

2009

VET IN SCHOOLS

Australian vocational
education & training statistics



Australian Government
Department of Education, Employment
and Workplace Relations

Australian vocational education and training statistics

VET in Schools

2009

Highlights

In 2009, there were 229 500 VET in Schools students. These students comprised:

- 21 500 school-based apprentices and trainees
- 208 000 students enrolled in other VET in Schools programs.

In 2009, compared with 2008:

- The total number of VET in Schools students increased by 4.3%.
- The number of school-based apprentices and trainees declined by 16.4%.
- The number of students enrolled in other VET in Schools programs increased by 7.1%.



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Introduction

This publication presents information on vocational education and training (VET) undertaken by school students as part of their senior secondary certificate, known as VET in Schools. The VET in Schools arrangement offers two main options: students can undertake school-based apprenticeships and traineeships; or VET subjects and courses (the latter are referred to as 'other VET in Schools programs').

Most VET in Schools students are aged between 15 and 19 years. Therefore, in this report, statistics for VET in Schools students are compared with students aged 15 to 19 years who enrolled in the public VET system.

Scope

Information contained in this publication is, unless stated otherwise, derived from the VET in Schools Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). In 2007, Release 6.0 came into effect. For further information go to <http://www.ncver.edu.au/avetmiss/21055.html>.

The scope of reporting is all activity encompassed by the MCEECDYA (Ministerial Council for Education, Early Childhood Development and Youth Affairs) definition of 'VET in Schools'. The MCEECDYA definition of VET in Schools is: programs undertaken as part of a student's senior secondary certificate that provide credit towards a nationally recognised VET qualification.

More information

Data in this publication may be revised for a variety of reasons. For the latest data, please visit the NCVER website <http://www.ncver.edu.au>.

For additional data tables and cubes on VET in Schools, please refer to <http://www.ncver.edu.au/publications/2309.html>.

Technical notes

Break in time series

A new arrangement for the national reporting of VET in Schools statistics was implemented for 2005 data. Due to this break in series, data for 2005 and onwards should not be compared with data from other arrangements in previous years. As 2005 was the first year of collection under the new arrangements, the data from that year suffer from some data quality issues. For this reason, only data from 2006 to 2009 are presented in this publication.

Data quality issues

The VET in Schools statistics are subject to some data quality issues. These issues include:

- There are fields that are intended to be used in producing the tables where no data are reported because they are not captured in school-enrolment processes. As a result:
 - South Australia was not able to provide a complete dataset on qualifications completed.
 - There is a high proportion of unknown information for some fields; for example, Indigenous status.
- There are differences in definition and compilation practices used by states and territories to populate some fields, resulting in anomalies between states and territories. For example, the inclusion of students below Year 11 in the collection varies by state and territory.
- There has been an improvement in the reporting requirements for the Queensland Certificate of Education, which improved the identification of school-based apprentices and trainees. The increase in numbers between 2007 and 2008 can be partly attributed to this improvement.

School-based apprentices and trainees

The school-based apprenticeship and traineeship statistics reported in this publication differ from those reported annually through the National Apprentice and Trainee Collection. The differences are shown in the following table.

School-based apprentices and trainees by collection type and state or territory 2009 ('000)¹

	NSW	Vic.	Qld ³	SA	WA	Tas.	NT	ACT	Australia ³
School-based apprentices and trainees from the VET in Schools Collection ²	2.2	4.6	12.2	0.6	1.1	0.5	0.1	0.4	21.5
School-based commencements from the National Apprentice and Trainee Collection	1.7	2.8	8.6	1.9	0.8	0.5	0.2	0.4	16.9

For notes on tables, see page 13.

Sources: Data on school-based apprentices and trainees from the VET in Schools Collection, 2009.

Data on school-based commencements from the National Apprentice and Trainee Collection, March 2010 estimates, unpublished.

