



A profile of TAFE institutes

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A profile of TAFE institutes

National Centre for Vocational Education Research

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Highlights

This report presents a profile of technical and further education (TAFE) institutes in 2003. The findings were derived from the National Centre for Vocational Education Research (NCVER) National VET Provider Collection, a project concerned with offshore delivery¹, and the NCVER Student Outcomes Survey.

Description of the TAFE institutes

- ✧ There were 72 TAFE institutes in the study.
- ✧ The TAFE institutes varied in size, with students per institute ranging from around 400 to around 52 000, and hours of vocational education and training (VET) activity per institute ranging from more than 235 000 to around 14.5 million.
- ✧ All TAFE institutes reported activity funded by Commonwealth and state recurrent funding. Most, but not all, institutes reported activity funded by Commonwealth and state specific funding, fee-for-service funding and overseas full-fee-paying students.

Students

- ✧ There were over 1.4 million students enrolled with TAFE institutes in 2003.
- ✧ There was clear variation between the TAFE institutes in the profile of the students and the courses in which they were enrolled.

Overseas students

- ✧ There were around 22 300 overseas onshore students² and around 18 300 overseas offshore students³ enrolled with TAFE institutes in 2003.
- ✧ Sixty-three of the 72 TAFE institutes reported enrolments by overseas onshore students and 38 reported enrolments by overseas offshore students.
- ✧ Half of all overseas onshore students were enrolled with six of the 72 TAFE institutes. Similarly, half of all overseas offshore students were enrolled with five of the 72 institutes.

Student outcomes

- ✧ Across all TAFE institutes, the subject completion rate ranged from 49% to 96%, with 68 of the 72 institutes falling into the narrow band of 72% to 96%.
- ✧ Student ratings of satisfaction of overall quality of training ranged from 75% to 91% for graduates and 56% to 92% for module completers.

¹ Department of Education, Science and Training 2005, *Delivery of VET offshore by public providers, 2003*, DEST, Canberra.

² Those students from an overseas country who resided in Australia for the duration of their study.

³ Those students who were enrolled in offshore vocational education and training and who were located in another country and were not normally based in Australia.

Introduction

This report presents a profile of technical and further education (TAFE) institutes in 2003. Appendix A provides a list of the 72 TAFE institutes in the study. In the body of the report, TAFE institutes are not identified by name, as the data protocols under which NCVER disseminates statistics do not allow for identification of individual registered training organisations.

Why was this project undertaken?

The project was undertaken primarily to illustrate the variation in the TAFE sector. The report also provides data on TAFE institutes that can be used by the institutes for planning, performance monitoring and marketing purposes.

Structure of the report

The report is divided into two sections. Section one describes and presents the characteristics and distributions of vocational education and training (VET) and student outcomes data for TAFE institutes. Section two provides the data for each TAFE institute. Within each section, data are presented in four main categories. Table 1 lists the four categories and the variables analysed within each category.

Table 1: Variables analysed

Category	Variables
1 Description of TAFE institutes	Students, subject enrolments, hours, courses delivered, campuses, delivery location and hours per funding category
2 Students	Sex, age, Indigenous status, disability status, main language spoken at home, mode of study, highest school level completed, prior education, apprentices and trainees, students attending school, VET in Schools students, students with enrolments in non-VET courses, and students by major qualification and major course field of education
3 Onshore and offshore delivery to overseas students	Overseas onshore and offshore students
4 Student outcomes	Subject outcome, satisfaction with overall quality of training, achieved main reason for training, not employed before training but employed after training, and change in students not employed before training and after training

Data sources, definitions and data quality

Data sources

The statistics presented in this report were derived from the National Centre for Vocational Education Research (NCVER) National VET Provider Collection, a project concerned with offshore delivery⁴, and the NCVER Student Outcomes Survey.

NCVER National VET Provider Collection

Data from the NCVER National VET Provider Collection are defined as all programs delivered by TAFE institutes in 2003, excluding credit transfer enrolment activity and delivery occurring at campuses located in an overseas country.

VET activity sourced from the NCVER National VET Provider Collection covered in this report includes:

- ✧ activity funded by Commonwealth Government and state and territory governments
- ✧ fee-for-service activity
- ✧ activity funded by overseas full-fee-paying students
- ✧ activity occurring through recognition of prior learning.

Offshore project

Data from the offshore project, *Delivery of VET offshore by public providers, 2003*, are defined as VET programs (accredited and non-accredited) delivered by TAFE institutes in 2003 to students who were located in another country—and who were not normally based in Australia. This activity could occur either remotely, through a partnership or ‘twin’ arrangement, through the establishment of an offshore campus, or through short-term visits.

NCVER Student Outcomes Survey

Data from the NCVER Student Outcomes Survey are defined as information on the training outcomes for students who completed their training in 2002 and who completed the NCVER Student Outcomes Survey in 2003. Data relate to students who studied at a TAFE institute in Australia and were awarded a qualification (graduates), or who successfully completed part of a course (module completers).

Definitions

TAFE institutes

TAFE institutes are those organisations delivering VET in 2003 identified as a TAFE institute by the state training authority in each state or territory. See appendix A for a list of these institutes.

⁴ Department of Education, Science and Training 2005, *Delivery of VET offshore by public providers, 2003*, DEST, Canberra.

Students

Individuals are those who were enrolled in a VET program at a TAFE institute in 2003.

Full-time students

These are those whose total subject enrolment hours in 2003 were greater than or equal to 540 hours.

Part-time students

These are those whose total subject enrolment hours in 2003 were less than 540 hours.

Apprentices and trainees

Apprentices and trainees are those who were enrolled in a course at a TAFE institute as part of their contracted training arrangement.

VET in Schools students

These are those secondary school students who undertook a vocational program as part of the senior secondary certificate which also provided credit towards a nationally recognised VET qualification.

Students with at least one non-VET enrolment

These are those who were enrolled in at least one program that did not have a specific vocational intent in the program curricula, but was focused on self-development, personal enrichment and recreational activities.

Overseas onshore students

These are those students from an overseas country who resided in Australia for the duration of their study.

Overseas offshore students

These are those students who were enrolled in offshore vocational education and training and who were located in another country and were not normally based in Australia.

Subject enrolments

These are defined as registrations by students with a TAFE institute in 2003 for the purpose of undertaking a subject (module or unit of competency). A student can have more than one subject enrolment.

Hours

Hours represent the time assigned to a structured program of study comprising the anticipated hours of supervised learning and/or training deemed necessary to conduct the training or learning and assessment activities in 2003. For Victorian TAFE institutes only, this measure refers to the hours of teaching activity, including assessment time that the institute scheduled and resourced for the delivery of a subject in 2003.

Funding sources

Subjects and hours of training can be categorised into one of four possible funding sources. Each funding source is defined.

- ❖ *Commonwealth and state recurrent funding* is funding provided for recurrent purposes by a state, territory or the former Australian National Training Authority (ANTA) under its agreement with the state or territory.

- ✧ *Commonwealth and state specific funding* is funding provided from state, territory or Commonwealth specific-purpose appropriations to provide training and infrastructure in the state or territory.
- ✧ *Fee-for-service funding* is funding provided by individuals or organisations on a fee-for-service basis for the delivery of VET or for commercial activities.
- ✧ *Funding covered by full-fee-paying overseas students* refers to fees paid by individuals or organisations for an overseas student to undertake studies in Australia on a full-fee-paying basis.

Courses delivered

A course is a structured sequence of VET which leads to the acquisition of identified competencies and, if submitted for accreditation, to a recognised qualification. In this report, courses delivered refers to the number of individual courses offered by a TAFE institute that had enrolments recorded in 2003.

Delivery locations

This refers to the number of VET delivery locations (excluding overseas locations) for TAFE institutes in 2003.

Data quality

Data on student characteristics from the NCVER National VET Provider Collection contain missing values, which may affect data quality. Caveats are made as appropriate. Data on student outcomes from the NCVER Student Outcomes Survey are based on sample data and are therefore subject to standard errors. In 2003, the sample size for the survey was designed to yield reliable results at TAFE institute level.

Characteristics and distributions

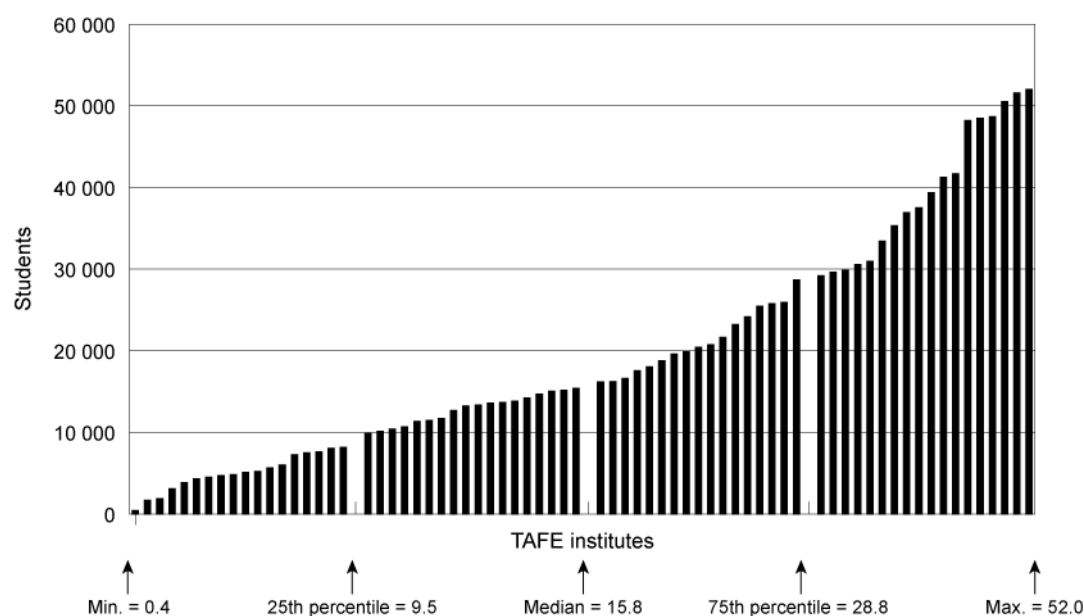
Description of the TAFE institutes

There were 72 TAFE institutes in 2003. In the report, six parameters are used to describe the institutes. These are students, subject enrolments, hours, courses delivered, campuses and hours per funding category.

Students

Figure 1 shows the distribution of student numbers per institute, divided into four equal parts. The figure shows that students per institute ranged from 434 to 52 018, with a median of 15 786.

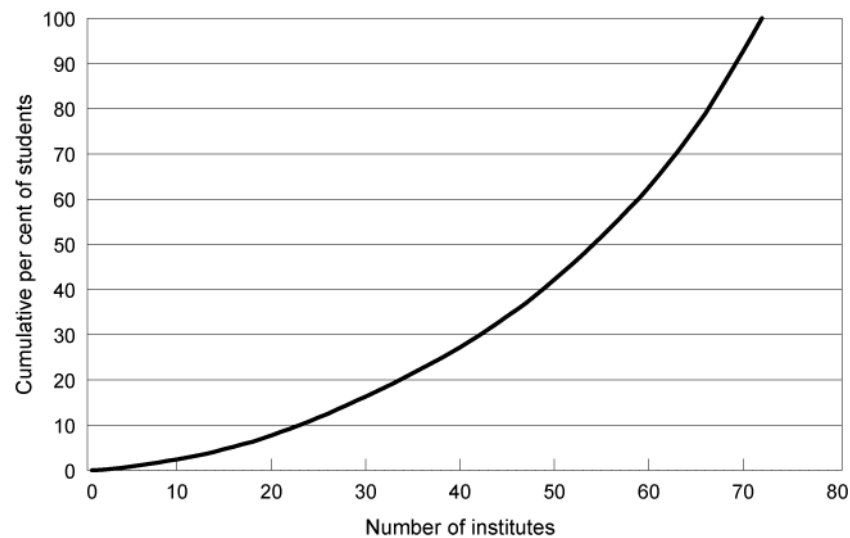
Figure 1: Student numbers per TAFE institute, 2003



Source: NCVER National VET Provider Collection 2003

The institutes were ranked from lowest to highest by number of students, and the cumulative per cent of students was plotted (see figure 2). The figure shows that the 20 smallest institutes, in student size, accounted for less than ten per cent of the total students.

Figure 2: Cumulative per cent of students by the number of TAFE institutes, 2003



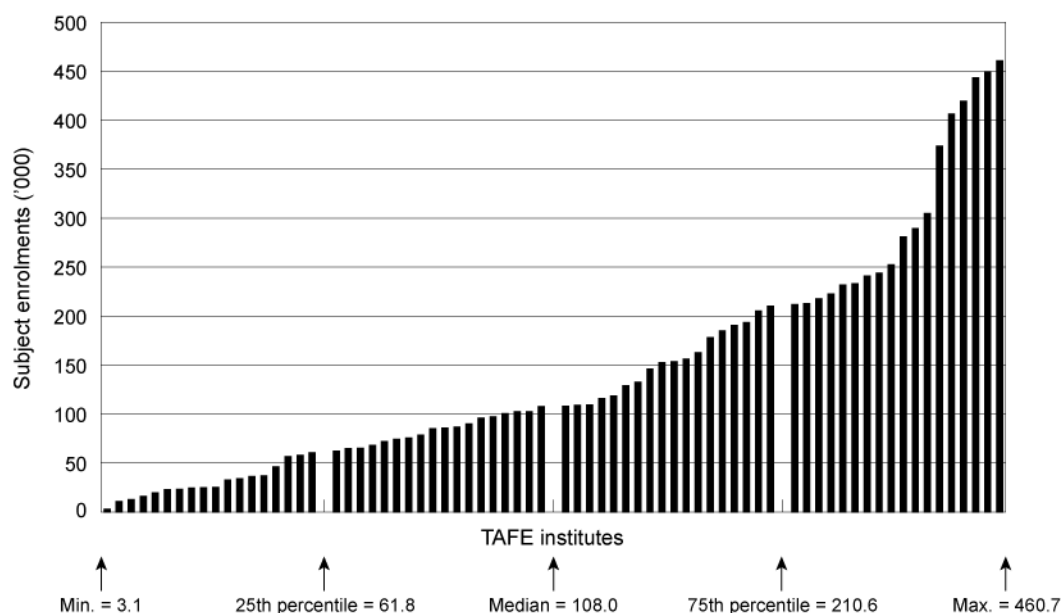
Note: The number of institutes is the ranking of the institutes from lowest to highest based on student numbers. It does not refer to the institute identification number used in section 2 of the report.

Source: NCVER National VET Provider Collection 2003

Subject enrolments

The number of subject enrolments per institute ranged from 3070 to 460 659 (see figure 3). The distribution shows a very similar pattern to that of students, shown in figure 1.

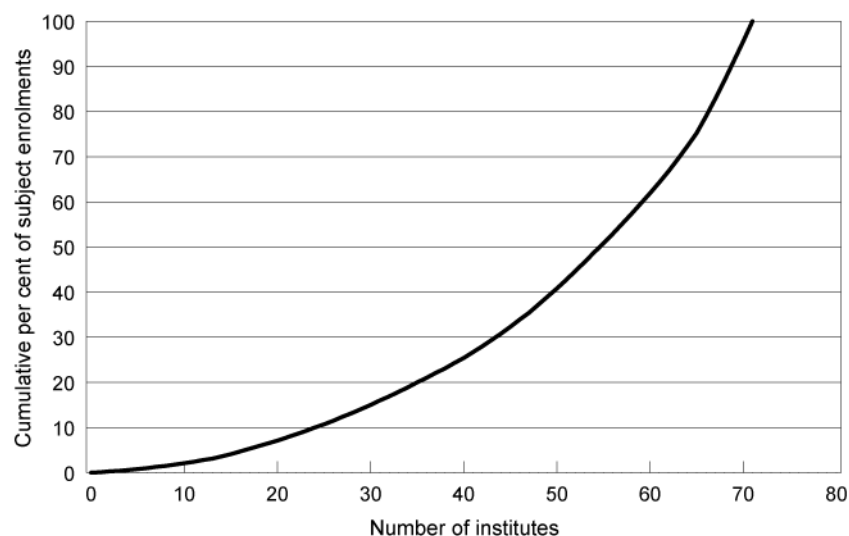
Figure 3: Subject enrolments per TAFE institute, 2003



Source: NCVER National VET Provider Collection 2003

Figure 4 shows the size of the institutes when ranked by the number of subject enrolments. It shows that the 20 smallest institutes, measured by quantity of subject enrolments, accounted for less than ten per cent of the total subject enrolments reported by TAFE institutes.

Figure 4: Cumulative per cent of subject enrolments by number of TAFE institutes, 2003



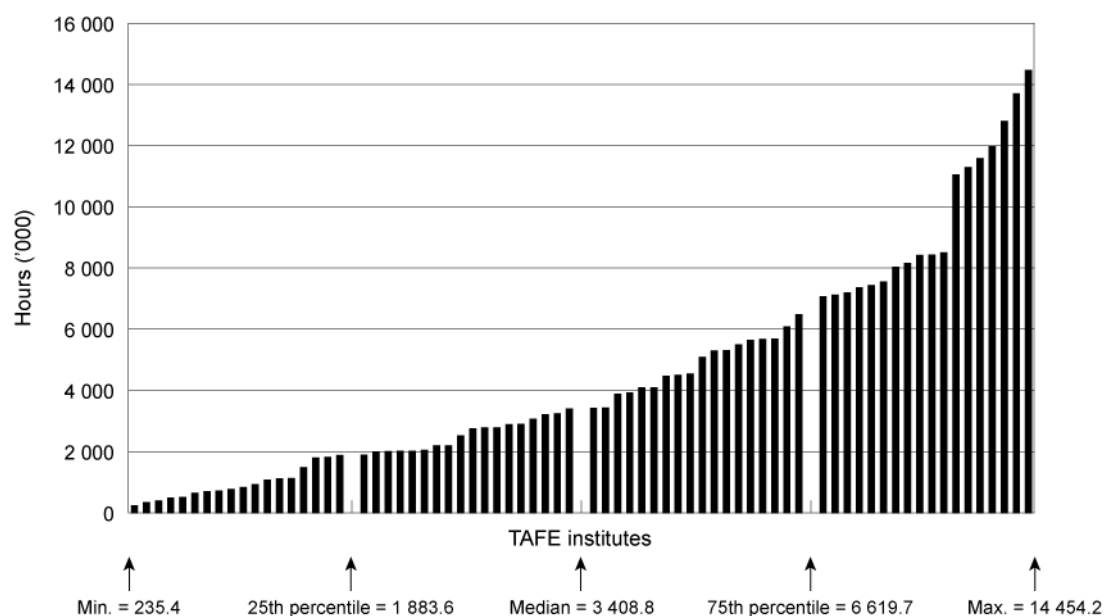
Note: The number of institutes is the ranking of the institutes from lowest to highest based on the number of subject enrolments. It does not refer to the institute identification number used in section 2 of the report.

Source: NCVER National VET Provider Collection 2003

Hours

Hours per institute ranged from 235 370 to 14 454 236 (see figure 5). Once again, the distribution of hours of training is similar to that for students and subject enrolments.

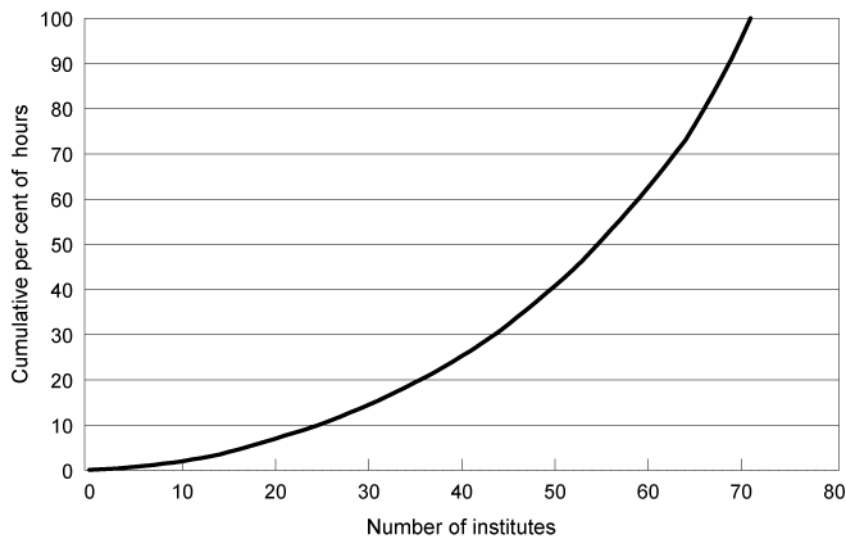
Figure 5: Total hours per TAFE institute, 2003



Source: NCVER National VET Provider Collection 2003

Figure 6 shows the size of the institutes when ranked by hours of training. Again, it shows that the 20 smallest institutes, measured by quantity of hours, accounted for less than ten per cent of the total subject enrolments reported by TAFE institutes.

Figure 6: Cumulative per cent of hours by number of TAFE institutes, 2003



Note: The number of institutes is the ranking of the institutes from lowest to highest based on hours. It does not refer to the institute identification number used in section 2 of the report.

