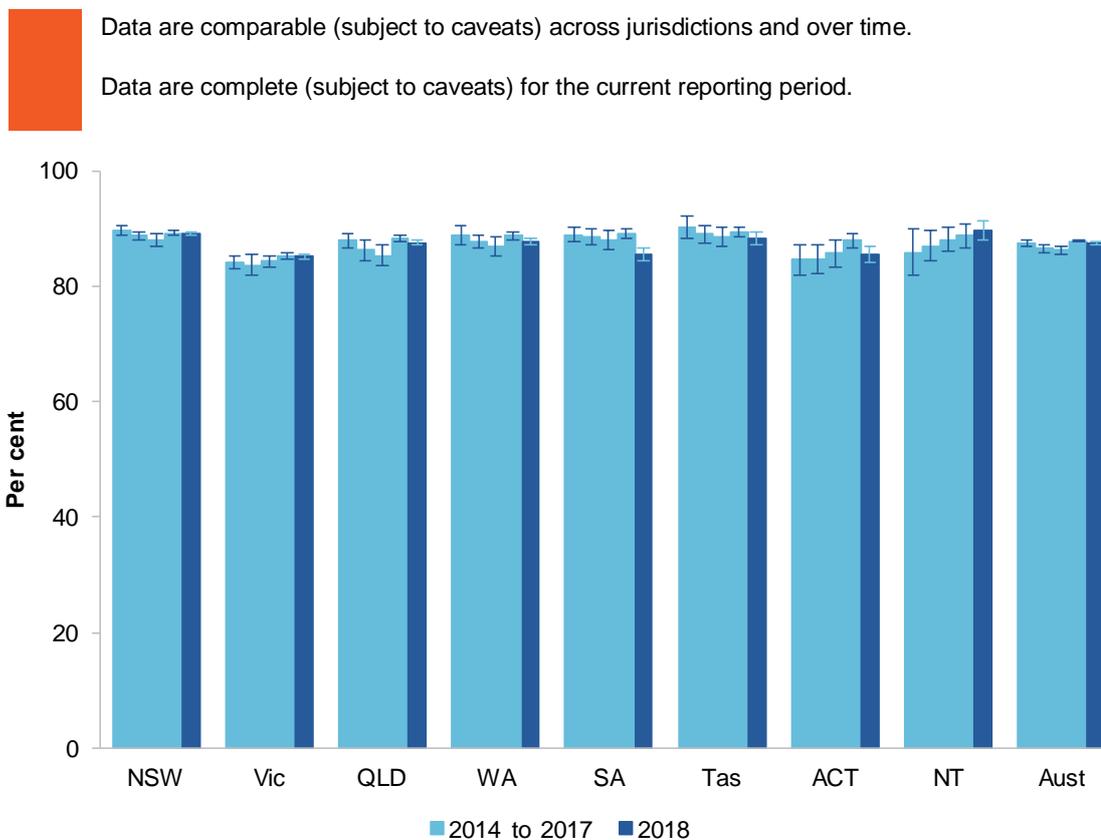
Data reported for this measure are:

- comparable (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, 87.4 per cent of all government-funded 2017 VET graduates indicated that they were satisfied with the overall quality of their training — a decrease from 87.8 per cent in 2017 (figure 5.6). The proportion was higher for Aboriginal and Torres Strait Islander government-funded graduates (91.0 per cent in 2018) (table 5A.14).

Satisfaction with instructors (87.6 per cent) was lower than satisfaction with assessment (89.5 per cent) in 2018 (table 5A.14).

Figure 5.6 Government-funded VET graduates satisfied with the overall quality of training^{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: NCVER (2018 and unpublished), *VET student outcomes 2018*; NCVER (unpublished), *Total VET graduate outcomes 2018*; NCVER (unpublished), *Government-funded student outcomes 2014, 2015, 2016 and 2017*; 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 have commenced with the Australian Skills Quality Authority on potential metrics and data.

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 is calculated using data prepared by State and Territory governments under the Australian Vocational Education and Training Management Information Statistical Standard for VET financial data. Data are prepared annually on an accrual basis and are audited.

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

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

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

Government recurrent expenditure for VET may be affected by the movement of TAFE institutes between government and non-government sectors. User cost of capital should be interpreted carefully. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The 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 chapter 1.

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 2017 are adjusted to real dollars (2017 dollars) using the gross domestic product chain price index (table 5A.31).

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:

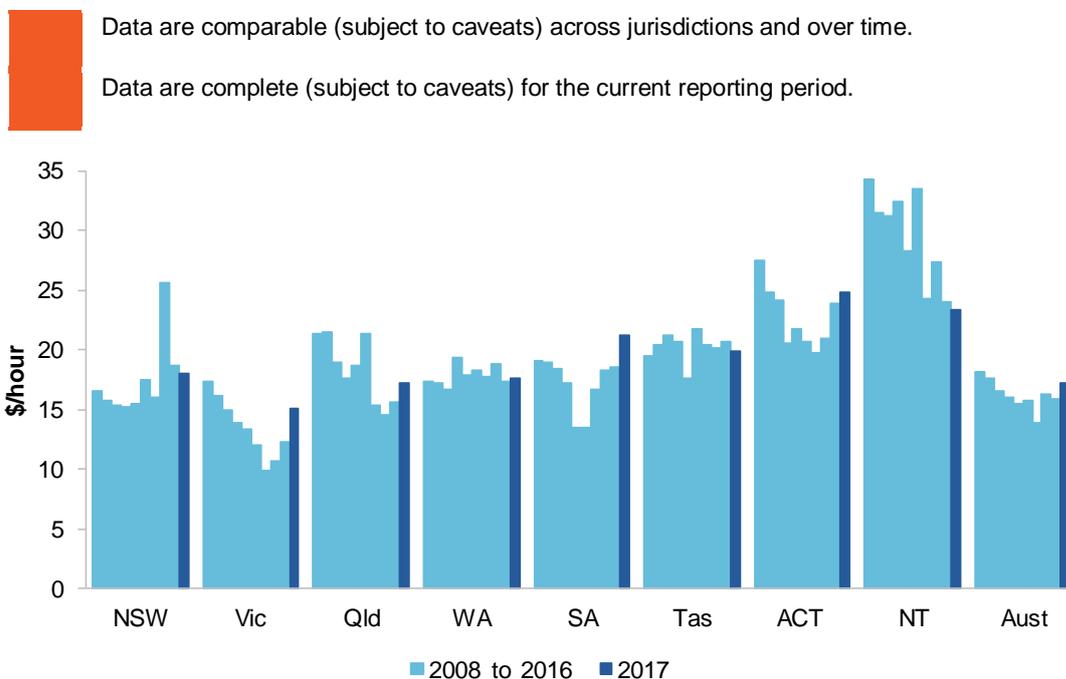
- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member and differences in the length of training programs
- differences across jurisdictions, including sociodemographic composition, administrative scale, and dispersion and scale of service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

Data 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 2017 data are available for all jurisdictions.

Since 2008, government real recurrent expenditure has increased 0.4 per cent (table 5A.1), while the number of government-funded annual hours (course mix adjusted) has increased 6.3 per cent (table 5A.2). The annual movements resulted in a decrease in recurrent expenditure per annual hour from \$18.20 in 2008 to \$13.95 in 2014, before increasing in 2015 and was \$17.19 in 2017 (figure 5.7).

Figure 5.7 Government real recurrent expenditure per annual hour (2017 dollars)^a



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

Source: NCVET (unpublished) *Financial information (editions 2008 to 2017)*; NCVET (unpublished) *Government-funded students and courses (editions 2008 to 2017)*; ABS 2017, *Australian System of National Accounts, 2016-17*, Cat. no. 5204.0; table 5A.2.

Outcomes

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

Student employment and further study outcomes

‘Student employment and further study outcomes’ is an indicator of governments’ objective that the VET system 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 (both unemployed and not in the labour force) to employed either full-time or part-time after training
- employed at a higher skill level after training
- received a job-related benefit after completing their training, including set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits.

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

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

Data reported for these measures are:

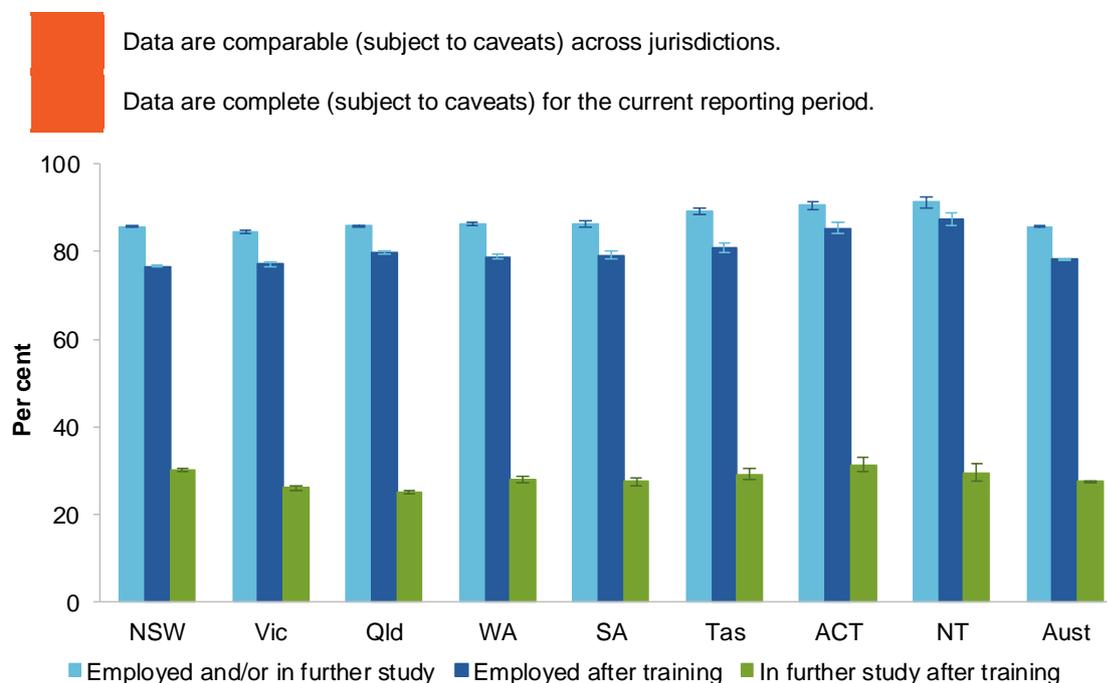
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2018 data are available for all jurisdictions.

Graduates employed and/or in further study

Nationally in 2018, 85.7 per cent of 20–64 year old total VET graduates from 2017 were employed and/or continued on to further study after training (figure 5.8) — down from 86.5 per cent in 2017 (table 5A.17). The proportion was higher for people from remote and very remote areas (92.0 per cent) and lower for Aboriginal and Torres Strait Islander Australians (83.7 per cent) and people with disability (72.4 per cent) (table 5A.17).

For the subset of government-funded VET graduates, 83.7 per cent were employed and/or continued on to further study in 2018 (lower than the proportion for total VET graduates) — not statistically significantly different to 2017 (table 5A.18).

Figure 5.8 Total VET graduates aged 20–64 years employed and/or in further study after training, 2018^{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 (unpublished) *VET student outcomes 2018*; table 5A.17.

Graduates who improved employment status

Nationally in 2018, 59.6 per cent of 20–64 year old total VET graduates from 2017 improved their employment status after training — an increase from 57.5 per cent in 2017 (table 5A.19). The proportion was higher for people from remote and very remote areas (65.5 per cent), lower for people with disability (42.5 per cent) and similar for Aboriginal and Torres Strait Islander Australians (59.5 per cent) (table 5A.19).

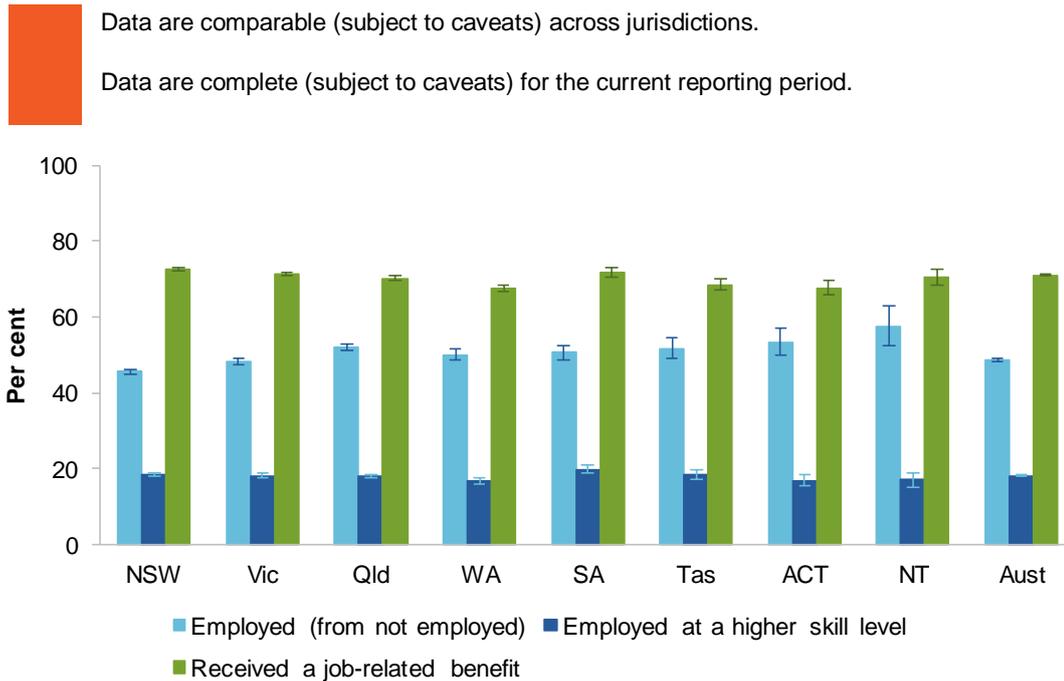
Of the subset of government-funded graduates, 59.1 per cent had improved employment status in 2018 (lower than the proportion for total VET graduates) — up from 56.4 per cent in 2017 (table 5A.20).

By type of improved employment status for total VET graduates, the proportion was highest for graduates receiving a job-related benefit (71.1 per cent), followed by graduates employed after training (who were not employed before training) (48.8 per cent) and employed at a higher skill level after training (18.2 per cent) (figure 5.9).

In 2018, for both total VET and government-funded graduates from 2017, the proportion who improved their employment status was lower for graduates completing a Certificate I/II

qualification (48.8 and 42.0 per cent respectively), compared to graduates completing a Certificate III/IV qualification (61.8 and 60.8 per cent respectively) or a Diploma and above qualification (59.2 and 62.6 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, 2018^{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 (unpublished) *VET student outcomes 2018*; 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 2017 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 2017 data are available for all jurisdictions.

Nationally in 2017, around 757 800 qualifications were completed by total VET students aged 15–64 years — equivalent to 46.9 qualifications per 1000 people aged 15–64 years (table 5A.23). The rate was higher for Aboriginal and Torres Strait Islander people (66.0) and people from remote and very remote areas (54.3) (table 5A.23).

