# National Agreement for Skills and Workforce Development performance reporting

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| Attachment tables |
| Data for the performance indicators in this report are presented in a separate set of attachment tables. Attachment tables are identified in references throughout this report by an ‘SWD’ prefix (for example, table SWD.3.1). Tables beginning with ‘SWD’ represent attachment tables for NASWD indicators. |
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## About this report

### Background to National Agreement reporting

In November 2008, the Council of Australian Governments (COAG) endorsed an Intergovernmental Agreement on Federal Financial Relations (IGA) (COAG 2009a). COAG reaffirmed its commitment to the IGA in August 2011 (COAG 2011a). The Standing Council for Federal Financial Relations (SCFFR) has general oversight of the operations of the IGA on behalf of COAG. [para. A4(a)]

The IGA included six new National Agreements (NAs):

* *National Healthcare Agreement*
* *National Education Agreement*
* *National Agreement for Skills and Workforce Development*
* *National Affordable Housing Agreement*
* *National Disability Agreement*
* *National Indigenous Reform Agreement.*

COAG has also agreed to National Partnership (NP) payments — to fund specific projects and to facilitate and/or reward states and territories that deliver on nationally significant reforms.

Five of the NAs are associated with a national Specific Purpose Payment (SPP) that can provide funding to the states and territories for the sector covered by the NA. These five SPPs cover schools, vocational education and training (VET), disability services, healthcare and affordable housing. The *National Indigenous Reform Agreement* (NIRA) is not associated with a SPP, but draws together Indigenous elements from the other NAs and is associated with several NP agreements.

Under the reforms, each NA contains the objectives and outcomes for each sector, and clarifies the respective roles and responsibilities of the Commonwealth and the states and territories in the delivery of services. The NAs also contain a range of categories of performance information, variously named ‘outputs’, ‘progress measures’, ‘performance indicators’, ‘performance benchmarks’ and ‘targets’. The performance of all governments in achieving mutually agreed outcomes and performance benchmarks specified in each NA will be monitored and assessed by the COAG Reform Council (CRC).

At its 7 December 2009 meeting, COAG agreed to a high level review of the NAs, NPs and implementation plans (IPs). On 13 February 2011, COAG noted a report on this review and agreed to further reviews of the performance indicator frameworks within each NA (COAG 2011b). In relation to the *National Agreement for Skills and Workforce Development* (NASWD) (COAG 2009b), COAG agreed to commission a broader review to ensure the NASWD:

…supports a VET system that:

* is responsive to contemporary economic conditions; and
* meets the skills needs of the economy and industry and the preferences of students’ (COAG 2011b).

At its 13 April 2012 meeting, COAG agreed to a revised NASWD and a new *National Partnership Agreement on Skills Reform* (COAG 2012a, 2012b and 2012c). The content of this performance report is based on the performance indicator framework in the revised NASWD.

### National Agreement reporting roles and responsibilities

The IGA states that:

para C5 — The performance reporting framework for the National Agreements is based on:

1. high-level performance indicators for each National Agreement;
2. the Steering Committee for the Review of Government Service Provision (the Steering Committee) having overall responsibility for collating the necessary performance data; and
3. the CRC publishing performance data relating to National Agreements, and National Partnerships to the extent that they support the objectives in National Agreements, within three months of receipt from the Steering Committee, along with a comparative analysis of this performance information that:
   * 1. focuses on the high-level National Agreement performance indicators;
     2. highlights examples of good practice;
     3. highlights contextual differences between jurisdictions which are relevant to interpreting the data; and
     4. reflects COAG’s intention to outline transparently the contribution of both levels of government to achieving performance benchmarks and to achieving continuous improvement against the outcomes, outputs and performance indicators.

The CRC is considering the impact of NPs on the achievement of the objectives of the NAs [para. C5 (c)]. At the time of preparing this report, the CRC had not requested the Steering Committee to include any performance data related to NPs in this report.

The IGA further specifies that:

The Steering Committee will provide the agreed performance information to the COAG Reform Council, desirably within three months and no later than six months after the reporting period to which the data relates. [para C10]

Performance information in respect of the education and training sectors will be on a calendar year basis, commencing with performance information for 2008, and for all other sectors will be on a financial year basis, commencing with performance information for 2008-09. The 2008 and 2008-09 reports will establish benchmarks against which progress in reform and improvements in service delivery can be measured. [para. C11]

… the Steering Committee will comment on the quality of the performance indicator data using quality statements prepared by the collection agencies which set out the quality attributes of the data using the Australian Bureau of Statistics’ Quality Framework. [para. C12]

#### Role of the CRC

The IGA states that:

… the [CRC] will report to the Prime Minister … on:

1. the publication of performance information for all jurisdictions against National Agreement outcomes and performance benchmarks;
2. production of an analytical overview of performance information for each National Agreement, and National Partnership to the extent it supports the objectives in a National Agreement, noting that the [CRC] would draw on a range of sources, including existing subject experts;
3. independent assessment of whether predetermined performance benchmarks have been achieved before an incentive payment to reward nationally significant reforms under National Partnerships is made;
4. monitoring the aggregate pace of activity in progressing COAG’s agreed reform agenda; and
5. other matters referred by COAG. [para A11]