Source: NCVET National VET Provider Collection 2003

Relationships between students, hours and subject enrolments

The preceding analysis shows a close correlation between students, hours and subject enrolments. The analysis within this sub-section examines the relationships between these factors at the institute level.³

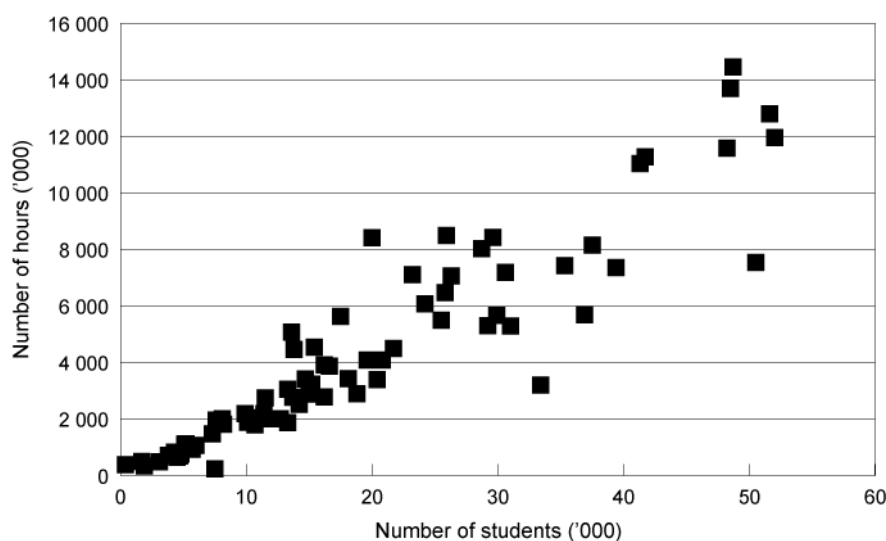
Students and hours

Figure 7 shows total students and total hours for each TAFE institute. There was a positive association between the students and hours reported by TAFE institutes in 2003. However, the figure shows considerable variance, especially as the size of the institutes increases. For example, the third largest institute in size by student numbers is the thirteenth largest in size by quantity of hours.

³ At institute level, the correlation between:

- ✧ student numbers and subject enrolments is 0.94
- ✧ student numbers and hours is 0.92
- ✧ subject enrolments and hours is 0.98.

Figure 7: The relationship between the number of hours and number of students for each TAFE institute, 2003

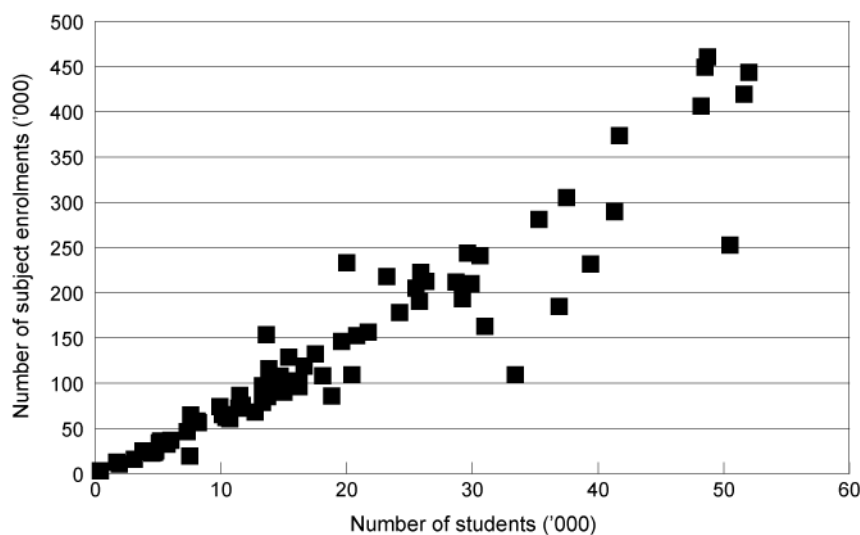


Source: NCVER National VET Provider Collection 2003

Students and subject enrolments

Figure 8 also shows a positive association between students and subject enrolments. The distribution is very similar to that of figure 7, illustrating once more the high correlation at institute level between subject enrolments and hours.

Figure 8: The relationship between the number of subject enrolments and number of students for each TAFE institute, 2003

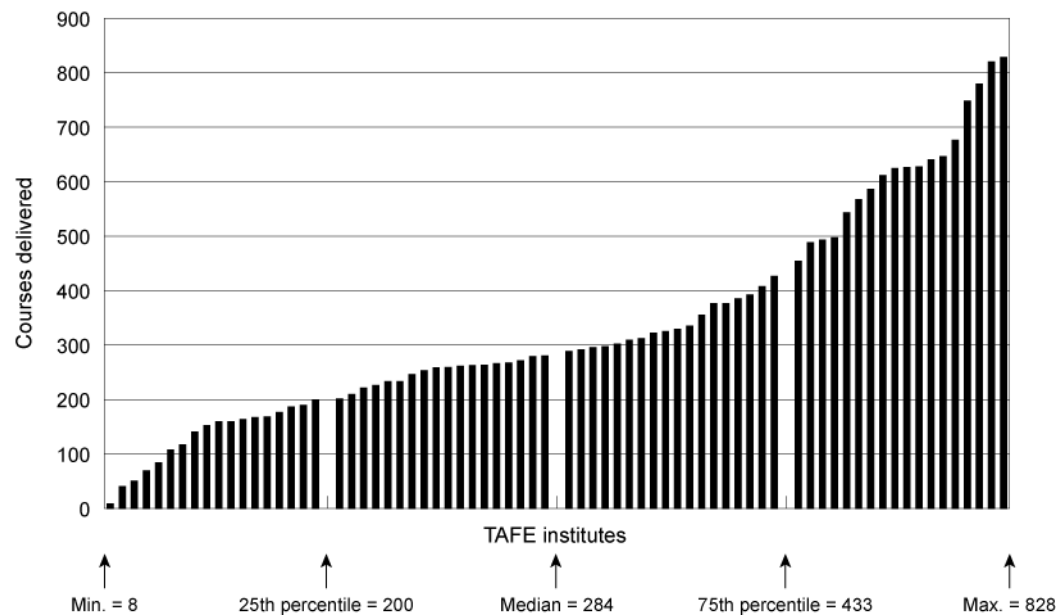


Source: NCVER National VET Provider Collection 2003

Courses delivered

The minimum number of courses delivered by an institute was eight and the maximum number was 828 (see figure 9).

Figure 9: Number of courses delivered per TAFE institute, 2003

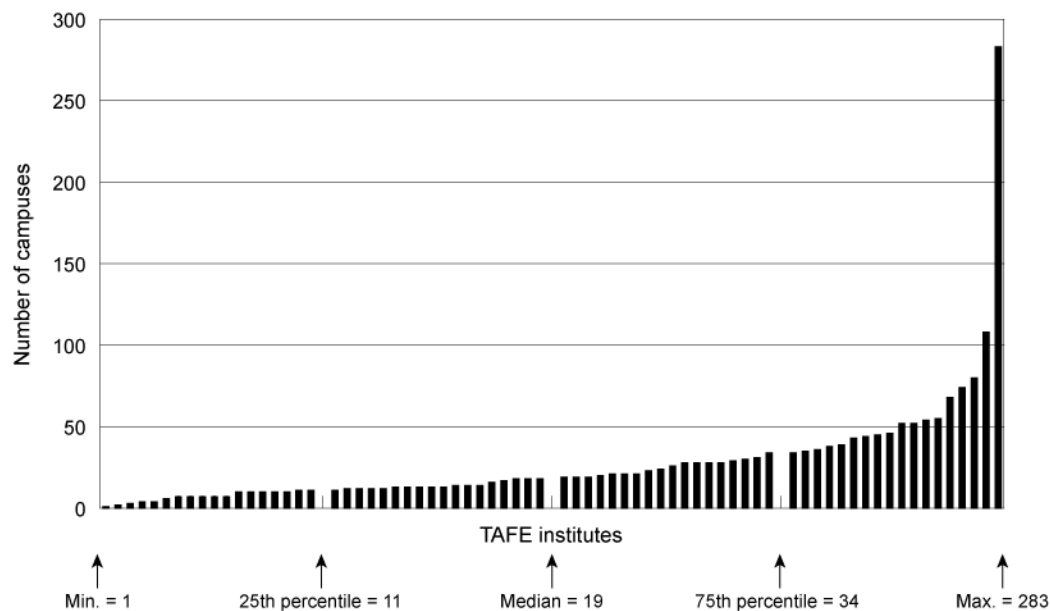


Source: NCVER National VET Provider Collection 2003

Delivery locations

The minimum number of delivery locations per TAFE institute was one and the maximum was 283 (see figure 10).⁶

Figure 10: Number of delivery locations per TAFE institute, 2003



Note: The number of delivery locations does not include overseas locations.

Source: NCVER National VET Provider Collection 2003

⁶ The high number of delivery locations for some TAFE institutes is likely to reflect the quality of the delivery locations data in the NCVER National VET Provider Collection 2003. Where there is more than one data submission received from states or territories, some delivery locations are replicated. TAFE institutes which deliver VET in more than one state or territory may also have delivery locations recorded in that state or territory, as well as in the state or territory at which the training occurred. An additional data quality issue is that some TAFE institutes have reported the campuses as well as the locations external to the institute where delivery has taken place, such as on-the-job training.

Thirty-eight of the 72 TAFE institutes only operated at locations within the state or territory of their institute. The remaining 34 institutes had operations both within and beyond the boundaries of their state or territory. The majority of these institutes based these operations in metropolitan regions only (see table 2).

Table 2: Number of TAFE institutes with VET delivery locations within each region type, 2003^(a)

	Within state delivery locations ^(b)			Interstate delivery locations ^(b)		
	Metropolitan regions only	Non-metropolitan regions only	Metropolitan & non-metropolitan regions	Metropolitan regions only	Non-metropolitan regions only	Metropolitan & non-metropolitan regions
Number of institutes	8	10	54	20	11	3

Note: (a) One institute had two delivery locations, although the region was unknown.

(b) 'Metropolitan regions' includes city locations and other metropolitan locations. 'Non-metropolitan regions' includes rural locations and remote locations.

Source: NCVER National VET Provider Collection 2003

Funding source

Subjects and hours of VET training can be categorised into one of four possible funding sources. All 72 TAFE institutes reported activity funded by Commonwealth and state recurrent funding (see table 3). Sixty-one institutes reported activity funded by Commonwealth and state specific funding. Seventy institutes reported fee-for-service funding and 63 institutes reported activity funded by overseas full-fee-paying students.

Table 3: Number of TAFE institutes reporting activity in each funding type, 2003

	Commonwealth & state recurrent	Commonwealth & state specific	Fee-for-service	Overseas full-fee-paying
Number of institutes	72	61	70	63

Source: NCVER National VET Provider Collection 2003

Hours of training, per institute, funded by Commonwealth and state recurrent funding ranged from 149 058 to 12 572 497 (see table 4). Hours funded by Commonwealth and state specific funding ranged from zero to 1 151 575. Hours with funding source reported as fee-for-service ranged from zero to 2 571 537 and hours funded by overseas full-fee-paying students ranged from zero to 2 322 889.

Table 4: Hours by funding source, TAFE institutes 2003 ('000)

	Minimum	25th percentile	Median	75th percentile	Maximum	Total TAFE Australia
Commonwealth & state recurrent	149.1	1 369.7	2 572.7	5 114.3	12 572.5	251 989.7
Commonwealth & state specific	0.0	6.8	50.1	122.7	1 151.6	13 479.3
Fee-for-service	0.0	193.1	436.5	873.5	2 571.5	44 076.2
Overseas full-fee-paying	0.0	2.0	25.1	175.3	2 322.9	12 012.0

Source: NCVER National VET Provider Collection 2003

These numbers can be transformed into figures showing the proportion of hours per funding source across each institute. The proportion of hours per institute funded by Commonwealth and state recurrent funding ranged from 48% to 100% (see table 5). The proportion of hours funded by

Commonwealth and state specific funding ranged from 0% to 23%. The proportion of hours with the funding source reported as fee-for-service ranged from 0% to 51%, and the proportion of hours funded by overseas full-fee-paying students ranged from 0% to 21%.

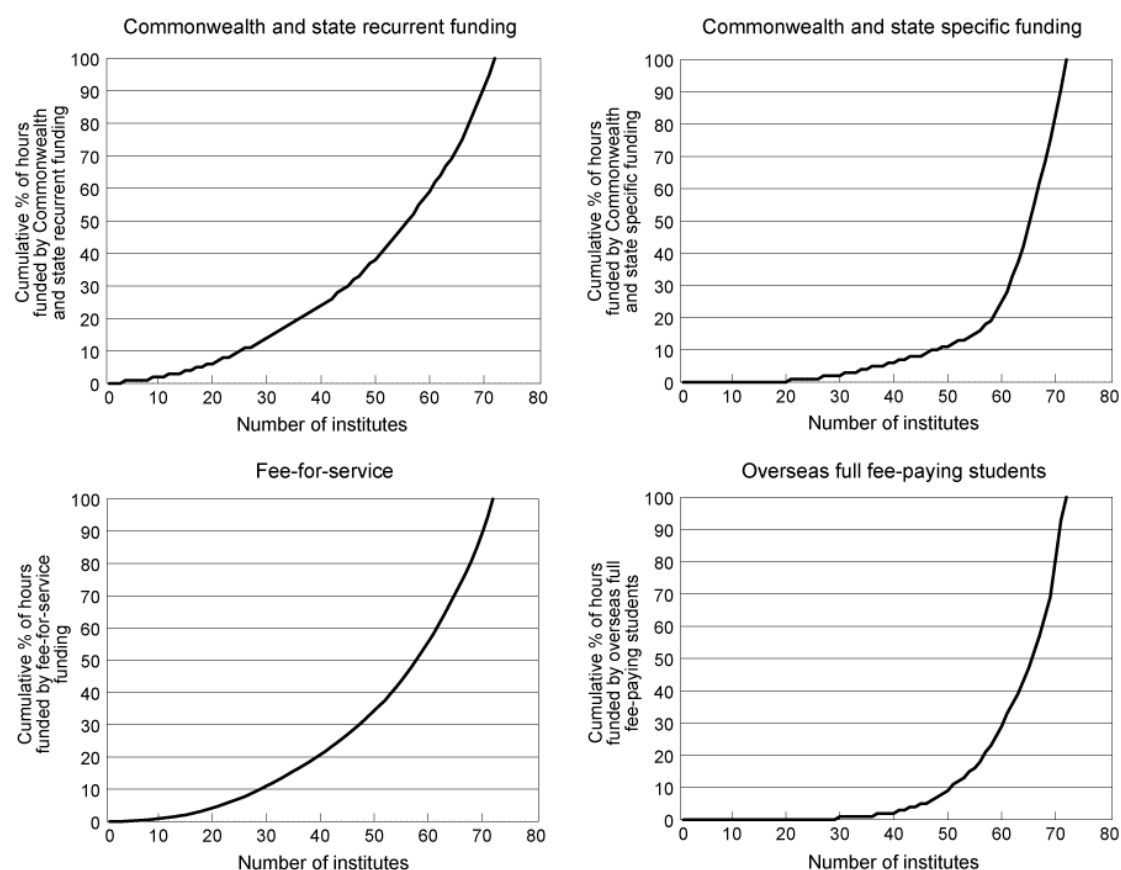
Table 5: Proportion of hours by funding source, TAFE institutes 2003 (%)

	Minimum	25th percentile	Median	75th percentile	Maximum	Total TAFE Australia
Commonwealth & state recurrent	48.0	73.4	81.3	86.7	100.0	78.4
Commonwealth & state specific	0.0	0.6	1.4	3.7	22.6	4.2
Fee-for-service	0.0	7.2	13.3	19.7	50.6	13.7
Overseas full-fee-paying	0.0	0.1	0.8	2.6	21.0	3.7

Source: NCVET National VET Provider Collection 2003

Figure 11 shows the cumulative percentage of total hours of training within each funding type. Half of all hours funded by Commonwealth and state recurrent funding was reported by 17 institutes. Half of all hours funded by Commonwealth and state specific funding were reported by seven institutes. Half of all hours funded by fee-for-service activity was reported by 15 institutes and half of all hours funded by overseas full-fee-paying students was reported by six institutes.

Figure 11: Cumulative per cent of hours by number of institutes for each funding type, TAFE institutes 2003



Note: The number of institutes is the ranking of the institutes from lowest to highest based on the number of hours in the applicable funding source. It does not refer to the institute identification number used in section 2 of the report.

Source: NCVET National VET Provider Collection 2003

Students

There were 1 421 261 students enrolled in the TAFE sector in 2003. In the report, students are described by student characteristics, qualification type and field of education.

Student characteristics

Table 6 suggests considerable variation in student numbers between TAFE institutes for all groupings of students shown in the table. Relative variance was measured for each student characteristic in table 6 to determine the student groups that varied the most in student numbers between institutes. This measure suggested that the student groups with the greatest variation were Indigenous students, students with a disability, students whose main language spoken at home is not English, students studying a VET in Schools program and students with at least one enrolment in a non-VET course.

Table 6: Number of students by student characteristics, TAFE institutes 2003

	Minimum	25th percentile	Median	75th percentile	Maximum	Total TAFE Australia
Female	251	3 913	7 928	12 327	27 462	660 909
Aged 15 to 24 years	358	3 281	6 247	11 386	24 799	573 525
Aged 45 years & over	7	1 613	2 904	4 598	17 042	266 760
Indigenous ^(a)	17	167	391	950	3 055	45 683
With a disability	9	389	707	1 160	4 564	76 462
Main language other than English spoken at home ^(a)	15	334	885	2 501	20 714	174 411
Full-time students	0	868	1 787	3 638	8 796	175 870
Highest school level completed is less than Year 12 ^(a)	14	4 207	6 673	9 995	21 338	555 899
Completed a post-school qualification ^(a)	96	2 404	3 974	6 638	16 341	366 137
Apprentices & trainees	0	675	1 763	2 874	5 557	139 040
At school ^(a)	0	655	1 122	2 099	5 969	115 980
VET in Schools students	0	658	1 140	2 164	6 237	119 189
Students with at least one enrolment in a non-VET course ^(b)	0	0	4	201	21 007	59 147

Note: (a) 'Not known' was greater than 10% of total students.

(b) Refers to students enrolled in programs that did not have a specific vocational intent in their curricula but rather focused on self-development, personal enrichment and recreational activities.

Source: NCVER National VET Provider Collection 2003

Table 7 also suggests considerable variation between TAFE institutes in the proportion of students within each student group. Calculations of relative variance showed that the student groups with particularly high variation between institutes in the proportion of students were Indigenous students, students whose main language spoken at home is not English and students with at least one enrolment in a non-VET course.

Table 7: Proportion of students by student characteristic, TAFE institutes 2003 (%)

	Minimum	25th percentile	Median	75th percentile	Maximum	Total TAFE Australia
Female	15.4	43.1	47.2	51.9	63.7	46.5
Aged 15 to 24 years	22.6	34.3	40.2	45.0	82.5	40.4
Aged 45 years & over	1.6	16.2	18.5	21.5	33.7	18.8
Indigenous ^(a)	0.1	1.1	2.1	5.3	98.6	3.2
With a disability	0.8	3.9	4.7	6.2	9.9	5.4
Main language other than English spoken at home ^(a)	1.0	2.6	6.0	13.3	93.1	12.3
Full-time students	0.0	7.8	11.0	14.2	77.4	12.4
Highest school level completed is less than Year 12 ^(a)	3.2	34.7	44.1	56.6	76.8	39.1
Completed a post-school qualification ^(a)	5.7	22.8	26.2	29.8	78.3	25.8
Apprentices & trainees	0.0	7.1	10.1	14.8	21.4	9.8
At school ^(a)	0.0	4.6	8.5	12.4	23.3	8.2
VET in Schools students	0.0	4.6	8.7	12.5	23.5	8.4
Students with at least one enrolment in a non-VET course ^(b)	0.0	0.0	0.0	1.2	41.6	4.2

Note: (a) 'Not known' was greater than 10% of total students.

(b) Refers to students enrolled in programs that did not have a specific vocational intent in their curricula but rather focused on self-development, personal enrichment and recreational activities.

Source: NCVET National VET Provider Collection 2003

Qualification type

Table 8 describes the variation between TAFE institutes in the number of students by type of qualification. The table and calculations of the relative variance suggest that the number of students enrolling in Australian Qualifications Framework (AQF) diploma or higher qualifications and non-AQF programs varied more than the number of students enrolled in AQF certificate I or II and AQF certificate III or IV qualifications.

Table 8: Student enrolments by major qualification^(a), TAFE institutes 2003

	Minimum	25th percentile	Median	75th percentile	Maximum	Total TAFE Australia
Diploma or above	0	739	1 756	3 956	10 311	192 142
Certificate III or IV	63	3 243	5 807	10 673	19 125	505 562
Certificate I or II	49	2 214	3 426	5 544	10 397	288 355
Non-AQF ^(b)	0	1 591	4 262	8 898	23 598	435 202

Note: (a) Major qualification indicates the highest qualification attempted by the student in 2003.

(b) Non-AQF includes secondary education, other recognised courses, non-award courses and students enrolled in subjects only.

Source: NCVET National VET Provider Collection 2003

Table 9 describes the variation between TAFE institutes in the proportion of students enrolled in each AQF qualification. The table suggests that the proportion of students enrolled in AQF diploma and higher qualifications was low for most institutes, while the proportions of students enrolled in AQF certificate I, II, III and IV qualifications were substantial for most institutes.

Calculations of the relative variance confirmed that the variation between institutes in the proportion of students was high for students enrolling in AQF diploma or above qualifications and also suggested that the variation was much lower for AQF certificate III or IV and non-AQF qualifications and lower again for AQF certificate I or II qualifications.

Table 9: Proportion of student enrolments by major qualification^(a), TAFE institutes 2003 (%)

	Minimum	25th percentile	Median	75th percentile	Maximum	Total TAFE Australia
Diploma or above	0.0	6.0	10.1	16.5	74.2	13.5
Certificate III or IV	14.5	31.9	35.5	40.9	59.4	35.6
Certificate I or II	6.9	16.3	22.0	30.4	64.9	20.3
Non-AQF ^(b)	0.0	17.3	25.5	36.2	58.2	30.6

Note: (a) Major qualification indicates the highest qualification attempted by the student in 2003.

(b) Non-AQF includes secondary education, other recognised courses, non-award courses and students enrolled in subjects only.

Source: NCVER National VET Provider Collection 2003

Field of education

There are 12 fields of education used to classify the subject matter of VET courses. Most TAFE institutes reported student enrolments in a variety of fields of education, with 69 institutes reporting student enrolments in at least nine fields of education. There were two institutes with student enrolments in only one or two fields of education.

Table 10 describes the variation between TAFE institutes in student numbers for each field of education. The table suggests that variation in student numbers between institutes was great for all fields of education. Calculations of the relative variance for each field of education suggested that variation between institutes was highest for students enrolling in subjects only and lowest for students enrolling in engineering and related technologies. Other fields of education with particularly high variation were natural and physical sciences; health; architecture and building; agriculture, environmental and related studies; creative arts; and food, hospitality and personal services.