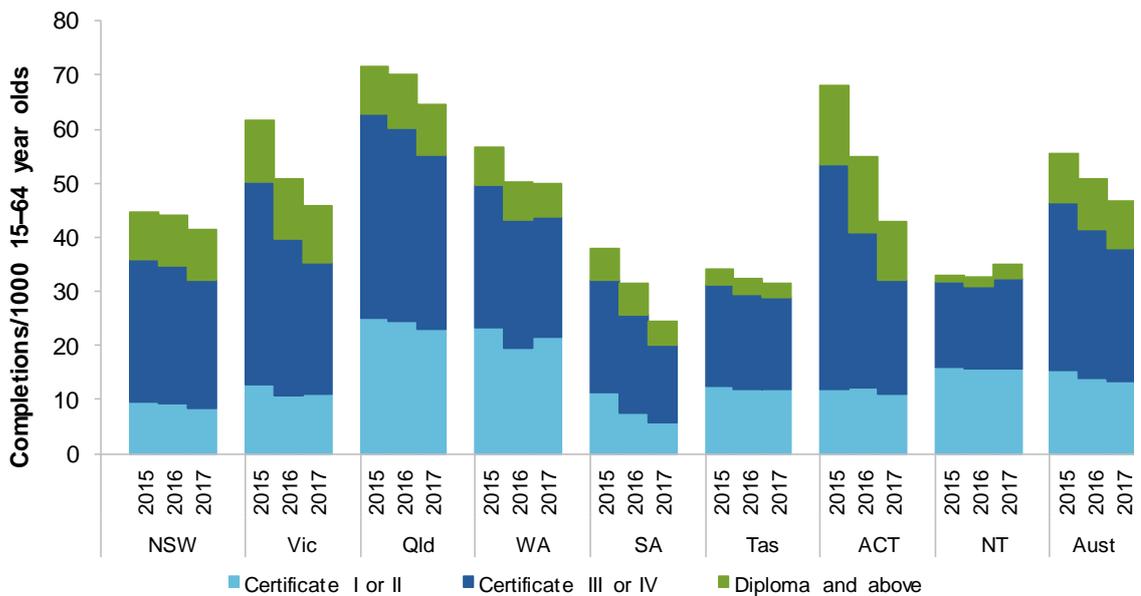
Around 361 900 qualifications were completed by government-funded VET students aged 15–64 years — equivalent to 22.4 qualifications per 1000 people aged 15–64 years (table 5A.24). The number of government-funded VET qualification completions declined 28.1 per cent from 2013 to 2017 (table 5A.24).

By qualification level, the rate of total VET qualifications completed per 1000 people aged 15–64 years was highest for Certificate III or IV (24.7), followed by Certificate I or II (13.4) and Diploma and above (8.8) (figure 5.10). As a proportion of qualification completions compared to the total population, Aboriginal and Torres Strait Islander people completed a higher proportion of Certificate I or II qualifications (48.2 per cent, compared to 28.6 per cent) and lower proportions of Certificate III or IV (44.4 per cent, compared to 52.6 per cent) and diploma and above qualifications (7.3 per cent, compared to 18.8 per cent) (table 5A.25).

By qualification level, the rate of government-funded qualifications completed per 1000 people aged 15–64 years was highest for Certificate III or IV (13.8), followed by Certificate I or II (6.0) and Diploma and above (2.6) (table 5A.26).

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

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



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

Source: NCVET unpublished, *Australian vocational education and training statistics: total VET students and courses 2017* (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:

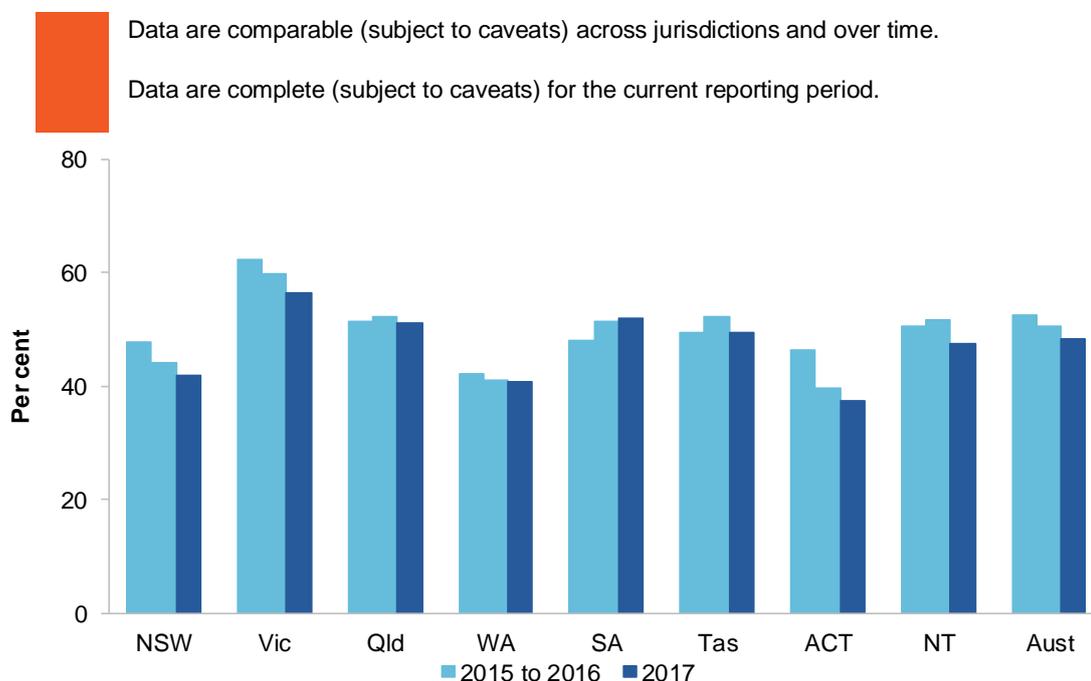
- comparable (subject to caveats) across jurisdictions. Time series data are not reported
- complete for the current reporting period (subject to caveats). All required 2017 data are available for all jurisdictions.

Of all total VET graduates aged 20–64 years that completed an AQF qualification nationally in 2017, 48.4 per cent did so with a higher qualification than their previous highest AQF qualification (figure 5.11). The proportion was higher for Aboriginal and Torres Strait Islander people (57.8 per cent), people from remote and very remote areas (53.2 per cent) and for people with disability (48.9 per cent) (table 5A.27).

Nationally, for government funded VET graduates aged 20–64 years that completed an AQF qualification in 2017, 59.4 per cent did so with a higher qualification than their previous highest AQF qualification (a decrease from 62.7 per cent in 2016, and the lowest proportion in the five years of annual data reported). Results varied across jurisdictions (table 5A.28).

For total VET graduates that completed an AQF Certificate III or above in 2017, 53.2 per cent did so with a higher qualification than their previous AQF – a lower proportion than for government-funded Certificate III or above qualification completions (64.7 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: NCVER unpublished, *Australian vocational education and training statistics: total VET students and courses 2017* (preliminary completions); table 5A.27.

Additional information is provided on the number of qualifications completed as a proportion of the number of enrolments. In 2017, 13.7 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).⁵

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).

⁵ 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	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.
Fee-for-service activity	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.
Government-funded VET	Government-funded VET refers to domestic government-funded VET activity delivered by all types of Australian training providers.
Graduate	A student who completed all the requirements of a qualification.
Group Training Organisations	Group Training Organisations recruit potential or existing Australian Apprentices under an Apprenticeship/Traineeship Training Contract and place them with 'host' employers while they undertake their training.
Module	A unit of training in which a student can enrol and be assessed.
Multi-sector training providers	Multi-sector training providers offer both higher education and VET courses.
Real expenditure/funding/assets	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.
Recurrent funding	Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.
Registered training organisation (RTO)	<p>RTOs are 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	<p>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.</p> <p>Remoteness areas include major cities, inner and outer regional areas, and remote and very remote areas.</p>
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 domestic and overseas VET activity delivered by all types of Australian training providers, not just those in receipt of government funding.
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

NCVER (National Centre for Vocational Education Research) 2018, *Australian vocational education and training statistics: VET student outcomes 2018*, Adelaide.

5A Vocational education and training

— attachment

Information on the comparability and completeness of the data for the performance indicators and measures is in sections 5.2-3. Definitions for the indicators and descriptors in this attachment are in section 5.4 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

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

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

This file is available on the Review website at <https://www.pc.gov.au/research/ongoing/report-on-government-services>.

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TABLE 5A.1

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2017 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									
2017	1 811.5	1 766.3	1 169.2	672.1	346.5	140.4	119.8	123.0	6 148.9
2016	1 894.5	1 578.6	1 121.4	674.9	352.2	146.6	123.5	124.0	6 015.7
2015	2 044.2	1 671.3	1 111.7	766.9	426.6	148.7	114.8	121.7	6 405.9
2014	2 004.1	1 816.5	1 036.8	750.5	491.1	169.1	115.9	127.8	6 511.8
2013	2 141.8	2 238.9	1 211.0	819.5	563.0	167.3	124.2	142.9	7 408.7
2012	2 106.5	2 505.4	1 222.6	811.5	434.4	158.7	137.7	132.4	7 509.3
2011	2 010.7	2 026.6	1 243.4	873.8	453.9	181.8	134.5	145.5	7 070.3
2010	1 982.0	1 708.5	1 195.9	731.0	445.6	172.1	154.4	136.8	6 526.4
2009	1 927.9	1 601.1	1 194.6	700.5	446.1	151.7	150.9	131.8	6 304.5
2008	1 954.6	1 596.8	1 116.7	625.2	400.4	150.0	146.1	134.7	6 124.6
Recurrent expenditure, excluding user cost of capital									
2017	1 450.1	1 560.7	1 036.0	581.6	343.9	123.7	103.7	108.5	5 308.3
2016	1 512.1	1 404.4	989.4	577.1	349.2	129.5	108.0	108.9	5 178.6
2015	1 653.7	1 507.8	1 014.6	666.8	362.4	130.9	99.5	106.3	5 542.1
2014	1 627.5	1 655.4	982.9	649.8	426.3	145.5	100.4	112.0	5 699.7
2013	1 767.7	2 001.0	1 063.5	719.7	490.8	142.7	107.0	126.7	6 419.1
2012	1 752.1	2 260.2	1 066.8	718.7	367.8	134.3	120.1	116.8	6 536.7
2011	1 743.7	1 796.4	1 080.7	788.0	399.4	156.2	115.6	128.9	6 208.8
2010	1 699.6	1 469.7	1 024.0	640.2	385.9	150.3	119.8	119.3	5 608.8
2009	1 649.6	1 376.3	1 029.0	609.7	388.5	130.3	117.4	116.0	5 416.7
2008	1 663.5	1 375.9	949.9	523.7	353.6	128.5	112.4	119.3	5 226.8
Value of physical non-current assets									
2017	4 517.2	2 569.9	1 665.5	1 131.6	32.2	208.5	201.4	180.8	10 507.1
Land	688.6	932.2	569.2	233.0	5.0	25.8	53.2	20.0	2 526.9
Buildings	3 789.9	1 441.2	1 029.3	873.1	5.5	173.8	135.7	154.4	7 602.9

TABLE 5A.1

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2017 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	34.2	87.4	36.2	19.7	13.0	4.4	6.9	2.4	204.2
Other	4.6	109.1	30.9	5.8	8.7	4.5	5.5	4.0	173.2
2016	4 780.5	2 177.4	1 649.4	1 222.2	38.0	214.0	193.4	189.1	10 463.9
2015	4 881.3	2 042.8	1 213.0	1 252.2	802.4	222.9	190.8	191.8	10 797.2
2014	4 707.6	2 014.3	673.9	1 259.8	810.4	294.5	193.8	197.5	10 151.8
2013	4 676.1	2 974.5	1 844.0	1 247.9	902.7	307.5	215.5	202.0	12 370.1
2012	4 430.4	3 065.4	1 946.8	1 160.1	833.1	306.1	220.0	194.9	12 156.8
2011	3 337.7	2 878.1	2 033.6	1 072.8	681.0	320.2	237.3	208.3	10 769.0
2010	3 530.2	2 985.0	2 148.5	1 134.7	746.9	273.5	433.1	218.7	11 470.5
2009	3 478.4	2 810.5	2 070.3	1 135.1	720.1	267.7	417.8	197.7	11 097.6
2008	3 639.0	2 761.6	2 085.3	1 269.4	584.6	268.2	421.1	193.4	11 222.6
User Cost of Capital (based on 8 per cent of total value of physical non-current assets)									
2017	361.4	205.6	133.2	90.5	2.6	16.7	16.1	14.5	840.6
2016	382.4	174.2	131.9	97.8	3.0	17.1	15.5	15.1	837.1
2015	390.5	163.4	97.0	100.2	64.2	17.8	15.3	15.3	863.8
2014	376.6	161.1	53.9	100.8	64.8	23.6	15.5	15.8	812.1
2013	374.1	238.0	147.5	99.8	72.2	24.6	17.2	16.2	989.6
2012	354.4	245.2	155.7	92.8	66.6	24.5	17.6	15.6	972.5
2011	267.0	230.3	162.7	85.8	54.5	25.6	19.0	16.7	861.5
2010	282.4	238.8	171.9	90.8	59.8	21.9	34.6	17.5	917.6
2009	278.3	224.8	165.6	90.8	57.6	21.4	33.4	15.8	887.8
2008	291.1	220.9	166.8	101.6	46.8	21.5	33.7	15.5	897.8

(a) Data are from the National VET Finance Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). The data collection covers transactions that affect the financial performance, financial position and the financing of the government-funded VET system.

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2017 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(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) 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 revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue (Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency) • <i>add</i> fee-for-service government agencies revenue received by government-owned RTOs • <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 2008-2016 have been adjusted to 2017 dollars using the GDP chain price index (table 5A.31).								
(g)	The Australia total may not add as a result of rounding.								
(h)	Jurisdiction notes: <p>Vic: In 2014, the <i>Education and Training Reform Amendment (Dual Sector Universities) Bill 2013</i> 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.</p> <p>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. </p>								

TABLE 5A.1

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2017 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>
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- 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 unpublished, *Australian vocational education and training statistics: financial information (editions 2008 to 2017)*; ABS 2017, *Australian System of National Accounts, 2016-17*, Cat. no. 5204.0; table 5A.31.

TABLE 5A.2

Table 5A.2 **Total government real recurrent expenditure per annual hour (2017 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									
2017	17.97	15.09	17.17	17.58	21.29	19.91	24.80	23.31	17.19
2016	18.68	12.24	15.65	17.36	18.55	20.74	23.90	24.00	15.94
2015	25.58	10.69	14.61	18.78	18.30	20.11	21.00	27.35	16.26
2014	16.08	9.89	15.36	17.80	16.68	20.40	19.76	24.32	13.95
2013	17.50	12.06	21.31	18.34	13.47	21.72	20.67	33.56	15.79
2012	15.55	13.41	18.70	17.96	13.53	17.64	21.78	28.32	15.48
2011	15.19	13.84	17.63	19.34	17.23	20.68	20.53	32.39	16.05
2010	15.38	14.96	18.97	16.68	18.41	21.27	24.20	31.22	16.61
2009	15.77	16.21	21.44	17.24	18.94	20.41	24.89	31.55	17.58
2008	16.55	17.32	21.34	17.35	19.09	19.46	27.53	34.36	18.20
Annual hours (million hours)									
2017	101	117	68	38	16	7	5	5	358
2016	101	129	72	39	19	7	5	5	377
2015	80	156	76	41	23	7	5	4	394
2014	125	184	67	42	29	8	6	5	467
2013	122	186	57	45	42	8	6	4	469
2012	135	187	65	45	32	9	6	5	485
2011	132	146	71	45	26	9	7	4	441
2010	129	114	63	44	24	8	6	4	393
2009	122	99	56	41	24	7	6	4	359
2008	118	92	52	36	21	8	5	4	337

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 (2017 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 are from the National VET Finance Collection, which is compiled under the AVETMISS. The data collection covers transactions that affect the financial performance, financial position and the financing of the government-funded VET system.								
(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) 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 revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue (Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency) • <i>add</i> fee-for-service government agencies revenue received by government-owned RTOs • <i>subtract</i> State and Territory government payroll tax expenditure • <i>add</i> User cost of capital. 								
(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.								