The IGA further specifies that:

The [CRC] will provide annual reports to COAG containing the performance data. It will also report its own comparative analysis of the performance of governments in meeting the objectives of the National Agreements. The reports will also highlight examples of good practice and performance so that, over time, innovative reforms or methods of service delivery may be adopted by other jurisdictions. The parties [to the IGA] will provide the [CRC] the information necessary for it to fulfil its role, as directed by COAG. [para. C14]

The [CRCs] reports should be provided to COAG no later than three months after receiving the performance information from the Steering Committee. [para. C15]

In preparing its performance information reports, the [CRC] may draw upon other data collection agencies and subject experts it considers relevant to its work. [para C16]

The COAG Reform Council may advise on where changes might be made to the performance reporting framework. [para. C30]

#### Role of the Steering Committee

The Steering Committee is required to report twice yearly to the CRC on performance under the NAs. Reports from the Steering Committee to the CRC are required:

* by end-June on the education and training sector (*National Education Agreement* [NEA] and the NASWD, commencing with performance information for 2008
* by end-December on the other sectors (*National Healthcare Agreement*, the *National Affordable Housing Agreement*, the *National Disability Agreement* and the NIRA), commencing with performance information for 2008-09
* including the provision of quality statements prepared by the collection agencies (based on the Australian Bureau of Statistics’ [ABS] data quality framework).

The CRC has also requested the Steering Committee to collate data on the performance benchmarks for the reward components of the following NP agreements:

* *National Partnership Agreement on Youth Attainment and Transitions*
* *National Partnership Agreement on Essential Vaccines*
* *National Partnership Agreement on the Elective Surgery Waiting List Reduction Plan* (Steering Committee reporting for this NP was completed in May 2011)
* *National Partnership Agreement on Improving Public Hospital Services*.

The Steering Committee will report separately to the CRC on these NP agreements.

#### Role of COAG Councils and COAG Working Groups

The IGA states that:

The role of relevant COAG Councils, other than the Standing Council for Federal Financial Relations, and relevant COAG Working Groups with respect to [the IGA] includes recommending to COAG on:

1. development of objectives, outcomes, outputs and performance indicators for National Agreements; and
2. proposing new specific projects and reforms which could be supported by National Partnerships. [para. A9]

COAG Councils may also be consulted by the SCFFR, in relation to its roles in:

* maintaining a register of the national minimum data sets [para. C28]
* oversighting progress in improving the quality and timeliness of indicator data and the coordination of improvements in data collection processes, data quality and the timeliness of performance reporting for the National Performance Reporting System. [para. C29]

#### Role of data collection agencies

Data collection agencies are responsible for providing the required data to the Steering Committee, and preparing data quality statements ‘… which set out the quality attributes of the data using the ABS’ Quality Framework’. [para. C12]

As noted above, data collection agencies may also be called upon by the CRC, as the CRC prepares its performance information reports. [para. C16]

Data collection agencies may also be consulted by the SCFFR, in relation to its roles in:

* maintaining a register of the national minimum data sets [para. C28]
* oversighting progress in improving the quality and timeliness of indicator data and the coordination of improvements in data collection processes, data quality and the timeliness of performance reporting for the National Performance Reporting System. [para. C29]

## Performance reporting

The Steering Committee is required to collate performance information for the NASWD and provide it to the CRC no later than 30 June 2012. The CRC has requested the Steering Committee to provide information on all performance categories in the NAs (variously referred to as ‘outputs’, ‘progress measures’, ‘performance indicators’, ‘performance benchmarks’ and ‘targets’).

The NASWD includes the performance categories of ‘performance indicators’ and ‘targets’. The links between the objective, outcomes and associated performance categories in the NASWD are illustrated in figure 1.

Figure 1 NASWD performance reporting**a, b**

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| **Objective**  A vocational education and training (VET) system that delivers a productive and highly skilled workforce, and which enables all working age Australians to develop the skills and qualifications needed to participate effectively in the labour market and contribute to Australia’s economic future; and supports the achievement of increased rates of increased rates of workforce participation  **Outcomes**  eg the skill levels of the working age population are increased to meet the changing needs of the economy  **Targets**  eg Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020  **Performance indicator**  eg Proportion of working age population with higher level qualifications (Certificate III and above) |

a Shaded boxes indicate categories of performance information included in this report. b The NASWD has multiple outcomes, performance indicators and targets. Only one example of each is included in this figure for illustrative purposes.

This report includes available data for:

* NASWD performance indicators
* NASWD targets (referred to in this report as performance targets).

This is the fourth NASWD report prepared by the Steering Committee. The previous three reports provided performance information for the previous NASWD (COAG 2009b). This report provides performance information for the revised NASWD (COAG 2012b). The CRC has requested the Steering Committee collate data backcast to the baseline NA reporting period (2008 or most recent available data at the time of preparing the baseline NASWD performance report), with the exception of indicators in the revised NASWD that are unchanged from the previous NASWD.