Table 10: Student enrolments by major course field of education, TAFE institutes 2003

Field of education	Minimum	25th percentile	Median	75th percentile	Maximum	Total TAFE Australia
Natural & physical sciences	0	7	34	93	559	6 431
Information technology	0	323	628	1 389	3 145	66 232
Engineering & related technologies	0	1 147	2 730	4 884	11 770	235 985
Architecture & building	0	225	745	1 976	7 200	98 813
Agriculture, environmental & related studies	0	211	693	1 411	4 771	70 464
Health	0	217	681	1 422	8 591	81 262
Education	0	272	575	919	2 848	50 408
Management & commerce	0	1 327	3 331	5 097	13 948	284 168
Society & culture	0	706	1 590	2 804	7 968	148 223
Creative arts	0	226	438	1 062	4 877	55 780
Food, hospitality & personal services	0	481	1 386	2 476	10 088	126 926
Mixed field programs	0	770	1 495	2 534	7 739	142 045
Subject only (no course field of education)	0	0	0	149	21 007	54 524

Source: NCVER National VET Provider Collection 2003

Table 11 describes the variation between TAFE institutes in the proportion of students enrolled in each field of education. As was previously mentioned, there were two institutes with student enrolments in only one or two fields of education. Data in table 11 suggest that these two institutes specialised in delivering engineering and related technologies and creative arts, with maximum scores at or approaching 100% for these fields of education.

Table 11: Proportion of student enrolments by major course field of education, TAFE institutes 2003 (%)

Field of education	Minimum	25th percentile	Median	75th percentile	Maximum	Total TAFE Australia
Natural & physical sciences	0.0	0.0	0.2	0.6	2.8	0.5
Information technology	0.0	2.8	4.3	5.7	13.2	4.7
Engineering & related technologies	0.0	10.1	15.3	21.1	97.0	16.6
Architecture & building	0.0	2.0	5.0	7.6	17.5	7.0
Agriculture, environmental & related studies	0.0	1.5	4.3	8.9	84.1	5.0
Health	0.0	2.5	4.3	6.5	25.7	5.7
Education	0.0	2.2	3.3	4.1	15.2	3.5
Management & commerce	0.0	15.3	18.8	23.2	40.8	20.0
Society & culture	0.0	7.0	9.5	12.7	31.9	10.4
Creative arts	0.0	2.0	3.3	5.2	100.0	3.9
Food, hospitality & personal services	0.0	4.1	6.9	10.7	70.8	8.9
Mixed field programs	0.0	6.3	10.0	13.2	22.6	10.0
Subject only (no course field of education)	0.0	0.0	0.0	1.1	41.6	3.8

Source: NCVER National VET Provider Collection 2003

Onshore and offshore delivery to overseas students

There were 22 320 overseas onshore students and 18 302 overseas offshore students enrolled in the TAFE sector in 2003. Sixty-three of the 72 institutes reported enrolments by overseas onshore students and 38 reported enrolments by overseas offshore students.

The median number of overseas onshore students enrolled with a TAFE institute in 2003 was 65 and the median number of overseas offshore students enrolled with a TAFE institute was 16 (see table 12).

Table 12: Number of onshore and offshore overseas students, TAFE institutes 2003

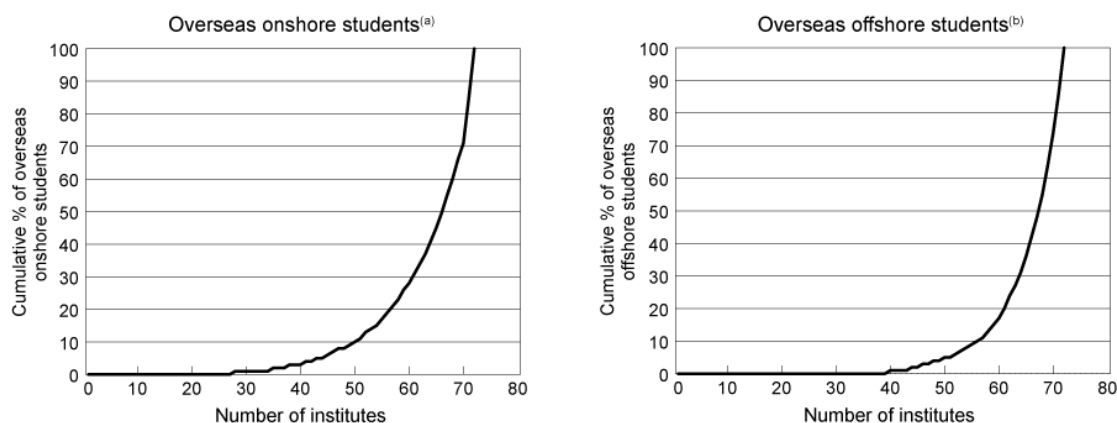
	Minimum	25th percentile	Median	75th percentile	Maximum	Total TAFE Australia
Overseas onshore students ^(a)	0	7	65	347	3 372	22 320
Overseas offshore students ^(b)	0	0	16	153	2 479	18 302

Source: (a) NCVER National VET Provider Collection 2003

(b) Department of Education, Science and Training 2005, *Delivery of VET offshore by public providers, 2003*, DEST, Canberra.

Figure 12 shows that half of all overseas onshore students were enrolled with six TAFE institutes. Half of all overseas offshore students were enrolled with five institutes.

Figure 12: Cumulative per cent of overseas onshore and overseas offshore students by number of institutes, TAFE institutes 2003



Note: The number of institutes is the ranking of the institutes from lowest to highest based on overseas students within each type of overseas student. It does not refer to the institute identification number used in section 2 of the report.

Source: (a) NCVER National VET Provider Collection 2003

(b) Department of Education, Science and Training 2005, *Delivery of VET offshore by public providers, 2003*, DEST, Canberra.

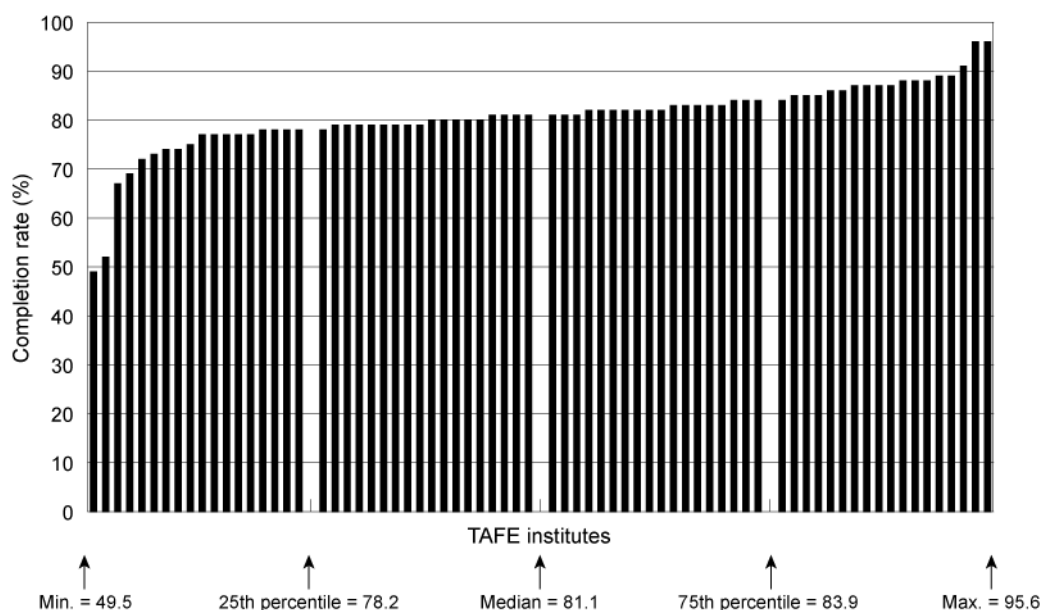
Student outcomes

This section describes the subject completion rate of TAFE students, as well as data from the NCVER Student Outcomes Survey. The Student Outcomes Survey is based on sample data and is therefore subject to standard errors.

Subject outcome

Subject completion rates ranged from 49% to 96% (see figure 13). Students in most institutes achieved a subject completion rate greater than 70%.

Figure 13: Subject completion rate^(a) per TAFE institute, 2003



Note: (a) Refer to table 36 to see how the completion rate is derived.

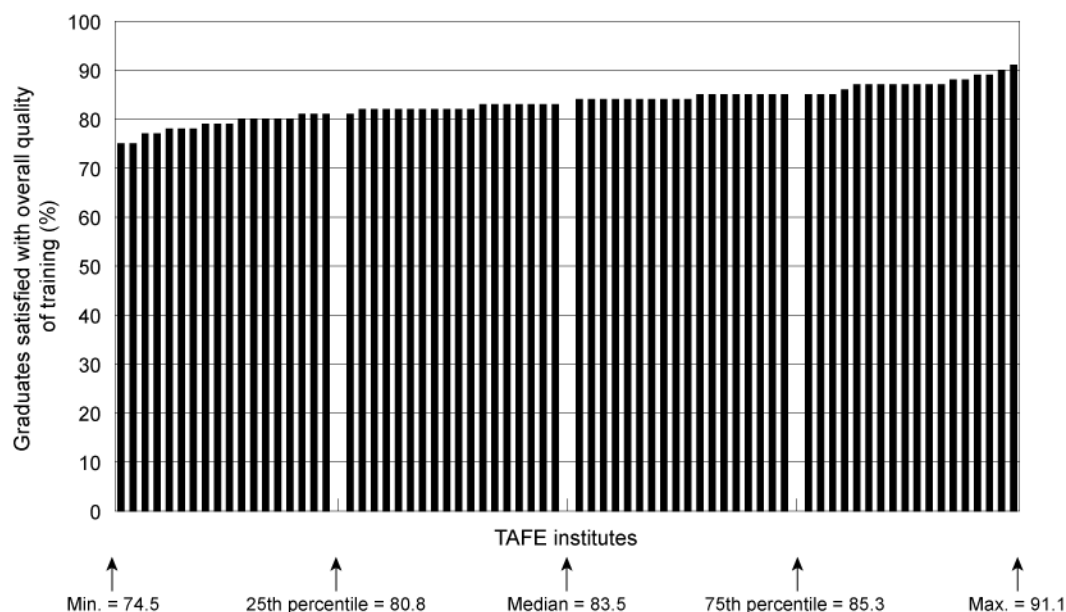
Source: NCVER National VET Provider Collection 2003

Student Outcomes Survey data

Graduates in the NCVER Student Outcomes Survey are defined as students who were awarded a qualification. Module completers are defined as students who successfully completed part of a course.

Student ratings of satisfaction of overall quality of training received in 2002 ranged from 75% to 91% for graduates (see figure 14) and 56% to 92% for module completers (see figure 15). The range in ratings of satisfaction of overall quality was greater for ratings given by module completers (36 percentage points) compared with the range in ratings given by graduates (17 percentage points).

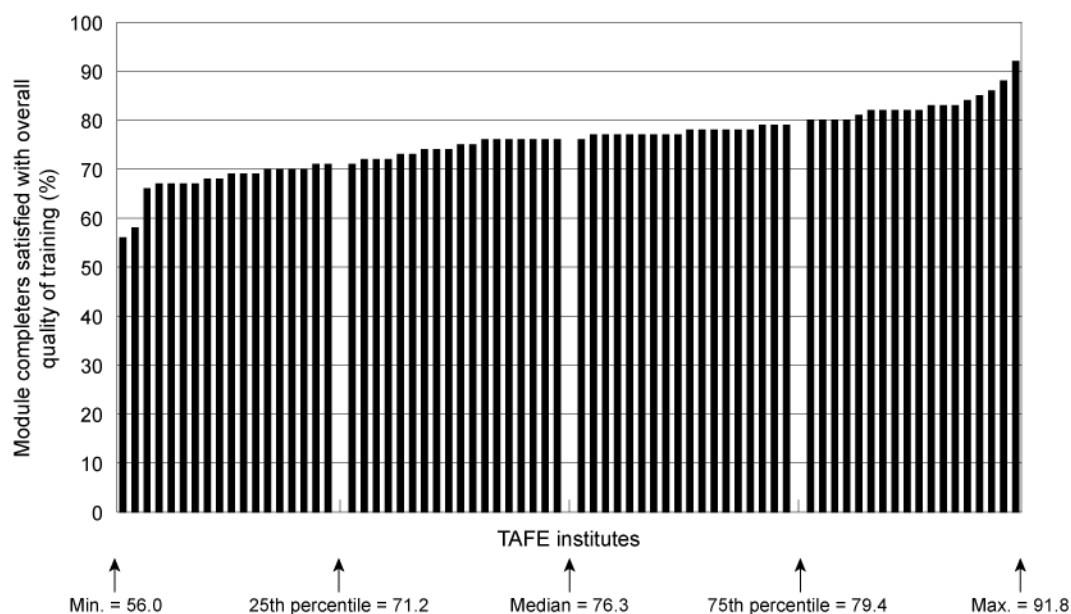
Figure 14: Proportion of graduates satisfied^(a) with overall quality of training per institute, 2003^(b)



Note: (a) Those who are satisfied were defined as rating 4 or 5 on a 5-point scale.
(b) Standard errors are associated with the institute values.

Source: NCVER Student Outcomes Survey 2003

Figure 15: Proportion of module completers satisfied^(a) with overall quality of training per institute, 2003^(b)



Note: (a) Those who are satisfied were defined as rating 4 or 5 on a 5-point scale.
(b) Standard errors are associated with the institute values.

Source: NCVER Student Outcomes Survey 2003

The proportion of students who achieved their main reason for training ranged from 69% to 90% for graduates, and 55% to 91% for module completers (see table 13). The proportion of students not employed before training but employed after training ranged from 25% to 80% for graduates, and 19% to 59% for module completers.

Table 13: Student outcome measures, TAFE institutes 2003^(a)

		Minimum	25th percentile	Median	75th percentile	Maximum	% for total TAFE, Australia
Graduates	Achieved main reason for training (%)	68.9	76.4	79.7	81.7	89.5	79.3
	Students not employed before training but employed after training (%)	25.2	38.7	44.4	48.7	79.8	44.2
	Change in students not employed before or after training (difference in percentage points)	-3.4	2.6	5.2	7.4	13.6	5.0
Module completers	Achieved main reason for training (%)	54.8	64.7	68.9	74.3	91.2	69.6
	Students not employed before training but employed after training (%)	18.8	25.9	31.5	36.4	59.3	30.7
	Change in students not employed before or after training (difference in percentage points)	-23.9	-1.8	-0.3	2.1	26.8	-0.1

Note: (a) Standard errors are associated with the institute values.

Source: NCVER Student Outcomes Survey 2003

As can be seen, the distributions presented within the student outcomes section of the report were flatter than the distributions illustrated and described in earlier sections of the report. That is, while there is marked variation between TAFE institutes in the profiles of their student intake and in the courses they do, there is much less variation in the outcomes experienced by those students.

Data at institute level

The TAFE institutes in all tables in this section of the report were ordered by the total number of students.

Description of the TAFE institutes

Table 14: Number of students, subject enrolments, hours and courses delivered by institute, 2003

Institute ID ^(a)	Students ^(b)	Subject enrolments ^(c)	Hours ^(d)	Courses delivered ^(e)
	('000)	('000)	('000)	
1	0.4	3.1	384.4	40
65	1.7	12.9	502.3	50
10	1.9	10.7	335.3	69
25	3.1	15.9	485.5	84
17	3.8	25.0	716.6	176
55	4.3	24.6	826.0	159
29	4.5	22.8	641.7	168
48	4.7	23.4	693.8	167
43	4.8	25.1	761.5	152
19	5.1	34.2	1 114.8	198
68	5.2	36.2	1 117.6	209
8	5.7	32.6	927.4	107
51	6.0	36.9	1 069.0	163
15	7.3	46.3	1 473.9	233
4	7.5	19.6	235.4	8
44	7.6	64.8	1 968.5	221
62	8.1	58.0	2 009.3	267
7	8.2	56.5	1 815.4	117
13	9.9	74.3	2 187.2	329
9	10.1	65.2	1 886.5	355
56	10.4	62.2	2 041.5	262
57	10.7	60.7	1 797.2	261
72	11.4	72.2	2 187.3	291
66	11.5	86.7	2 746.2	263
24	11.7	75.7	2 007.5	279
3	12.7	68.1	2 006.4	271
47	13.3	78.6	1 874.9	288
40	13.3	97.2	3 059.3	259
23	13.6	153.5	5 080.3	280
46	13.7	85.3	2 772.1	246
52	13.8	115.9	4 465.5	233
28	14.2	100.4	2 520.0	140
2	14.7	107.8	3 419.4	493

Institute ID ^(a)	Students ^(b)	Subject enrolments ^(c)	Hours ^(d)	Courses delivered ^(e)
	('000)	('000)	('000)	
16	15.0	90.2	2 878.8	392
37	15.2	102.6	3 234.4	302
38	15.4	128.9	4 541.4	226
69	16.2	96.1	2 776.0	201
53	16.2	102.5	3 917.0	253
50	16.6	118.7	3 875.6	322
6	17.5	132.5	5 634.6	488
35	18.1	108.2	3 428.0	189
5	18.8	85.8	2 893.0	186
63	19.6	146.1	4 086.5	309
49	20.0	233.0	8 415.0	297
33	20.4	109.1	3 398.1	266
54	20.8	152.6	4 090.9	454
45	21.7	156.3	4 494.4	295
30	23.2	217.8	7 109.7	407
58	24.2	178.2	6 079.5	335
20	25.5	205.2	5 492.8	497
64	25.8	190.6	6 473.6	611
11	25.9	222.5	8 497.4	325
39	26.3	212.7	7 058.1	312
32	28.7	211.9	8 029.3	426
70	29.2	193.4	5 300.1	543
21	29.6	243.9	8 428.3	385
59	29.9	210.2	5 664.2	567
60	30.6	241.0	7 190.2	376
36	31.0	162.9	5 292.0	258
26	33.4	109.3	3 202.5	159
34	35.3	281.0	7 425.5	676
27	36.9	184.9	5 682.5	376
71	37.5	305.0	8 148.4	627
12	39.4	231.7	7 355.2	586
14	41.3	289.6	11 038.8	748
31	41.7	373.7	11 280.3	646
22	48.2	406.3	11 577.1	779
18	48.5	449.4	13 690.6	624
41	48.7	460.7	14 454.2	828
61	50.5	252.5	7 540.8	640
42	51.6	419.5	12 792.2	626
67	52.0	443.5	11 960.6	820

- Notes:
- (a) The institutes were randomly assigned an identification number.
 - (b) Refers to individuals who enrolled in a VET program or who completed a VET qualification at a TAFE institute in 2003.
 - (c) Refers to registrations by students with a TAFE institute in 2003 for the purpose of undertaking a subject (module or unit of competency).
 - (d) For Victorian TAFE institutes, hours refers to the hours of teaching activity, including assessment time that the institute scheduled and resourced for the delivery of a subject enrolment in 2003. For institutes in all other states and territories, hours refers to a value assigned to a structured program of study that represented the anticipated hours of supervised learning and/or training deemed necessary to conduct the training or learning and assessment activities in 2003.
 - (e) Refers to the number of individual courses offered by a TAFE institute that had enrolments recorded for the 2003 collection.

Source: NCVER National VET Provider Collection 2003

Table 15: VET delivery locations by institute, 2003

Institute ID^(a)	Delivery in city or metropolitan regions^(b)	Delivery in rural or remote regions^(c)	Delivery in interstate locations^(d)	Total number of delivery locations^(e)
	%	%	%	
1	100.0	0.0	0.0	1
65	0.0	100.0	0.0	108
10	0.0	100.0	0.0	7
25	0.0	100.0	0.0	10
17	0.0	100.0	0.0	12
55	1.9	94.2	3.8	52
29	0.0	94.4	5.6	18
48	0.0	100.0	0.0	21
43	21.1	78.9	0.0	19
19	0.0	100.0	0.0	16
68	0.0	100.0	0.0	34
8	28.6	71.4	0.0	7
51	23.1	76.9	0.0	26
15	0.0	83.3	16.7	12
4	50.0	50.0	0.0	4
44	0.0	100.0	0.0	19
62	20.6	73.5	5.9	68
7	85.7	14.3	0.0	7
13	0.0	100.0	0.0	11
9	0.0	85.7	14.3	7
56	71.8	25.6	2.6	39
57	4.7	95.3	0.0	43
72	54.3	41.3	4.3	46
66	48.8	32.9	18.4	283
24	0.0	90.0	10.0	10
3	20.0	70.0	10.0	10
47	0.0	90.5	9.5	21
40	0.0	100.0	0.0	13
23	10.0	80.0	10.0	10
46	47.6	52.4	0.0	21
52	85.7	10.7	3.6	28
28	50.0	0.0	50.0	4
2	80.0	10.0	10.0	10
16	0.0	91.7	8.3	12
37	94.2	3.8	1.9	52
38	92.3	7.7	0.0	13
69	82.9	17.1	0.0	35
53	85.7	14.3	0.0	28
50	8.3	91.7	0.0	24
6	100.0	0.0	0.0	7
35	70.0	30.0	0.0	30
5	100.0	0.0	0.0	6
63	78.4	16.2	5.4	74
49	73.9	13.0	13.0	23
33	3.6	96.4	0.0	28
54	0.0	96.4	3.6	28
45	85.0	15.0	0.0	20
30	68.4	5.3	26.3	19

Institute ID^(a)	Delivery in city or metropolitan regions^(b)	Delivery in rural or remote regions^(c)	Delivery in interstate locations^(d)	Total number of delivery locations^(e)
	%	%	%	
58	86.4	9.1	4.5	44
20	70.6	0.0	29.4	17
64	96.3	1.3	2.5	80
11	100.0	0.0	0.0	11
39	92.3	7.7	0.0	13
32	100.0	0.0	0.0	13
70	0.0	97.2	2.8	36
21	83.3	0.0	16.7	18
59	0.0	97.8	2.2	45
60	100.0	0.0	0.0	54
36 ^(f)	12.9	80.6	0.0	31
26	100.0	0.0	0.0	2
34	41.4	51.7	6.9	29
27	66.7	0.0	33.3	3
71	5.3	94.7	0.0	38
12	90.9	9.1	0.0	11
14	83.3	8.3	8.3	12
31	84.6	0.0	15.4	13
22	94.4	0.0	5.6	18
18	100.0	0.0	0.0	14
41	78.6	0.0	21.4	14
61	43.6	56.4	0.0	55
42	92.9	0.0	7.1	14
67	82.4	17.6	0.0	34

- Notes:
- (a) The institutes were randomly assigned an identification number.
 - (b) Refers to the number of delivery locations such that the postcode was within the state of the institute and within a capital city or other metropolitan region.
 - (c) Refers to the number of delivery locations such that the postcode was within the state of the institute and within a rural or remote location.
 - (d) Refers to the number of delivery locations whereby the postcode of the delivery location was not within the state of the institute and was within a capital city or other metropolitan region, a rural region or a remote region.
 - (e) Refers to the number of delivery locations for the institute in 2003. The number of delivery locations does not include overseas locations.
 - (f) The proportions do not sum to 100% for this TAFE institute as there were two delivery locations where the region was unknown.