Table 5A.2 **Total government real recurrent expenditure per annual hour (2017 dollars) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(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 2008-2016 have been adjusted to 2017 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:

- 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.

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.

Source: NCVER unpublished, *Australian vocational education and training statistics: financial information (editions 2008 to 2017)*; NCVER unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2008 to 2017)*; ABS 2017, *Australian System of National Accounts, 2016-17*, Cat. no. 5204.0; table 5A.1, table 5A.31.

TABLE 5A.3

Table 5A.3 **Government real recurrent expenditure, excluding user cost of capital (\$ per person aged 15–64 years) (2017 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>
2017	282	372	322	338	311	378	369	622	328
2016	299	342	311	337	316	396	389	622	325
2015	331	375	322	389	328	400	363	607	352
2014	329	420	315	380	387	443	370	643	366
2013	362	517	344	424	448	433	397	730	416
2012	362	594	350	433	337	405	451	691	430
2011	363	480	360	488	367	469	441	777	413
2010	356	397	345	407	357	452	463	724	378
2009	350	378	352	397	363	395	462	716	370
2008	358	386	333	352	334	393	450	760	364

- (a) Expenditure data are from the National VET Finance Collection, which is compiled under the AVETMISS. The data collection covers transactions that affect the financial performance, financial position and the financing of the government-funded VET system.
- (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) Government recurrent expenditure (excluding user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following AVETMISS financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs:
- *add* Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue (Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency)
 - *add* fee-for-service government agencies revenue received by government-owned RTOs
 - *subtract* State and Territory government payroll tax expenditure.
- (e) Australian Bureau of Statistics (ABS) population estimates used as the denominator are first preliminary June ERP estimates based on the 2011 Census.

Table 5A.3 Government real recurrent expenditure, excluding user cost of capital (\$ per person aged 15–64 years) (2017 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>
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(f) Expenditure data for 2008-2016 have been adjusted to 2017 dollars using the GDP chain price index (table 5A.31).

(g) The Australia total may not add as a result of rounding.

(h) Jurisdiction notes:

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

Source: NCVER unpublished, *Australian vocational education and training statistics: financial information (editions 2008 to 2017)*; ABS 2017, *Australian Demographic Statistics, Jun 2017*, Cat. no. 3101.0; ABS 2017, *Australian System of National Accounts, 2016-17*, Cat. no. 5204.0; table 5A.1; table 5A.31; table 2A.1.

TABLE 5A.4

Table 5A.4 **Government payments to non-TAFE providers for VET delivery (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>
Government payments (2017 dollars)										
2017	\$m	298.4	610.5	416.5	95.5	34.8	13.4	12.2	17.5	1 498.7
2016	\$m	182.2	575.3	390.6	119.0	43.0	14.5	10.0	20.9	1 355.5
2015	\$m	99.5	740.7	382.7	118.3	73.2	18.5	8.1	14.5	1 455.5
2014	\$m	136.7	883.0	270.6	117.1	96.5	16.8	8.5	15.1	1 544.3
2013	\$m	100.4	838.8	194.1	128.5	134.2	12.5	9.3	11.5	1 429.4
2012	\$m	156.0	844.1	210.3	139.0	85.0	11.9	9.2	14.2	1 469.7
2011	\$m	199.8	533.7	264.4	146.0	53.6	8.1	9.4	8.8	1 223.8
2010	\$m	208.0	312.0	207.2	127.5	40.4	9.0	9.1	16.7	929.9
2009	\$m	122.7	156.1	154.6	97.8	36.3	9.9	10.6	13.3	601.4
2008	\$m	129.4	159.6	138.0	69.4	24.0	9.7	10.1	13.3	553.5
2017 payments to non-TAFE providers as a proportion of Appropriations and program funding from government	%	19.6	43.1	42.1	16.5	10.5	11.4	11.8	17.4	29.1
Real change in payments to non-TAFE providers between 2016 and 2017	%	63.8	6.1	6.6	- 19.8	- 19.0	- 7.7	22.2	- 16.2	10.6

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

(b) Data for 2008-2016 have been adjusted to 2017 dollars using the GDP chain price index (table 5A.31).

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

(d) The denominator for 2017 payments to non-TAFE providers as a proportion of appropriations and programs funding from government is total amounts allocated from table 5A.5.

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

Source: NCVET unpublished, *Australian vocational education and training statistics: financial information (editions 2008 to 2017)*; ABS 2017, *Australian System of National Accounts, 2016-17*, Cat. no. 5204.0; table 5A.31.

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2017 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>
2017										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	475.2	382.4	297.4	155.6	104.1	31.5	24.8	14.8	1 485.8
State/Territory Government recurrent funding	\$m	879.1	906.0	578.5	370.1	190.4	71.7	70.2	79.6	3 145.7
Commonwealth administered programs	\$m	165.9	128.5	112.4	53.8	37.5	13.8	8.3	5.9	526.1
Total	\$m	1 520.2	1 416.8	988.3	579.5	332.0	117.0	103.3	100.3	5 157.6
Amounts allocated										
Open competitive tendering	\$m	17.2	–	3.7	21.8	2.8	7.3	2.4	..	55.2
Limited competitive tendering	\$m	79.5	na	55.1	..	4.9	–	0.2	..	139.7
User choice	\$m	236.2	–	187.0	86.1	–	14.4	13.4	22.0	559.1
Entitlement funding	\$m	390.9	850.7	260.3	109.6	35.2	17.7	5.8	14.8	1 685.0
Total	\$m	723.7	850.7	506.1	217.5	42.9	39.4	21.8	36.8	2 438.9
Proportion of government appropriations and program funding										
Open competitive tendering	%	1.1	–	0.4	3.8	0.8	6.2	2.3	..	1.1
Limited competitive tendering	%	5.2	na	5.6	..	1.5	–	0.2	..	2.7
User choice	%	15.5	–	18.9	14.9	–	12.3	13.0	21.9	10.8
Entitlement funding	%	25.7	60.0	26.3	18.9	10.6	15.1	5.6	14.8	32.7
Total	%	47.6	60.0	51.2	37.5	12.9	33.7	21.1	36.7	47.3
2016										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	489.2	382.9	305.3	162.8	108.3	32.8	25.0	15.1	1 521.5
State/Territory Government recurrent funding	\$m	910.9	725.2	563.3	369.7	202.2	82.1	72.7	81.8	3 007.9
Commonwealth administered programs	\$m	127.0	103.0	79.6	42.8	29.1	6.4	6.3	3.0	397.2
Total	\$m	1 527.1	1 211.1	948.2	575.3	339.6	121.4	104.0	99.8	4 926.6
Amounts allocated										
Open competitive tendering	\$m	27.8	..	3.0	25.2	4.0	7.9	2.4	..	70.4

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2017 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	29.4	..	43.3	..	5.8	0.1	0.2	..	78.8
User choice	\$m	22.6	..	198.2	104.8	–	14.9	13.6	23.3	377.3
Entitlement funding	\$m	404.3	822.4	282.4	119.0	41.7	18.8	5.1	15.9	1 709.6
Total	\$m	484.1	822.4	526.9	249.0	51.6	41.7	21.3	39.1	2 236.1
Proportion of government appropriations and program funding										
Open competitive tendering	%	1.8	..	0.3	4.4	1.2	6.5	2.3	..	1.4
Limited competitive tendering	%	1.9	..	4.6	..	1.7	0.1	0.2	..	1.6
User choice	%	1.5	..	20.9	18.2	–	12.3	13.1	23.3	7.7
Entitlement funding	%	26.5	67.9	29.8	20.7	12.3	15.5	4.9	15.9	34.7
Total	%	31.7	67.9	55.6	43.3	15.2	34.4	20.5	39.2	45.4
2015										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	478.0	372.1	299.5	164.4	92.3	32.4	24.4	15.7	1 478.7
State/Territory Government recurrent funding	\$m	1 063.8	851.8	590.4	459.3	224.6	80.4	68.7	76.9	3 416.0
Commonwealth administered programs	\$m	125.2	99.5	82.2	42.8	29.2	8.7	6.5	4.2	398.3
Total	\$m	1 666.9	1 323.4	972.1	666.5	346.2	121.5	99.6	96.8	5 293.0
Amounts allocated										
Open competitive tendering	\$m	8.3	..	12.7	28.3	3.9	10.7	2.4	..	66.4
Limited competitive tendering	\$m	..	..	26.2	..	4.9	0.6	0.6	..	32.3
User choice	\$m	373.0	..	203.5	121.8	–	15.6	13.4	20.2	747.5
Entitlement funding	\$m	..	980.8	229.7	110.2	136.9	21.3	5.0	17.6	1 501.4
Total	\$m	381.4	980.8	472.1	260.3	145.6	48.2	21.4	37.9	2 347.6
Proportion of government appropriations and program funding										
Open competitive tendering	%	0.5	..	1.3	4.2	1.1	8.8	2.4	..	1.3
Limited competitive tendering	%	..	..	2.7	..	1.4	0.5	0.6	..	0.6
User choice	%	22.4	..	20.9	18.3	–	12.8	13.5	20.9	14.1

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2017 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>
Entitlement funding	%	..	74.1	23.6	16.5	39.5	17.5	5.0	18.2	28.4
Total	%	22.9	74.1	48.6	39.1	42.1	39.7	21.5	39.1	44.4
2014										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	471.2	364.8	279.8	160.8	91.5	32.2	24.2	15.3	1 439.8
State/Territory Government recurrent funding	\$m	1 108.3	1 041.9	630.9	470.8	307.2	99.8	70.0	84.4	3 813.1
Commonwealth administered programs	\$m	36.1	30.8	30.5	16.6	10.9	2.8	1.4	1.2	130.4
Total	\$m	1 615.6	1 437.4	941.2	648.2	409.5	134.8	95.7	100.9	5 383.3
Amounts allocated										
Open competitive tendering	\$m	33.2	..	30.7	21.5	7.0	13.3	2.5	..	108.1
Limited competitive tendering	\$m	..	..	12.7	..	8.2	0.1	0.8	..	21.8
User choice	\$m	303.9	0.2	211.0	143.3	0.8	14.0	13.5	19.5	706.3
Entitlement funding	\$m	..	1 134.9	112.7	64.8	309.7	21.7	1.3	17.0	1 662.1
Total	\$m	337.0	1 135.1	367.1	229.5	325.8	49.2	18.2	36.6	2 498.3
Proportion of government appropriations and program funding										
Open competitive tendering	%	2.1	..	3.3	3.3	1.7	9.9	2.6	..	2.0
Limited competitive tendering	%	..	..	1.3	..	2.0	0.1	0.9	..	0.4
User choice	%	18.8	–	22.4	22.1	0.2	10.4	14.1	19.3	13.1
Entitlement funding	%	..	79.0	12.0	10.0	75.6	16.1	1.4	16.9	30.9
Total	%	20.9	79.0	39.0	35.4	79.5	36.5	19.0	36.2	46.4
2013										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	475.1	363.5	261.2	156.4	93.1	33.1	24.6	15.2	1 422.3
State/Territory Government recurrent funding	\$m	1 150.5	1 288.2	670.1	512.8	342.6	90.8	70.5	85.5	4 211.0
Commonwealth administered programs	\$m	152.2	123.9	104.3	51.3	35.0	10.7	5.1	3.1	485.6
Total	\$m	1 777.8	1 775.6	1 035.6	720.5	470.8	134.6	100.3	103.8	6 119.0

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2017 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>
Amounts allocated										
Open competitive tendering	\$m	50.1	..	26.9	33.1	20.3	9.7	3.9	2.1	145.9
Limited competitive tendering	\$m	..	..	14.6	..	9.1	1.6	0.9	..	26.2
User choice	\$m	259.0	2.0	213.5	157.3	7.9	28.9	13.6	17.3	699.4
Entitlement funding	\$m	..	1 373.1	23.9	..	340.7	na	4.2	..	1 741.9
Total	\$m	309.1	1 375.1	278.9	190.4	377.9	40.1	22.6	19.4	2 613.4
Proportion of government appropriations and program funding										
Open competitive tendering	%	2.8	..	2.6	4.6	4.3	7.2	3.9	2.0	2.4
Limited competitive tendering	%	..	..	1.4	..	1.9	1.2	0.9	..	0.4
User choice	%	14.6	0.1	20.6	21.8	1.7	21.4	13.5	16.7	11.4
Entitlement funding	%	..	77.3	2.3	..	72.4	na	4.2	..	28.5
Total	%	17.4	77.4	26.9	26.4	80.3	29.8	22.5	18.7	42.7

- (a) Government appropriations and program funding includes funding provided to government RTOs over which the RTO gains control during the reporting period. It includes the following AVETMISS financial statement items: Commonwealth National Agreement; State recurrent; Commonwealth administered programs; Assumption of liabilities; and, Resources received free of charge.
- (b) Data for 2013-2016 have been adjusted to 2017 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:

Table 5A.5 **Allocation of government real funds for VET (2017 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>
NSW:	Amounts allocated: have been reclassified from 2016 to reflect a more accurate view as a result of system and reporting improvements. Historical data have not been revised due to system limitations. As a result, amounts allocated from 2016 cannot be compared to data for 2013 to 2015.									
	Open competitive tendering: 2015 funding has reduced to lower level of activity under 'Productivity Places Program' and 'Strategic Skills Program'.									
	Limited competitive tendering is higher in 2017 due to one of payments totalling \$41m to CSIRO (STEM), University Centres, Boost, Coffs Harbour market sounding and regional development Australia.									
	User choice: Until 2016 funding includes ATTP and Smart and Skilled contestable funding payments. User Choice is higher year to year due to maturing of the smart and skilled user choice programs, increased intake and completions payments for previous enrolments and correct program level reporting and incorrect classification of A&T into entitlement in 2016.									
Vic:	User choice: The small amount in 2013 reflects the finalisation of the ATTP program and A\$T profile funding to TAFEs (excluding Youth Compact).									
	Entitlement funding: Since 2013, it includes the Victorian Training Guarantee - the very large majority of government VET funding since 2013.									
Qld:	Open competitive tendering: The reduction in 2013 reflects that this program ran for 6 months only. Other allocations include the C3G - new students.									
	Limited competitive tendering: From 2015 it includes Skilling Queenslanders for Work. Included Work Skills Traineeships from 2017-18 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 C3G - new students.									
WA:	Open competitive tendering: Figures for 2014 and 2015 exclude 'User choice' and 'Entitlement funding' programs.									
	User choice: Figures for 2014 and 2015 are Apprenticeship and Traineeship programs only.									
	Entitlement funding: Figures for 2014 and 2015 exclude 'User choice' programs. 'Entitlement funding' programs were introduced in 2014.									
SA:	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.									
ACT:	2013 allocations include the Priority Support Program, Productivity Places Program - ACT Contribution and Industry and Indigenous Skills Centre. Productivity Places funding has now ceased.									
	Limited competitive tendering: 2013 allocations include the JGTP - NP, JGTP - ACT Contribution and Adult & Community Education.									
	Entitlement funding: 2012 allocations include VET Skills Reform NP (and Single & Teen Parents NP. 2013 data include VET Skills Reform NP and Single & Teen Parents NP.									

TABLE 5A.5

Table 5A.5 **Allocation of government real funds for VET (2017 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>
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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 unpublished, *Australian vocational education and training statistics: financial information (editions 2008 to 2017)*; ABS 2017, *Australian System of National Accounts, 2016-17*, Cat. no. 5204.0; table 5A.31.