Students and participation

In 2009, compared with 2008:

- the total number of VET in Schools students increased by 4.3%, from 220 000 to 229 500 *Tables 1 and 4*
- the number of school-based apprentices and trainees declined by 16.4%, from 25 700 to 21 500 *Tables 1 and 4*
- the number of students enrolled in other VET in Schools programs increased by 7.1%, from 194 200 to 208 000. *Tables 1 and 4*

In 2009, there were:

- 21 500 school-based apprentices and trainees, representing 9.4% of all VET in Schools students *Tables 1 and 2*
- 208 000 students enrolled in other VET in Schools programs, representing 90.6% of all VET in Schools students. *Tables 1 and 2*

Selected student characteristics for 2009 show:

- VET in Schools students comprised a higher proportion of females (48.2%), compared with the proportion of female 15 to 19-year-old students enrolled in the public VET system (43.9%) *Table 5*
- VET in Schools students comprised a lower proportion of Indigenous students (4.7%), compared with the proportion of Indigenous 15 to 19-year-old students enrolled in the public VET system (5.3%). *Table 5*

Courses and qualifications

In 2009, VET in Schools students were predominantly enrolled in:

- Australian Qualifications Framework (AQF) certificate II qualifications (55.0%). By comparison, 29.9% of 15 to 19-year-old public VET students were enrolled in AQF certificate II qualifications *Table 6*
- training package qualifications (83.8%), with tourism, hospitality and events being the most popular training package undertaken (16.2%). *Table 6*

Subjects

In 2009:

- the management and commerce field of education accounted for the greatest proportion of subject enrolments undertaken by VET in Schools students (25.6%) *Table 7*
- 64.9% of enrolments in VET in Schools subjects resulted in a pass, either through assessment, recognition of prior learning or recognition of current competency. *Table 7*

Tables

Table 1 Number of VET in Schools students and 15 to 19-year-old VET students, 2006–09

	2006 (‘000)	2007 (‘000)	2008 ^{3,4} (‘000)	2009 ^{3,5} (‘000)	%	2008–09 ⁵ % change
School-based apprentices and trainees ²	12.9	15.0	25.7	21.5	9.4	-16.4
Other VET in Schools program students	158.7	159.8	194.2	208.0	90.6	7.1
Total VET in Schools students	171.7	174.8	220.0	229.5	100.0	4.3
VET students aged 15 to 19 years ⁶	427.9	433.2	443.8	447.4	100.0	0.8

For notes on tables, see page 13.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the VET in Schools Collection, 2006–09.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2006–09.

Table 2 Number of VET in Schools students and 15 to 19-year-old VET students by state or territory, 2009 (‘000)¹

	NSW	Vic.	Qld ³	SA	WA	Tas. ⁵	NT	ACT	Australia ^{3,5}
School-based apprentices and trainees ²	2.2	4.6	12.2	0.6	1.1	0.5	0.1	0.4	21.5
Other VET in Schools program students	52.9	39.8	73.9	11.3	22.4	1.7	2.2	3.7	208.0
Total VET in Schools students	55.1	44.4	86.1	11.9	23.4	2.2	2.3	4.1	229.5
VET students aged 15 to 19 years ⁶	160.0	110.5	79.0	29.3	46.7	10.4	5.9	5.6	447.4

For notes on tables, see page 13.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the VET in Schools Collection, 2009.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2009.

Table 3 Number of VET in Schools students by state or territory and school type, 2009 (‘000)¹

	NSW	Vic.	Qld ³	SA	WA	Tas. ⁵	NT	ACT	Australia ^{3,5}
Government school	39.6	27.4	70.0	8.2	17.2	1.7	1.8	3.0	168.8
Catholic school	10.1	8.8	9.9	1.7	3.5	0.2	0.2	1.1	35.5
Independent school	4.2	5.1	5.5	2.0	2.5	0.2	0.2	-	19.7
Other ⁷	1.2	3.2	0.7	-	0.3	0.1	-	-	5.4
Total	55.1	44.4	86.1	11.9	23.4	2.2	2.3	4.1	229.5

A dash (-) represents a true zero figure, with no data reported in this category.

For notes on tables, see page 13.

Source: VET in Schools Collection, 2009.

Table 4 Number of VET in Schools students by program type by state or territory, 2006–09¹