Source: NCVER National VET Provider Collection 2003

Funding source

Table 16: Number of hours by funding source^(a) by institute, 2003 ('000)

Institute ID ^(b)	Commonwealth & state recurrent ^(c)	Commonwealth & state specific ^(d)	Fee-for-service ^(e)	Overseas fee-paying ^(f)
1	384.4	0.0	0.0	0.0
65	476.2	26.1	0.0	0.0
10	285.8	33.5	16.0	0.0
25	452.2	0.0	32.1	1.1
17	655.9	5.5	55.2	0.0
55	759.0	20.0	45.5	1.6
29	521.1	5.1	115.0	0.4
48	653.6	0.0	39.2	0.9
43	664.5	0.0	97.0	0.0
19	1 013.5	0.0	98.8	2.5
68	1 006.6	13.6	94.5	2.8
8	751.4	6.3	167.8	1.8
51	897.7	7.0	163.6	0.7
15	1 210.4	45.0	218.4	0.0
4	149.1	0.0	86.3	0.0
44	1 880.0	0.0	84.5	4.0
62	1 798.3	152.6	32.5	25.8
7	1 571.1	0.0	241.7	2.6
13	1 780.0	51.8	351.9	3.5
9	1 376.4	84.0	388.3	37.7
56	1 726.6	21.0	268.8	25.1
57	1 349.7	2.1	442.3	3.2
72	1 949.6	6.3	195.8	35.7
66	2 307.2	52.2	364.9	21.9
24	1 267.1	26.2	703.1	11.1
3	1 504.6	69.8	426.5	5.5
47	922.4	47.2	905.3	0.0
40	2 500.4	45.6	472.7	40.5
23	2 438.3	65.2	2 571.5	5.2
46	2 468.9	28.9	259.9	14.5
52	3 812.8	54.5	515.7	82.6
28	1 703.0	23.9	386.9	406.4
2	2 644.9	116.1	590.8	67.5
16	2 115.5	46.4	716.9	0.0
37	2 802.4	2.6	256.9	172.5
38	3 043.4	64.5	1 118.1	315.3
69	2 301.7	18.6	430.7	25.1
53	2 656.7	0.0	862.9	397.4
50	3 017.0	64.5	721.4	72.7
6	4 689.6	157.2	409.5	378.3
35	2 389.9	75.5	961.7	0.8
5	1 807.4	653.4	353.9	78.3
63	3 072.9	48.5	627.9	337.3
49	5 881.8	43.2	1 073.6	1416.4
33	2 790.7	63.5	535.0	8.9
54	3 112.1	873.6	103.1	2.1
45	3 839.1	0.0	559.6	95.7

Institute ID ^(b)	Commonwealth & state recurrent ^(c)	Commonwealth & state specific ^(d)	Fee-for-service ^(e)	Overseas fee-paying ^(f)
30	5 443.3	150.9	1 320.7	194.8
58	5 271.8	0.7	663.4	143.7
20	4 146.9	70.7	1 135.1	140.1
64	4 503.7	40.9	1 417.0	511.9
11	6 030.1	42.8	1 786.9	637.5
39	4 880.4	142.2	1 394.4	641.1
32	6 470.8	395.7	557.4	605.4
70	3 736.4	449.2	1 109.2	5.3
21	6 631.1	66.9	1 335.4	395.0
59	4 531.0	858.6	273.0	1.7
60	6 209.0	60.8	594.7	325.8
36	4 109.4	97.2	1 043.4	41.9
26	2 272.6	0.0	856.5	73.4
34	6 574.6	579.5	256.9	14.5
27	5 061.8	434.7	185.0	1.0
71	6 704.9	1 053.0	372.5	18.0
12	5 660.2	115.5	1 395.9	183.5
14	6 506.0	60.4	2 149.6	2 322.9
31	9 767.5	876.5	448.0	188.3
22	9 932.8	872.1	689.9	82.3
18	10 758.3	951.9	1 588.2	392.2
41	12 572.5	658.9	465.6	757.3
61	5 310.1	84.1	1 979.1	167.5
42	10 102.7	1 151.6	1 481.6	56.3
67	10 398.7	1 143.6	412.9	5.3

Notes: (a) Funding source is a code that identifies the source of the funding for the delivery of a subject (module or unit of competency).

(b) The institutes were randomly assigned an identification number.

(c) Commonwealth and state recurrent funding refers to funding provided for recurrent purposes by a state, territory or the then Australian National Training Authority (ANTA) under its agreement with the state or territory.

(d) Commonwealth and state specific funding for VET refers to funding provided from state, territory or Commonwealth specific-purpose appropriations to provide training and infrastructure, excluding delivery covered by Commonwealth and state recurrent funding and full-fee-paying overseas students.

(e) Fee-for-service funding refers to funding provided by individuals or organisations on a fee-for-service basis for the delivery of VET or for commercial activities, excluding delivery covered by full-fee-paying overseas students.

(f) Funding covered by full-fee-paying overseas students refers to fees paid by individuals or organisations for an overseas student to undertake studies in Australia on a full-fee-paying basis.

Source: NCVER National VET Provider Collection 2003

Table 17: Proportion of hours by funding source^(a) by institute, 2003 (%)

Institute ID ^(b)	Commonwealth & state recurrent ^(c)	Commonwealth & state specific ^(d)	Fee-for-service ^(e)	Overseas full-fee-paying ^(f)
1	100.0	0.0	0.0	0.0
65	94.8	5.2	0.0	0.0
10	85.2	10.0	4.8	0.0
25	93.2	0.0	6.6	0.2
17	91.5	0.8	7.7	0.0
55	91.9	2.4	5.5	0.2
29	81.2	0.8	17.9	0.1
48	94.2	0.0	5.6	0.1
43	87.3	0.0	12.7	0.0
19	90.9	0.0	8.9	0.2
68	90.1	1.2	8.5	0.3
8	81.0	0.7	18.1	0.2
51	84.0	0.7	15.3	0.1
15	82.1	3.1	14.8	0.0
4	63.3	0.0	36.7	0.0
44	95.5	0.0	4.3	0.2
62	89.5	7.6	1.6	1.3
7	86.5	0.0	13.3	0.1
13	81.4	2.4	16.1	0.2
9	73.0	4.5	20.6	2.0
56	84.6	1.0	13.2	1.2
57	75.1	0.1	24.6	0.2
72	89.1	0.3	9.0	1.6
66	84.0	1.9	13.3	0.8
24	63.1	1.3	35.0	0.6
3	75.0	3.5	21.3	0.3
47	49.2	2.5	48.3	0.0
40	81.7	1.5	15.5	1.3
23	48.0	1.3	50.6	0.1
46	89.1	1.0	9.4	0.5
52	85.4	1.2	11.5	1.8
28	67.6	0.9	15.4	16.1
2	77.4	3.4	17.3	2.0
16	73.5	1.6	24.9	0.0
37	86.6	0.1	7.9	5.3
38	67.0	1.4	24.6	6.9
69	82.9	0.7	15.5	0.9
53	67.8	0.0	22.0	10.1
50	77.8	1.7	18.6	1.9
6	83.2	2.8	7.3	6.7
35	69.7	2.2	28.1	0.0
5	62.5	22.6	12.2	2.7
63	75.2	1.2	15.4	8.3
49	69.9	0.5	12.8	16.8
33	82.1	1.9	15.7	0.3
54	76.1	21.4	2.5	0.1
45	85.4	0.0	12.5	2.1
30	76.6	2.1	18.6	2.7
58	86.7	0.0	10.9	2.4
20	75.5	1.3	20.7	2.6

Institute ID ^(b)	Commonwealth & state recurrent ^(c)	Commonwealth & state specific ^(d)	Fee-for-service ^(e)	Overseas full-fee-paying ^(f)
64	69.6	0.6	21.9	7.9
11	71.0	0.5	21.0	7.5
39	69.1	2.0	19.8	9.1
32	80.6	4.9	6.9	7.5
70	70.5	8.5	20.9	0.1
21	78.7	0.8	15.8	4.7
59	80.0	15.2	4.8	0.0
60	86.4	0.8	8.3	4.5
36	77.7	1.8	19.7	0.8
26	71.0	0.0	26.7	2.3
34	88.5	7.8	3.5	0.2
27	89.1	7.7	3.3	0.0
71	82.3	12.9	4.6	0.2
12	77.0	1.6	19.0	2.5
14	58.9	0.5	19.5	21.0
31	86.6	7.8	4.0	1.7
22	85.8	7.5	6.0	0.7
18	78.6	7.0	11.6	2.9
41	87.0	4.6	3.2	5.2
61	70.4	1.1	26.2	2.2
42	79.0	9.0	11.6	0.4
67	86.9	9.6	3.5	0.0

- Notes: (a) Funding source is a code that identifies the source of the funding for the delivery of a subject (module or unit of competency).
- (b) The institutes were randomly assigned an identification number.
- (c) Commonwealth and state recurrent funding for VET in 2003 refers to funding provided for recurrent purposes by a state, territory or the then ANTA under its agreement with the state or territory.
- (d) Commonwealth and state specific funding for VET refers to funding provided from state, territory or Commonwealth specific-purpose appropriations to provide training and infrastructure, excluding delivery covered by Commonwealth and state recurrent funding and full-fee-paying overseas students.
- (e) Fee-for-service funding refers to funding provided by individuals or organisations on a fee-for-service basis for the delivery of VET or for commercial activities, excluding delivery covered by full-fee-paying overseas students.
- (f) Funding covered by full-fee-paying overseas students refers to fees paid by individuals or organisations for an overseas student to undertake studies in Australia on a full-fee-paying basis.

Source: NCVER National VET Provider Collection 2003

Students

Student characteristics

Table 18: Students by sex by institute, 2003

Institute ID ^(a)	Males		Females		Not known	
	Student number	%	Student number	%	Student number	%
1	183	42.2	251	57.8	0	0.0
65	645	38.2	1 045	61.8	0	0.0
10	1 064	56.7	811	43.2	1	0.1
25	1 531	49.2	1 568	50.4	14	0.4
17	1 973	51.4	1 830	47.7	32	0.8
55	2 033	47.2	2 275	52.8	0	0.0
29	2 124	46.9	2 406	53.1	0	0.0
48	2 499	53.0	2 219	47.0	1	0.0
43	2 298	47.6	2 519	52.2	9	0.2
19	2 513	49.0	2 587	50.4	28	0.5
68	2 671	51.2	2 513	48.2	34	0.7
8	3 703	65.3	1 968	34.7	0	0.0
51	2 958	49.3	3 047	50.7	0	0.0
15	4 328	59.5	2 942	40.5	0	0.0
4	6 342	84.3	1 158	15.4	24	0.3
44	3 734	49.1	3 798	49.9	77	1.0
62	4 201	52.2	3 852	47.8	0	0.0
7	3 754	46.0	4 413	54.0	0	0.0
13	5 613	56.7	4 287	43.3	0	0.0
9	6 212	61.2	3 933	38.8	0	0.0
56	4 805	46.2	5 606	53.8	0	0.0
57	4 804	44.9	5 896	55.1	0	0.0
72	5 665	49.9	5 690	50.1	0	0.0
66	5 603	48.9	5 863	51.1	0	0.0
24	7 721	65.9	3 998	34.1	0	0.0
3	8 882	70.1	3 796	29.9	0	0.0
47	9 234	69.6	4 028	30.4	0	0.0
40	5 567	41.7	7 776	58.3	0	0.0
23	8 705	64.0	4 902	36.0	0	0.0
46	7 431	54.4	6 237	45.6	0	0.0
52	6 654	48.1	7 169	51.9	0	0.0
28	6 160	43.3	8 079	56.7	0	0.0
2	7 688	52.3	7 019	47.7	0	0.0
16	8 630	57.4	6 416	42.6	0	0.0
37	8 580	56.5	6 594	43.5	0	0.0
38	6 920	44.9	8 475	55.1	0	0.0
69	10 254	63.4	5 923	36.6	0	0.0
53	6 778	41.8	9 435	58.2	0	0.0
50	8 241	49.5	8 396	50.5	0	0.0
6	8 923	50.9	8 624	49.1	0	0.0
35	7 903	43.8	10 149	56.2	0	0.0
5	6 817	36.3	11 947	63.7	0	0.0
63	12 570	64.1	7 048	35.9	0	0.0
49	10 652	53.4	9 298	46.6	0	0.0

Institute ID ^(a)	Males		Females		Not known	
	Student number	%	Student number	%	Student number	%
33	11 402	55.8	9 032	44.2	0	0.0
54	11 115	53.5	9 649	46.5	0	0.0
45	11 764	54.3	9 845	45.5	52	0.2
30	13 308	57.3	9 928	42.7	0	0.0
58	12 867	53.2	11 299	46.8	0	0.0
20	16 044	63.0	9 431	37.0	0	0.0
64	14 468	56.1	11 302	43.9	0	0.0
11	13 385	51.6	12 547	48.4	0	0.0
39	14 302	54.3	11 994	45.6	22	0.1
32	12 863	44.9	15 817	55.1	0	0.0
70	16 952	58.0	12 253	42.0	0	0.0
21	16 250	54.8	13 337	45.0	49	0.2
59	16 040	53.7	13 827	46.3	0	0.0
60	17 488	57.2	12 940	42.3	161	0.5
36	22 509	72.7	8 462	27.3	1	0.0
26	14 804	44.3	18 637	55.7	2	0.0
34	17 967	50.9	17 359	49.1	0	0.0
27	16 814	45.5	20 111	54.5	0	0.0
71	18 694	49.8	18 832	50.2	0	0.0
12	21 856	55.5	17 494	44.5	1	0.0
14	23 852	57.8	17 407	42.2	0	0.0
31	22 623	54.3	19 055	45.7	0	0.0
22	25 501	52.9	22 704	47.1	0	0.0
18	25 512	52.6	22 957	47.4	0	0.0
41	25 306	52.0	23 367	48.0	0	0.0
61	23 050	45.6	27 462	54.4	0	0.0
42	27 597	53.5	24 002	46.5	0	0.0
67	29 945	57.6	22 073	42.4	0	0.0

Notes: (a) The institutes were randomly assigned an identification number.

Source: NCVER National VET Provider Collection 2003

Table 19: Number of students by age group by institute, 2003

Institute ID ^(a)	Under 15 years	15 to 24 years	25 to 44 years	45 years plus	Not known
1	0	358	69	7	0
65	62	453	895	276	4
10	36	715	873	245	7
25	69	948	1 407	578	111
17	72	1 404	1 558	646	155
55	65	1 762	1 626	688	167
29	20	1 776	1 758	969	7
48	151	1 592	2 103	695	178
43	44	2 002	1 832	869	79
19	105	2 152	1 701	1 075	95
68	95	2 036	1 979	947	161
8	49	1 571	2 460	1 396	195
51	29	2 407	2 311	1 236	22
15	35	2454	3 030	1 718	33
4	3	2 109	3 807	1 322	283
44	16	3 097	2 721	1 532	243
62	175	2 688	3 769	1 411	10
7	63	3 135	3 307	1 640	22
13	21	4 252	3 553	2 013	61
9	56	3 765	3 855	2 410	59
56	60	4 254	3 943	2 143	11
57	151	3 876	4 255	2 383	35
72	86	5 326	3 893	1 998	52
66	85	5 143	3 853	2 383	2
24	10	3 329	5 411	2 742	227
3	15	4 164	5 725	2 774	0
47	189	4 026	5 616	3 226	205
40	52	4 365	6 016	2 908	2
23	28	5 181	5 287	2 986	125
46	146	5 326	5 345	2 742	109
52	29	6 468	4 957	2 314	55
28	13	6 785	4 189	1 405	1 847
2	18	6 275	5 434	2 800	180
16	54	5 515	6 051	3023	403
37	166	6 878	5 545	2 556	29
38	91	6 218	5 844	3 148	94
69	127	6 190	6 661	2 946	253
53	35	6 398	7 138	2 528	114
50	93	6 044	6 438	3 958	104
6	20	8 328	6 940	2 253	6
35	81	5 674	8 114	4 063	120
5	459	5 722	7 656	4 536	391
63	120	9 627	6 915	2 900	56
49	0	11 613	6 811	1 521	5
33	549	7 032	7 858	4 818	177
54	501	8 566	7 208	4 257	232
45	263	10 380	6 703	3 975	340
30	33	10 019	9 390	3 346	448
58	119	9 869	9 252	4 405	521
20	50	12 882	8 335	2 844	1 364
64	111	11 368	9 342	3 647	1 302

Institute ID ^(a)	Under 15 years	15 to 24 years	25 to 44 years	45 years plus	Not known
11	149	10 696	10 321	4 362	404
39	35	10 541	10 933	4 464	345
32	209	13 004	11 155	4 186	126
70	267	11 517	10 474	6 531	416
21	130	13 863	10 990	4 155	498
59	353	12 458	10 689	6 080	287
60	446	15 458	9 393	4 785	507
36	389	9 140	14 190	7 212	41
26	41	7 595	18 044	7 432	331
34	206	15 048	12 229	7 580	263
27	15	11 080	19 332	6 347	151
71	200	15 892	12 952	8 276	206
12	57	13 406	17 085	8 106	697
14	109	15 025	17 101	7 599	1 425
31	63	19 315	14 875	6 614	811
22	93	20 821	18 126	8 615	550
18	195	22 764	16 854	7 984	672
41	150	22 203	19 321	6 118	881
61	98	11 440	20 656	17 042	1 276
42	285	24 799	17 940	8 097	478
67	185	23 943	17 571	9 974	345

Notes: (a) The institutes were randomly assigned an identification number.

Source: NCVER National VET Provider Collection 2003

Table 20: Proportion of students by age group by institute, 2003 (%)

Institute ID ^(a)	Under 15 years	15 to 24 years	25 to 44 years	45 years plus	Not known
1	0.0	82.5	15.9	1.6	0.0
65	3.7	26.8	53.0	16.3	0.2
10	1.9	38.1	46.5	13.1	0.4
25	2.2	30.5	45.2	18.6	3.6
17	1.9	36.6	40.6	16.8	4.0
55	1.5	40.9	37.7	16.0	3.9
29	0.4	39.2	38.8	21.4	0.2
48	3.2	33.7	44.6	14.7	3.8
43	0.9	41.5	38.0	18.0	1.6
19	2.0	42.0	33.2	21.0	1.9
68	1.8	39.0	37.9	18.1	3.1
8	0.9	27.7	43.4	24.6	3.4
51	0.5	40.1	38.5	20.6	0.4
15	0.5	33.8	41.7	23.6	0.5
4	0.0	28.0	50.6	17.6	3.8
44	0.2	40.7	35.8	20.1	3.2
62	2.2	33.4	46.8	17.5	0.1
7	0.8	38.4	40.5	20.1	0.3
13	0.2	42.9	35.9	20.3	0.6
9	0.6	37.1	38.0	23.8	0.6
56	0.6	40.9	37.9	20.6	0.1
57	1.4	36.2	39.8	22.3	0.3
72	0.8	46.9	34.3	17.6	0.5
66	0.7	44.9	33.6	20.8	0.0
24	0.1	28.4	46.2	23.4	1.9
3	0.1	32.8	45.2	21.9	0.0
47	1.4	30.4	42.3	24.3	1.5
40	0.4	32.7	45.1	21.8	0.0
23	0.2	38.1	38.9	21.9	0.9
46	1.1	39.0	39.1	20.1	0.8
52	0.2	46.8	35.9	16.7	0.4
28	0.1	47.7	29.4	9.9	13.0
2	0.1	42.7	36.9	19.0	1.2
16	0.4	36.7	40.2	20.1	2.7
37	1.1	45.3	36.5	16.8	0.2
38	0.6	40.4	38.0	20.4	0.6
69	0.8	38.3	41.2	18.2	1.6
53	0.2	39.5	44.0	15.6	0.7
50	0.6	36.3	38.7	23.8	0.6
6	0.1	47.5	39.6	12.8	0.0
35	0.4	31.4	44.9	22.5	0.7
5	2.4	30.5	40.8	24.2	2.1
63	0.6	49.1	35.2	14.8	0.3
49	0.0	58.2	34.1	7.6	0.0
33	2.7	34.4	38.5	23.6	0.9
54	2.4	41.3	34.7	20.5	1.1
45	1.2	47.9	30.9	18.4	1.6
30	0.1	43.1	40.4	14.4	1.9
58	0.5	40.8	38.3	18.2	2.2
20	0.2	50.6	32.7	11.2	5.4
64	0.4	44.1	36.3	14.2	5.1

Institute ID ^(a)	Under 15 years	15 to 24 years	25 to 44 years	45 years plus	Not known
11	0.6	41.2	39.8	16.8	1.6
39	0.1	40.1	41.5	17.0	1.3
32	0.7	45.3	38.9	14.6	0.4
70	0.9	39.4	35.9	22.4	1.4
21	0.4	46.8	37.1	14.0	1.7
59	1.2	41.7	35.8	20.4	1.0
60	1.5	50.5	30.7	15.6	1.7
36	1.3	29.5	45.8	23.3	0.1
26	0.1	22.7	54.0	22.2	1.0
34	0.6	42.6	34.6	21.5	0.7
27	0.0	30.0	52.4	17.2	0.4
71	0.5	42.3	34.5	22.1	0.5
12	0.1	34.1	43.4	20.6	1.8
14	0.3	36.4	41.4	18.4	3.5
31	0.2	46.3	35.7	15.9	1.9
22	0.2	43.2	37.6	17.9	1.1
18	0.4	47.0	34.8	16.5	1.4
41	0.3	45.6	39.7	12.6	1.8
61	0.2	22.6	40.9	33.7	2.5
42	0.6	48.1	34.8	15.7	0.9
67	0.4	46.0	33.8	19.2	0.7

Notes: (a) The institutes were randomly assigned an identification number.