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										
2017	no.	1 033	1 096	1 222	422	268	57	97	44	4 193
2016	no.	1 029	1 106	1 282	448	273	63	108	45	4 311
2015	no.	1 003	1 106	1 286	463	294	67	112	45	4 331

- (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.
- (b) Reporting of total VET training providers includes all types of Australian training providers, not just those in receipt of government funding. Total VET training providers includes registered training organisations (RTOs) and non-registered training organisations (such as community education providers and schools). Total VET data are sourced from the National VET Provider Collection and National VET in Schools Collection. 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.
- (d) 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.
- (e) In the 2018 RoGS data for Government-funded and Total VET training providers were presented in the same table (5A.6). For the 2019 RoGS data for Government-funded and Total VET training providers are presented in separate tables. Government-funded VET training providers are in table 5A.7.

Source: NCVET unpublished, *Australian vocational education and training statistics: total VET students and courses 2017*.

TABLE 5A.7

Table 5A.7 **Government-funded training providers (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>
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	1 748	608	226	650	38 261
TAFE provider delivery locations	no.	139	1 176	454	101	437	25	8	219	2 559
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
2013										
Government-funded training providers	no.	532	725	546	331	338	129	81	93	2 091
TAFE providers	no.	11	14	14	12	3	1	1	2	58
Government-funded training provider delivery locations	no.	3 686	7 017	8 437	2 290	1 910	530	174	592	24 341
TAFE provider delivery locations	no.	134	341	539	128	42	40	9	264	1 495

TABLE 5A.7

Table 5A.7 **Government-funded training providers (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>
(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)	The number of TAFE providers in Qld and WA declined from 2015 to 2016 following an overhaul of each state's TAFE system.									
(f)	The increase in the number of TAFE delivery provider locations in South Australia from 38 in 2016 to 437 in 2017 can be attributed to a change in reporting practices.									
(g)	In the 2018 RoGS data for Government-funded and Total VET training providers were presented in the same table (5A.6). For the 2019 RoGS data for Government-funded and Total VET training providers are presented in separate tables. Total VET training providers data are in table 5A.6.									

Source: NCVET unpublished, *Australian vocational education and training statistics: National VET Provider Collection, 2017*.

TABLE 5A.8

Table 5A.8 **Total VET students by program level (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>
2017										
Total VET students	'000	1 330.2	1 022.8	904.6	373.4	230.8	54.1	76.4	45.5	4 235.6
by program level										
Diploma and above	%	11.9	11.2	9.1	7.0	8.9	7.1	8.9	4.2	10.9
Certificate III or IV	%	25.4	28.8	30.0	26.2	22.4	33.2	22.0	26.4	27.7
Certificate I or II	%	7.9	11.2	12.5	14.9	9.6	13.4	5.8	14.6	10.5
Non-AQF	%	54.7	48.8	48.4	51.9	59.1	46.3	63.3	54.8	50.9
2016										
Total VET students	'000	1 300.6	968.7	963.6	373.5	236.1	64.0	74.9	44.0	4 207.7
by program level										
Diploma and above	%	14.6	12.4	12.4	7.7	11.1	5.4	9.4	4.0	13.1
Certificate III or IV	%	26.1	30.7	28.8	29.9	25.5	33.7	22.6	31.1	28.5
Certificate I or II	%	8.6	11.4	13.1	14.8	11.5	13.5	7.1	16.6	11.1
Non-AQF	%	50.7	45.5	45.7	47.7	51.9	47.3	60.9	48.3	47.3
2015										
Total VET students	'000	1 167.5	995.0	938.3	368.5	218.1	63.4	69.4	47.2	4 010.4
by program level										
Diploma and above	%	19.4	12.6	13.7	7.6	13.4	6.1	10.6	3.4	14.7
Certificate III or IV	%	27.1	35.3	32.9	33.3	33.6	35.8	27.2	29.4	31.9
Certificate I or II	%	10.7	12.3	14.9	15.4	17.4	13.5	8.3	16.0	12.8
Non-AQF	%	42.9	39.8	38.6	43.8	35.6	44.5	53.9	51.3	40.6

(a) Reporting of total VET students includes domestic and overseas VET activity delivered by all types of Australian training providers, 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. There is a degree of undercoverage of total VET reporting which is expected to improve over time.

TABLE 5A.8

Table 5A.8 **Total VET students by program level (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>
(b)	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.									
(c)	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.									
(d)	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.									
(e)	'Program level' denotes the highest qualification attempted by a student in a reporting year.									
(f)	'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.									
(g)	'Non-AQF' 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).									
(h)	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.									
(i)	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.									
(j)	The Australia total for total VET students includes 'other' students. It excludes overseas students.									
(k)	In the 2018 RoGS data for Government-funded and Total VET students were presented in the same table (5A.7). For the 2019 RoGS data for Government-funded and Total VET students are presented in separate tables. Government-funded student data are in table 5A.9.									

Source: NCVER unpublished, *Australian vocational education and training statistics: National VET Provider Collection, 2017; National VET in Schools Collection, 2017.*

TABLE 5A.9

Table 5A.9 **Government funded VET students 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>
2017										
Government-funded students	'000	423.1	314.6	212.3	111.5	62.9	27.7	16.9	21.4	1 190.4
Government-funded students, by program level										
Diploma and above	%	8.1	18.8	10.3	11.0	12.4	7.2	21.1	7.6	12.0
Certificate III or IV	%	51.1	54.2	71.6	58.6	49.5	58.6	69.5	46.9	56.6
Certificate I or II	%	18.2	15.1	16.8	29.1	22.7	15.4	5.2	23.9	18.2
Non-AQF	%	22.7	11.9	1.3	1.3	15.4	18.9	4.1	21.6	13.2
2016										
Government-funded students	'000	454.0	338.4	216.5	118.8	70.9	28.7	15.9	22.4	1 265.6
Government-funded students, by program level										
Diploma and above	%	8.8	18.2	10.4	11.3	15.4	8.1	19.7	6.7	12.3
Certificate III or IV	%	43.7	56.3	71.3	59.8	47.1	59.0	71.0	48.4	54.2
Certificate I or II	%	18.1	14.8	16.8	27.6	23.6	17.0	6.5	27.1	18.2
Non-AQF	%	29.3	10.8	1.5	1.3	14.0	16.0	2.7	17.8	15.3
2015										
Government-funded students	'000	329.0	391.3	223.4	127.7	86.3	28.7	16.5	21.7	1 224.7
Government-funded students, by program level										
Diploma and above	%	7.8	15.8	8.9	10.8	17.7	9.0	19.1	5.7	11.7
Certificate III or IV	%	49.6	60.4	76.4	59.8	44.9	58.3	71.5	47.8	59.1
Certificate I or II	%	25.7	13.8	13.8	28.0	26.0	17.5	7.7	29.0	19.6
Non-AQF	%	16.9	10.1	1.0	1.4	11.4	15.2	1.6	17.5	9.6
2014										
Government-funded students	'000	407.9	460.5	209.4	132.0	107.9	34.1	19.6	21.8	1 393.2
Government-funded students, by program level										
Diploma and above	%	10.4	13.2	10.8	11.0	16.1	9.5	20.3	4.1	11.9
Certificate III or IV	%	49.9	64.1	77.8	60.4	50.2	52.9	64.2	45.9	60.0

TABLE 5A.9

Table 5A.9 **Government funded VET students 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	%	25.6	14.4	10.3	27.1	26.9	21.4	11.7	34.0	19.7
Non-AQF	%	14.2	8.4	1.1	1.5	6.8	16.2	3.9	15.9	8.4
2013										
Government-funded students	'000	422.9	498.0	198.2	141.3	150.3	29.8	21.9	20.2	1 482.6
Government-funded students, by program level										
Diploma and above	%	9.7	12.8	12.9	10.0	12.9	12.0	20.4	4.6	11.7
Certificate III or IV	%	49.5	60.4	71.2	60.0	50.0	56.7	60.0	46.6	57.4
Certificate I or II	%	25.6	18.6	14.2	28.1	27.9	20.8	11.1	34.9	22.0
Non-AQF	%	15.2	8.3	1.7	1.9	9.2	10.5	8.5	13.8	9.0

- (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) If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once in government-funded student counts. The possibility for the same student to enrol in more than one government-funded program is the subject of local jurisdictional policy.
- (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) 'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.
- (f) 'Non-AQF' 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).
- (g) 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.
- (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.

TABLE 5A.9

Table 5A.9 **Government funded VET students 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>
(i)	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.									
(j)	In the 2018 RoGS data for Government-funded and Total VET students were presented in the same table (5A.7). For the 2019 RoGS data for Government-funded and Total VET students are presented in separate tables. Total VET students data are in table 5A.8.									

Source: NCVET unpublished, *Australian vocational education and training statistics: National VET Provider Collection 2017*.

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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2017										
Number of students by age										
Total										
18–24 year olds	'000	121.5	107.2	67.9	35.2	19.5	9.4	6.2	4.8	371.7
15–64 year olds	'000	415.1	307.3	211.1	110.5	61.6	27.4	16.8	20.8	1 170.5
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	12.5	2.4	5.6	3.3	1.1	0.6	0.3	1.9	27.8
15–64 year olds	'000	36.4	6.3	16.1	11.4	3.4	1.5	0.7	7.5	83.5
Non-Indigenous										
18–24 year olds	'000	107.4	104.1	59.3	28.9	18.2	8.7	5.5	2.9	335.0
15–64 year olds	'000	371.8	298.8	181.1	86.4	57.3	25.5	15.1	12.9	1 048.9
Participation rate by age										
Total										
18–24 year olds	%	16.5	17.2	14.5	15.0	12.3	21.2	13.9	20.4	15.9
15–64 year olds	%	8.1	7.3	6.6	6.4	5.6	8.4	6.0	11.9	7.2
Aboriginal and Torres Strait Islander										
18–24 year olds	%	37.9	30.5	18.3	24.4	19.2	16.7	25.2	19.1	26.2
15–64 year olds	%	25.3	18.5	12.1	17.8	12.8	9.1	14.7	15.1	17.6
Non-Indigenous										
18–24 year olds	%	15.3	16.9	13.5	13.1	11.9	21.5	12.7	21.1	15.0
15–64 year olds	%	7.4	7.2	5.9	5.2	5.3	8.2	5.5	10.4	6.7
2016										
Number of students by age										
Total										
18–24 year olds	'000	125.8	113.4	68.2	35.7	21.0	9.5	6.3	5.2	385.0

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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
15–64 year olds	'000	446.4	330.1	213.6	117.9	69.3	28.4	15.8	21.8	1 243.2
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	12.2	2.3	5.3	3.1	1.1	0.6	0.3	2.1	27.1
15–64 year olds	'000	35.9	6.1	15.4	11.0	3.5	1.5	0.6	8.3	82.3
Non-Indigenous										
18–24 year olds	'000	112.3	110.6	59.2	29.8	19.6	8.8	5.6	3.1	349.0
15–64 year olds	'000	404.4	322.2	180.5	95.9	64.8	26.5	14.3	13.3	1 122.0
Participation rate by age										
Total										
18–24 year olds	%	17.4	18.6	14.7	15.1	13.2	21.5	14.2	21.2	16.7
15–64 year olds	%	8.8	8.0	6.7	6.9	6.3	8.7	5.7	12.4	7.8
Aboriginal and Torres Strait Islander										
18–24 year olds	%	37.8	29.9	17.8	23.3	19.7	16.7	22.7	21.3	26.1
15–64 year olds	%	25.4	18.4	11.9	17.5	13.5	8.9	13.2	16.9	17.8
Non-Indigenous										
18–24 year olds	%	16.3	18.4	13.6	13.4	12.8	21.7	13.1	21.0	15.9
15–64 year olds	%	8.2	7.9	5.9	5.8	6.0	8.6	5.3	10.5	7.2
2015										
Number of students by age										
Total										
18–24 year olds	'000	98.4	132.7	72.2	37.2	24.3	8.9	6.6	5.2	385.5
15–64 year olds	'000	322.9	379.9	220.5	126.3	84.2	28.3	16.4	21.2	1 199.7
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	9.4	2.4	4.9	3.3	1.3	0.6	0.3	2.1	24.2
15–64 year olds	'000	27.4	5.9	13.9	11.6	3.9	1.5	0.6	8.2	73.0

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)**

	<i>Unit</i>	<i>NSW</i>	<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	88.4	128.8	62.6	31.8	22.7	8.3	6.0	3.1	351.6
15–64 year olds	'000	291.0	370.6	188.2	106.5	78.8	26.5	15.0	12.6	1 089.3
Participation rate by age										
Total										
18–24 year olds	%	13.8	22.3	15.5	15.5	15.3	20.1	15.2	20.4	16.9
15–64 year olds	%	6.5	9.5	7.0	7.4	7.6	8.6	6.0	12.1	7.6
Aboriginal and Torres Strait Islander										
18–24 year olds	%	29.6	31.8	16.9	24.8	22.3	16.6	21.2	21.5	23.8
15–64 year olds	%	19.9	18.2	11.1	19.0	15.4	8.9	12.2	16.9	16.1
Non-Indigenous										
18–24 year olds	%	13.0	22.0	14.4	14.0	14.8	20.3	14.2	19.5	16.1
15–64 year olds	%	6.0	9.3	6.2	6.4	7.3	8.5	5.6	10.0	7.1
2014										
Number of students by age										
Total										
18–24 year olds	'000	116.9	156.2	71.9	39.9	29.7	10.3	7.5	5.5	437.8
15–64 year olds	'000	397.6	449.2	206.6	130.6	105.5	33.7	19.3	21.2	1 363.7
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	9.9	2.7	4.5	3.4	1.5	0.7	0.3	2.3	25.2
15–64 year olds	'000	29.7	6.6	12.2	11.6	4.6	1.7	0.7	8.8	76.0
Non-Indigenous										
18–24 year olds	'000	106.2	151.7	62.0	34.1	27.6	9.4	7.1	3.2	401.2
15–64 year olds	'000	361.2	436.8	176.9	108.8	98.1	31.6	18.4	12.3	1 243.9

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)**

	<i>Unit</i>	<i>NSW</i>	<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	%	16.5	26.8	15.5	16.3	18.7	23.0	17.2	21.1	19.3
15–64 year olds	%	8.0	11.4	6.6	7.6	9.6	10.3	7.1	12.2	8.7
Aboriginal and Torres Strait Islander										
18–24 year olds	%	32.0	35.8	16.0	26.6	26.4	20.4	27.8	23.6	25.4
15–64 year olds	%	22.0	20.9	9.9	19.4	18.4	11.0	16.4	18.8	17.2
Non-Indigenous										
18–24 year olds	%	15.7	26.3	14.2	14.7	17.9	22.9	16.8	19.5	18.4
15–64 year olds	%	7.5	11.2	5.9	6.6	9.1	10.1	6.9	9.7	8.2
2013										
Number of students by age										
Total										
18–24 year olds	'000	123.0	163.6	65.0	42.8	40.7	9.3	7.9	5.1	457.4
15–64 year olds	'000	411.0	485.7	195.3	139.7	146.9	29.5	21.6	19.8	1 449.5
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	9.3	2.7	4.2	3.5	1.7	0.6	0.4	2.1	24.4
15–64 year olds	'000	28.3	6.8	12.1	11.7	5.0	1.5	0.9	8.5	74.8
Non-Indigenous										
18–24 year olds	'000	112.8	158.9	55.1	36.7	38.1	8.5	7.5	3.0	420.6
15–64 year olds	'000	375.9	472.1	163.3	115.7	137.9	27.5	20.6	11.2	1 324.1
Participation rate by age										
Total										
18–24 year olds	%	17.6	28.6	15.2	17.3	25.6	20.7	18.0	19.1	20.3
15–64 year olds	%	8.4	12.5	6.3	8.2	13.4	8.9	8.0	11.4	9.4

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)**

	<i>Unit</i>	<i>NSW</i>	<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	%	31.3	37.3	15.5	27.8	31.2	17.8	29.9	21.9	25.4
15–64 year olds	%	21.5	22.4	10.2	20.2	20.8	9.4	19.4	18.3	17.4
Non-Indigenous										
18–24 year olds	%	16.8	28.1	13.7	15.6	24.8	20.6	17.5	17.4	19.5
15–64 year olds	%	7.9	12.3	5.5	7.1	12.9	8.8	7.8	8.8	8.8

- (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) If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once in government-funded student counts. As a result the participation rate based on these counts may be inflated. The possibility for the same student to enrol in more than one government-funded program is the subject of local jurisdictional policy.
- (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.
- (f) ABS population estimates are used to calculate the participation rates. First preliminary June ERP estimates based on the 2016 Census are used for the total population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2011 Census. Non-Indigenous estimates are the difference between the total population and Aboriginal and Torres Strait Islander population estimates. Australia totals include other territories.
- (g) 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.
- (h) 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.