This report contains the original data quality statements (DQSs) completed by relevant data collection agencies, and comments by the Steering Committee on the quality of reported data (based on the data quality statements). This report also includes Steering Committee views on areas for development of NASWD ‘performance indicators’ and ‘performance targets’. Box 1 identifies the key issues in reporting on the performance categories in the NASWD.

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| Box 1 Key issues in reporting against the NASWD |
| General   * This is the first NASWD performance information report for the revised NASWD endorsed by COAG at its 13 April 2012 meeting. The revised NASWD has six performance indicators, two with associated performance targets. This report also includes the related training indicator from the National Indigenous Reform Agreement (NIRA). * At the request of the CRC, data have been backcast to the baseline NA reporting period of 2008 for new and/or revised indicators not included in previous reports. * The wording of the revised NASWD implies that the working age population should be measured as people aged 20–64 years. However, different definitions of ‘working age population’ are used in other (non-NASWD) reporting contexts. * Multiple sources have been used to provide data for some indicators in this report. Comments on comparability of different data sources within an indicator have been provided where applicable.   Performance targets   * The NASWD states that the performance targets are long term (out to 2020), national and aspirational. In its 2010 NASWD performance report (CRC 2011), the CRC emphasised the importance of setting trajectories for NASWD targets to allow informed analysis of progress for each year of the Agreement. Trajectories are yet to be determined for the targets in the NASWD.   Continued next page |
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| Box 1 (continued) |
| Performance indicators   * All seven of the performance indicators included in the report (6 NASWD and 1 NIRA) can be reported against. However new data for this report were not available for two indicators: * *Proportion of the working age population with adequate foundation skills (literacy level 3 or above) (5 yearly)* * *Proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate III or above (3 yearly)* (associated NIRA indicator). * Three new indicators in the revised NASWD are included for the first time in this report, with a fourth indicator (VET graduates with improved employment status) having a revised scope from previous reports. Data have been backcast to the baseline NASWD reporting period to provide time series for trend analysis: * *Proportion of working age population with higher level qualifications (Certificate III and above)* * *Proportion of working age population with or working towards a non-school AQF qualification* * *Proportion of VET graduates with improved employment status after training* * *Proportion of VET graduates with improved education/training status after training*. * Three performance indicators reported for this cycle use data sourced from annual sample surveys that may not be able to assess change over time, due to small annual changes relative to the size of sample errors, particularly where data are disaggregated by Indigenous status and socioeconomic status: * *Proportion of working age population with higher level qualifications (Certificate III and above)* (also has associated performance target) * *Proportion of working age population with or working towards a non-school AQF qualification* * *Proportion of VET graduates with improved employment status after training.* |
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## Changes from the previous National Agreement for Skills and Workforce Development performance report

### CRC advice to the Steering Committee on data requirements

The CRC recommended changes to indicators in its first and second NASWD reports to COAG (CRC 2009, 2010). This is consistent with the CRC’s role under the IGA that ‘the [CRC] may advise on where changes might be made to the performance reporting framework’ [IGA para C30]. Where practicable, the Steering Committee incorporated the CRC’s recommendations and advice into its reports. In its third NASWD report the CRC noted that, as revisions were likely to follow the review of the NASWD, they had no further recommendations (CRC 2011).

### COAG review of the performance indicator frameworks

At its 13 April 2012 meeting, COAG endorsed a revised NASWD (COAG 2012a, 2012b). This report provides data for the performance targets and performance indicators specified in the revised NASWD performance indicator framework.

Table 1 details changes to indicator specifications, measures or data from the previous NASWD performance report.