	2006 (‘000)	2007 (‘000)	2008 ^{3, 4} (‘000)	2009 ^{3, 5} (‘000)	2008–09 ⁵ % change
School-based apprentices and trainees²					
New South Wales	1.7	1.7	2.2	2.2	-0.6
Victoria	5.5	6.2	7.2	4.6	-36.2
Queensland ^{3, 4}	4.1	5.0	14.0	12.2	-12.9
South Australia	0.6	0.6	0.5	0.6	13.7
Western Australia	0.8	0.9	0.8	1.1	25.3
Tasmania ⁵	0.1	0.2	0.5	0.5	-8.5
Northern Territory	0.1	0.1	0.1	0.1	-3.1
Australian Capital Territory	0.1	0.4	0.4	0.4	-5.4
Total	12.9	15.0	25.7	21.5	-16.4
Other VET in Schools program students					
New South Wales	50.7	51.8	52.8	52.9	0.3
Victoria	32.6	34.4	36.1	39.8	10.2
Queensland ^{3, 4}	38.1	38.1	64.3	73.9	14.8
South Australia	12.3	11.3	12.0	11.3	-5.4
Western Australia	16.4	15.4	20.8	22.4	7.9
Tasmania ⁵	2.5	2.6	2.7	1.7	-35.7
Northern Territory	1.7	2.1	2.0	2.2	12.5
Australian Capital Territory	4.5	4.0	3.7	3.7	2.2
Total	158.7	159.8	194.2	208.0	7.1
Total VET in Schools students					
New South Wales	52.3	53.5	54.9	55.1	0.3
Victoria	38.1	40.6	43.4	44.4	2.4
Queensland ^{3, 4}	42.2	43.1	78.4	86.1	9.9
South Australia	12.9	11.9	12.5	11.9	-4.6
Western Australia	17.2	16.3	21.6	23.4	8.6
Tasmania ⁵	2.7	2.8	3.2	2.2	-31.2
Northern Territory	1.8	2.2	2.0	2.3	12.0
Australian Capital Territory	4.5	4.4	4.0	4.1	1.5
Total	171.7	174.8	220.0	229.5	4.3

For notes on tables, see page 13.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the VET in Schools Collection, 2009.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2009.

Table 5 VET in Schools students and 15 to 19-year-old VET students by student characteristics, 2009 (%)^{3, 8}

	School-based apprentices and trainees ²	Other VET in Schools program students	Total VET in Schools students	VET students aged 15–19 years ⁶
Sex				
Males	51.7	51.8	51.8	56.0
Females	48.3	48.2	48.2	43.9
Not known	0.0	0.1	0.1	0.1
Student remoteness (ARIA+) region⁹				
Major cities	46.2	55.8	54.9	52.5
Inner regional	28.7	24.1	24.5	24.8
Outer regional	18.7	15.1	15.4	15.7
Remote	4.0	2.5	2.6	2.5
Very remote	2.0	1.7	1.7	1.7
Outside Australia ¹⁰	0.0	0.2	0.2	1.7
Not known	0.5	0.7	0.7	1.1
Indigenous status				
Indigenous students	7.2	4.4	4.7	5.3
Non-Indigenous students	90.1	88.8	88.9	86.2
Not known	2.7	6.8	6.4	8.5
Total	100.0	100.0	100.0	100.0

For notes on tables, see page 13.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the VET in Schools Collection, 2009.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2009.

Table 6 VET in Schools students and 15 to 19-year-old VET students by major courses and qualifications, 2009 (%)³

	School-based apprentices and trainees ²	Other VET in Schools program students	Total VET in Schools students	VET students aged 15–19 years ⁶
AQF qualifications				
Certificate IV or higher	2.9	1.6	1.8	13.0
Certificate III	54.4	14.5	18.3	36.8
Certificate II	41.7	56.4	55.0	29.9
Certificate I	1.0	24.1	21.9	7.7
Other ¹¹	-	3.3	3.0	12.6
Most popular training packages for VET in Schools students¹²				
Tourism, Hospitality and Events (SIT, THH, THT)	12.8	16.6	16.2	13.1
Business Services (BSA, BSB)	11.1	14.0	13.7	7.4
Information and Communications Technology (ICA)	4.1	12.0	11.3	4.0
Community Services (CHC)	4.4	4.6	4.6	4.7
Retail Services (SIR, WRP, WRR, WRW)	20.1	2.6	4.3	6.0
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	8.1	3.8	4.2	7.6
Metal and Engineering (MEM)	5.1	2.8	3.0	4.8
Film, TV, Radio and Multimedia (CUF)	0.7	3.3	3.0	1.2
Community Recreation Industry (SRC)	2.3	2.3	2.3	0.7
Rural Production (RTE, RUA)	2.8	2.1	2.2	1.5
Other training packages	27.3	18.0	18.9	25.6
Training packages total	98.9	82.3	83.8	76.6
Non-training packages	1.1	17.7	16.2	23.4
Industry skills council¹³				
Agri-food	6.3	3.9	4.1	5.0
Community Services and Health	5.6	5.7	5.7	6.5
Construction and Property Services	8.2	3.9	4.4	8.2
Electrocomms and Energy Utilities	1.8	0.8	0.9	3.0
ForestWorks	0.1	0.0	0.0	0.1
Government	0.1	0.3	0.3	0.1
Innovation and Business	17.4	34.3	32.7	16.3
Manufacturing	13.1	6.2	6.9	10.9
Services	45.1	26.6	28.4	25.5
SkillsDMC	0.2	0.2	0.2	0.3
Transport and Logistics	0.8	0.3	0.3	0.7
Training packages total	98.9	82.3	83.8	76.6
Non-training packages	1.1	17.7	16.2	23.4
Total	100.0	100.0	100.0	100.0

A dash (-) represents a true zero figure, with no data reported in this category.