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)**

	<i>Unit</i>	<i>NSW</i>	<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)	Tasmania's government-funded student numbers in 2015 are not comparable with previous or subsequent years due to different methodologies applied to student identification.									
(j)	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:	NCVER unpublished, <i>Australian vocational education and training statistics: National VET Provider Collection, 2017</i> ; ABS 2013–2017, <i>Australian Demographic Statistics, Jun 2013, 2014, 2015, 2016 and 2017</i> , Cat. no. 3101.0; ABS 2014, <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026</i> , Cat. no. 3238.0; table 2A.1; table 2A.13.									

TABLE 5A.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>
2017										
Number of students										
Major cities	'000	261.1	210.1	119.9	72.7	38.7	..	13.9	..	716.5
Inner and outer regional	'000	147.9	93.5	81.4	25.6	18.7	26.4	–	10.9	404.3
Remote and very remote	'000	4.9	0.2	9.9	11.9	4.3	1.1	..	8.0	40.2
Total	'000	413.9	303.8	211.2	110.2	61.7	27.4	14.0	18.8	1 170.5
Participation rate										
Major cities	%	6.6	6.3	5.7	5.4	4.7	..	5.0	..	6.0
Inner and outer regional	%	12.9	10.9	7.8	9.9	7.7	8.2	7.2	10.1	10.1
Remote and very remote	%	22.1	13.9	12.0	10.9	11.6	16.6	..	11.6	12.2
Total	%	8.0	7.2	6.6	6.4	5.6	8.4	5.0	10.7	7.2
2016										
Number of students										
Major cities	'000	270.8	227.6	123.1	79.1	44.8	..	13.9	..	759.2
Inner and outer regional	'000	158.4	100.1	83.8	27.4	19.9	27.5	–	11.2	428.4
Remote and very remote	'000	5.3	0.2	10.5	12.2	4.2	1.1	..	8.5	42.1
Total	'000	434.6	328.0	217.4	118.6	68.9	28.6	13.9	19.7	1 243.2
Participation rate										
Major cities	%	7.0	7.0	6.0	5.9	5.4	..	5.0	..	6.5
Inner and outer regional	%	13.8	11.8	8.0	10.6	8.2	8.6	7.1	10.5	10.8
Remote and very remote	%	23.7	13.6	12.5	10.9	11.3	17.5	..	12.4	12.6
Total	%	8.6	8.0	6.8	6.9	6.2	8.8	5.0	11.2	7.8
2015										
Number of students										
Major cities	'000	192.8	263.7	125.8	83.2	55.7	..	13.8	..	735.0

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	126.2	109.8	84.6	28.7	22.8	27.2	–	10.6	410.0
Remote and very remote	'000	4.6	0.3	9.5	13.5	4.3	1.1	..	8.4	41.7
Total	'000	323.7	373.7	220.0	125.4	82.8	28.3	13.8	19.0	1 199.7
Participation rate										
Major cities	%	5.0	8.3	6.2	6.2	6.8	..	5.0	..	6.4
Inner and outer regional	%	11.0	13.0	8.1	10.9	9.4	8.5	5.7	10.1	10.3
Remote and very remote	%	20.2	16.8	11.0	11.8	11.5	16.5	..	12.0	12.2
Total	%	6.5	9.3	7.0	7.3	7.5	8.6	5.0	10.9	7.6
2014										
Number of students										
Major cities	'000	243.8	310.9	121.3	86.0	68.2	..	15.9	..	846.1
Inner and outer regional	'000	149.0	131.0	75.9	29.5	23.4	32.3	–	9.9	451.0
Remote and very remote	'000	5.5	0.4	8.8	14.3	3.7	1.4	..	10.0	44.0
Total	'000	398.2	442.3	206.0	129.8	95.2	33.8	15.9	19.9	1 363.7
Participation rate										
Major cities	%	6.5	10.0	6.1	6.5	8.3	..	5.9	..	7.5
Inner and outer regional	%	13.0	15.6	7.3	11.2	9.6	10.1	7.8	9.6	11.4
Remote and very remote	%	23.4	20.3	10.1	12.2	9.7	21.6	..	14.1	12.7
Total	%	8.1	11.2	6.6	7.6	8.7	10.3	5.9	11.4	8.7
2013										
Number of students										
Major cities	'000	249.4	334.6	108.4	93.7	99.9	..	18.0	..	903.9
Inner and outer regional	'000	150.8	145.2	77.8	31.0	38.1	28.5	0.1	9.7	481.0
Remote and very remote	'000	5.6	0.5	9.9	14.9	6.5	1.3	..	8.9	47.5
Total	'000	405.7	480.2	196.1	139.5	144.4	29.8	18.1	18.6	1 449.5

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>
Participation rate										
Major cities	%	6.7	11.0	5.5	7.1	12.2	..	6.7	..	8.1
Inner and outer regional	%	13.2	17.4	7.5	11.8	15.7	8.8	11.8	9.5	12.2
Remote and very remote	%	23.5	26.8	11.1	12.4	16.9	18.7	..	12.4	13.4
Total	%	8.3	12.4	6.3	8.2	13.2	9.0	6.7	10.7	9.4

- (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.
- (c) If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once in government-funded student counts. As a result the participation rate based on these counts may be inflated. The possibility for the same student to enrol in more than one government-funded program is the subject of local jurisdictional policy.
- (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. Note that these estimates may differ to the first preliminary June estimates used to derive the total participation rates in table 5A.10. Total Australia population includes other territories.
- (g) 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.
- (h) 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.

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>
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(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: NCVET unpublished, National VET Provider Collection, 2017; Derived from ABS (2016 to 2018), *Population by Age and Sex, Regions of Australia, 2015-2017*, 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>
2017									
Proportion of VET students									
Reported as having disability	10.2	10.7	6.6	6.3	7.5	9.5	11.2	5.7	9.1
Reported as not having disability	77.0	88.0	72.7	81.3	89.5	84.6	88.0	87.8	80.7
Disability status not reported	12.8	1.3	20.7	12.4	3.0	5.9	0.9	6.6	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	11.7	10.9	8.4	7.2	7.7	10.1	11.3	6.1	10.1
2016									
Proportion of VET students									
Reported as having disability	9.6	10.9	6.1	5.7	9.9	9.4	10.8	5.6	8.9
Reported as not having disability	78.7	88.1	73.1	83.4	90.1	88.3	88.0	89.8	81.9
Disability status not reported	11.7	1.0	20.8	10.9	–	2.2	1.1	4.7	9.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	10.9	11.0	7.7	6.4	9.9	9.6	11.0	5.8	9.8
2015									
Proportion of people with disability in the community who are participating	4.6	6.6	2.8	4.0	4.9	4.2	5.1	10.2	4.7
Proportion of people without disability in the community who are participating	5.7	10.0	6.2	7.2	8.4	9.7	6.4	16.6	7.4
Proportion of VET students									
Reported as having disability	9.4	9.9	5.5	5.6	11.1	10.2	10.6	5.7	8.6
Reported as not having disability	76.1	88.8	73.8	85.4	88.9	87.1	88.6	89.6	82.2
Disability status not reported	14.5	1.3	20.7	9.0	–	2.7	0.8	4.7	9.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	11.0	10.1	7.0	6.2	11.1	10.5	10.7	6.0	9.4

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>
2014									
Proportion of VET students									
Reported as having disability	8.6	9.1	5.9	5.3	11.9	10.4	9.1	5.9	8.3
Reported as not having disability	78.8	90.0	72.8	85.2	88.1	87.9	90.1	91.2	83.5
Disability status not reported	12.6	0.8	21.4	9.5	–	1.8	0.8	2.9	8.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	9.8	9.2	7.4	5.9	11.9	10.5	9.1	6.1	9.1
2013									
Proportion of VET students									
Reported as having disability	8.5	8.3	5.7	5.3	6.7	10.6	8.6	5.8	7.5
Reported as not having disability	78.8	90.5	63.6	84.6	93.3	86.2	90.6	90.7	83.2
Disability status not reported	12.7	1.3	30.7	10.2	–	3.2	0.8	3.4	9.3
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	9.7	8.4	8.3	5.8	6.7	10.9	8.7	6.0	8.3

- (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) If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once in government-funded student counts. As a result the participation rate based on these counts may be inflated. The possibility for the same student to enrol in more than one government-funded program is the subject of local jurisdictional policy.

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 in this table.								
(e)	'Adjusted for not reported' excludes 'not stated' responses.								
(f)	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.								
(g)	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.								
(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 unpublished, *Australian vocational education and training statistics: National VET Provider Collection, 2017*; ABS unpublished, *Microdata: Disability, Ageing and Carers, Australia, 2015*, 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>NSW</i>	<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									
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
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

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>NSW</i>	<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	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
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
2014									
Total									
Helped or partly helped achieve main reason for training	83.0 ± 1.0	78.8 ± 1.3	83.3 ± 1.3	83.9 ± 1.9	81.5 ± 1.6	86.6 ± 2.4	85.6 ± 2.3	92.0 ± 2.6	81.9 ± 0.6
Helped achieve main reason	68.6 ± 1.3	62.2 ± 1.6	70.5 ± 1.6	70.3 ± 2.3	65.7 ± 2.0	72.4 ± 3.2	70.7 ± 3.1	82.2 ± 4.0	67.0 ± 0.7
Partly helped achieve main reason	14.5 ± 1.0	16.6 ± 1.1	12.8 ± 1.2	13.6 ± 1.8	15.7 ± 1.6	14.2 ± 2.6	14.8 ± 2.5	9.8 ± 3.2	14.9 ± 0.5
Did not help achieve main reason	6.9 ± 0.7	12.1 ± 1.0	8.7 ± 0.9	7.7 ± 1.4	8.9 ± 1.1	6.0 ± 1.6	6.0 ± 1.4	5.6 ± 2.4	9.0 ± 0.4
Did not know yet	10.1 ± 0.8	9.1 ± 0.8	8.0 ± 1.0	8.3 ± 1.4	9.6 ± 1.2	7.4 ± 1.8	8.4 ± 1.9	2.4 ± 1.0	9.1 ± 0.4

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)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	84.5 ± 4.6	84.7 ± 9.2	84.6 ± 5.4	86.6 ± 6.6	86.1 ± 8.6	83.1 ± 9.5	85.9 ± 10.6	89.8 ± 7.8	85.1 ± 2.7

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 ± 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) In 2017, 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.

Source: NCVER 2018 and unpublished, *Australian vocational education and training statistics: VET student outcomes 2018*; NCVER unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2014 to 2017)*.

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>NSW</i>	<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									
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
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

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>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2014									
Total									
Satisfied with overall quality of training	89.6 ± 0.9	84.1 ± 1.2	87.9 ± 1.2	88.9 ± 1.7	88.9 ± 1.3	90.2 ± 2.0	84.6 ± 2.7	85.9 ± 3.9	87.5 ± 0.5
Satisfied with instructors	90.3 ± 0.9	88.4 ± 1.1	90.9 ± 1.1	89.4 ± 1.9	92.0 ± 1.2	92.3 ± 1.7	87.2 ± 2.6	86.8 ± 3.9	89.9 ± 0.5
Satisfied with assessment	89.8 ± 0.9	86.6 ± 1.2	90.1 ± 1.1	91.3 ± 1.3	89.9 ± 1.3	89.3 ± 2.1	85.5 ± 2.5	89.2 ± 3.5	88.9 ± 0.5
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	90.2 ± 3.4	88.5 ± 8.2	94.4 ± 3.0	89.8 ± 7.5	88.8 ± 8.5	88.6 ± 6.8	85.8 ± 8.5	91.5 ± 6.9	90.6 ± 2.1

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 ± 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.

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>NSW</i>	<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) 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) In 2017, 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) Satisfaction includes graduates reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.									
(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.									

Source: NCVER 2018 and unpublished, *Australian vocational education and training statistics: VET student outcomes 2018*; NCVER unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2014 to 2017)*.

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>
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
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
2009									
Total	58.7 ± 4.5	58.7 ± 4.7	56.9 ± 4.6	59.1 ± 5.4	55.0 ± 6.2	55.0 ± 5.1	54.6 ± 5.0	63.1 ± 6.3	58.0 ± 2.2

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>
Apprenticeships or traineeships	29.2 ± 3.9	33.3 ± 4.4	36.0 ± 4.4	30.4 ± 4.5	31.4 ± 6.0	34.0 ± 4.5	27.1 ± 4.3	36.2 ± 5.8	32.0 ± 2.0
Nationally recognised training	27.8 ± 4.1	27.9 ± 4.4	25.2 ± 4.0	27.4 ± 4.8	25.7 ± 4.4	28.4 ± 4.5	27.7 ± 4.4	34.7 ± 5.6	27.2 ± 2.0
Formal vocational qualifications as a job requirement	37.8 ± 4.4	36.6 ± 4.6	32.1 ± 4.4	36.4 ± 5.2	31.2 ± 5.9	31.5 ± 4.7	36.9 ± 4.9	42.2 ± 6.4	35.7 ± 2.2

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 relative standard errors are greater than or equal to 25 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 ± 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 2009, 2011, 2013, 2015, 2017 and unpublished, *Australian vocational education and training statistics: employers' use and views of the VET system, 2009, 2011, 2013, 2015 and 2017*.