### Table 1 Changes from the previous NASWD performance report

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| Performance information category | Change |
| [old] Performance target (a) — halve the proportion of Australians aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020 | * [new] NASWD performance target (a) — ‘nationally’ has been inserted into the wording of the target. * There is no general change to reporting for this target from previous years. Revised data are provided for 2010 due to re-weighting of the sample results to incorporate revised population estimates. |
| [old] Performance target (b) — double the number of higher level qualification completions (diploma and advanced diploma) between 2009 and 2020 | * [new] NASWD performance target (b) — ‘nationally’ has been inserted into the wording of the target. * There is no change to reporting for this target from previous years. |
| [old] NASWD Indicator 1 — Proportion of the working age population at literacy level 1 and 2 | * [new] NASWD Indicator 3 — the indicator has been changed to report the ‘proportion of working age population with adequate foundation skills (literacy level 3 or above)’. Whilst the presentation of data for this indicator will change, required data have been provided in previous reports. Therefore, backcast data are not required for this report. |
| [old] NASWD Indicator 2 — Proportion of 20–64 year olds who do not have qualifications at or above a Certificate III | * [new] NASWD Indicator 1 — this indicator has been changed to report the ‘proportion of working age population with higher level qualifications (Certificate III and above)’. * Data have been backcast for 2008, 2009 and 2010 to ensure comparability over time. |
| [old] NASWD Indicator 3 — Proportion of graduates employed after completing training, by previous employment status | * This indicator has been removed from the new NASWD. |
| [old] NASWD Indicator 4— The percentage of graduates with improved employment status after training | * [new] NASWD Indicator 5 — following minor amendment to the wording, the indicator now reads ‘proportion of VET graduates with improved employment status after training’. To align with the objective and outcome, the measure is defined as working age graduates (20–64 years). * Data have been backcast for 2008, 2009 and 2010 to ensure comparability over time. |
| [old] NASWD Indicator 5 — Employer satisfaction with training as a way of meeting skills needs | * [new] NASWD Indicator 2 — following minor amendment to the wording, the indicator now reads ‘proportion of employers satisfied that training meets their needs’. There is no change to reporting for this indicator from previous years |
| [new] NASWD indicator 4 — proportion of working age population with or working towards a non-school AQF qualification | * This is a new indicator. * Data have been backcast for 2008, 2009 and 2010 to ensure comparability over time. |
| [new] NASWD indicator 6 — proportion of VET graduates with improved education/ training status after training | * This is a new indicator. * Data have been backcast for 2008, 2009 and 2010 to ensure comparability over time. |
| [old] NASWD Outputs | * Outputs have been removed from the performance indicator framework in the new NASWD. |

## Context for National Agreement for Skills and Workforce Development performance reporting

The objective of the NASWD is:

A VET system that delivers a productive and highly skilled workforce and which enables all working age Australians to develop the skills and qualifications needed to participate effectively in the labour market and contribute to Australia’s economic future; and supports the achievement of increased rates of workforce participation. [NASWD para. 18]

The NASWD is intended to contribute to the following outcomes:

* the skill levels of the working age population are increased to meet the changing needs of the economy
* all working age Australians have the opportunity to develop skills
* training delivers the skills and capabilities needed for improved economic participation for working age Australians. [NASWD para. 19]

Further to this, the NASWD includes two targets:

* halve the proportion of Australians nationally aged 20–64 without qualifications at AQF Certificate III level and above between 2009 and 2020
* double the number of higher qualification completions (Diploma and Advanced Diploma) nationally between 2009 and 2020. [NASWD para. 22]

This report does not include information on performance against NP indicators, but several NP agreements may be relevant to analysing performance against the NASWD outcomes, including:

* the *National Partnership Agreement on Skills Reform* (COAG 2012c)
* the *National Partnership Agreement on Productivity Places Program* (COAG 2009c)
* the Building the Education Revolution component of the *National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now* (COAG 2009d)
* *National Partnership Agreement on Youth Attainment and Transitions* (COAG 2009e)
* *National Partnership Agreement on Pre-Apprenticeship training* (COAG 2010) — ceased on 30 June 2011, but relevant to time series comparisons.

### Skills and workforce development

Skills are important for individuals and the economy, as they increase the capacity of individuals to participate effectively in the workforce over their working life and encourage innovation and development in the way work is done (Buchanan 2008). Skill development is central to improving productivity, and in turn, productivity is an important source of improved living standards and growth (International Labour Office 2008). A skill is an ability to perform a productive task at a certain level of competence (Shah and Burke 2003). Skills are developed both formally and informally through lifelong education, training and experience.

Adult literacy and numeracy programs, VET and higher education play important roles in the formal acquisition of skills and in workforce development. A recent emphasis on the provision of more streamlined educational pathways has led to a revised Australian Qualifications Framework (AQF), which acknowledges and strengthens pathways between foundation studies, VET and higher education (Australian Qualifications Framework Council 2011).

People with higher literacy and numeracy skills are more likely to participate in the workforce, be employed in more highly skilled jobs and earn more, compared with people who have lower skills (Industry Skills Council 2011). While there may be costs for individuals in obtaining more education or training, the investment can be worthwhile because life-time earnings can be increased through greater earning capacity (Watson 2011). ABS data show that employment rates improve with higher levels of qualifications (a proxy for skill levels). Figure 2 shows that, in 2011, the proportion of the working age population that were employed increased with higher levels of qualification. In something of a ‘virtuous’ cycle, well-educated individuals are more likely to obtain further education and update their competencies and develop new skills over their lifetime (OECD 2010).

Figure 2 Proportion of persons aged 15–64 years that are employed, by level of highest education, 2011**a, b**

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a Data for this figure are provided at table SWD.C.1. Table SWD.C.2 provides data for the proportion of persons aged 25 to 44 years that are employed, by highest level of education. b Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by state/territory except for the Northern Territory where such persons account for about 15 per cent of the population. c Includes people whose highest level of non-school qualification is 'Certificate III', 'Certificate IV', 'Diploma' or 'Advanced Diploma'. d May include people whose highest level of non-school qualification is 'Certificate I', 'Certificate II', 'Certificate I/II not further defined' or 'Certificate not further defined'. e May include people whose highest level of non-school qualification is 'Certificate I', 'Certificate II', 'Certificate I/II not further defined' or 'Certificate not further defined' and also includes people whose highest level of school attainment could not be determined or who have no educational attainment.