For notes on tables, see page 13.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the VET in Schools Collection, 2009.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2009.

Table 7 Subject enrolments by subject result and subject field of education for VET in Schools students and 15 to 19-year-old VET students, 2009 (%)³

	Subject enrolments			VET students aged 15–19 years ⁶
	School-based apprentices and trainees ²	Other VET in Schools program students	Total VET in Schools students	
Subject result				
Assessed—passed	68.8	64.4	64.7	70.0
Recognition of prior learning	0.5	0.1	0.2	0.9
Recognition of current competency	0.1	0.0	0.0	0.0
Recognition of prior learning/current competency—not granted	0.0	0.0	0.0	0.0
Assessed—failed	7.9	13.1	12.7	8.7
Withdrawn	2.9	5.1	4.9	8.7
Continuing studies	19.6	16.8	17.0	7.2
Not assessed—completed	0.1	0.5	0.5	4.1
Not assessed—not completed	0.0	0.0	0.0	0.3
Subject field of education				
Natural and physical sciences	1.1	1.4	1.4	2.6
Information technology	1.7	2.7	2.6	2.9
Engineering and related technologies	14.3	10.3	10.6	17.0
Architecture and building	4.7	3.0	3.2	7.8
Agriculture, environmental and related studies	2.9	2.7	2.7	2.2
Health	11.1	13.1	13.0	9.6
Education	0.1	0.1	0.1	0.6
Management and commerce	28.3	25.4	25.6	19.5
Society and culture	7.9	5.0	5.2	7.3
Creative arts	1.1	4.1	3.8	3.9
Food, hospitality and personal services	10.3	8.6	8.8	8.3
Mixed field programmes	16.4	23.6	23.0	18.3
Total	100.0	100.0	100.0	100.0

For notes on tables, see page 13.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the VET in Schools Collection, 2009.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2009.

Table 8 Number of qualifications completed by AQF level for VET in Schools students and 15 to 19-year-old VET students, 2008 ('000)^{14, 15}

	Qualifications completed			VET students aged 15–19 years ⁶
	School-based apprentices and trainees ²	Other VET in Schools program students ¹⁶	Total VET in Schools students ¹⁶	
AQF qualifications				
Certificate IV or higher	0.0	0.3	0.3	11.8
Certificate III	1.4	4.9	6.3	29.1
Certificate II	7.1	40.5	47.6	29.1
Certificate I	2.9	30.3	33.1	10.5
Total	11.4	76.0	87.4	80.4

For notes on tables, see page 13.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the VET in Schools Collection, 2009.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2009.

Terms

Information included in this publication is, unless stated otherwise, derived from the VET in Schools Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For other terms and definitions, refer to the terms and definitions paper at <<http://www.ncver.edu.au/publications/2309.html>>.

AQF (Australian Qualifications Framework) is a nationally consistent framework of credentials offered in post-compulsory education and training that covers qualifications from certificate I through to a doctoral degree. For more details on the AQF, go to <<http://www.aqf.edu.au>>.

Enrolment (module/subject) is the registration of a student at a training delivery location for the purpose of undertaking a module, unit of competency or subject.

Field of education describes the broad area of study related to a qualification or subject in which a student is enrolled. It is one part of the Australian Bureau of Statistics (ABS) Australian Standard Classification of Education (ASCED).

Major course relates to the highest qualification attempted by a student in the reporting year.

Major qualification is the qualification category of the major course undertaken by the student.

Publicly funded VET relates to all activity (which includes publicly funded and fee-for-service) delivered by TAFE, other government providers and community providers, as well as publicly funded VET delivered by private providers.

Other VET in Schools programs are VET subjects and courses undertaken as part of a student's senior secondary certificate that provide credit towards a nationally recognised VET qualification. These programs exclude VET subjects and courses undertaken as part of a school-based apprenticeship or traineeship.

Recognition of prior learning is status or credit obtained for courses or subjects on the basis of recognised competencies gained previously through informal/formal training, experience in the workplace, voluntary work, or social or domestic activity.