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>
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
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

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	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
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

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>
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
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
2009									
Satisfaction with all forms of VET training engaged with									
Satisfied	75.8 ± 5.1	81.3 ± 4.4	76.4 ± 5.3	77.8 ± 5.3	80.1 ± 6.1	80.3 ± 5.2	72.6 ± 6.2	70.9 ± 6.9	77.8 ± 2.4
Neither satisfied or dissatisfied	16.0 ± 4.2	14.9 ± 4.0	18.8 ± 4.9	19.0 ± 4.9	14.8 ± 5.5	14.9 ± 4.6	22.7 ± 5.6	24.5 ± 6.7	16.6 ± 2.1
Dissatisfied	8.2 ± 3.5	3.7 ± 2.1	4.8 ± 2.6	3.2 ± 2.3	5.0 ± 3.2	4.8 ± 2.9	4.7 ± 3.4	4.7 ± 3.2	5.6 ± 1.4
Satisfaction with apprenticeships or traineeships									
Satisfied	79.8 ± 6.8	86.7 ± 4.9	83.0 ± 5.6	82.6 ± 7.1	88.5 ± 6.0	86.6 ± 5.7	84.3 ± 6.8	76.6 ± 8.9	83.3 ± 2.9
Neither satisfied or dissatisfied	6.0 ± 3.5	6.3 ± 3.3	7.6 ± 4.0	7.3 ± 4.9	5.0 ± 3.1	4.9 ± 3.4	9.9 ± 5.7	13.7 ± 6.9	6.6 ± 1.7
Dissatisfied	14.1 ± 6.3	7.0 ± 3.8	9.4 ± 4.3	10.1 ± 5.6	6.5 ± 5.1	8.5 ± 4.8	5.8 ± 4.3	9.7 ± 7.0	10.1 ± 2.5

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
Satisfaction with nationally recognised training									
Satisfied	83.5 ± 6.4	88.7 ± 5.6	83.5 ± 7.0	94.8 ± 4.2	87.6 ± 7.0	85.6 ± 7.0	82.0 ± 6.8	91.7 ± 4.4	86.3 ± 3.1
Neither satisfied or dissatisfied	7.4 ± 4.3	8.1 ± 4.9	9.6 ± 5.8	4.3 ± 3.8	4.8 ± 4.2	7.1 ± 5.4	12.6 ± 5.8	4.0 ± 2.7	7.6 ± 2.3
Dissatisfied	9.0 ± 5.2	3.2 ± 2.9	6.9 ± 4.4	np	7.6 ± 5.9	7.3 ± 4.7	5.4 ± 4.0	4.3 ± 3.5	6.1 ± 2.2
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	81.2 ± 6.0	84.4 ± 5.3	83.3 ± 6.2	87.4 ± 5.2	84.8 ± 7.8	86.3 ± 5.8	80.4 ± 6.8	83.1 ± 7.2	83.3 ± 2.9
Neither satisfied or dissatisfied	10.7 ± 4.7	10.4 ± 4.7	7.8 ± 4.4	6.0 ± 3.4	9.2 ± 6.4	9.2 ± 4.8	11.7 ± 5.0	7.8 ± 5.0	9.5 ± 2.3
Dissatisfied	8.2 ± 4.3	5.2 ± 3.0	8.9 ± 4.9	6.5 ± 4.2	6.0 ± 5.5	4.4 ± 3.4	7.9 ± 5.1	9.1 ± 5.7	7.2 ± 2.0

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 relative standard errors are greater than or equal to 25 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 ± 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 2009, 2011, 2013, 2015, 2017 and unpublished, *Australian vocational education and training statistics: employers' use and views of the VET system, 2009, 2011, 2013, 2015 and 2017*.

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), (n)**

	<i>NSW</i>	<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									
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	87.3 ±13.6	90.7 ± 1.7	92.1 ± 1.8	95.3 ± 2.3	90.3 ± 4.3	..	92.2 ± 2.4	92.0 ± 0.9
Employed after training	91.1 ± 2.8	73.7 ±18.3	87.7 ± 1.9	89.3 ± 2.1	92.0 ± 3.1	83.8 ± 5.5	..	88.3 ± 2.9	88.7 ± 1.1
In further study after training	33.7 ± 4.8	34.3 ±19.9	22.5 ± 2.3	27.5 ± 3.1	29.9 ± 5.2	28.6 ± 7.0	..	31.7 ± 4.0	27.2 ± 1.5
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	94.4 ± 8.6	90.0 ± 1.6	92.5 ± 1.7	94.9 ± 2.0	92.6 ± 4.5	..	93.1 ± 1.9	91.6 ± 0.9
Employed after training	85.5 ± 4.9	90.3 ±10.4	87.1 ± 1.9	88.7 ± 2.1	90.7 ± 2.7	89.8 ± 4.8	..	89.6 ± 2.4	88.2 ± 1.1

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), (n)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In further study after training	30.2 ± 6.6	15.9 ±14.3	23.9 ± 2.9	32.2 ± 4.0	31.1 ± 5.0	32.2 ± 6.6	..	34.4 ± 3.9	28.9 ± 1.8
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
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

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), (n)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 ± 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.
- (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 20–64 year olds.
- (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 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>>.
- (h) In 2017, 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.
- (i) 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.
- (j) '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.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), (n)**

	<i>NSW</i>	<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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(k) '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.

(l) '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.

(m) Total includes all 20–64 year old graduates.

(n) In the 2018 RoGS data for Government-funded and Total VET graduates were presented in the same table (5A.15). For the 2019 RoGS data for Government-funded and Total VET graduates are presented in separate tables. Government-funded graduates data are in table 5A.18.

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

Source: NCVET unpublished, *Australian vocational education and training statistics: VET student outcomes (editions 2016 to 2018)*.

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>
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	93.6 ± 2.8	87.3 ± 13.8	89.0 ± 2.4	91.3 ± 2.5	97.1 ± 2.5	92.8 ± 4.6	np	91.3 ± 3.4	91.1 ± 1.3
Employed after training	89.5 ± 3.5	79.9 ± 17.0	86.4 ± 2.6	87.8 ± 2.9	93.3 ± 3.9	82.9 ± 7.0	np	89.2 ± 3.7	87.8 ± 1.4
In further study after training	29.9 ± 5.3	30.7 ± 20.1	18.3 ± 2.9	25.8 ± 3.9	28.7 ± 7.3	36.6 ± 9.0	np	28.6 ± 5.2	24.6 ± 1.9
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	88.7 ± 3.7	93.1 ± 10.5	88.5 ± 2.0	92.4 ± 2.0	96.0 ± 2.6	96.8 ± 2.9	np	92.8 ± 2.4	90.6 ± 1.1
Employed after training	80.6 ± 4.6	85.2 ± 15.3	85.3 ± 2.5	88.1 ± 2.5	91.9 ± 3.5	93.3 ± 3.9	np	88.6 ± 3.2	86.5 ± 1.4

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>
In further study after training	27.3 ± 5.5	13.4 ±14.2	21.2 ± 3.2	29.6 ± 3.8	30.2 ± 6.3	35.5 ± 7.8	np	36.1 ± 5.3	27.0 ± 1.9
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
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

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>
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
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
2014									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	81.2 ± 6.1	78.9 ±20.5	73.3 ± 8.2	77.1 ±10.4	84.0 ±10.4	88.6 ± 8.9	96.2 ± 4.5	77.8 ±11.0	79.3 ± 4.2
Employed after training	66.1 ± 6.6	66.1 ±21.3	66.1 ± 8.6	68.6 ±11.3	64.5 ±13.7	65.3 ±13.0	94.6 ± 5.4	71.2 ±12.0	67.1 ± 4.4
In further study after training	41.8 ± 6.6	31.2 ±16.6	29.0 ± 8.4	25.6 ±11.5	36.1 ±14.0	38.5 ±13.4	40.9 ±16.2	32.1 ±12.3	35.1 ± 4.2
Remote and very remote areas									
Employed and/or in further study	85.6 ±10.1	np	92.8 ± 5.7	94.5 ± 4.2	91.0 ± 5.8	94.8 ± 7.0	np	94.4 ± 4.9	91.7 ± 2.7

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>
Employed after training	72.9 ±14.6	np	91.1 ± 6.0	93.2 ± 4.6	81.6 ± 8.1	92.1 ± 8.6	np	88.8 ± 6.5	86.6 ± 3.4
In further study after training	41.6 ±15.5	np	30.8 ±11.1	38.0 ±13.0	38.3 ±11.4	<i>34.1 ±17.4</i>	np	36.7 ± 8.2	36.2 ± 5.5
With disability									
Employed and/or in further study	77.9 ± 3.5	71.0 ± 4.6	71.8 ± 5.5	80.0 ± 7.1	73.3 ± 5.7	75.6 ± 9.4	85.1 ± 7.0	80.3 ±13.8	74.6 ± 2.1
Employed after training	50.8 ± 4.4	50.7 ± 5.0	52.1 ± 6.6	56.1 ± 9.5	52.8 ± 6.6	47.6 ±11.0	73.7 ± 9.7	64.6 ±20.0	52.0 ± 2.5
In further study after training	48.9 ± 4.4	34.4 ± 4.8	31.8 ± 6.5	42.7 ± 9.6	36.2 ± 6.3	39.7 ±11.0	29.2 ±10.4	48.9 ±21.1	39.6 ± 2.5
Total									
Employed and/or in further study	87.9 ± 1.0	86.6 ± 1.1	87.5 ± 1.4	89.7 ± 1.6	89.6 ± 1.3	89.6 ± 2.5	91.9 ± 1.9	90.9 ± 3.1	88.0 ± 0.5
Employed after training	75.7 ± 1.2	77.2 ± 1.4	79.5 ± 1.6	80.6 ± 2.2	79.2 ± 1.8	79.3 ± 3.1	85.8 ± 2.5	84.9 ± 3.7	77.9 ± 0.7
In further study after training	37.6 ± 1.4	31.8 ± 1.8	29.2 ± 1.8	31.7 ± 2.7	33.9 ± 2.1	30.4 ± 3.4	35.6 ± 3.5	36.7 ± 4.7	33.5 ± 0.8

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 ± 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 20–64 year olds.

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)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(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 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 >.								
(g)	In 2017, 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)	'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.								
(k)	'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.								
(l)	Total includes all 20–64 year old graduates.								
(m)	In the 2018 RoGS data for Government-funded and Total VET graduates were presented in the same table (5A.15). For the 2019 RoGS data for Government-funded and Total VET graduates are presented in separate tables. Total VET graduates data are in table 5A.17.								
	.. Not applicable. np Not published.								

Source: NCVER unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2014 to 2018)*.

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>
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	67.6 ± 19.2	68.6 ± 2.7	62.6 ± 3.4	66.0 ± 5.4	58.6 ± 7.7	..	66.3 ± 4.0	65.5 ± 1.6
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	62.5 ± 20.2	61.4 ± 3.4	63.0 ± 3.9	66.0 ± 5.3	60.7 ± 7.0	..	63.3 ± 3.8	62.1 ± 1.9
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 ± 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									
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 ± 7.4	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 (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 ± 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 20–64 year olds.

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)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(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 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 >.								
(g)	In 2017, 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)	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).								
(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)	'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.								
(k)	'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.								
(l)	Total includes all 20–64 year old graduates.								
(m)	In the 2018 RoGS data for Government-funded and Total VET graduates were presented in the same table (5A.16). For the 2019 RoGS data for Government-funded and Total VET graduates are presented in separate tables. Government-funded graduates data are in table 5A.20.								
	.. Not applicable. np Not published.								

Source: NCVER unpublished, *Australian vocational education and training statistics: VET student outcomes (editions 2016 to 2018)*.

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)**

	<i>NSW</i>	<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									
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	59.7 ± 5.8	61.4 ± 21.3	70.7 ± 3.5	64.8 ± 4.4	70.9 ± 7.2	58.4 ± 9.3	np	69.7 ± 5.2	67.6 ± 2.1
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	57.1 ± 6.4	56.6 ± 21.3	62.2 ± 4.1	63.6 ± 4.0	74.9 ± 5.8	64.0 ± 7.7	np	64.1 ± 5.1	63.2 ± 2.2
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
2014									
Aboriginal and Torres Strait Islander	53.5 ± 6.9	62.2 ± 21.4	53.9 ± 8.9	59.1 ± 12.7	55.1 ± 14.5	44.8 ± 13.4	88.8 ± 7.9	62.2 ± 12.9	56.2 ± 4.7
Remote and very remote areas	53.8 ± 15.2	np	69.5 ± 11.4	68.1 ± 10.8	64.7 ± 11.3	70.5 ± 16.0	np	68.4 ± 8.0	65.6 ± 5.1
With a disability	41.4 ± 4.5	39.6 ± 4.9	42.2 ± 6.7	47.4 ± 9.5	37.2 ± 6.3	40.4 ± 10.9	66.1 ± 10.5	60.3 ± 20.7	41.3 ± 2.5
Total	59.3 ± 1.5	57.2 ± 1.8	62.5 ± 1.9	64.8 ± 2.7	59.8 ± 2.2	63.4 ± 3.7	68.8 ± 3.3	69.3 ± 4.8	60.1 ± 0.8

Table 5A.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)

	<i>NSW</i>	<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)	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 ± 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 20–64 year olds.								
(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 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 >.								
(f)	In 2017, 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)	'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.								
(j)	'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.								

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)**

	<i>NSW</i>	<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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(k) Total includes all 20–64 year old graduates.

(l) In the 2018 RoGS data for Government-funded and Total VET graduates were presented in the same table (5A.16). For the 2019 RoGS data for Government-funded and Total VET graduates are presented in separate tables. Total VET graduates data are in table 5A.19.

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

Source: NCVET unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2014 to 2018)*.

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)**

	<i>NSW</i>	<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									
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)	18.5 ± 0.4	18.2 ± 0.5	18.0 ± 0.5	16.9 ± 0.8	19.9 ± 1.1	18.5 ± 1.4	17.0 ± 1.5	17.1 ± 2.0	18.2 ± 0.2
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)	16.4 ± 0.5	17.2 ± 0.6	15.8 ± 0.6	15.2 ± 0.9	19.3 ± 1.0	17.5 ± 1.2	16.0 ± 1.3	13.5 ± 1.6	16.5 ± 0.3

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)**

	<i>NSW</i>	<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)	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
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)	15.9 ± 1.5	15.6 ± 1.4	13.8 ± 1.5	13.6 ± 1.6	14.6 ± 1.5	16.9 ± 2.2	14.4 ± 2.7	12.4 ± 1.9	14.9 ± 0.7
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 (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 ± 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.

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)

	<i>NSW</i>	<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) 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 20–64 year olds.									
(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 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 >.									
(g) In 2017, 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) AQF level 'Diploma and above' includes Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.									
(i) 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).									
(j) In the 2018 RoGS data for Government-funded and Total VET graduates were presented in the same table (5A.17). For the 2019 RoGS data for Government-funded and Total VET graduates are presented in separate tables. Government-funded graduates data are in table 5A.22.									

Source: NCVER unpublished, *Australian vocational education and training statistics: VET student outcomes (editions 2016 to 2018)*.

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)**

	<i>NSW</i>	<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									
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)	20.4 ± 0.6	21.6 ± 0.8	20.5 ± 0.8	20.0 ± 1.2	24.3 ± 2.1	20.7 ± 1.7	19.4 ± 2.1	19.2 ± 2.6	20.9 ± 0.4
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)	20.2 ± 0.8	19.8 ± 0.8	18.9 ± 0.9	19.3 ± 1.3	25.7 ± 1.7	19.7 ± 1.5	22.7 ± 2.2	13.6 ± 2.2	19.9 ± 0.4

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)**

	<i>NSW</i>	<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)	72.0 ± 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
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)	19.7 ± 2.0	22.0 ± 1.6	16.6 ± 2.6	16.6 ± 2.6	17.8 ± 2.7	19.0 ± 2.8	21.7 ± 3.5	16.0 ± 2.9	19.1 ± 1.0
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									

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)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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)	17.2 ± 1.6	14.9 ± 2.5	17.6 ± 2.4	18.7 ± 1.6	14.5 ± 2.0	17.8 ± 2.4	20.7 ± 3.7	14.4 ± 3.3	16.6 ± 1.0
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
2014									
Level of qualification									
Certificate level I/II	38.1 ± 3.4	48.7 ± 3.8	46.7 ± 6.7	44.9 ± 6.9	47.5 ± 4.3	38.6 ± 8.3	46.5 ± 14.7	53.6 ± 12.9	45.3 ± 2.0
Certificate level III/IV	62.7 ± 1.8	58.6 ± 2.1	63.9 ± 2.3	67.6 ± 3.2	63.2 ± 2.9	70.0 ± 4.6	69.0 ± 4.2	71.6 ± 5.5	62.7 ± 1.0
Diploma and above	60.9 ± 3.5	60.3 ± 5.1	64.3 ± 4.3	68.3 ± 5.9	64.2 ± 5.3	66.2 ± 7.9	73.0 ± 5.8	75.3 ± 14.5	62.6 ± 2.2
Type of improved employment status									
Employed after training (of those not employed before training)	40.6 ± 2.7	45.2 ± 3.0	47.1 ± 3.9	47.0 ± 5.6	43.2 ± 4.3	45.2 ± 7.1	60.6 ± 8.1	40.5 ± 12.9	44.1 ± 1.5
Employed at a higher skill level after training (of those employed before training)	14.7 ± 1.4	14.2 ± 1.8	16.2 ± 1.9	14.5 ± 2.9	12.2 ± 1.8	20.2 ± 4.4	19.9 ± 3.5	13.2 ± 3.7	14.6 ± 0.8
Received a job-related benefit (of those employed after training)	74.9 ± 1.6	68.1 ± 2.1	75.5 ± 1.9	77.5 ± 2.4	71.7 ± 2.2	76.8 ± 3.5	76.1 ± 3.3	80.5 ± 4.4	72.9 ± 0.9
Total with improved employment status after training	59.3 ± 1.5	57.2 ± 1.8	62.5 ± 1.9	64.8 ± 2.7	59.8 ± 2.2	63.4 ± 3.7	68.8 ± 3.3	69.3 ± 4.8	60.1 ± 0.8

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

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)

	<i>NSW</i>	<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 \pm 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 20–64 year olds.								
(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)	In 2017, 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)	AQF level 'Diploma and above' includes Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.								
(h)	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).								
(i)	In the 2018 RoGS data for Government-funded and Total VET students were presented in the same table (5A.17). For the 2019 RoGS data for Government-funded and Total VET graduates are presented in separate tables. Total VET graduates data are in table 5A.21.								