*Source*: ABS (unpublished) Survey of Education and Work; table SWD.C.1.

There are limitations to using qualifications as a proxy for skills (Lowry, Molloy and McGlennon 2008; Scottish Government Social Research 2008). Measuring the ‘output’ of education and training (that is, qualifications) does not identify whether, or to what extent, those qualifications reflect skills that are subsequently utilised in the workplace (Payne 2010). Research into skills utilisation endeavours to look beyond qualifications at how well skills are matched to work and how well skills are utilised.

Research suggests that how skills are utilised within workplaces is crucial to achieving good economic and social outcomes (Watson 2008). When workers, skills do not match job requirements, a number of negative labour market outcomes can occur, including productivity and efficiency losses, lowered earnings and reduced job satisfaction (Mavromaras, McGuinness and Fok 2010).

### Government roles and responsibilities

The Australian Government’s *Review of Australian Higher Education Final Report* (Bradley et al 2008) found that the nation needs more well-qualified people if it is to anticipate and meet the demands of a rapidly moving global economy. Economic modelling of skills demand by Access Economics (2009) found that, under a high growth scenario, an additional 2.1 million people with VET qualifications will be needed in the workforce by 2015. Investment in providing the highly skilled workforce necessary for the future is a shared responsibility across all governments, industry, businesses and communities.

The Productivity Commission has projected that attainment of the COAG VET target of halving the proportion of Australians aged 20 to 64 years without qualifications at Certificate III level or above between 2009 and 2020 would raise:

* the number of completions by about 1.29 million over the period 2010 to 2020
* employment by 1.04 per cent by 2020
* labour productivity by 0.35 per cent
* GDP by 1.95 per cent (PC 2012).

The NASWD sets out the commitment of the Commonwealth and the State and Territory governments to work towards increasing the skill levels of all Australians, including Indigenous Australians. The roles of the Australian Government under the NASWD are detailed at para. 26 of the Agreement. The roles of the State and Territory governments are detailed at para. 27. Shared responsibilities are detailed at para. 28.

The Australian Government:

* has primary responsibility for public funding of higher education
* provides funding contributions to states and territories to support their training systems, and provides specific interventions and assistance to support industry investment in training; Australian Apprenticeships; literacy and numeracy; and those seeking to enter the workforce.

Responsibility for decision making, regulation and governance for higher education is shared among the Australian Government, the State and Territory governments and the institutions themselves.

State and Territory governments oversee the expenditure of public funds for, and delivery of, training within states and territories and determine resource allocation within their State and Territory. State and Territory governments also ensure the effective operation of the training market.

The Australian Government and the State and Territory governments share the responsibility for developing and maintain the national training system.

The Standing Council on Tertiary Education, Skills and Employment (SCOTESE)[[1]](#footnote-1), is the key decision-making body for the national tertiary education and employment system, and reports to COAG. The purpose of SCOTESE is to ensure that Australia’s current and future workforce needs are met through increased participation, educational attainment, skills development and skills use to achieve greater productivity.

### VET and NASWD reporting

The VET sector plays a key role in skills and workforce development. Its strong links to industry provide opportunities for the working age population to acquire new or improved competencies that are recognised and relevant to the workforce, and which can make them more valued, productive and innovative workers (PC 2011).

The majority of the indicators in the NASWD currently require reporting on the delivery of qualifications in the education and training environment (and in many cases the delivery of VET qualifications in particular), rather than skills more broadly (which can be acquired through a range of on the job activities, including informal training, and learning by doing). Therefore, the remainder of the context section focuses on VET.

### National Training Environment in 2011

The SCOTESE was established in September 2011 as part of the new COAG Council System, replacing MCTEE, the previous key decision-making body with overall responsibility for the national training environment.

Membership of SCOTESE comprises Commonwealth, State, Territory and New Zealand Ministers with responsibility for tertiary education, skills and employment.

SCOTESE is supported by a number of committees, councils and groups:

* The National Senior Officials Committee (NSOC) — the administrative arm of SCOTESE — is responsible for implementing SCOTESE decisions, driving national collaboration and monitoring the effectiveness of the national tertiary education, skills and employment system.
* The National Skills Standards Council (NSSC) was established from 1 July 2011, following the dissolution of the National Quality Council from 30 June 2011. The NSSC provides advice to SCOTESE on national standards for regulation of vocational education and training.
* The National Advisory for Tertiary Education, Skills and Employment (NATESE) provides policy advice and support services for SCOTESE.
* The Flexible Learning Advisory Group (FLAG) is the key policy advisory group on national directions and priorities for information and communication technologies in VET, and in Adult and Community Education (ACE), and is responsible for implementing the National VET E-learning Strategy.
* The National VET Equity Advisory Council (NVEAC) advises SCOTESE on how disadvantaged learners can achieve better outcomes from VET.