School-based apprentices and trainees combine attendance at school with formal engagement with the workplace and study towards a nationally recognised vocational qualification.

School type indicates the school of the student and not where the vocational training takes place.

Students are individuals who were enrolled in a subject or completed a qualification during the reporting period.

Subject result is the result recorded against a student's subject enrolment.

Training packages are a set of nationally endorsed standards, guidelines and qualifications for training and for recognising and assessing skills. They are developed by industry with the aim of meeting the needs of an industry or group of industries. For more details of training packages, go to <<http://www.ntis.gov.au>>.

VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and includes the options of a school-based apprenticeship and traineeship or VET subjects and courses.

Vocational education and training (VET) is that education (excluding higher education), which gives people work-related knowledge and skills.

Notes on tables

- 1 Data in this table may not be comparable across states and territories due to compilation issues.
- 2 'School-based apprentices and trainees' include students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship.
- 3 The Queensland VET in Schools data from 2008 and onwards contain the number of Year 10, 11 and 12 students who were enrolled in one or more courses that contribute towards the Queensland Certificate of Education.
- 4 The large increase in the number of VET in Schools students between 2007 and 2008 can be partly attributed to the introduction of reporting requirements for the Queensland Certificate of Education. This entails all students in Queensland to be identified by a Learner Unique Identifier. As a result, the identification of school-based training activity is now considerably easier, as both registered training organisations (RTOs) and students are more aware and accountable for the reporting of training activity.
- 5 Data from Tasmania for 2009 is not comparable with previous years due to changes in training arrangements implemented in the Tasmania Tomorrow initiatives. These initiatives included senior secondary colleges and TAFE being replaced by the Tasmanian Academy, the Tasmanian Polytechnic and the Skills Institute. The 2009 VET in Schools data excludes students in the Tasmanian Academy, the Tasmanian Polytechnic and the Skills Institute.
- 6 'VET students aged 15–19 years' comprises all 15 to 19-year-old students (which includes publicly funded and fee-for-service students) enrolled at TAFE, other government providers and community providers, as well as publicly funded VET students enrolled at private providers. That is, publicly funded VET students aged 15 to 19 years, as reported in the *Students and courses* publication. This includes VET in Schools students enrolled at TAFE for their training. For more details, refer to <<http://www.ncver.edu.au/statistic/21053.html>>.
- 7 'Other' includes Australian Technical Colleges, TAFE institutes, community education providers and students enrolled in more than one school type.
- 8 Other student characteristics could not be included in this report because there were high proportions of 'not known' information. This is because some student characteristics, such as disability status and main language spoken at home, are not mandatory fields under the VET in Schools administrative data collection arrangements.
- 9 Access/Remoteness Index of Australia (ARIA+) was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA) based on ARIA. ARIA+ is now the standard ABS-endorsed measure of remoteness. It is an index of remoteness derived from measures of road distances between populated localities and service centres. These road distances are then used to generate a remoteness score for any location in Australia. ARIA+ forms the basis for the ABS 'Remoteness Structure' component of the Australian Standard Geographical Classification. ARIA+ was updated in 2008 from data contained in the 2006 Census of Population and Housing. The index has been backdated to apply to all years reported in this publication. As a consequence, ARIA+ data in this publication may not match previously reported data. For more details refer to <http://gisca.adelaide.edu.au/projects/category/about_aria.html>.
- 10 'Outside Australia' refers to overseas postal addresses of students studying in Australia.
- 11 'Other' includes education not elsewhere classified, statements of attainment, bridging and enabling courses, plus other courses that do not lead to a qualification under the AQF.
- 12 'The most popular training packages' are the top ten training packages, based on 'total VET in Schools students'. The coverage of training packages is constantly changing, as new training packages are developed and existing training packages reviewed, to meet emerging requirements across industries. The training packages in this table are as they existed in May 2010.
- 13 Industry skills councils represent particular industries and groups of training packages. For more information on how training packages are grouped by industry skills councils, go to appendix A in the *Terms and definitions* document available at <<http://www.ncver.edu.au/publications/2309.html>>.
- 14 Data for qualifications completed in 2009 are based on preliminary data submissions. Consequently they are not presented in detail in this publication. The 2009 data will be revised upwards in the 2010 collections to accommodate further notification of qualifications completed.
- 15 South Australia did not submit a complete dataset for qualifications completed in the VET in Schools Collection.
- 16 Includes a small number of qualification completions that were submitted as an award only, without any enrolment activity in that year.



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