Source: NCVER National VET Provider Collection 2003

Table 21: Students by Indigenous status by institute, 2003

Institute ID ^(a)	Aboriginal &/or Torres Strait Islander ^(b)		Not Aboriginal or Torres Strait Islander		Not known	
	Student number	%	Student number	%	Student number	%
1	17	3.9	417	96.1	0	0.0
65	1 666	98.6	23	1.4	1	0.1
10	528	28.1	1 258	67.1	90	4.8
25	1 422	45.7	1 508	48.4	183	5.9
17	422	11.0	2 051	53.5	1 362	35.5
55	1 416	32.9	2 667	61.9	225	5.2
29	83	1.8	4 060	89.6	387	8.5
48	1 090	23.1	2 331	49.4	1 298	27.5
43	545	11.3	3 739	77.5	542	11.2
19	505	9.8	3 617	70.5	1 006	19.6
68	695	13.3	4 004	76.7	519	9.9
8	62	1.1	4 448	78.4	1 161	20.5
51	145	2.4	5 364	89.3	496	8.3
15	247	3.4	6 864	94.4	159	2.2
4	47	0.6	7 351	97.7	126	1.7
44	186	2.4	5 263	69.2	2 160	28.4
62	1 698	21.1	6 217	77.2	138	1.7
7	119	1.5	7 746	94.8	302	3.7
13	193	1.9	9 441	95.4	266	2.7
9	80	0.8	10 014	98.7	51	0.5
56	119	1.1	8 503	81.7	1 789	17.2
57	1 186	11.1	8 801	82.3	713	6.7
72	401	3.5	9 806	86.4	1 148	10.1
66	510	4.4	10 636	92.8	320	2.8
24	132	1.1	11 236	95.9	351	3.0
3	107	0.8	12 561	99.1	10	0.1
47	277	2.1	12 561	94.7	424	3.2
40	2 764	20.7	10 298	77.2	281	2.1
23	188	1.4	12 876	94.6	543	4.0
46	1 468	10.7	11 268	82.4	932	6.8
52	171	1.2	12 147	87.9	1 505	10.9
28	22	0.2	14 202	99.7	15	0.1
2	76	0.5	14 082	95.8	549	3.7
16	273	1.8	14 640	97.3	133	0.9
37	340	2.2	13 908	91.7	926	6.1
38	157	1.0	13 564	88.1	1 674	10.9
69	522	3.2	13 280	82.1	2 375	14.7
53	1 034	6.4	13 959	86.1	1 220	7.5
50	329	2.0	13 784	82.9	2 524	15.2
6	156	0.9	17 265	98.4	126	0.7
35	667	3.7	16 075	89.0	1 310	7.3
5	76	0.4	10 042	53.5	8 646	46.1
63	413	2.1	15 625	79.6	3 580	18.2
49	264	1.3	18 719	93.8	967	4.8
33	1 074	5.3	19 117	93.6	243	1.2
54	2 334	11.2	13 947	67.2	4 483	21.6
45	523	2.4	10 352	47.8	10 786	49.8
30	168	0.7	14 100	60.7	8 968	38.6

Institute ID ^(a)	Aboriginal &/or Torres Strait Islander ^(b)		Not Aboriginal or Torres Strait Islander		Not known	
	Student number	%	Student number	%	Student number	%
58	380	1.6	20 033	82.9	3 753	15.5
20	229	0.9	24 883	97.7	363	1.4
64	23	0.1	17 395	67.5	8 352	32.4
11	269	1.0	15 157	58.4	10 506	40.5
39	722	2.7	20 574	78.2	5 022	19.1
32	176	0.6	20 093	70.1	8 411	29.3
70	944	3.2	18 140	62.1	10 121	34.7
21	165	0.6	20 430	68.9	9 041	30.5
59	3 055	10.2	20 317	68.0	6 495	21.7
60	969	3.2	19 515	63.8	10 105	33.0
36	1 665	5.4	28 574	92.3	733	2.4
26	516	1.5	28 864	86.3	4 063	12.1
34	1 130	3.2	25 372	71.8	8 824	25.0
27	1 038	2.8	29 831	80.8	6 056	16.4
71	2 097	5.6	24 129	64.3	11 300	30.1
12	177	0.4	19 254	48.9	19 920	50.6
14	35	0.1	39 525	95.8	1 699	4.1
31	380	0.9	32 198	77.3	9 100	21.8
22	886	1.8	30 304	62.9	17 015	35.3
18	298	0.6	33 026	68.1	15 145	31.2
41	787	1.6	36 088	74.1	11 798	24.2
61	910	1.8	32 111	63.6	17 491	34.6
42	663	1.3	37 493	72.7	13 443	26.1
67	1 252	2.4	34 412	66.2	16 354	31.4

Notes: (a) The institutes were randomly assigned an identification number.

(b) Refers to students who self-identified as being of Aboriginal and/or Torres Strait Islander origin.

Source: NCVER National VET Provider Collection 2003

Table 22: Students by disability status by institute, 2003

Institute ID ^(a)	With a disability ^(b)		Without a disability		Not known	
	Student number	%	Student number	%	Student number	%
1	9	2.1	425	97.9	0	0.0
65	33	2.0	1 657	98.0	0	0.0
10	88	4.7	1 729	92.2	59	3.1
25	150	4.8	2 645	85.0	318	10.2
17	121	3.2	2 760	72.0	954	24.9
55	192	4.5	4 116	95.5	0	0.0
29	262	5.8	3 896	86.0	372	8.2
48	219	4.6	2 863	60.7	1 637	34.7
43	343	7.1	3 880	80.4	603	12.5
19	353	6.9	3 611	70.4	1 164	22.7
68	186	3.6	4 688	89.8	344	6.6
8	296	5.2	4 885	86.1	490	8.6
51	288	4.8	5 208	86.7	509	8.5
15	365	5.0	6 844	94.1	61	0.8
4	325	4.3	7 199	95.7	0	0.0
44	335	4.4	4 938	64.9	2 336	30.7
62	389	4.8	7 664	95.2	0	0.0
7	420	5.1	7 485	91.6	262	3.2
13	627	6.3	9 142	92.3	131	1.3
9	572	5.6	9 376	92.4	197	1.9
56	485	4.7	8 133	78.1	1 793	17.2
57	705	6.6	9 279	86.7	716	6.7
72	849	7.5	9 294	81.8	1 212	10.7
66	650	5.7	10 373	90.5	443	3.9
24	446	3.8	11 132	95.0	141	1.2
3	494	3.9	12 124	95.6	60	0.5
47	920	6.9	12 008	90.5	334	2.5
40	388	2.9	11 798	88.4	1 157	8.7
23	1 046	7.7	12 561	92.3	0	0.0
46	587	4.3	12 408	90.8	673	4.9
52	429	3.1	11 605	84.0	1 789	12.9
28	111	0.8	14 100	99.0	28	0.2
2	809	5.5	13 496	91.8	402	2.7
16	655	4.4	14 140	94.0	251	1.7
37	789	5.2	13 258	87.4	1 127	7.4
38	454	2.9	12 615	81.9	2 326	15.1
69	606	3.7	11 550	71.4	4 021	24.9
53	628	3.9	13 747	84.8	1 838	11.3
50	708	4.3	13 955	83.9	1 974	11.9
6	971	5.5	16 376	93.3	200	1.1
35	1 154	6.4	15 491	85.8	1 407	7.8
5	425	2.3	8 928	47.6	9 411	50.2
63	768	3.9	15 204	77.5	3 646	18.6
49	748	3.7	19 151	96.0	51	0.3
33	930	4.6	18 510	90.6	994	4.9
54	2 054	9.9	14 412	69.4	4 298	20.7
45	878	4.1	9 399	43.4	11 384	52.6
30	1 157	5.0	21 944	94.4	135	0.6
58	1 170	4.8	19 214	79.5	3 782	15.7

Institute ID ^(a)	With a disability ^(b)		Without a disability		Not known	
	Student number	%	Student number	%	Student number	%
20	759	3.0	24 265	95.3	451	1.8
64	575	2.2	25 081	97.3	114	0.4
11	1 240	4.8	14 150	54.6	10 542	40.7
39	1 040	4.0	20 552	78.1	4 726	18.0
32	1 311	4.6	18 554	64.7	8 815	30.7
70	1 882	6.4	17 357	59.4	9 966	34.1
21	856	2.9	28 720	96.9	60	0.2
59	2 493	8.3	21 040	70.4	6 334	21.2
60	1 406	4.6	18 446	60.3	10 737	35.1
36	1 081	3.5	29 538	95.4	353	1.1
26	695	2.1	28 841	86.2	3 907	11.7
34	3 420	9.7	23 387	66.2	8 519	24.1
27	2 981	8.1	27 906	75.6	6 038	16.4
71	3 345	8.9	23 134	61.6	11 047	29.4
12	1 549	3.9	37 778	96.0	24	0.1
14	962	2.3	40 182	97.4	115	0.3
31	2 569	6.2	30 320	72.7	8 789	21.1
22	3 443	7.1	28 117	58.3	16 645	34.5
18	2 824	5.8	30 950	63.9	14 695	30.3
41	3 547	7.3	33 841	69.5	11 285	23.2
61	2 267	4.5	26 856	53.2	21 389	42.3
42	4 066	7.9	34 745	67.3	12 788	24.8
67	4 564	8.8	31 489	60.5	15 965	30.7

Note: (a) The institutes were randomly assigned an identification number.

(b) Refers to students who indicated on their enrolment form that they have a disability, impairment or long-term condition.

Source: NCVER National VET Provider Collection 2003

Table 23: Students by main language spoken at home by institute, 2003

Institute ID ^(a)	Language other than English ^(b)		English		Not known	
	Student number	%	Student number	%	Student number	%
1	15	3.5	417	96.1	2	0.5
65	1 573	93.1	105	6.2	12	0.7
10	31	1.7	1 807	96.3	38	2.0
25	263	8.4	2 648	85.1	202	6.5
17	58	1.5	1 573	41.0	2 204	57.5
55	875	20.3	3 305	76.7	128	3.0
29	79	1.7	4 035	89.1	416	9.2
48	401	8.5	2 805	59.4	1 513	32.1
43	162	3.4	4 182	86.7	482	10.0
19	129	2.5	4 005	78.1	994	19.4
68	113	2.2	4 779	91.6	326	6.2
8	121	2.1	5 089	89.7	461	8.1
51	174	2.9	5 316	88.5	515	8.6
15	376	5.2	6 801	93.5	93	1.3
4	911	12.1	6 363	84.6	250	3.3
44	200	2.6	5 267	69.2	2 142	28.2
62	1 807	22.4	6 083	75.5	163	2.0
7	817	10.0	7 167	87.8	183	2.2
13	369	3.7	9 367	94.6	164	1.7
9	218	2.1	9 894	97.5	33	0.3
56	837	8.0	7 740	74.3	1 834	17.6
57	312	2.9	9 543	89.2	845	7.9
72	526	4.6	9 574	84.3	1 255	11.1
66	269	2.3	10 952	95.5	245	2.1
24	139	1.2	11 424	97.5	156	1.3
3	337	2.7	12 289	96.9	52	0.4
47	605	4.6	12 194	91.9	463	3.5
40	895	6.7	12 229	91.7	219	1.6
23	540	4.0	12 644	92.9	423	3.1
46	295	2.2	12 696	92.9	677	5.0
52	1 266	9.2	11 596	83.9	961	7.0
28	485	3.4	13 715	96.3	39	0.3
2	701	4.8	13 601	92.5	405	2.8
16	961	6.4	13 389	89.0	696	4.6
37	1 840	12.1	12 133	80.0	1 201	7.9
38	2 130	13.8	11 708	76.1	1 557	10.1
69	1 388	8.6	13 456	83.2	1 333	8.2
53	4 375	27.0	9 852	60.8	1 986	12.2
50	362	2.2	14 406	86.6	1 869	11.2
6	1 358	7.7	15 920	90.7	269	1.5
35	1 018	5.6	16 338	90.5	696	3.9
5	3 276	17.5	6 276	33.4	9 212	49.1
63	1 824	9.3	14 017	71.4	3 777	19.3
49	5 859	29.4	11 370	57.0	2 721	13.6
33	325	1.6	20 097	98.4	12	0.1
54	523	2.5	15 797	76.1	4 444	21.4
45	894	4.1	9 450	43.6	11 317	52.2
30	6 058	26.1	13 412	57.7	3 766	16.2

Institute ID ^(a)	Language other than English ^(b)		English		Not known	
	Student number	%	Student number	%	Student number	%
58	993	4.1	19 921	82.4	3 252	13.5
20	4 008	15.7	21 160	83.1	307	1.2
64	2 995	11.6	13 937	54.1	8 838	34.3
11	2 574	9.9	12 923	49.8	10 435	40.2
39	3 437	13.1	18 535	70.4	4 346	16.5
32	4 315	15.0	15 702	54.7	8 663	30.2
70	818	2.8	18 292	62.6	10 095	34.6
21	6 687	22.6	13 810	46.6	9 139	30.8
59	702	2.4	22 697	76.0	6 468	21.7
60	2 432	8.0	17 413	56.9	10 744	35.1
36	319	1.0	30 574	98.7	79	0.3
26	851	2.5	30 090	90.0	2 502	7.5
34	2 476	7.0	24 123	68.3	8 727	24.7
27	5 218	14.1	25 453	68.9	6 254	16.9
71	827	2.2	25 476	67.9	11 223	29.9
12	4 797	12.2	1 761	4.5	32 793	83.3
14	9 238	22.4	29 488	71.5	2 533	6.1
31	15 659	37.6	17 324	41.6	8 695	20.9
22	8 147	16.9	23 273	48.3	16 785	34.8
18	9 827	20.3	23 828	49.2	14 814	30.6
41	16 424	33.7	20 908	43.0	11 341	23.3
61	1 332	2.6	40 435	80.1	8 745	17.3
42	20 714	40.1	18 004	34.9	12 881	25.0
67	1 531	2.9	34 203	65.8	16 284	31.3

Note: (a) The institutes were randomly assigned an identification number.

(b) Refers to students who indicated that the main language spoken at home is a language other than English.

Source: NCVER National VET Provider Collection 2003

Table 24: Students by mode of study by institute, 2003

Institute ID ^(a)	Part-time ^(b)		Full-time ^(c)	
	Student number	%	Student number	%
1	98	22.6	336	77.4
65	1 498	88.6	192	11.4
10	1 744	93.0	132	7.0
25	2 981	95.8	132	4.2
17	3 570	93.1	265	6.9
55	3 937	91.4	371	8.6
29	4 370	96.5	160	3.5
48	4 482	95.0	237	5.0
43	4 623	95.8	203	4.2
19	4 548	88.7	580	11.3
68	4 628	88.7	590	11.3
8	5 323	93.9	348	6.1
51	5 539	92.2	466	7.8
15	6 586	90.6	684	9.4
4	7 524	100.0	0	0.0
44	6 515	85.6	1 094	14.4
62	7 126	88.5	927	11.5
7	7 123	87.2	1 044	12.8
13	8 811	89.0	1 089	11.0
9	9 349	92.2	796	7.8
56	9 395	90.2	1 016	9.8
57	9 884	92.4	816	7.6
72	10 321	90.9	1 034	9.1
66	10 049	87.6	1 417	12.4
24	10 915	93.1	804	6.9
3	11 703	92.3	975	7.7
47	12 377	93.3	885	6.7
40	11 568	86.7	1 775	13.3
23	10 378	76.3	3 229	23.7
46	12 132	88.8	1 536	11.2
52	10 460	75.7	3 363	24.3
28	12 601	88.5	1 638	11.5
2	12 908	87.8	1 799	12.2
16	13 879	92.2	1 167	7.8
37	13 508	89.0	1 666	11.0
38	12 644	82.1	2 751	17.9
69	14 332	88.6	1 845	11.4
53	13 826	85.3	2 387	14.7
50	14 067	84.6	2 570	15.4
6	13 994	79.8	3 553	20.2
35	16 249	90.0	1 803	10.0
5	17 518	93.4	1 246	6.6
63	17 594	89.7	2 024	10.3
49	13 571	68.0	6 379	32.0
33	18 762	91.8	1 672	8.2
54	19 056	91.8	1 708	8.2
45	19 217	88.7	2 444	11.3
30	18 372	79.1	4 864	20.9
58	20 535	85.0	3 631	15.0
20	23 014	90.3	2 461	9.7

Institute ID ^(a)	Part-time ^(b)		Full-time ^(c)	
	Student number	%	Student number	%
64	22 111	85.8	3 659	14.2
11	19 848	76.5	6 084	23.5
39	21 426	81.4	4 892	18.6
32	23 492	81.9	5 188	18.1
70	26 868	92.0	2 337	8.0
21	24 223	81.7	5 413	18.3
59	27 564	92.3	2 303	7.7
60	26 684	87.2	3 905	12.8
36	28 460	91.9	2 512	8.1
26	32 142	96.1	1 301	3.9
34	31 782	90.0	3 544	10.0
27	34 194	92.6	2 731	7.4
71	33 780	90.0	3 746	10.0
12	35 472	90.1	3 879	9.9
14	34 286	83.1	6 973	16.9
31	35 901	86.1	5 777	13.9
22	42 525	88.2	5 680	11.8
18	40 587	83.7	7 882	16.3
41	39 877	81.9	8 796	18.1
61	46 717	92.5	3 795	7.5
42	45 388	88.0	6 211	12.0
67	46 860	90.1	5 158	9.9

Notes: (a) The institutes were randomly assigned an identification number.

(b) Part-time students refers to students whose total subject enrolment hours in 2003 were less than 540 hours.

(c) Full-time students refers to students whose total subject enrolment hours in 2003 were greater than or equal to 540 hours.

Source: NCVER National VET Provider Collection 2003

Table 25: Students by highest school level completed by institute, 2003

Institute ID ^(a)	Less than Year 12 ^(b)		Year 12 ^(c)		Not known	
	Student number	%	Student number	%	Student number	%
1	14	3.2	276	63.6	144	33.2
65	613	36.3	78	4.6	999	59.1
10	1 199	63.9	605	32.2	72	3.8
25	1 898	61.0	863	27.7	352	11.3
17	1 564	40.8	630	16.4	1 641	42.8
55	2 836	65.8	1 206	28.0	266	6.2
29	2 556	56.4	1 220	26.9	754	16.6
48	2 230	47.3	1 019	21.6	1 470	31.2
43	3 298	68.3	1 100	22.8	428	8.9
19	2 934	57.2	1 279	24.9	915	17.8
68	3 399	65.1	1 414	27.1	405	7.8
8	2 792	49.2	2 438	43.0	441	7.8
51	3 660	60.9	1 645	27.4	700	11.7
15	4 187	57.6	2 012	27.7	1 071	14.7
4	4 214	56.0	2 953	39.2	357	4.7
44	3 573	47.0	2 065	27.1	1 971	25.9
62	4 827	59.9	2 767	34.4	459	5.7
7	3 941	48.3	3 540	43.3	686	8.4
13	5 823	58.8	3 382	34.2	695	7.0
9	4 714	46.5	2 422	23.9	3 009	29.7
56	4 541	43.6	3 307	31.8	2 563	24.6
57	6 330	59.2	2 765	25.8	1 605	15.0
72	6 732	59.3	3 150	27.7	1 473	13.0
66	7 481	65.2	3 327	29.0	658	5.7
24	5 981	51.0	3 115	26.6	2 623	22.4
3	9 737	76.8	2 894	22.8	47	0.4
47	8 278	62.4	3 177	24.0	1 807	13.6
40	7 185	53.8	3 852	28.9	2 306	17.3
23	8 364	61.5	4 489	33.0	754	5.5
46	7 539	55.2	4 626	33.8	1 503	11.0
52	5 471	39.6	5 732	41.5	2 620	19.0
28	1 494	10.5	3 863	27.1	8 882	62.4
2	5 590	38.0	4 519	30.7	4 598	31.3
16	6 080	40.4	2 702	18.0	6 264	41.6
37	7 864	51.8	5 657	37.3	1 653	10.9
38	5 375	34.9	5 555	36.1	4 465	29.0
69	4 393	27.2	5 618	34.7	6 166	38.1
53	5 663	34.9	7 444	45.9	3 106	19.2
50	7 959	47.8	5 870	35.3	2 808	16.9
6	4 560	26.0	9 449	53.8	3 538	20.2
35	8 749	48.5	6 250	34.6	3 053	16.9
5	5 612	29.9	4 420	23.6	8 732	46.5
63	8 895	45.3	5 770	29.4	4 953	25.2
49	3 969	19.9	13 146	65.9	2 835	14.2
33	13 281	65.0	5 679	27.8	1 474	7.2
54	10 767	51.9	4 391	21.1	5 606	27.0
45	8 703	40.2	4 374	20.2	8 584	39.6
30	8 541	36.8	10 963	47.2	3 732	16.1
58	8 529	35.3	9 973	41.3	5 664	23.4

Institute ID ^(a)	Less than Year 12 ^(b)		Year 12 ^(c)		Not known	
	Student number	%	Student number	%	Student number	%
20	6 447	25.3	5 964	23.4	13 064	51.3
64	7 396	28.7	8 723	33.8	9 651	37.5
11	4 477	17.3	8 825	34.0	12 630	48.7
39	7 461	28.3	13 806	52.5	5 051	19.2
32	6 614	23.1	14 116	49.2	7 950	27.7
70	11 759	40.3	5 793	19.8	11 653	39.9
21	9 170	30.9	10 313	34.8	10 153	34.3
59	15 454	51.7	6 052	20.3	8 361	28.0
60	12 887	42.1	7 486	24.5	10 216	33.4
36	18 552	59.9	11 194	36.1	1 226	4.0
26	12 867	38.5	14 992	44.8	5 584	16.7
34	15 761	44.6	9 004	25.5	10 561	29.9
27	13 348	36.1	15 412	41.7	8 165	22.1
71	17 034	45.4	7 144	19.0	13 348	35.6
12	14 867	37.8	12 748	32.4	11 736	29.8
14	8 943	21.7	13 229	32.1	19 087	46.3
31	14 151	34.0	17 165	41.2	10 362	24.9
22	14 691	30.5	13 597	28.2	19 917	41.3
18	12 227	25.2	17 701	36.5	18 541	38.3
41	11 492	23.6	22 199	45.6	14 982	30.8
61	15 484	30.7	8 648	17.1	26 380	52.2
42	19 544	37.9	17 680	34.3	14 375	27.9
67	21 338	41.0	10 854	20.9	19 826	38.1

Note: (a) The institutes were randomly assigned an identification number.