Other bodies that provided advice and input to the national training environment in 2011 included:

* Skills Australia, an independent statutory authority, which provides advice to the Federal Minister on Australia’s current, emerging and future workforce skills needs and workforce development needs
* the Australian Qualifications Framework Council, which oversees the standards and pathways between competency based and academic qualifications.

### Vocational education and training funding flows

State and Territory governments provide funding to VET providers (Registered Training Organisations [RTOs]), students and employers through State and Territory training authorities, to support the delivery of training, improve student services and provide incentives for employers and apprentices. RTOs also receive revenue from individuals and organisations for fee-for-service programs, ancillary trading revenue, and other operating revenue.

The Australian Government provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships. The Australian Government also funds the Productivity Places Program (PPP) (the job seeker component of the PPP is fully funded by the Australian Government, whilst the existing worker component of the PPP is jointly funded by the Australian and State and Territory governments).

Responsibility for the delivery of the PPP is shared between the Australian Government and the states and territories. The Australian Government delivered mainstream PPP from April 2008 until 30 June 2009. From 30 June 2009, the states and territories became primarily responsible for the delivery of mainstream PPP, while the Australian Government retained responsibility for the Structural Adjustment Places sub-program, the New Enterprise Incentive Scheme and the Enterprise Based PPP.

The main funding flows in the VET system in 2011 are shown in figure 3.

Figure 3 Major funding flows within the VET system, 2011

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| Shows the funding flows for the VET system in 2011 at a broad level. |

*Source*: SCRGSP (2012) *Report on Government Services 2012*, Productivity Commission, Canberra.

Data on the funding that flows from the Australian Government to Industry/ Australian Apprentices cannot be fully captured for reporting and are therefore likely to be understated in the data tables in this report.

### Profile of VET

This profile of VET is informed by data from the NCVER *National VET Provider Collection*. Student participation and training activity in this collection does not include information from private or community providers where students are not currently government funded or where the training is recreational/leisure programs (figure 4).

Figure 4 **Scope of VET profile reporting**

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|  | **Training Organisations** | | |
| **Training Funding Type** | TAFE and Other Government providers | Private providers | Community providers |
| Government Funded |  |  |  |
| Fee-for-service (domestic and international) |  |  |  |

|  |  |
| --- | --- |
|  | Data available for reporting and used for performance reporting |
|  | Data not available for reporting |

*Source*: DEEWR (2012) *Annual National Report of the Australian Vocational Education and Training system 2011*, Canberra.

The NASWD [para. 21] states that reports will reflect trends in training activity, including by qualifications. The information below is reported in three sections:

* institutions
* courses
* students.

#### Institutions

In 2011, 3026 VET providers received government funding (that is, Technical and Further Education (TAFE) and other government providers, and registered training organisations that received government recurrent funding for VET delivery). Some providers have more than one outlet, and government funded programs were delivered at 20 203 locations around Australia. The numbers of government funded VET providers and delivery locations across jurisdictions are shown in table 2 (disaggregation by type of provider is available in attachment table SWD.C.5).

Table 2 Number of VET providers and locations (number)**a, b, c**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| **2008** |  |  |  |  |  |  |  |  |  |
| Total providers | 462 | 229 | 275 | 198 | 192 | 106 | 90 | 68 | 1 620 |
| Total locations | 2 335 | 1 121 | 4 533 | 1 452 | 557 | 339 | 133 | 456 | 10 926 |
| **2009** |  |  |  |  |  |  |  |  |  |
| Total providers | 520 | 246 | 337 | 294 | 225 | 120 | 97 | 88 | 1 927 |
| Total locations | 2 363 | 1 555 | 5 175 | 1 908 | 632 | 391 | 154 | 569 | 12 747 |
| **2010** |  |  |  |  |  |  |  |  |  |
| Total providers | 634 | 680 | 469 | 348 | 328 | 126 | 111 | 98 | 2 794 |
| Total locations | 3 472 | 2 889 | 5 937 | 2 265 | 990 | 442 | 168 | 578 | 16 741 |
| **2011** |  |  |  |  |  |  |  |  |  |
| Total providers | 632 | 753 | 563 | 368 | 373 | 125 | 105 | 107 | 3 026 |
| Total locations | 3 783 | 4 351 | 7 422 | 2 293 | 1 001 | 495 | 204 | 654 | 20 203 |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. b Training organisations submit their data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one State/Territory. c Totals comprise TAFE and other government provider locations (including adult and community education (ACE), Adult Migrant English Services (AMES), agricultural colleges, colleges, some universities, national art schools and workplace assessment) and other registered provider training locations.

*Source*: NCVER (unpublished) National VET provider collection; table SWD.C.5.