Source: NCVER unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2014 to 2018)*.

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>
2017										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	9.5	2.9	11.1	3.4	1.4	0.7	0.6	1.7	31.3
Remote and very remote	'000	2.1	1.2	7.3	3.7	1.3	0.4	0.1	1.8	17.9
With disability	'000	14.8	11.8	10.1	3.6	1.4	1.1	0.7	0.4	44.0
Total	'000	213.6	192.9	207.7	86.0	27.0	10.3	12.0	6.1	757.8
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	66.2	83.6	83.1	52.5	51.6	38.9	129.8	34.4	66.0
Remote and very remote	no.	95.5	708.7	88.0	33.6	34.4	63.1	..	25.8	54.3
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	41.5	45.9	64.5	50.1	24.4	31.6	42.8	35.0	46.9
2016										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	10.7	3.2	10.8	3.3	1.7	0.7	0.8	1.7	33.0
Remote and very remote	'000	2.6	1.3	7.7	4.5	1.5	0.5	0.1	1.7	19.9
With disability	'000	15.7	13.4	9.3	3.3	2.2	1.1	0.9	0.3	46.4
Total	'000	222.7	208.9	222.5	85.9	34.9	10.6	15.2	5.7	809.5
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	75.5	94.6	83.6	52.3	65.3	43.6	174.4	34.4	71.3
Remote and very remote	no.	114.9	732.8	91.2	40.2	39.2	78.7	..	24.5	59.5
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	44.0	50.9	70.0	50.2	31.6	32.4	54.9	32.6	50.8
2015										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	9.9	3.4	11.2	4.0	2.0	0.7	0.7	1.6	33.5

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>
Remote and very remote	'000	2.7	1.2	8.7	4.9	1.7	0.6	0.1	1.7	21.7
With disability	'000	14.4	15.5	8.0	3.9	3.4	1.1	1.0	0.4	48.0
Total	'000	224.0	247.2	225.6	97.3	42.0	11.2	18.7	5.8	874.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	71.4	103.5	88.6	65.2	78.0	45.4	158.9	33.3	74.1
Remote and very remote	no.	118.8	711.9	100.9	42.5	45.8	83.4	..	25.1	63.8
With disability	no.	21.6	27.3	18.0	21.7	18.0	16.4	29.8	37.0	22.2
Total	no.	44.8	61.5	71.7	56.8	38.0	34.3	68.2	33.1	55.5

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

Data are complete for the current reporting period.

- (a) Total VET refers to domestic and overseas VET activity delivered by all types of Australian training providers, not just those in receipt of government funding.
- (b) This table presents the number of qualifications completed annually from 2015 to 2017. 2017 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection, and final figures will be released by NCVET in July 2019.
- (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.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>
(h)	ABS population estimates are used to calculate qualifications per 1000 people aged 15–64 years. First preliminary June ERP estimates based on the 2016 Census are used for the total population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2011 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. As the survey is triennial, the 'with disability' measure can only be reported for 2015 in this table.									
(i)	In the 2019 RoGS data for Government-funded and Total VET AQF qualifications for the first time are presented in separate tables. Government-funded AQF qualifications data are in table 5A.24.									
	na Not available. ... Not applicable.									

Source: NCVER unpublished, *Australian vocational education and training statistics: National VET Provider Collection, 2017* (preliminary completions); ABS 2015–2017, *Australian Demographic Statistics, Jun 2015, 2016 and 2017*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 2A.1; table 2A.13, Derived from ABS (2018), *Population by Age and Sex, Regions of Australia, 2017*, Cat. no. 3235.0, Derived from ABS (2016) *Disability, Ageing and Carers, Australia: Summary of Findings, 2015*, 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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2017										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	7.5	1.2	6.9	2.2	0.6	0.5	0.2	1.5	20.6
Remote and very remote	'000	0.9	0.1	4.2	2.4	0.8	0.3	–	1.6	10.4
With disability	'000	12.4	7.6	6.5	2.2	1.1	0.9	0.5	0.3	31.5
Total	'000	107.4	87.4	94.9	36.6	17.5	8.3	4.6	5.2	361.9
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	52.3	33.9	51.7	35.0	23.9	26.9	42.6	30.5	43.5
Remote and very remote	no.	42.2	53.6	51.0	21.9	22.6	39.9	..	24.0	31.4
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	20.9	20.8	29.5	21.3	15.8	25.5	16.3	29.8	22.4
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	1.1	0.1	4.4	2.7	0.9	0.3	–	1.8	11.4
With disability	'000	12	8.6	6.6	2.1	1.5	0.9	0.5	0.3	32.5
Total	'000	104.5	96.0	104.0	39.7	20.6	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.	54.7	37.2	52.9	36.0	30.5	27.0	42.4	33.3	45.6
Remote and very remote	no.	50.6	57.8	52.8	24.5	24.1	48.0	..	26.6	34.2
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

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)**

	<i>Unit</i>	<i>NSW</i>	<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	'000	1.2	0.2	4.1	3.2	1.3	0.3	–	1.6	11.9
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.	49.9	49.8	48.9	45.3	44.3	28.0	37.0	30.9	45.7
Remote and very remote	no.	51.5	92.0	47.5	28.3	34.4	42.3	..	23.5	34.9
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	0.3	3.5	3.2	1.4	0.4	–	1.9	11.8
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.	52.8	56.4	41.2	41.1	50.7	35.4	62.4	29.3	45.1
Remote and very remote	no.	49.0	147.9	40.1	27.2	38.2	61.4	..	26.1	34.0
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
2013										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	5.2	1.7	4.2	2.8	1.4	0.5	0.3	1.8	17.8
Remote and very remote	'000	1.1	0.3	3.4	3.8	1.8	0.4	0.0	2.2	13.0
With disability	'000	8.9	11.1	4.1	2.5	4.6	1.0	0.6	0.3	33.2
Total	'000	111.7	177.1	80.4	50.5	61.6	9.3	7.7	5.4	503.6

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)**

	<i>Unit</i>	<i>NSW</i>	<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										
Aboriginal and Torres Strait Islander	no.	39.2	54.9	35.3	48.8	57.5	30.4	64.8	38.2	41.4
Remote and very remote	no.	47.9	160.6	38.6	31.6	46.1	58.1	..	30.3	36.8
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	22.9	45.7	26.0	29.7	56.2	28.2	28.8	30.9	32.7

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 2013 to 2017. 2017 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection, and final figures will be released by NCVET in July 2019.
- (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)**

	<i>Unit</i>	<i>NSW</i>	<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)	ABS population estimates are used to calculate qualifications per 1000 people aged 15–64 years. First preliminary June ERP estimates based on the 2016 Census are used for the total population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2011 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. As the survey is triennial, the 'with disability' measure can only be reported for 2015 in this table.									
(i)	In the 2019 RoGS data for Government-funded and Total VET AQF qualifications for the first time are presented in separate tables. Total VET AQF qualifications data are in table 5A.23.									
	na Not available. ... Not applicable. – Nil or rounded to zero.									

Source: NCVET unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2013 to 2016)*; (preliminary completions) *Australian vocational education and training statistics: government-funded students and courses 2017*; ABS 2013–2017, *Australian Demographic Statistics, Jun 2013, 2014, 2015, 2016 and 2017*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 2A.1; table 2A.13, Derived from ABS (2018), *Population by Age and Sex, Regions of Australia, 2017*, Cat. no. 3235.0, Derived from ABS (2016) *Disability, Ageing and Carers, Australia: Summary of Findings, 2015*, 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>
2017										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	48.3	44.4	30.0	10.6	4.7	0.9	3.0	0.5	142.4
Diploma	'000	36.8	35.5	27.2	8.9	3.6	0.8	2.1	0.4	115.2
Advanced diploma	'000	11.2	7.8	2.4	1.3	0.9	–	0.7	–	24.4
Certificate III or IV	'000	122.7	102.4	103.8	38.2	16.1	5.5	5.9	2.9	398.8
Certificate I or II	'000	42.7	46.0	73.9	37.1	6.2	3.9	3.1	2.8	216.5
Total	'000	213.6	192.9	207.7	86.0	27.0	10.3	12.0	6.1	757.8
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	9.4	10.6	9.3	6.2	4.3	2.7	10.8	2.7	8.8
Certificate III or IV	no.	23.8	24.4	32.2	22.2	14.6	17.0	21.0	16.5	24.7
Certificate I or II	no.	8.3	11.0	23.0	21.6	5.6	11.9	11.0	15.8	13.4
Total	no.	41.5	45.9	64.5	50.1	24.4	31.6	42.8	35.0	46.9
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	1.0	0.2	0.6	0.2	0.1	–	0.2	–	2.3
Diploma	'000	1.0	0.2	0.5	0.1	0.1	–	0.2	–	2.2
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	5.2	1.5	4.1	1.2	0.8	0.3	0.3	0.4	13.9
Certificate I or II	'000	3.2	1.1	6.4	2.0	0.6	0.4	0.1	1.2	15.1
Total	'000	9.5	2.9	11.1	3.4	1.4	0.7	0.6	1.7	31.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	7.2	7.2	4.3	2.4	2.5	1.3	38.0	0.9	4.9
Certificate III or IV	no.	36.4	43.1	30.6	18.8	28.2	15.8	68.5	8.9	29.2

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.	22.5	33.3	48.1	31.4	20.9	21.8	23.3	24.5	31.9
Total	no.	66.2	83.6	83.1	52.5	51.6	38.9	129.8	34.4	66.0
2016										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	47.1	46.6	30.9	11.7	6.7	1.0	3.9	0.3	148.2
Diploma	'000	39.0	38.2	28.3	9.8	5.3	0.9	2.7	0.3	124.4
Advanced diploma	'000	7.7	7.0	2.2	1.5	1.3	0.1	1.0	–	20.8
Certificate III or IV	'000	128.0	118.6	114.1	41.0	19.9	5.7	7.9	2.7	439.4
Certificate I or II	'000	47.6	43.7	77.5	33.2	8.3	3.9	3.4	2.8	221.9
Total	'000	222.7	208.9	222.5	85.9	34.9	10.6	15.2	5.7	809.5
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	9.3	11.3	9.7	6.8	6.1	3.0	14.2	1.7	9.3
Certificate III or IV	no.	25.3	28.9	35.9	23.9	18.0	17.5	28.5	15.2	27.6
Certificate I or II	no.	9.4	10.7	24.4	19.4	7.5	11.9	12.2	15.8	13.9
Total	no.	44.0	50.9	70.0	50.2	31.6	32.4	54.9	32.6	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	1.0	1.0	0.3	0.5	0.5	14.6
Certificate I or II	'000	3.6	1.0	6.0	2.1	0.7	0.4	0.1	1.2	15.2
Total	'000	10.7	3.2	10.8	3.3	1.7	0.7	0.8	1.7	33.0
VET AQF qualifications completed per 1000 people aged 15–64 years										

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>
Diploma and above	no.	11.2	10.3	5.4	2.3	3.8	1.9	52.1	0.9	6.9
Certificate III or IV	no.	39.1	53.3	31.7	16.4	36.5	15.2	94.4	9.5	31.6
Certificate I or II	no.	25.2	31.1	46.5	33.6	25.0	26.5	27.9	24.0	32.8
Total	no.	75.5	94.6	83.6	52.3	65.3	43.6	174.4	34.4	71.3
2015										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	44.3	45.7	28.4	12.4	6.4	1.0	4.1	0.2	142.5
Diploma	'000	37.0	37.5	26.0	10.0	5.1	0.8	3.1	0.2	119.6
Advanced diploma	'000	7.1	7.1	1.9	2.1	1.2	0.1	0.8	–	20.4
Certificate III or IV	'000	131.9	149.8	118.6	45.0	23.2	6.2	11.4	2.7	490.1
Certificate I or II	'000	47.7	51.7	78.6	40.0	12.3	4.1	3.3	2.8	241.7
Total	'000	224.0	247.2	225.6	97.3	42.0	11.2	18.7	5.8	874.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	8.9	11.4	9.0	7.2	5.8	2.9	14.8	1.3	9.0
Certificate III or IV	no.	26.4	37.3	37.7	26.3	21.0	18.9	41.5	15.7	31.1
Certificate I or II	no.	9.5	12.9	25.0	23.3	11.2	12.5	12.0	16.1	15.3
Total	no.	44.8	61.5	71.7	56.8	38.0	34.3	68.2	33.1	55.5
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	1.1	0.3	0.7	0.1	0.1	–	0.1	–	2.6
Diploma	'000	1.0	0.3	0.7	0.1	0.1	–	0.1	–	2.4
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.2
Certificate III or IV	'000	5.4	1.9	4.1	1.4	1.1	0.3	0.4	0.6	15.2
Certificate I or II	'000	3.4	1.2	6.3	2.5	0.7	0.4	0.2	1.0	15.7

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>
Total	'000	9.9	3.4	11.2	4.0	2.0	0.7	0.7	1.6	33.5
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	7.9	9.7	5.9	2.3	4.4	1.8	27.4	0.2	5.7
Certificate III or IV	no.	38.9	57.4	32.8	22.7	44.7	16.4	85.5	13.1	33.6
Certificate I or II	no.	24.5	36.3	50.0	40.2	29.0	27.2	46.0	20.0	34.7
Total	no.	71.4	103.5	88.6	65.2	78.0	45.4	158.9	33.3	74.1

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

Data are complete for the current reporting period.

- (a) Total VET refers to domestic and overseas VET activity delivered by all types of Australian training providers, not just those in receipt of government funding.
- (b) This table presents the number of qualifications completed annually from 2015 to 2017. 2017 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection, and final figures will be released by NCVET in July 2019.
- (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.
- (e) Total includes 'Diploma and above', 'Certificate III or IV' and 'Certificate I or II'.
- (f) ABS population estimates are used to calculate qualifications per 1000 people aged 15–64 years. First preliminary June ERP estimates based on the 2016 Census are used for the total population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2011 Census.
- (g) In the 2019 RoGS data for Government-funded and Total VET AQF qualifications for the first time are presented in separate tables. Government-funded AQF qualifications data are in table 5A.26.
- Nil or rounded to zero.

Source: NCVET unpublished, *Australian vocational education and training statistics: National VET Provider Collection, 2017* (preliminary completions), ABS 2012–2016, *Australian Demographic Statistics, Jun 2015, 2016 and 2017*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 2A.1; table 2A.13.