(b) Refers to students who indicated that the highest level of schooling completed is Year 11 or less or that they did not attend school.

(c) Refers to students who indicated that they have completed Year 12.

Source: NCVER National VET Provider Collection 2003

Table 26: Students by prior education by institute, 2003

Institute ID ^(a)	No prior education completed		Prior education completed ^(b)		Not known	
	Student number	%	Student number	%	Student number	%
1	94	21.7	340	78.3	0	0.0
65	1 594	94.3	96	5.7	0	0.0
10	1 204	64.2	545	29.1	127	6.8
25	1 726	55.4	1 039	33.4	348	11.2
17	1 687	44.0	741	19.3	1 407	36.7
55	3 037	70.5	1 271	29.5	0	0.0
29	1 848	40.8	1 270	28.0	1 412	31.2
48	1 789	37.9	1 200	25.4	1 730	36.7
43	2 779	57.6	1 365	28.3	682	14.1
19	2 483	48.4	1 449	28.3	1 196	23.3
68	3 480	66.7	1 360	26.1	378	7.2
8	2 308	40.7	2 404	42.4	959	16.9
51	2 114	35.2	1 627	27.1	2 264	37.7
15	3 434	47.2	2 099	28.9	1 737	23.9
4	3 666	48.7	3 858	51.3	0	0.0
44	2 782	36.6	2 404	31.6	2 423	31.8
62	5 186	64.4	2 867	35.6	0	0.0
7	5 206	63.7	2 197	26.9	764	9.4
13	2 846	28.7	3 079	31.1	3 975	40.2
9	4 076	40.2	2 898	28.6	3 171	31.3
56	3 255	31.3	2 501	24.0	4 655	44.7
57	5 111	47.8	2 714	25.4	2 875	26.9
72	3 939	34.7	2 839	25.0	4 577	40.3
66	8 008	69.8	2 975	25.9	483	4.2
24	3 545	30.3	4 575	39.0	3 599	30.7
3	7 026	55.4	3 229	25.5	2 423	19.1
47	4 925	37.1	4 834	36.5	3 503	26.4
40	9 120	68.4	2 376	17.8	1 847	13.8
23	10 053	73.9	3 552	26.1	2	0.0
46	8 847	64.7	3 179	23.3	1 642	12.0
52	7 846	56.8	3 310	23.9	2 667	19.3
28	2 355	16.5	1 004	7.1	10 880	76.4
2	5 104	34.7	4 570	31.1	5 033	34.2
16	2 489	16.5	2 026	13.5	10 531	70.0
37	5 860	38.6	4 635	30.5	4 679	30.8
38	8 207	53.3	2 961	19.2	4 227	27.5
69	7 658	47.3	3 625	22.4	4 894	30.3
53	6 925	42.7	4 330	26.7	4 958	30.6
50	9 517	57.2	4 484	27.0	2 636	15.8
6	2 999	17.1	6 690	38.1	7 858	44.8
35	11 059	61.3	4 862	26.9	2 131	11.8
5	5 723	30.5	3 596	19.2	9 445	50.3
63	6 247	31.8	4 281	21.8	9 090	46.3
49	13 092	65.6	6 399	32.1	459	2.3
33	14 486	70.9	4 908	24.0	1 040	5.1
54	9 080	43.7	5 641	27.2	6 043	29.1
45	5 356	24.7	4 682	21.6	11 623	53.7
30	17 542	75.5	5 559	23.9	135	0.6

Institute ID ^(a)	No prior education completed		Prior education completed ^(b)		Not known	
	Student number	%	Student number	%	Student number	%
58	13 416	55.5	5 598	23.2	5 152	21.3
20	6 298	24.7	4 089	16.1	15 088	59.2
64	20 953	81.3	4 703	18.2	114	0.4
11	7 288	28.1	6 525	25.2	12 119	46.7
39	12 898	49.0	8 080	30.7	5 340	20.3
32	9 066	31.6	10 686	37.3	8 928	31.1
70	10 279	35.2	6 621	22.7	12 305	42.1
21	26 146	88.2	3 430	11.6	60	0.2
59	13 037	43.7	7 881	26.4	8 949	30.0
60	11 398	37.3	6 864	22.4	12 327	40.3
36	18 460	59.6	11 609	37.5	903	2.9
26	16 206	48.5	11 828	35.4	5 409	16.2
34	13 867	39.3	10 266	29.1	11 193	31.7
27	24 323	65.9	3 522	9.5	9 080	24.6
71	14 334	38.2	9 167	24.4	14 025	37.4
12	30 315	77.0	9 012	22.9	24	0.1
14	32 179	78.0	8 965	21.7	115	0.3
31	18 209	43.7	12 258	29.4	11 211	26.9
22	15 927	33.0	11 743	24.4	20 535	42.6
18	15 805	32.6	13 466	27.8	19 198	39.6
41	16 781	34.5	16 341	33.6	15 551	31.9
61	3 492	6.9	13 153	26.0	33 867	67.0
42	22 015	42.7	14 094	27.3	15 490	30.0
67	19 480	37.4	11 790	22.7	20 748	39.9

Note: (a) The institutes were randomly assigned an identification number.

(b) Refers to students who indicated that they have successfully completed prior education. This includes miscellaneous education; AQF certificates I, II, III, and IV; and AQF diploma and above qualifications.

Source: NCVER National VET Provider Collection 2003

Table 27: Students by whether an apprentice or trainee by institute, 2003

Institute ID ^(a)	Apprentice or trainee ^(b)		Not an apprentice or trainee	
	Student number	%	Student number	%
1	0	0.0	434	100.0
65	41	2.4	1 649	97.6
10	366	19.5	1 510	80.5
25	256	8.2	2 857	91.8
17	627	16.3	3 208	83.7
55	573	13.3	3 735	86.7
29	335	7.4	4 195	92.6
48	527	11.2	4 192	88.8
43	491	10.2	4 335	89.8
19	426	8.3	4 702	91.7
68	571	10.9	4 647	89.1
8	261	4.6	5 410	95.4
51	520	8.7	5 485	91.3
15	1 161	16.0	6 109	84.0
4	0	0.0	7 524	100.0
44	899	11.8	6 710	88.2
62	621	7.7	7 432	92.3
7	1 322	16.2	6 845	83.8
13	1 464	14.8	8 436	85.2
9	1 849	18.2	8 296	81.8
56	691	6.6	9 720	93.4
57	817	7.6	9 883	92.4
72	1 098	9.7	10 257	90.3
66	1 740	15.2	9 726	84.8
24	2 512	21.4	9 207	78.6
3	1 138	9.0	11 540	91.0
47	1 115	8.4	12 147	91.6
40	1 736	13.0	11 607	87.0
23	2 663	19.6	10 944	80.4
46	2 100	15.4	11 568	84.6
52	2 324	16.8	11 499	83.2
28	2 087	14.7	12 152	85.3
2	3 056	20.8	11 651	79.2
16	2 290	15.2	12 756	84.8
37	1 683	11.1	13 491	88.9
38	1 741	11.3	13 654	88.7
69	1 895	11.7	14 282	88.3
53	498	3.1	15 715	96.9
50	3 079	18.5	13 558	81.5
6	1 590	9.1	15 957	90.9
35	1 713	9.5	16 339	90.5
5	397	2.1	18 367	97.9
63	1 957	10.0	17 661	90.0
49	2 781	13.9	17 169	86.1
33	3 052	14.9	17 382	85.1
54	1 426	6.9	19 338	93.1
45	1 875	8.7	19 786	91.3
30	2 958	12.7	20 278	87.3
58	4 553	18.8	19 613	81.2
20	4 793	18.8	20 682	81.2

Institute ID ^(a)	Apprentice or trainee ^(b)		Not an apprentice or trainee	
	Student number	%	Student number	%
64	3 978	15.4	21 792	84.6
11	1 853	7.1	24 079	92.9
39	2 942	11.2	23 376	88.8
32	716	2.5	27 964	97.5
70	1 784	6.1	27 421	93.9
21	3 029	10.2	26 607	89.8
59	2 185	7.3	27 682	92.7
60	5 557	18.2	25 032	81.8
36	4 039	13.0	26 933	87.0
26	1 288	3.9	32 155	96.1
34	2 704	7.7	32 622	92.3
27	309	0.8	36 616	99.2
71	2 527	6.7	34 999	93.3
12	5 013	12.7	34 338	87.3
14	4 295	10.4	36 964	89.6
31	2 950	7.1	38 728	92.9
22	2 873	6.0	45 332	94.0
18	2 397	4.9	46 072	95.1
41	2 917	6.0	45 756	94.0
61	4 896	9.7	45 616	90.3
42	2 876	5.6	48 723	94.4
67	4 244	8.2	47 774	91.8

Notes: (a) The institutes were randomly assigned an identification number.

(b) Refers to apprentices and trainees who enrolled in a course at TAFE institute as part of their contracted training arrangement.

Source: NCVER National VET Provider Collection 2003

Table 28: Students by whether at school by institute, 2003

Institute ID ^(a)	At school ^(b)		Not at school		Not known	
	Student number	%	Student number	%	Student number	%
1	20	4.6	414	95.4	0	0.0
65	81	4.8	1 609	95.2	0	0.0
10	165	8.8	1 596	85.1	115	6.1
25	390	12.5	2 538	81.5	185	5.9
17	473	12.3	1 918	50.0	1 444	37.7
55	685	15.9	3 623	84.1	0	0.0
29	652	14.4	3 533	78.0	345	7.6
48	614	13.0	2 717	57.6	1 388	29.4
43	1 126	23.3	3 286	68.1	414	8.6
19	853	16.6	3 428	66.8	847	16.5
68	598	11.5	4 357	83.5	263	5.0
8	536	9.5	4 049	71.4	1 086	19.2
51	1 147	19.1	4 455	74.2	403	6.7
15	354	4.9	6 882	94.7	34	0.5
4	0	0.0	7 524	100.0	0	0.0
44	491	6.5	5 312	69.8	1 806	23.7
62	656	8.1	7 225	89.7	172	2.1
7	281	3.4	7 459	91.3	427	5.2
13	829	8.4	8 592	86.8	479	4.8
9	824	8.1	8 481	83.6	840	8.3
56	1 833	17.6	7 027	67.5	1 551	14.9
57	1 331	12.4	8 746	81.7	623	5.8
72	2 319	20.4	8 159	71.9	877	7.7
66	2 112	18.4	8 995	78.4	359	3.1
24	383	3.3	11 100	94.7	236	2.0
3	721	5.7	11 856	93.5	101	0.8
47	1 165	8.8	11 791	88.9	306	2.3
40	775	5.8	11 379	85.3	1 189	8.9
23	1 031	7.6	12 045	88.5	531	3.9
46	1 380	10.1	11 537	84.4	751	5.5
52	1 308	9.5	11 103	80.3	1 412	10.2
28	146	1.0	13 954	98.0	139	1.0
2	885	6.0	13 492	91.7	330	2.2
16	1 301	8.6	13 329	88.6	416	2.8
37	2 682	17.7	11 656	76.8	836	5.5
38	658	4.3	12 071	78.4	2 666	17.3
69	435	2.7	12 539	77.5	3 203	19.8
53	1 414	8.7	13 498	83.3	1 301	8.0
50	1 020	6.1	13 640	82.0	1 977	11.9
6	695	4.0	16 648	94.9	204	1.2
35	770	4.3	15 709	87.0	1 573	8.7
5	1 832	9.8	8 692	46.3	8 240	43.9
63	3 622	18.5	13 498	68.8	2 498	12.7
49	274	1.4	19 502	97.8	174	0.9
33	2 094	10.2	17 472	85.5	868	4.2
54	3 502	16.9	11 952	57.6	5 310	25.6
45	4 442	20.5	7 446	34.4	9 773	45.1
30	1 122	4.8	20 586	88.6	1 528	6.6
58	1 035	4.3	19 660	81.4	3 471	14.4

Institute ID ^(a)	At school ^(b)		Not at school		Not known	
	Student number	%	Student number	%	Student number	%
20	1 145	4.5	23 455	92.1	875	3.4
64	2 623	10.2	14 496	56.3	8 651	33.6
11	1 166	4.5	14 518	56.0	10 248	39.5
39	597	2.3	21 098	80.2	4 623	17.6
32	1 943	6.8	19 573	68.2	7 164	25.0
70	2 860	9.8	14 713	50.4	11 632	39.8
21	2 054	6.9	18 547	62.6	9 035	30.5
59	4 208	14.1	17 310	58.0	8 349	28.0
60	3 879	12.7	17 851	58.4	8 859	29.0
36	1 634	5.3	28 992	93.6	346	1.1
26	678	2.0	29 218	87.4	3 547	10.6
34	3 260	9.2	21 355	60.5	10 711	30.3
27	958	2.6	27 738	75.1	8 229	22.3
71	5 236	14.0	19 080	50.8	13 210	35.2
12	1 224	3.1	34 762	88.3	3 365	8.6
14	1 121	2.7	35 592	86.3	4 546	11.0
31	3 968	9.5	27 137	65.1	10 573	25.4
22	3 458	7.2	24 855	51.6	19 892	41.3
18	5 567	11.5	24 900	51.4	18 002	37.1
41	2 809	5.8	30 782	63.2	15 082	31.0
61	1 037	2.1	28 127	55.7	21 348	42.3
42	5 524	10.7	31 392	60.8	14 683	28.5
67	5 969	11.5	26 234	50.4	19 815	38.1

Notes: (a) The institutes were randomly assigned an identification number.

(b) Refers to students who were attending secondary school at the time of enrolment.

Source: NCVER National VET Provider Collection 2003

Table 29: Students by whether a VET in Schools student by institutes, 2003

Institute ID ^(a)	VET in Schools student ^(b)		Not a VET in Schools student	
	Student number	%	Student number	%
1	20	4.6	414	95.4
65	81	4.8	1 609	95.2
10	165	8.8	1 711	91.2
25	398	12.8	2 715	87.2
17	473	12.3	3 362	87.7
55	685	15.9	3 623	84.1
29	652	14.4	3 878	85.6
48	618	13.1	4 101	86.9
43	1 132	23.5	3 694	76.5
19	855	16.7	4 273	83.3
68	670	12.8	4 548	87.2
8	540	9.5	5 131	90.5
51	1 147	19.1	4 858	80.9
15	375	5.2	6 895	94.8
4	0	0.0	7 524	100.0
44	497	6.5	7 112	93.5
62	656	8.1	7 397	91.9
7	281	3.4	7 886	96.6
13	862	8.7	9 038	91.3
9	834	8.2	9 311	91.8
56	1 833	17.6	8 578	82.4
57	1 331	12.4	9 369	87.6
72	2 319	20.4	9 036	79.6
66	2 112	18.4	9 354	81.6
24	453	3.9	11 266	96.1
3	752	5.9	11 926	94.1
47	1 231	9.3	12 031	90.7
40	775	5.8	12 568	94.2
23	1 135	8.3	12 472	91.7
46	1 380	10.1	12 288	89.9
52	1 308	9.5	12 515	90.5
28	171	1.2	14 068	98.8
2	898	6.1	13 809	93.9
16	1 351	9.0	13 695	91.0
37	2 682	17.7	12 492	82.3
38	658	4.3	14 737	95.7
69	435	2.7	15 742	97.3
53	1 414	8.7	14 799	91.3
50	1 020	6.1	15 617	93.9
6	732	4.2	16 815	95.8
35	770	4.3	17 282	95.7
5	1 846	9.8	16 918	90.2
63	3 622	18.5	15 996	81.5
49	274	1.4	19 676	98.6
33	2 094	10.2	18 340	89.8
54	3 577	17.2	17 187	82.8
45	4 600	21.2	17 061	78.8
30	1 164	5.0	22 072	95.0
58	1 035	4.3	23 131	95.7
20	1 145	4.5	24 330	95.5

Institute ID ^(a)	VET in Schools student ^(b)		Not a VET in Schools student	
	Student number	%	Student number	%
64	2 648	10.3	23 122	89.7
11	1 181	4.6	24 751	95.4
39	597	2.3	25 721	97.7
32	1 947	6.8	26 733	93.2
70	3 021	10.3	26 184	89.7
21	2 398	8.1	27 238	91.9
59	4 366	14.6	25 501	85.4
60	3 899	12.7	26 690	87.3
36	1 634	5.3	29 338	94.7
26	678	2.0	32 765	98.0
34	3 286	9.3	32 040	90.7
27	1 417	3.8	35 508	96.2
71	5 363	14.3	32 163	85.7
12	1 246	3.2	38 105	96.8
14	1 124	2.7	40 135	97.3
31	4 066	9.8	37 612	90.2
22	3 566	7.4	44 639	92.6
18	5 761	11.9	42 708	88.1
41	2 881	5.9	45 792	94.1
61	1 037	2.1	49 475	97.9
42	5 778	11.2	45 821	88.8
67	6 237	12.0	45 781	88.0

Notes: (a) The institutes were randomly assigned an identification number.

(b) Refers to secondary school students who undertook a vocational program as part of the senior secondary certificate, which also provided credit towards a nationally recognised VET qualification.

Source: NCVER National VET Provider Collection 2003

Table 30: Students by whether enrolled in a non-VET course by institute, 2003

Institute ID ^(a)	At least one enrolment in a non-VET course ^(b)		No enrolments in a non-VET course	
	Student number	%	Student number	%
1	0	0.0	434	100.0
65	0	0.0	1 690	100.0
10	0	0.0	1 876	100.0
25	42	1.3	3 071	98.7
17	0	0.0	3 835	100.0
55	0	0.0	4 308	100.0
29	16	0.4	4 514	99.6
48	462	9.8	4 257	90.2
43	0	0.0	4 826	100.0
19	0	0.0	5 128	100.0
68	249	4.8	4 969	95.2
8	0	0.0	5 671	100.0
51	133	2.2	5 872	97.8
15	0	0.0	7 270	100.0
4	0	0.0	7 524	100.0
44	31	0.4	7 578	99.6
62	0	0.0	8 053	100.0
7	0	0.0	8 167	100.0
13	294	3.0	9 606	97.0
9	444	4.4	9 701	95.6
56	21	0.2	10 390	99.8
57	127	1.2	10 573	98.8
72	23	0.2	11 332	99.8
66	0	0.0	11 466	100.0
24	291	2.5	11 428	97.5
3	397	3.1	12 281	96.9
47	160	1.2	13 102	98.8
40	0	0.0	13 343	100.0
23	0	0.0	13 607	100.0
46	0	0.0	13 668	100.0
52	0	0.0	13 823	100.0
28	153	1.1	14 086	98.9
2	123	0.8	14 584	99.2
16	844	5.6	14 202	94.4
37	4	0.0	15 170	100.0
38	0	0.0	15 395	100.0
69	0	0.0	16 177	100.0
53	3	0.0	16 210	100.0
50	0	0.0	16 637	100.0
6	0	0.0	17 547	100.0
35	0	0.0	18 052	100.0
5	6 322	33.7	12 442	66.3
63	2	0.0	19 616	100.0
49	77	0.4	19 873	99.6
33	0	0.0	20 434	100.0
54	4	0.0	20 760	100.0
45	4 243	19.6	17 418	80.4
30	281	1.2	22 955	98.8
58	0	0.0	24 166	100.0

Institute ID ^(a)	At least one enrolment in a non-VET course ^(b)		No enrolments in a non-VET course	
	Student number	%	Student number	%
20	185	0.7	25 290	99.3
64	5 405	21.0	20 365	79.0
11	0	0.0	25 932	100.0
39	0	0.0	26 318	100.0
32	0	0.0	28 680	100.0
70	64	0.2	29 141	99.8
21	414	1.4	29 222	98.6
59	2	0.0	29 865	100.0
60	5 106	16.7	25 483	83.3
36	0	0.0	30 972	100.0
26	0	0.0	33 443	100.0
34	1	0.0	35 325	100.0
27	4	0.0	36 921	100.0
71	4	0.0	37 522	100.0
12	5 596	14.2	33 755	85.8
14	5 661	13.7	35 598	86.3
31	1	0.0	41 677	100.0
22	3	0.0	48 202	100.0
18	658	1.4	47 811	98.6
41	4	0.0	48 669	100.0
61	21 007	41.6	29 505	58.4
42	2	0.0	51 597	100.0
67	284	0.5	51 734	99.5

Notes: (a) The institutes were randomly assigned an identification number.

(b) Refers to students enrolled in at least one program that does not have a specific vocational intent in the program curricula but rather a focus on self-development, personal enrichment and recreational activities.