#### Courses

The VET sector is large and varied. Qualifications vary significantly in length, level and field, and range from non-award courses to AQF Certificates (levels I–IV), Diplomas and Advanced Diplomas and above. Nationally in 2011, 13.9 per cent of all VET students were undertaking a Diploma or above, 48.6 per cent were enrolled in an AQF Certificate level III or IV, 21.4 per cent were enrolled in an AQF Certificate level I or II or lower, and 16.1 per cent were enrolled in a course that did not lead directly to a qualification. The proportions of VET students, by course level, across jurisdictions, for 2010 and 2011 are shown in figure 5 (data are available in table SWD.C.6, including data for 2008 and 2009).

Figure 5 Proportion of VET students, by course level, 2010 and 2011 (per cent)**a, b, c, d, e**

|  |
| --- |
|  |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. b ‘Course level’ denotes the highest qualification attempted by a student in a reporting year. c ‘Diploma or above’ qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications. d ‘AQF Certificate I, II or lower’ includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome. e ‘Other’ includes training programs that do not directly lead to a qualification; that is, non-award courses, subject only enrolments, statement of attainment, and bridging and enabling courses.

*Source:* NCVER (unpublished) National VET provider collection; table SWD.C.6.

##### Enrolments

Government funded course enrolments in VET for 2011 by Indigenous status are shown in table 3. Data for 2010, 2009 and 2008 have been revised and are provided in tables SWD.C.8–C.10.

Table 3 Number of government funded course enrolments in VET, by Indigenous status 2011 (number)**a**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| Enrolments | 537 270 | 524 988 | 355 981 | 184 040 | 112 304 | 40 040 | 32 024 | 23 467 | 1 810 114 |
| Indigenous enrolments | 36 418 | 7 213 | 26 483 | 18 249 | 6 024 | 2 072 | 972 | 10 530 | 107 961 |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality.

*Source*: NCVER (unpublished) National VET provider collection; table SWD.C.7.

##### Completions

The number of qualifications completed may include some non-government funded VET students. Completion of a qualification may span several years and comprise many units/modules, with funding from different sources. However, funding source information currently is only collected on enrolments. The NCVER is able to identify some completions that were likely to be non-government funded (based on the assumption that if all associated enrolments for the qualification in the completions year were from non-government funding sources the entire qualification could be considered as being non-government funded), and this subset of completions is not included in the data provided.

Number of VET course completions in 2010 are shown in table 4.

Table 4 Number of VET qualifications completed by students, by course level, 2010 (number)**a, b, c**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| Diploma or aboved | 20 715 | 23 321 | 11 282 | 6 314 | 2 705 | 1 010 | 1 924 | 235 | 67 506 |
| Certificate III or IV | 82 454 | 67 646 | 54 078 | 29 865 | 14 972 | 6 163 | 5 706 | 2 509 | 263 393 |
| Certificate I or II or lower | 27 659 | 26 862 | 28 210 | 15 481 | 7 744 | 3 020 | 1 618 | 2 110 | 112 704 |
| All qualifications | 130 828 | 117 829 | 93 570 | 51 660 | 25 421 | 10 193 | 9 248 | 4 854 | 433 603 |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. **b** ‘Certificate I, II or lower’ includes Certificate I, II, and years 11 and 12. **c**’Qualifications completed’ includes courses accredited or approved by a local State/Territory authority and represents students eligible to be awarded a qualification. **d** ‘Diploma or above’ qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.

*Source*: NCVER (unpublished) National VET provider collection; table SWD.C.11.

The numbers of government funded unit/module completions in VET for 2011 are show in table 5.

Module/unit completions are based on a student’s major funding source, rather than the funding source for a specific module/unit (this is the counting method used in the *Annual National Report on VET*).

Table 5 Government funded unit/module completions in VET, 2011 (number)**a, b, c**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| Unit/module completions | 2 936 688 | 3 325 030 | 1 773 108 | 967 906 | 633 507 | 199 534 | 146 662 | 100 239 | 10 082 674 |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. b Unit/module completions are based on a student’s major funding source. c Includes enrolments funded from all government sources due to the different classification of the PPP revenue.

*Source*: NCVER (unpublished) National VET provider collection; table SWD.C.12.

##### Indigenous enrolments and completions

As noted under ‘completions’ above, the number of qualifications completed by Indigenous students may include some non-government funded VET students. Numbers of VET course completions by Indigenous students for 2010 are shown in table 6.

Table 6 Number of VET qualifications completed by Indigenous students, 2010 (number)**a**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| Course completions by Indigenous students | 4 592 | 963 | 4 706 | 2 122 | 1 137 | 377 | 235 | 1 481 | 15 613 |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality.

*Source*: NCVER (unpublished) National VET provider collection; table SWD.C.13.

The numbers of government funded course enrolments by Indigenous students in higher level VET qualifications (AQF Certificate III level or above) for 2011 are shown in table 7. Data for 2010, 2009 and 2008 have been revised and are provided in tables SWD.C.15–C.17.

Table 7 Number of government funded course enrolments by Indigenous students in higher level VET qualifications, 2011 (number)**a, b, c**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| Indigenous course enrolments | 13 614 | 3 593 | 11 955 | 4 397 | 2 129 | 972 | 416 | 3 028 | 40 104 |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. b ‘Higher level VET qualifications’ refers to AQF Certificate III level or above. c Includes enrolments funded from all government sources due to the different classification of the PPP revenue.