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), (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>	
2017										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	9.2	18.8	5.6	3.9	2.2	0.6	1.0	0.4	41.7
Diploma	'000	8.6	16.3	5.3	3.6	1.8	0.5	0.9	0.4	37.4
Advanced diploma	'000	0.6	2.4	0.2	0.3	0.3	–	0.1	–	4.0
Certificate III or IV	'000	67.3	53.7	59.9	21.7	9.5	5.5	3.2	2.7	223.6
Certificate I or II	'000	30.9	14.9	29.4	11.1	5.7	2.3	0.4	2.0	96.6
Total	'000	107.4	87.4	94.9	36.6	17.5	8.3	4.6	5.2	361.9
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	1.8	4.5	1.7	2.3	2.0	1.7	3.7	2.5	2.6
Certificate III or IV	no.	13.1	12.8	18.6	12.6	8.6	16.7	11.3	15.7	13.8
Certificate I or II	no.	6.0	3.5	9.1	6.4	5.1	7.1	1.3	11.6	6.0
Total	no.	20.9	20.8	29.5	21.3	15.8	25.5	16.3	29.8	22.4
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	4.2	0.7	3.4	1.0	0.3	0.3	0.1	0.5	10.4
Certificate I or II	'000	2.6	0.3	3.3	1.2	0.3	0.2	–	1.0	8.9
Total	'000	7.5	1.2	6.9	2.2	0.6	0.5	0.2	1.5	20.6
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	5.0	4.6	1.5	1.7	1.1	1.2	14.7	1.2	2.9
Certificate III or IV	no.	29.3	19.4	25.8	15.0	11.7	15.3	18.9	9.8	22.0

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), (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>	
Certificate I or II	no.	18.0	9.9	24.4	18.3	11.1	10.4	9.0	19.5	18.7
Total	no.	52.3	33.9	51.7	35.0	23.9	26.9	42.6	30.5	43.5
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	20.6	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	5.5	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
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										

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), (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>	
Diploma and above	no.	4.8	4.3	1.8	1.4	1.6	1.4	16.1	0.8	2.9
Certificate III or IV	no.	29.5	24.1	28.1	14.1	13.9	14.4	21.1	10.5	23.1
Certificate I or II	no.	20.4	8.8	23.1	20.5	14.9	11.2	5.2	21.9	19.7
Total	no.	54.7	37.2	52.9	36.0	30.5	27.0	42.4	33.3	45.6
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
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

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), (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>	
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.	3.4	5.6	1.5	1.8	2.5	1.8	8.5	0.3	2.4
Certificate III or IV	no.	27.6	29.3	28.5	18.0	19.6	16.3	20.6	11.3	24.0
Certificate I or II	no.	18.8	14.9	18.9	25.6	22.1	9.9	7.9	19.3	19.3
Total	no.	49.9	49.8	48.9	45.3	44.3	28.0	37.0	30.9	45.7
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
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

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), (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>	
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.	5.4	4.5	2.7	1.6	1.3	1.6	10.8	0.9	3.3
Certificate III or IV	no.	28.6	35.7	26.4	13.8	19.8	15.9	36.8	7.9	23.4
Certificate I or II	no.	18.8	16.2	12.1	25.8	29.7	18.0	14.8	20.6	18.4
Total	no.	52.8	56.4	41.2	41.1	50.7	35.4	62.4	29.3	45.1
2013										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	15.4	26.1	9.7	5.7	7.6	1.1	1.7	0.3	67.7
Diploma	'000	13.1	21.2	9.1	4.9	6.4	1.0	1.4	0.3	57.4
Advanced diploma	'000	2.3	4.5	0.6	0.7	1.1	0.2	0.3	–	9.6
Certificate III or IV	'000	72.9	109.8	53.9	30.1	31.8	5.7	5.0	2.5	311.8
Certificate I or II	'000	23.4	41.2	16.8	14.7	22.2	2.4	1.0	2.5	124.1
Total	'000	111.7	177.1	80.4	50.5	61.6	9.3	7.7	5.4	503.6
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	3.2	6.7	3.1	3.3	6.9	3.4	6.5	1.9	4.4
Certificate III or IV	no.	14.9	28.3	17.4	17.7	29.0	17.4	18.5	14.7	20.2
Certificate I or II	no.	4.8	10.6	5.4	8.7	20.2	7.3	3.7	14.4	8.1
Total	no.	22.9	45.7	26.0	29.7	56.2	28.2	28.8	30.9	32.7
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.4	0.1	0.3	0.1	0.1	–	0.1	0.1	1.2

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), (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>	
Diploma	'000	0.4	0.1	0.3	0.1	0.1	–	0.1	0.1	1.1
Advanced diploma	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	2.9	0.9	2.3	1.0	0.5	0.2	0.2	0.4	8.4
Certificate I or II	'000	1.8	0.7	1.6	1.8	0.8	0.2	0.1	1.3	8.2
Total	'000	5.2	1.7	4.2	2.8	1.4	0.5	0.3	1.8	17.8
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	3.2	3.9	2.7	1.5	2.9	2.2	13.9	1.1	2.7
Certificate III or IV	no.	22.2	28.1	19.4	16.9	22.5	15.5	34.7	9.2	19.6
Certificate I or II	no.	13.8	22.8	13.2	30.3	32.0	12.7	16.2	27.9	19.0
Total	no.	39.2	54.9	35.3	48.8	57.5	30.4	64.8	38.2	41.4

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 2013 to 2017. 2017 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection, and final figures will be released by NCVET in July 2019.
- (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.
- (e) Total includes 'Diploma and above', 'Certificate III or IV' and 'Certificate I or II'.
- (f) ABS population estimates are used to calculate qualifications per 1000 people aged 15–64 years. First preliminary June ERP estimates based on the 2016 Census are used for the total population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2011 Census.

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), (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>
(g)	In the 2019 RoGS data for Government-funded and Total VET AQF qualifications for the first time are presented in separate tables. Total VET AQF qualifications data are in table 5A.25.								

– Nil or rounded to zero.

Source: NCVET unpublished, *Australian vocational education and training statistics: Australian vocational education and training statistics: National VET Provider Collection, 2017* (preliminary completions), ABS 2013–2017, *Australian Demographic Statistics, Jun 2013, 2014, 2015, 2016 and 2017*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 2A.1; table 2A.13.

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>
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	3.0	1.1	0.6	0.2	0.3	0.9	10.6
Remote and very remote	'000	0.9	0.4	2.1	1.0	0.6	0.2	..	0.8	5.9
With disability	'000	4.7	5.0	2.6	1.1	0.5	0.4	0.2	0.1	14.6
Total	'000	71.0	84.1	64.4	21.2	11.8	3.6	3.3	2.1	261.6
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	51.6	64.4	61.7	59.3	57.3	54.0	56.2	66.2	57.8
Remote and very remote	%	51.3	55.7	54.2	49.4	55.7	52.2	..	56.5	53.2
With disability	%	40.3	58.2	53.8	52.5	45.0	50.9	36.9	52.4	48.9
Total	%	41.9	56.4	51.2	40.7	51.9	49.3	37.4	47.4	48.4
Proportion of all VET AQF qualification enrolments										
Total	%	12.3	15.5	14.1	11.9	13.0	15.9	12.3	13.9	13.7
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	0.6	2.7	1.3	0.7	0.2	..	0.7	7.3
With disability	'000	5.6	6.3	3.0	0.9	0.9	0.4	0.3	0.1	17.6
Total	'000	78.5	95.5	74.3	20.3	15.1	4.1	4.6	2.2	294.7
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	56.1	70.9	63.8	64.6	54.5	57.9	58.7	64.0	60.7
Remote and very remote	%	54.5	66.0	57.5	51.2	56.9	54.1	..	54.1	55.8
With disability	%	43.9	61.3	58.3	51.4	48.9	51.5	39.4	60.8	52.3
Total	%	44.2	59.8	52.1	41.0	51.4	52.2	39.6	51.5	50.6
Proportion of all VET AQF qualification enrolments										

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>
Total	%	12.9	17.0	15.3	10.7	15.5	13.7	15.7	13.6	14.6
2015										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	4.2	1.6	3.6	1.4	0.8	0.3	0.3	0.8	13.0
Remote and very remote	'000	1.2	0.5	3.1	1.5	0.7	0.2	..	0.7	8.1
With disability	'000	5.7	7.7	2.7	1.1	1.3	0.4	0.4	0.2	19.4
Total	'000	84.3	121.6	76.4	26.0	16.0	4.0	6.8	2.1	337.2
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	60.0	70.7	61.5	64.2	52.0	53.0	46.1	65.1	61.1
Remote and very remote	%	55.9	61.2	55.8	53.0	52.0	48.0	..	53.8	54.7
With disability	%	48.9	63.8	58.3	52.4	44.8	48.9	41.3	58.2	55.0
Total	%	47.8	62.2	51.4	42.3	47.9	49.4	46.5	50.4	52.5
Proportion of all VET AQF qualification enrolments										
Total	%	14.0	20.0	14.4	14.1	13.0	13.2	20.7	13.2	15.9

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

Data are complete for the current reporting period.

- (a) Total VET refers to domestic and overseas VET activity delivered by all types of Australian training providers, not just those in receipt of government funding.
- (b) This table presents the number of qualifications completed annually from 2015 to 2017. 2017 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection, and final figures will be released by NCVET in July 2019.
- (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.

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>
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(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.

(h) In the 2019 RoGS data for Government-funded and Total VET AQF qualifications for the first time are presented in separate tables. Government-funded AQF qualifications data are in table 5A.28.

.. Not applicable.

Source: NCVET unpublished, *Australian vocational education and training statistics: National VET Provider Collection, 2017 (preliminary completions)*; *National VET in Schools Collection, 2017 (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), (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>
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	2.7	0.9	0.2	0.2	0.1	0.7	8.2
Remote and very remote	'000	0.3	0.1	1.6	0.9	0.3	0.1	..	0.7	4.1
With disability	'000	3.9	3.7	2.1	0.7	0.4	0.4	0.1	0.1	11.4
Total	'000	34.5	50.3	41.0	12.4	7.4	3.7	1.6	2.0	152.8
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	51.2	75.3	70.3	66.2	57.7	58.1	62.6	63.5	61.3
Remote and very remote	%	51.4	76.3	66.3	56.3	52.8	55.1	..	58.0	59.6
With disability	%	39.3	63.9	60.4	54.2	48.3	50.8	33.7	50.8	50.4
Total	%	46.1	69.8	69.7	53.3	55.6	53.5	39.8	50.1	59.4
Proportion of all VET AQF qualification enrolments										
Total	%	14.9	18.7	25.0	13.6	16.2	18.4	10.4	13.7	17.9
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	0.1	2.0	1.1	0.4	0.2	..	0.8	5.0
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	%	60.3	89.0	68.5	57.7	60.7	60.3	..	55.8	62.2
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										

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), (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>
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	5.1
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	%	55.7	85.6	70.8	58.1	53.1	58.9	..	54.9	61.3
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
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	0.2	1.6	1.3	0.7	0.2	..	0.7	5.2
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	%	57.3	88.9	67.3	56.2	56.7	67.5	..	51.1	60.0
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

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), (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>
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
2013										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	2.1	0.9	1.8	1.2	0.5	0.2	0.1	0.8	7.7
Remote and very remote	'000	0.5	0.2	1.5	1.4	0.7	0.2	..	0.8	5.3
With disability	'000	3.5	6.3	1.6	0.8	1.6	0.4	0.2	0.1	14.5
Total	'000	44.5	111.0	33.7	15.6	24.4	4.5	2.6	2.2	238.4
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	58.0	77.9	66.8	61.2	49.5	64.8	45.8	61.8	62.0
Remote and very remote	%	55.7	69.3	62.2	49.6	50.7	64.1	..	54.0	55.1
With disability	%	49.0	72.3	58.3	49.6	42.5	52.1	35.3	62.0	56.8
Total	%	49.8	77.1	60.7	45.6	49.7	60.8	37.9	56.2	61.1
Proportion of all VET AQF qualification enrolments										
Total	%	17.3	24.8	21.7	13.5	17.8	18.7	13.3	14.3	20.3

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 2013 to 2017. 2017 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection, and final figures will be released by NCVET in July 2019.
- (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.

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), (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>
(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 20–64 year old government-funded students who completed a qualification.									
(h)	In the 2019 RoGS data for Government-funded and Total VET AQF qualifications for the first time are presented in separate tables. Total VET AQF qualifications data are in table 5A.27.									
	.. Not applicable.									

Source: NCVET unpublished, *Australian vocational education and training statistics: National VET Provider Collection, 2017 (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>	
2017										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	66.4	79.5	61.2	17.5	10.4	3.1	3.2	1.5	242.9
Proportion of Certificate III or above qualifications completed	%	44.8	62.1	56.5	47.2	56.1	56.6	41.7	48.2	53.2
Proportion of Certificate III or above qualification enrolments	%	12.9	17.7	16.5	15.2	14.9	17.8	13.0	13.5	15.5
2016										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	72.4	89.6	69.7	18.2	13.4	3.5	4.5	1.4	272.8
Proportion of Certificate III or above qualifications completed	%	47.7	63.8	57.6	45.2	55.4	59.5	42.1	52.7	54.9
Proportion of Certificate III or above qualification enrolments	%	13.3	19.0	17.4	14.2	17.2	15.5	16.6	13.0	16.2
2015										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	77.1	112.3	71.0	22.3	13.9	3.4	6.6	1.5	308.1
Proportion of Certificate III or above qualifications completed	%	50.8	67.3	57.4	48.4	52.7	55.9	49.0	55.0	57.4
Proportion of Certificate III or above qualification enrolments	%	14.4	22.0	16.3	16.9	14.8	14.9	22.0	14.1	17.4

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

Data are complete for the current reporting period.

- (a) Total VET refers to domestic and overseas VET activity delivered by all types of Australian training providers, not just those in receipt of government funding.
- (b) This table presents the number of qualifications completed annually from 2015 to 2017. 2017 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection, and final figures will be released by NCVET in July 2019.
- (c) In the 2019 RoGS data for Government-funded and Total VET AQF qualifications for the first time are presented in separate tables. Government-funded AQF qualifications data are in table 5A.30.

Source: NCVET unpublished, *Australian vocational education and training statistics: National VET Provider Collection, 2017 (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), (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>
2017										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	31.1	47.0	38.9	11.3	6.3	3.2	1.5	1.5	140.8
Proportion of Certificate III or above qualifications completed	%	50.4	75.3	75.1	57.5	61.5	61.4	41.3	52.2	64.7
Proportion of Certificate III or above qualification enrolments	%	15.7	22.7	26.9	17.4	19.0	20.2	10.6	14.0	20.4
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
2013										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	39.8	100.6	31.4	13.6	20.1	4.1	2.5	1.6	213.6
Proportion of Certificate III or above qualifications completed	%	54.2	85.7	64.1	48.5	56.3	67.4	40.3	61.1	67.1
Proportion of Certificate III or above qualification enrolments	%	19.4	30.1	23.6	16.5	21.5	21.7	14.3	16.2	23.9

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), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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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 2013 to 2017. 2017 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection, and final figures will be released by NCVET in July 2019.
- (c) In the 2019 RoGS data for Government-funded and Total VET AQF qualifications for the first time are presented in separate tables. Total VET AQF qualifications data are in table 5A.29.

Source: NCVET unpublished, *Australian vocational education and training statistics: National VET Provider Collection, 2017 (preliminary completions)*.

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

Years	2017 = 100.0
2017	100.0
2016	96.3
2015	96.8
2014	96.8
2013	95.3
2012	95.3
2011	93.4
2010	88.2
2009	87.1
2008	82.3

Source: ABS 2017, *Australian System of National Accounts, 2016-17*, Cat. no. 5204.0.