Source: NCVER National VET Provider Collection 2003

Qualification type

Table 31: Students by major qualification^(a) by institute, 2003

Institute ID ^(b)	Diploma or above	Cert. III or IV	Cert. I or II	Non-AQF ^(c)
1	322	63	49	0
65	36	632	942	80
10	133	884	631	228
25	50	1 049	1 364	650
17	203	1 724	1 110	798
55	174	1 502	2 273	359
29	124	1 559	1 089	1 758
48	284	1 555	1 829	1 051
43	61	2 042	2 494	229
19	292	1 705	2 375	756
68	271	1 857	1 805	1 285
8	1 826	1 287	1 470	1 088
51	196	1 797	1 367	2 645
15	748	3 332	2 546	644
4	0	2 640	4 884	0
44	764	3 764	2 451	630
62	812	3 652	3 096	493
7	1 318	3 284	1 420	2 145
13	919	4 047	3 304	1 630
9	845	3 109	2 611	3 580
56	1 505	3 699	2 274	2 933
57	493	3 120	3 526	3 561
72	884	4 312	2 150	4 009
66	765	4 539	4 690	1 472
24	968	5 173	3 067	2 511
3	534	3 559	3 552	5 033
47	497	3 001	4 510	5 254
40	1 154	6 086	3 619	2 484
23	2 232	8 086	2 228	1 061
46	1 429	4 995	3 944	3 300
52	2 587	5 715	2 371	3 150
28	2 176	2 754	1 015	8 294
2	1 989	5 199	2 823	4 696
16	1 198	4 671	6 785	2 392
37	2 062	6 394	1 550	5 168
38	2 379	5 899	2 172	4 945
69	2 857	4 084	2 588	6 648
53	2 870	5 375	1 983	5 985
50	1 959	6 515	3 694	4 469
6	6 866	5 000	1 815	3 866
35	1 685	8 133	4 447	3 787
5	1 291	3 896	2 742	10 835
63	2 454	6 892	4 641	5 631
49	10 311	7 142	1 370	1 127
33	1 586	7 245	5 294	6 309
54	536	6 563	4 854	8 811
45	2 167	7 163	7 329	5 002
30	5 032	10 119	4 031	4 054

Institute ID^(b)	Diploma or above	Cert. III or IV	Cert. I or II	Non-AQF^(c)
58	4 351	9 382	4 439	5 994
20	2 591	10 536	7 330	5 018
64	4 366	8 442	3 074	9 888
11	7 272	12 016	4 065	2 579
39	8 037	8 474	4 286	5 521
32	9 053	13 837	3 325	2 465
70	711	7 474	4 781	16 239
21	5 683	12 164	6 772	5 017
59	789	9 359	6 360	13 359
60	2 665	11 705	9 107	7 112
36	2 003	14 345	5 464	9 160
26	6 681	11 110	2 335	13 317
34	2 131	11 285	6 101	15 809
27	5 481	11 938	6 734	12 772
71	1 634	12 667	8 518	14 707
12	4 704	11 533	5 784	17 330
14	9 088	11 085	6 271	14 815
31	5 716	16 677	7 331	11 954
22	5 682	18 233	7 556	16 734
18	8 117	17 816	6 746	15 790
41	10 141	19 050	8 081	11 401
61	3 824	13 525	9 565	23 598
42	6 097	16 971	10 397	18 134
67	3 481	19 125	9 759	19 653

Notes: (a) Major qualification indicates the highest qualification attempted by the student in 2003.

(b) The institutes were randomly assigned an identification number.

(c) 'Non-AQF' includes students enrolled in secondary education, other recognised courses, non-award courses and subjects only.

Source: NCVER National VET Provider Collection 2003

Table 32: Proportion of students by major qualification^(a) by institute, 2003 (%)

Institute ID ^(b)	Diploma or above	Cert. III or IV	Cert. I or II	Non-AQF ^(c)
1	74.2	14.5	11.3	0.0
65	2.1	37.4	55.7	4.7
10	7.1	47.1	33.6	12.2
25	1.6	33.7	43.8	20.9
17	5.3	45.0	28.9	20.8
55	4.0	34.9	52.8	8.3
29	2.7	34.4	24.0	38.8
48	6.0	33.0	38.8	22.3
43	1.3	42.3	51.7	4.7
19	5.7	33.2	46.3	14.7
68	5.2	35.6	34.6	24.6
8	32.2	22.7	25.9	19.2
51	3.3	29.9	22.8	44.0
15	10.3	45.8	35.0	8.9
4	0.0	35.1	64.9	0.0
44	10.0	49.5	32.2	8.3
62	10.1	45.3	38.4	6.1
7	16.1	40.2	17.4	26.3
13	9.3	40.9	33.4	16.5
9	8.3	30.6	25.7	35.3
56	14.5	35.5	21.8	28.2
57	4.6	29.2	33.0	33.3
72	7.8	38.0	18.9	35.3
66	6.7	39.6	40.9	12.8
24	8.3	44.1	26.2	21.4
3	4.2	28.1	28.0	39.7
47	3.7	22.6	34.0	39.6
40	8.6	45.6	27.1	18.6
23	16.4	59.4	16.4	7.8
46	10.5	36.5	28.9	24.1
52	18.7	41.3	17.2	22.8
28	15.3	19.3	7.1	58.2
2	13.5	35.4	19.2	31.9
16	8.0	31.0	45.1	15.9
37	13.6	42.1	10.2	34.1
38	15.5	38.3	14.1	32.1
69	17.7	25.2	16.0	41.1
53	17.7	33.2	12.2	36.9
50	11.8	39.2	22.2	26.9
6	39.1	28.5	10.3	22.0
35	9.3	45.1	24.6	21.0
5	6.9	20.8	14.6	57.7
63	12.5	35.1	23.7	28.7
49	51.7	35.8	6.9	5.6
33	7.8	35.5	25.9	30.9
54	2.6	31.6	23.4	42.4
45	10.0	33.1	33.8	23.1
30	21.7	43.5	17.3	17.4
58	18.0	38.8	18.4	24.8
20	10.2	41.4	28.8	19.7
64	16.9	32.8	11.9	38.4

Institute ID^(b)	Diploma or above	Cert. III or IV	Cert. I or II	Non-AQF^(c)
11	28.0	46.3	15.7	9.9
39	30.5	32.2	16.3	21.0
32	31.6	48.2	11.6	8.6
70	2.4	25.6	16.4	55.6
21	19.2	41.0	22.9	16.9
59	2.6	31.3	21.3	44.7
60	8.7	38.3	29.8	23.3
36	6.5	46.3	17.6	29.6
26	20.0	33.2	7.0	39.8
34	6.0	31.9	17.3	44.8
27	14.8	32.3	18.2	34.6
71	4.4	33.8	22.7	39.2
12	12.0	29.3	14.7	44.0
14	22.0	26.9	15.2	35.9
31	13.7	40.0	17.6	28.7
22	11.8	37.8	15.7	34.7
18	16.7	36.8	13.9	32.6
41	20.8	39.1	16.6	23.4
61	7.6	26.8	18.9	46.7
42	11.8	32.9	20.1	35.1
67	6.7	36.8	18.8	37.8

Notes: (a) Major qualification indicates the highest qualification attempted by the student in 2003.

(b) The institutes were randomly assigned an identification number.

(c) 'Non-AQF' includes students enrolled in secondary education, other recognised courses, non-award courses and subjects only.

Source: NCVER National VET Provider Collection 2003

Field of education

Table 33: Number of students by major course field of education^(a) by institute, 2003

Institute ID ^(b)	Natural & physical sciences	Information technology	Engineering & related technologies	Architecture & building	Ag., environmental & related	Health	Education	Management & commerce	Society & culture	Creative arts	Food, hospitality & personal services	Mixed field programs	Subject only
1	0	0	0	0	0	0	0	0	0	434	0	0	0
65	0	0	0	3	103	170	49	173	428	335	53	296	80
10	1	17	562	99	63	3	84	427	186	66	108	260	0
25	0	143	319	73	237	37	272	797	780	250	53	122	30
17	13	167	931	30	128	197	156	893	272	198	122	728	0
55	59	366	496	164	394	188	347	773	407	173	469	371	101
29	26	75	1 063	31	478	139	168	1 209	217	63	222	826	13
48	0	217	1 112	99	72	88	675	909	656	114	111	292	374
43	0	622	357	79	688	10	379	1 209	960	115	102	305	0
19	0	315	450	104	1 170	132	745	785	443	236	240	508	0
68	34	690	673	244	221	267	664	807	527	230	194	448	219
8	156	1	407	4	4 771	59	73	178	22	0	0	0	0
51	24	201	394	7	1 407	152	114	871	618	14	1 111	976	116
15	18	203	1 247	365	1 423	235	201	1 263	327	268	1 318	402	0
4	0	0	7 301	0	0	0	0	223	0	0	0	0	0
44	77	1 007	1 447	307	828	245	173	1 357	706	284	366	784	28
62	11	833	1 245	233	1 145	211	918	934	1 082	381	550	510	0
7	2	343	910	641	89	471	271	2 553	1 141	213	451	1 082	0
13	112	370	2 163	800	701	269	405	1 509	706	349	1 419	869	228
9	4	395	1 960	480	699	537	289	1 329	503	445	2 007	1 097	400
56	104	672	981	730	1 334	894	349	1 630	879	209	486	2 125	18
57	48	234	1 257	95	1 483	556	205	2 003	1 774	32	485	2 416	112
72	64	428	2 635	220	633	467	214	2 215	1 175	368	412	2 500	24
66	27	491	1 501	229	519	395	443	3 904	1 604	441	1 017	895	0
24	71	256	4 995	266	703	1 460	429	1 321	724	101	912	292	189
3	18	113	4 580	803	368	1 823	247	1 296	653	269	1 541	820	147
47	33	423	1 665	1 104	1 501	693	885	1 425	683	143	2 786	1 810	111
40	10	556	1 632	226	598	628	646	3 296	1 575	1 264	1 780	1 132	0
23	0	620	4 628	731	932	353	318	2 192	931	446	1 352	1 104	0
46	12	530	2 044	584	420	2 028	409	2 749	1 717	342	1 422	1 411	0
52	17	623	3 273	247	382	577	440	2 878	1 017	1 550	933	1 886	0
28	0	0	843	0	0	0	82	3 177	10	0	10 088	26	13
2	90	633	2 585	978	560	943	467	3 165	1 127	534	2 268	1 269	88
16	94	219	3 240	1 009	2 502	702	243	2 357	974	323	1 353	1 396	634
37	2	906	3 581	1 953	44	637	164	3 466	1 422	323	609	2 067	0
38	4	574	1 158	931	215	1 018	598	4 318	1 106	904	1 144	3 425	0
69	39	523	2 627	2 492	330	1 716	327	2 205	1 921	1 599	643	1 755	0
53	2	927	402	9	81	97	434	4 632	5 176	942	667	2 844	0
50	30	459	1 582	1 465	746	1 743	720	4 439	1 886	1 175	1 173	1 219	0
6	335	1 703	2 225	893	498	884	552	3 802	2 634	1 084	1 849	1 088	0
35	4	326	1518	700	219	794	2 064	3 366	3 299	742	2 600	2 420	0
5	0	831	215	0	75	219	2 848	2 487	4 089	175	1 440	364	6 021
63	4	222	7 201	758	121	171	412	2 104	2 690	252	3 582	2 095	6

Institute ID ^(b)	Natural & physical sciences	Information technology	Engineering & related technologies	Architecture & building	Ag., environmental & related	Health	Education	Management & commerce	Society & culture	Creative arts	Food, hospitality & personal services	Mixed field programs	Subject only
49	182	1 808	4 847	1 366	59	1 924	221	4 670	1 623	2 288	0	847	115
33	15	411	2 701	658	1 949	3 698	662	3 849	1 328	540	2 666	1 957	0
54	33	940	3 521	1 463	2 134	948	922	3 385	1 547	1 055	2 180	2 636	0
45	229	1 926	4 074	868	1 902	182	855	3 789	1 026	257	1 431	1 059	4 063
30	85	2 037	2 810	2 047	2 379	668	711	5 019	2 476	1 255	1 425	2 084	240
58	36	1 410	4 498	2 087	1 393	1 359	886	6 205	1 617	1 634	984	2 057	0
20	23	1 833	6 638	919	730	613	500	4 673	1 864	1 034	2 322	4 173	153
64	485	721	5 389	1 292	105	1 286	708	4 302	2 466	1 342	2 293	1 032	4 349
11	253	2 253	3 930	533	834	561	817	10 569	3 230	735	398	1 819	0
39	475	1 132	3 637	668	19	1 910	341	4 976	2 549	4 877	2 805	2 929	0
32	559	1 439	2 759	1 679	94	1 191	1 820	6 661	7 968	3 308	525	677	0
70	92	652	5 235	3 886	2 921	1 321	1 077	4 552	1 856	430	3 295	3 844	44
21	291	1 239	5 485	2 234	79	2 262	805	7 104	4 015	907	2 657	2 173	385
59	8	1 127	5 007	1 476	3 448	1 441	1 007	5 331	2 841	621	3 704	3 856	0
60	123	1 198	7 824	2 117	697	1 251	1 266	3 558	2 225	204	1 535	3 685	4 906
36	100	714	11 770	621	404	6 606	791	3 772	2 791	252	1 573	1 578	0
26	10	569	3 168	2 045	1 117	8 591	1 324	7 254	5 707	684	820	2 154	0
34	28	1 346	5 697	3 828	1 518	1 020	1 344	6 009	3 487	1 145	5 536	4 368	0
27	70	1 960	3 423	4 117	1 346	1 415	703	13 948	3 127	113	2 072	4 631	0
71	73	1 766	4 024	2 100	2 984	2 517	1 365	7 585	3 999	1 042	5 337	4 734	0
12	92	1 382	6 540	5 061	878	2 972	651	7 087	3 367	970	3 846	1 737	4 768
14	129	1 862	3 582	7 200	1 872	2 485	1 096	8 810	2 349	1 223	1 649	4 151	4 851
31	57	2 365	6 976	4 679	1 093	658	1 360	9 693	5 194	1 393	2 434	5 776	0
22	49	3 145	5 699	5 158	1 896	3 902	1 574	10 151	5 146	1 722	4 075	5 688	0
18	36	2 738	3 971	4 171	3 151	1 044	1 597	11 862	4 964	2 987	6 278	5 213	457
41	472	2 412	8 387	3 603	441	1 722	1 412	10 559	6 857	3 265	4 197	5 346	0
61	92	2 228	6 813	1 576	2 946	845	948	6 252	2 111	740	3 193	1 761	21 007
42	433	3 068	7 442	6 942	199	1 241	1 792	12 024	6 804	575	3 340	7 739	0
67	356	2 317	10 733	4 233	2 995	3 421	2 374	7 893	4 642	1 796	4 918	6 106	234

Notes: (a) Major course field of education indicates the field of education associated with the highest qualification.
(b) The institutes were randomly assigned an identification number.

Table 34: Proportion of students by major course field of education^(a) by institute, 2003 (%)

Institute ID ^(b)	Natural & physical sciences	Information technology	Engineering & related technologies	Architecture & building	Ag., environmental & related	Health	Education	Management & commerce	Society & culture	Creative arts	Food, hospitality & personal services	Mixed field programs	Subject only
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
65	0.0	0.0	0.0	0.2	6.1	10.1	2.9	10.2	25.3	19.8	3.1	17.5	4.7
10	0.1	0.9	30.0	5.3	3.4	0.2	4.5	22.8	9.9	3.5	5.8	13.9	0.0
25	0.0	4.6	10.2	2.3	7.6	1.2	8.7	25.6	25.1	8.0	1.7	3.9	1.0
17	0.3	4.4	24.3	0.8	3.3	5.1	4.1	23.3	7.1	5.2	3.2	19.0	0.0
55	1.4	8.5	11.5	3.8	9.1	4.4	8.1	17.9	9.4	4.0	10.9	8.6	2.3
29	0.6	1.7	23.5	0.7	10.6	3.1	3.7	26.7	4.8	1.4	4.9	18.2	0.3
48	0.0	4.6	23.6	2.1	1.5	1.9	14.3	19.3	13.9	2.4	2.4	6.2	7.9
43	0.0	12.9	7.4	1.6	14.3	0.2	7.9	25.1	19.9	2.4	2.1	6.3	0.0
19	0.0	6.1	8.8	2.0	22.8	2.6	14.5	15.3	8.6	4.6	4.7	9.9	0.0
68	0.7	13.2	12.9	4.7	4.2	5.1	12.7	15.5	10.1	4.4	3.7	8.6	4.2
8	2.8	0.0	7.2	0.1	84.1	1.0	1.3	3.1	0.4	0.0	0.0	0.0	0.0
51	0.4	3.3	6.6	0.1	23.4	2.5	1.9	14.5	10.3	0.2	18.5	16.3	1.9
15	0.2	2.8	17.2	5.0	19.6	3.2	2.8	17.4	4.5	3.7	18.1	5.5	0.0
4	0.0	0.0	97.0	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0
44	1.0	13.2	19.0	4.0	10.9	3.2	2.3	17.8	9.3	3.7	4.8	10.3	0.4
62	0.1	10.3	15.5	2.9	14.2	2.6	11.4	11.6	13.4	4.7	6.8	6.3	0.0
7	0.0	4.2	11.1	7.8	1.1	5.8	3.3	31.3	14.0	2.6	5.5	13.2	0.0
13	1.1	3.7	21.8	8.1	7.1	2.7	4.1	15.2	7.1	3.5	14.3	8.8	2.3
9	0.0	3.9	19.3	4.7	6.9	5.3	2.8	13.1	5.0	4.4	19.8	10.8	3.9
56	1.0	6.5	9.4	7.0	12.8	8.6	3.4	15.7	8.4	2.0	4.7	20.4	0.2
57	0.4	2.2	11.7	0.9	13.9	5.2	1.9	18.7	16.6	0.3	4.5	22.6	1.0
72	0.6	3.8	23.2	1.9	5.6	4.1	1.9	19.5	10.3	3.2	3.6	22.0	0.2
66	0.2	4.3	13.1	2.0	4.5	3.4	3.9	34.0	14.0	3.8	8.9	7.8	0.0
24	0.6	2.2	42.6	2.3	6.0	12.5	3.7	11.3	6.2	0.9	7.8	2.5	1.6
3	0.1	0.9	36.1	6.3	2.9	14.4	1.9	10.2	5.2	2.1	12.2	6.5	1.2
47	0.2	3.2	12.6	8.3	11.3	5.2	6.7	10.7	5.2	1.1	21.0	13.6	0.8
40	0.1	4.2	12.2	1.7	4.5	4.7	4.8	24.7	11.8	9.5	13.3	8.5	0.0
23	0.0	4.6	34.0	5.4	6.8	2.6	2.3	16.1	6.8	3.3	9.9	8.1	0.0
46	0.1	3.9	15.0	4.3	3.1	14.8	3.0	20.1	12.6	2.5	10.4	10.3	0.0
52	0.1	4.5	23.7	1.8	2.8	4.2	3.2	20.8	7.4	11.2	6.7	13.6	0.0
28	0.0	0.0	5.9	0.0	0.0	0.0	0.6	22.3	0.1	0.0	70.8	0.2	0.1
2	0.6	4.3	17.6	6.6	3.8	6.4	3.2	21.5	7.7	3.6	15.4	8.6	0.6
16	0.6	1.5	21.5	6.7	16.6	4.7	1.6	15.7	6.5	2.1	9.0	9.3	4.2
37	0.0	6.0	23.6	12.9	0.3	4.2	1.1	22.8	9.4	2.1	4.0	13.6	0.0
38	0.0	3.7	7.5	6.0	1.4	6.6	3.9	28.0	7.2	5.9	7.4	22.2	0.0
69	0.2	3.2	16.2	15.4	2.0	10.6	2.0	13.6	11.9	9.9	4.0	10.8	0.0
53	0.0	5.7	2.5	0.1	0.5	0.6	2.7	28.6	31.9	5.8	4.1	17.5	0.0
50	0.2	2.8	9.5	8.8	4.5	10.5	4.3	26.7	11.3	7.1	7.1	7.3	0.0
6	1.9	9.7	12.7	5.1	2.8	5.0	3.1	21.7	15.0	6.2	10.5	6.2	0.0
35	0.0	1.8	8.4	3.9	1.2	4.4	11.4	18.6	18.3	4.1	14.4	13.4	0.0
5	0.0	4.4	1.1	0.0	0.4	1.2	15.2	13.3	21.8	0.9	7.7	1.9	32.1
63	0.0	1.1	36.7	3.9	0.6	0.9	2.1	10.7	13.7	1.3	18.3	10.7	0.0
49	0.9	9.1	24.3	6.8	0.3	9.6	1.1	23.4	8.1	11.5	0.0	4.2	0.6
33	0.1	2.0	13.2	3.2	9.5	18.1	3.2	18.8	6.5	2.6	13.0	9.6	0.0
54	0.2	4.5	17.0	7.0	10.3	4.6	4.4	16.3	7.5	5.1	10.5	12.7	0.0

Institute ID ^(b)	Natural & physical sciences	Information technology	Engineering & related technologies	Architecture & building	Ag., environmental & related	Health	Education	Management & commerce	Society & culture	Creative arts	Food, hospitality & personal services	Mixed field programs	Subject only
45	1.1	8.9	18.8	4.0	8.8	0.8	3.9	17.5	4.7	1.2	6.6	4.9	18.8
30	0.4	8.8	12.1	8.8	10.2	2.9	3.1	21.6	10.7	5.4	6.1	9.0	1.0
58	0.1	5.8	18.6	8.6	5.8	5.6	3.7	25.7	6.7	6.8	4.1	8.5	0.0
20	0.1	7.2	26.1	3.6	2.9	2.4	2.0	18.3	7.3	4.1	9.1	16.4	0.6
64	1.9	2.8	20.9	5.0	0.4	5.0	2.7	16.7	9.6	5.2	8.9	4.0	16.9
11	1.0	8.7	15.2	2.1	3.2	2.2	3.2	40.8	12.5	2.8	1.5	7.0	0.0
39	1.8	4.3	13.8	2.5	0.1	7.3	1.3	18.9	9.7	18.5	10.7	11.1	0.0
32	1.9	5.0	9.6	5.9	0.3	4.2	6.3	23.2	27.8	11.5	1.8	2.4	0.0
70	0.3	2.2	17.9	13.3	10.0	4.5	3.7	15.6	6.4	1.5	11.3	13.2	0.2
21	1.0	4.2	18.5	7.5	0.3	7.6	2.7	24.0	13.5	3.1	9.0	7.3	1.3
59	0.0	3.8	16.8	4.9	11.5	4.8	3.4	17.8	9.5	2.1	12.4	12.9	0.0
60	0.4	3.9	25.6	6.9	2.3	4.1	4.1	11.6	7.3	0.7	5.0	12.0	16.0
36	0.3	2.3	38.0	2.0	1.3	21.3	2.6	12.2	9.0	0.8	5.1	5.1	0.0
26	0.0	1.7	9.5	6.1	3.3	25.7	4.0	21.7	17.1	2.0	2.5	6.4	0.0
34	0.1	3.8	16.1	10.8	4.3	2.9	3.8	17.0	9.9	3.2	15.7	12.4	0.0
27	0.2	5.3	9.3	11.1	3.6	3.8	1.9	37.8	8.5	0.3	5.6	12.5	0.0
71	0.2	4.7	10.7	5.6	8.0	6.7	3.6	20.2	10.7	2.8	14.2	12.6	0.0
12	0.2	3.5	16.6	12.9	2.2	7.6	1.7	18.0	8.6	2.5	9.8	4.4	12.1
14	0.3	4.5	8.7	17.5	4.5	6.0	2.7	21.4	5.7	3.0	4.0	10.1	11.8
31	0.1	5.7	16.7	11.2	2.6	1.6	3.3	23.3	12.5	3.3	5.8	13.9	0.0
22	0.1	6.5	11.8	10.7	3.9	8.1	3.3	21.1	10.7	3.6	8.5	11.8	0.0
18	0.1	5.6	8.2	8.6	6.5	2.2	3.3	24.5	10.2	6.2	13.0	10.8	0.9
41	1.0	5.0	17.2	7.4	0.9	3.5	2.9	21.7	14.1	6.7	8.6	11.0	0.0
61	0.2	4.4	13.5	3.1	5.8	1.7	1.9	12.4	4.2	1.5	6.3	3.5	41.6
42	0.8	5.9	14.4	13.5	0.4	2.4	3.5	23.3	13.2	1.1	6.5	15.0	0.0
67	0.7	4.5	20.6	8.1	5.8	6.6	4.6	15.2	8.9	3.5	9.5	11.7	0.4

Notes: (a) Major course field of education indicates the field of education associated with the highest qualification.
(b) The institutes were randomly assigned an identification number.

Onshore and offshore delivery to overseas students

Table 35: Number of overseas offshore and onshore students by institute, 2003

Institute ID ^(a)	Overseas onshore students ^(b)	Overseas offshore students ^(c)
1	0	0
65	0	0
10	0	0
25	2	0
17	0	0
55	7	0
29	2	0
48	8	0
43	0	0
19	4	0
68	5	20
8	2	0
51	1	0
15	0	0
4	0	0
44	8	0
62	90	548
7	26	12
13	15	0
9	74	59
56	56	0
57	12	0
72	99	100
66	74	0
24	9	0
3	7	6
47	0	148
40	102	0
23	7	83
46	56	0
52	132	0
28	673	267
2	203	36
16	0	43
37	402	773
38	935	0
69	55	0
53	698	237
50	180	144
6	594	24
35	7	0
5	194	28
63	457	72
49	3004	1013
33	16	0
54	3	104
45	185	100
30	472	1218

Institute ID ^(a)	Overseas onshore students ^(b)	Overseas offshore students ^(c)
58	427	0
20	225	529
64	925	1287
11	1225	68
39	1131	169
32	1305	212
70	8	0
21	876	2260
59	3	145
60	546	0
36	86	2479
26	229	601
34	27	0
27	27	347
71	33	72
12	329	588
14	3372	891
31	286	0
22	123	1567
18	650	0
41	1206	0
61	281	39
42	114	1893
67	10	120

Notes: (a) The institutes were randomly assigned an identification number.

(b) Refers to students from an overseas country who resided in Australia for the course of their study.

(c) Refers to students who were provided VET while in another country and who were not normally based in Australia.

Source: NCVER National VET Provider Collection 2003

Department of Education, Science and Training 2005, *Delivery of VET offshore by public providers, 2003*, DEST, Canberra.

Student outcomes

Subject outcome

Table 36: Subject enrolments by outcome by institute, 2003

Institute ID^(a)	Assessed —pass^(b)	Assessed —fail^(b)	Withdrawn^(b)	RPL^(c)	Continuing enrolment^(d)	Not assessed— completed^(e)	Not assessed— withdrawn or not completed^(e)	Completion rate^(f)
								%
1	2 385	333	352	0	0	0	0	77.7
65	6 670	2 644	3 439	12	143	0	0	52.3
10	4 460	1 297	576	229	3 279	685	174	72.4
25	9 779	1 872	1 513	269	105	2 322	1	78.5
17	16 846	3 099	1 093	892	1 513	1 534	0	82.1
55	17 694	2 292	1 923	472	2 234	0	0	81.2
29	18 355	263	2 420	1 224	35	446	7	88.2
48	15 402	2 872	2 030	460	823	1 794	9	78.2
43	14 603	2 928	4 546	513	2 248	280	0	67.3
19	21 293	7 625	2 777	89	1 061	1 357	9	68.6
68	22 061	4 653	3 062	1 412	1 720	3 311	18	77.6
8	23 473	2 527	299	414	5 235	568	45	89.5
51	31 160	1 398	1 916	1 467	72	819	53	90.9
15	36 802	4164	1 873	1 551	537	561	844	85.0
4	2 329	542	268	0	1 288	15 170	0	95.6
44	42 120	7 736	5 236	5 699	2 432	1 550	0	79.2
62	35 217	6 478	7 147	6 649	2 513	0	0	75.4
7	31 736	7 172	4 027	1 677	6 928	4 735	238	76.9
13	55 612	7 673	7 569	320	791	1 889	438	78.7
9	46 395	6 345	2 467	42	7 057	2 691	193	84.5
56	48 725	3 020	4 057	3 456	548	2 209	171	88.2
57	48 145	557	1 993	7 615	314	1 991	125	95.6
72	58 771	4 089	3 749	4 073	1 027	468	4	89.0
66	53 913	6 883	7 290	1 441	12 984	3 564	626	79.9
24	54 807	10 721	3 234	1 271	3 763	531	1 349	78.7
3	47 937	10 510	2 513	421	4 750	1 691	270	79.0
47	58 011	7 703	1 865	2 086	4 157	4 642	162	86.9
40	53 318	9 532	6 039	2 227	19 938	6 018	105	79.7
23	120 563	17 191	3143	3 554	7 510	1 509	0	86.1
46	54 876	8 388	5 817	2 038	9 009	4 814	326	80.9
52	70 346	16 527	6 690	877	7 954	12 655	827	77.7
28	74 354	8 240	4 777	729	10 014	2 181	78	85.5
2	81 912	8 366	7 843	1 302	4 479	3 060	843	83.5
16	68 540	6 099	4 929	2 406	3 977	3 829	421	86.7
37	83 541	6 437	6 099	3 928	1 278	1 215	102	87.5
38	82 217	12 632	7 007	3 304	14 230	9 149	326	82.6
69	55 822	17 066	7 194	184	5 560	10 214	59	73.1
53	74 395	5 325	9 133	3 688	1 340	7 721	909	84.8
50	80 107	12 397	4 140	2 950	14 009	4 730	335	83.9
6	88 806	11 965	13 425	10 706	4 127	3 462	0	80.2
35	56 014	13 656	7 129	4 774	16 806	9 350	467	76.7
5	45 495	5 742	12 500	1 307	2 825	17 920	0	78.0

Institute ID ^(a)	Assessed—pass ^(b)	Assessed—fail ^(b)	Withdrawn ^(b)	RPL ^(c)	Continuing enrolment ^(d)	Not assessed—completed ^(e)	Not assessed—withdrawn or not completed ^(e)	Completion rate ^(f)
								%
63	114 014	12 295	5 880	11 600	1 136	1 160	9	87.5
49	150 382	29 719	4 172	7 631	41 106	0	0	82.3
33	68 445	10 195	5 282	2 441	14 384	8 216	160	83.5
54	111 465	6 854	20 211	5 656	1 936	6 236	247	81.9
45	106 176	23 291	11 312	2 619	5 430	7 346	119	77.0
30	134 971	31 769	15 175	1 681	26 494	5 690	2 032	74.4
58	118 013	27 295	10 456	471	10 573	10 851	550	77.2
20	148 224	20 970	12 763	4 700	12 704	5 296	591	82.2
64	125 187	22 852	5 448	13 651	16 428	6 022	982	83.2
11	152 036	18 250	18 052	4 818	26 856	2 195	282	81.3
39	135 605	32 407	11 052	3 436	20 692	9 266	279	77.2
32	136 780	26 377	26 698	6 476	6 225	9 037	292	74.1
70	151 176	6 723	17 022	4 423	2 032	11 242	815	87.2
21	165 184	33 699	13 367	4 237	19 748	7 135	529	78.8
59	157 329	7 756	27 309	4 044	1 644	11 300	777	82.8
60	170 147	28 359	20 285	1 328	6 214	14 607	40	79.3
36	108 684	13 771	8 594	2 068	24 938	4 635	227	83.6
26	46 327	2 445	11 423	7 827	37 429	3 857	7	80.7
34	200 012	12 103	34 272	6 769	6 721	12 547	8 621	80.0
27	68 438	857	86 784	14 600	8 347	4 311	1 580	49.5
71	216 217	9 590	48 828	9 233	8 282	9 997	2 864	79.3
12	166 465	21 539	17 519	1 504	17 671	6 921	73	81.7
14	199 419	22 059	20 003	6 219	17 547	23 191	1 179	84.1
31	267 358	22 254	45 275	17 334	3 946	15 226	2 328	81.1
22	298 986	21 198	47 939	18 161	1 829	15 782	2 419	82.3
18	322 732	19 695	61 550	20 637	4 347	17 514	2 957	81.1
41	331 625	26 101	59 715	17 411	3 294	19 921	2 592	80.7
61	147 775	23 884	13 252	6 558	22 504	38 380	188	83.8
42	302 107	31 531	48 421	13 468	3 355	17 555	3 057	80.1
67	312 083	18 552	56 740	16 103	3 526	33 117	3 338	82.1

- Notes: (a) The institutes were randomly assigned an identification number.
- (b) An assessable enrolment is reported when an enrolment in a subject requires the client to be assessed against at least one criterion. Assessed—passed is an outcome in an assessable subject where the student has been assessed and has satisfied all the requirements. Assessed—fail is an outcome in an assessable subject where the student has engaged in the learning activity and has been assessed as not satisfying all requirements. Withdrawn is an outcome in an assessable subject where the student has engaged in the learning activity but has withdrawn prior to the enrolment activity end date and has not undertaken all the assessment criteria.
- (c) Recognition of prior learning (RPL) is an outcome where the student has been assessed as competent for the whole subject by a trainer. The result of the assessment is on the basis of the student's prior skills and knowledge acquired through previous training, work or life experience.
- (d) A continuing enrolment is a code applied to a subject when a student has engaged in the training and is approved to continue the enrolment in a subsequent period.
- (e) A non-assessable enrolment is reported when an enrolment in a program is designed so that the student is not required to undertake an assessment or the student has elected by agreement with the training organisation at enrolment not to be assessed. Not assessed—completed is when the student has completed the program of study. Not assessed—withdrawn or not completed is when the student has not completed the program of study in a way that satisfies the requirements of the training organisation or the student has withdrawn after engaging in the program's activities.
- (f) Completion rate = (RPL + assessed—passed + not assessed—completed) / (total - continuing studies) * 100.

Source: NCVER National VET Provider Collection 2003

Student Outcomes Survey data

Table 37: Graduates by key outcome measures by institute, 2003

Institute ID ^(a)	Satisfied overall ^(b)	Achieved main reason for training	Not employed before, employed after training	Change in students not employed before & after training
	%	%	%	Difference in percentage points
1	91.1	85.7	79.8	5.3
65	85.4	80.6	40.7 ^(c)	3.5
10	86.5	88.8	38.1 ^(c)	2.9
25	89.2	84.4	^(d)	-1.2
17	74.5	73.2	41.1	3.1
55	86.6	89.5	37.6	0.6
29	83.2	76.5	61.7	9.5
48	81.5	84.8	57.5	-0.3
43	84.1	84.8	49.3	7.2
19	84.1	80.4	38.2	2.2
68	80.4	80.3	49.3	1.3
8	87.7	87.3	46.8	1.5
51	88.6	84.5	50.0	2.4
15	86.5	85.4	33.1	-2.1
4	87.1	75.5	49.2	13.6
44	86.8	80.5	47.4	4.0
62	75.1	80.1	43.1	1.6
7	85.1	78.0	37.6	7.3
13	82.9	79.7	46.6	9.9
9	84.1	82.2	45.4	4.0
56	83.5	76.6	55.7	10.4
57	84.7	80.1	46.4	7.4
72	84.2	78.3	49.8	9.3
66	77.8	73.7	40.6	7.2
24	90.0	84.1	42.2	1.8
3	85.1	75.2	45.4	6.0
47	85.3	83.3	49.5	1.8
40	87.5	81.9	47.7	1.4
23	86.8	83.2	38.6	5.1
46	80.8	77.9	47.9	8.5
52	77.0	78.5	45.4	8.9
28	84.2	81.4	65.4	2.7
2	83.1	79.9	52.8	6.0
16	82.2	81.6	43.5	0.0
37	78.8	79.7	55.5	7.6
38	79.9	74.7	42.5	4.6
69	82.3	81.3	36.7	3.6
53	81.9	74.5	48.2	5.4
50	80.6	76.2	49.7	7.0
6	80.0	80.0	54.0	6.0
35	86.6	81.7	38.5	6.3
5	83.4	74.3	40.2	8.1
63	84.5	80.3	52.5	11.5
49	77.2	78.6	43.3	0.4
33	81.5	81.9	46.8	3.4

Institute ID ^(a)	Satisfied overall ^(b)	Achieved main reason for training	Not employed before, employed after training	Change in students not employed before & after training
	%	%	%	Difference in percentage points
54	85.4	80.4	35.8	4.7
45	80.2	80.3	45.5	7.1
30	84.1	73.4	37.8	8.4
58	77.5	76.7	46.9	4.6
20	79.1	76.8	44.4	7.5
64	82.4	83.0	53.8	6.4
11	82.1	75.0	35.7	4.2
39	79.5	81.3	44.5	8.5
32	78.2	70.7	37.1	2.9
70	84.9	83.9	46.1	8.5
21	81.8	74.4	47.2	6.3
59	85.5	79.4	31.6	1.4
60	83.9	78.0	43.6	8.4
36	80.8	79.5	41.7	3.9
26	85.1	81.8	57.7	1.4
34	85.4	79.2	38.7	6.3
27	84.8	77.4	25.2	-3.4
71	86.9	74.8	38.2	6.4
12	80.6	77.4	44.1	4.8
14	82.6	75.6	43.9	5.9
31	83.2	80.7	42.0	6.6
22	83.9	75.3	41.5	7.4
18	82.4	79.7	38.5	2.4
41	78.8	74.5	34.3	3.1
61	83.3	77.4	47.4	9.3
42	82.4	68.9	27.1	5.0
67	83.7	75.0	43.6	8.2

Notes: (a) The institutes were randomly assigned an identification number.

(b) Those who are satisfied were defined as rating 4 or 5 on a 5-point scale.

(c) The estimate had a relative standard error greater than 25% and therefore should be used with caution.

(d) The unweighted count for the estimate was less than 5.

Source: NCVER Student Outcomes Survey 2003

Table 38: Module completers by key outcome measures by institute, 2003

Institute ID ^(a)	Satisfied overall ^(b)	Achieved main reason for training	Not employed before, employed after training	Change in students not employed before & after training
	%	%	%	Difference in percentage points
1	57.9 ^(c)	62.2 ^(c)	^(d)	26.8
65	84.1	81.0	^(d)	-23.9
10	56.0	70.1	^(d)	-10.5
25	84.6	74.4	59.3	0.7
17	71.5	65.9	48.7	8.3
55	76.6	81.2	35.7	-6.9
29	77.3	73.8	34.2	-0.3
48	79.3	81.1	56.7	2.0
43	77.8	78.2	19.5	-3.1
19	76.8	80.4	24.9	-7.3
68	78.7	81.6	40.8	3.2
8	91.8	91.2	31.8 ^(c)	-2.0
51	78.9	72.2	25.9	-0.5
15	83.4	84.7	18.8	-5.0
4	85.8	74.3	51.0	-3.9
44	82.4	78.9	32.3	-1.4
62	77.0	74.5	31.5	-0.6
7	77.0	65.7	25.8	0.8
13	79.7	71.6	25.1	-3.2
9	76.2	69.8	31.3	-0.6
56	70.5	57.7	37.8	6.6
57	82.4	74.5	23.4	-1.1
72	79.7	69.8	28.5	0.0
66	69.1	60.2	19.6	3.0
24	82.1	74.4	38.1	0.2
3	79.5	67.4	36.1	5.1
47	88.1	81.7	37.3	-1.5
40	80.0	71.9	31.4	-4.9
23	82.1	74.7	26.2	-1.6
46	76.0	68.3	24.7	-8.5
52	67.4	58.8	32.1	-0.2
28	82.7	72.9	48.5	-3.8
2	72.9	63.6	26.1	-0.5
16	76.9	74.3	33.1	-0.3
37	76.8	66.6	41.0	6.8
38	67.0	54.8	33.9	-2.0
69	74.0	72.3	27.1	0.0
53	69.0	61.0	30.2	-2.8
50	72.1	61.8	34.6	-0.9
6	68.8	69.9	43.8	0.7
35	73.5	62.2	27.3	-1.8
5	65.6	59.1	31.7	3.6
63	78.1	72.2	37.8	2.4
49	68.0	65.0	31.1	-1.7
33	82.9	75.3	28.4	-3.3
54	75.8	68.6	26.6	1.8
45	78.1	70.1	46.0	6.0
30	70.6	66.7	32.7	3.9

Institute ID ^(a)	Satisfied overall ^(b)	Achieved main reason for training	Not employed before, employed after training	Change in students not employed before & after training
	%	%	%	Difference in percentage points
58	66.7	60.9	35.9	2.9
20	69.6	64.7	41.2	5.2
64	69.9	69.1	51.9	1.6
11	71.8	65.4	27.9	-1.5
39	68.2	62.6	31.9	0.6
32	69.5	63.7	31.4	-2.2
70	81.7	77.6	25.3	2.0
21	74.6	64.7	35.3	2.4
59	80.5	72.3	21.0	-2.1
60	76.9	71.4	27.8	2.8
36	77.6	68.1	32.3	-0.3
26	72.9	66.4	^(d)	-1.8
34	75.5	66.7	20.6	-1.7
27	76.4	63.5	26.4	-1.3
71	71.4	63.9	25.0	3.2
12	66.8	66.7	45.6	2.8
14	74.1	65.4	44.5	-0.8
31	76.2	66.2	32.6	3.0
22	78.2	63.1	24.5	-1.8
18	75.6	72.4	29.4	0.6
41	70.1	64.6	25.7	-0.5
61	77.5	72.6	23.7	0.4
42	75.8	66.2	21.2	2.0
67	75.4	64.8	23.9	1.1

Notes: (a) The institutes were randomly assigned an identification number.
(b) Those who are satisfied were defined as rating 4 or 5 on a 5-point scale.
(c) The estimate had a relative standard error greater than 25% and therefore should be used with caution.
(d) The unweighted count for the estimate was less than 5.

Source: NCVER Student Outcomes Survey 2003

Appendix A: TAFE institutes

Table A: TAFE institutes in the study

State or territory	Institute name
New South Wales	Hunter Institute of TAFE
	Illawarra Institute of TAFE
	New England Institute of TAFE
	North Coast Institute of TAFE
	Northern Sydney Institute of TAFE
	Open Training & Education Network (New South Wales)
	Riverina Institute of TAFE
	South Western Sydney Institute of TAFE
	Southern Sydney Institute of TAFE
	Sydney Institute of TAFE
	Western Institute of TAFE
	Western Sydney Institute of TAFE
Victoria	Bendigo Regional Institute of TAFE
	Box Hill Institute of TAFE
	Central Gippsland Institute of TAFE
	Chisholm Institute of TAFE
	Driver Education Centre of Australia Pty Ltd
	East Gippsland Institute of TAFE
	Gordon Institute of TAFE
	Goulburn Ovens Institute of TAFE
	Holmesglen Institute of TAFE
	Institute of Land and Food Resources, University of Melbourne
	Kangan Batman Institute of TAFE
	Northern Melbourne Institute of TAFE (NMIT)
	Royal Melbourne Institute of Technology (RMIT) (TAFE Division)
	South West Institute of TAFE
	Sunraysia Institute of TAFE
	Swinburne University of Technology (TAFE Division)
	University of Ballarat (TAFE Division)
	Victoria University of Technology (TAFE Division)
	William Angliss Institute of TAFE
	Wodonga Institute of TAFE
Queensland	Barrier Reef Institute of TAFE
	Bremer Institute of TAFE
	Brisbane North Institute of TAFE
	Central Queensland Institute of TAFE
	Cooloola Sunshine Institute of TAFE
	Gold Coast Institute of TAFE
	Logan Institute of TAFE
	Moreton Institute of TAFE
	Mount Isa Institute of TAFE
	Open Learning Institute (Queensland)
	Southbank Institute of TAFE
	Southern Queensland Institute of TAFE
	Tropical North Queensland TAFE
	Wide Bay Institute of TAFE
	Yeronga Institute of TAFE

State or territory	Institute name
South Australia	Adelaide Institute of TAFE Douglas Mawson Institute of TAFE Murray Institute of TAFE Onkaparinga Institute of TAFE Regency Institute of TAFE South East Institute of TAFE Spencer Institute of TAFE Torrens Valley Institute of TAFE
Western Australia	Central TAFE Central West College of TAFE Challenger TAFE Curtin University – Vocational Training and Education Centre CY O'Connor College of TAFE Edith Cowan University trading as WA Academy of Performing Arts Great Southern TAFE Kimberley College of TAFE Pilbara TAFE South West Regional College of TAFE Swan TAFE West Coast College of TAFE
Tasmania	Institute of TAFE Tasmania
Northern Territory	Batchelor Institute of Indigenous Tertiary Education Centralian College Charles Darwin University
Australian Capital Territory	Canberra Institute of Technology



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