*Source*: NCVER (unpublished) National VET provider collection; table SWD.C.14.

#### Students

This section provides some brief contextual information on VET students, including data for selected equity groups.

##### Target age groups

Recent research suggests that the economic downturn experienced in Australia in 2008-09 contributed to a decline in employment opportunities for young people because of their relatively lower levels of skill and experience (Anlezark 2011; ABS 2010a, 2010b). VET can play an important role in preparing young people for work, developing the skills of adults and responding to labour market needs of the economy (OECD 2010).

Figure 6 shows VET participation rates in 2011 by target age groups.

Figure 6 VET participation rates by target age group, 2011 (per cent)**a, b**

|  |
| --- |
|  |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. b The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group.

*Source*: NCVER (unpublished) National VET provider collection; ABS (2011) *Population by Age and Sex, Australian States and Territories*, (30 June data), Cat. no. 3201.0; table SWD.C.18.

Data on VET participation by target age groups for 2008, 2009 and 2010 are available in table SWD.C.18.

##### Equity target groups

The NASWD explicitly states that governments have a commitment to address issues of social inclusion and Indigenous disadvantage. The parties to the NASWD have committed to providing the support an individual experiencing disadvantage or disengagement may need towards gaining skills that lead to employment or other meaningful engagement in society (COAG 2012b).

Some groups experience barriers to education and work more acutely than others. Regularly identified groups include:

* Indigenous Australians
* people from remote and very remote areas
* people with disability
* people speaking a language other than English (LOTE) at home (SCRGSP 2012).

Research shows that multiple disadvantages may interact to compound the difficulties faced by people in equity target groups (Considine, Watson and Hall 2005).

This section provides some information and data on each of these equity target groups and their interaction with VET.

Care needs to be taken in interpreting VET data for Indigenous Australians, people with disability and people speaking LOTE at home, as data depend on self‑identification at the time of enrolment and there are varying proportions of ‘not known’ responses across states and territories.

##### Indigenous students

Nationally, 4.7 per cent of VET students identified as being Indigenous in 2011 (table 8). In comparison, 2.5 per cent of the Australian population were projected as being Indigenous in 2011. (Indigenous population estimates for June 2011 are anticipated to be available for the 2013 NASWD performance information report. Updated Indigenous population projections based on the 2011 Census are anticipated to be available in the first half of 2014).

Table 8 Proportion of VET students reported as Indigenous, 2008, 2009, 2010 and 2011**a, b**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| **2008** |  |  |  |  |  |  |  |  |  |
| Proportion of VET students reported as Indigenous | 4.9 | 1.1 | 5.1 | 6.7 | 3.8 | 3.3 | 1.8 | 45.0 | 4.3 |
| Proportion of population projected as Indigenous | 2.3 | 0.7 | 3.6 | 3.4 | 1.8 | 3.7 | 1.3 | 30.1 | 2.5 |
| **2009** |  |  |  |  |  |  |  |  |  |
| Proportion of VET students reported as Indigenous | 4.9 | 1.1 | 5.2 | 6.9 | 3.6 | 3.4 | 2.0 | 41.6 | 4.4 |
| Proportion of population projected as Indigenous | 2.3 | 0.7 | 3.5 | 3.3 | 1.8 | 3.9 | 1.3 | 30.0 | 2.5 |
| **2010** |  |  |  |  |  |  |  |  |  |
| Proportion of VET students reported as Indigenous | 5.3 | 1.2 | 5.5 | 7.3 | 4.2 | 3.7 | 2.4 | 40.8 | 4.6 |
| Proportion of population projected as Indigenous | 2.3 | 0.7 | 3.6 | 3.3 | 1.8 | 4.0 | 1.3 | 29.9 | 2.5 |
| **2011** |  |  |  |  |  |  |  |  |  |
| Proportion of VET students reported as Indigenous | 5.4 | 1.1 | 5.9 | 7.6 | 4.3 | 4.2 | 2.5 | 42.9 | 4.7 |
| Proportion of population projected as Indigenous | 2.3 | 0.7 | 3.6 | 3.3 | 1.9 | 4.0 | 1.3 | 30.3 | 2.5 |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. b People reported as Indigenous are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.

*Source*: NCVER (unpublished) National VET provider collection; ABS (unpublished) Experimental Estimates of Aboriginal and Torres Strait Islander Australians, 1991 to 2021; table SWD.C.19.

Data on the numbers and proportions of VET students identifying as Indigenous for 2008, 2009, 2010 and 2011 are available in table SWD.C.19.

Figure 7 shows VET participation rates in 2011 by Indigenous status for 18 to 24 year olds.

Figure 7 VET participation rates by Indigenous status for the 18–24 year old age group, 2011 (per cent)**a, b**

|  |
| --- |
|  |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. b The participation rate for 18–24 year olds is the number of students participating in VET aged 18–24 years expressed as a proportion of the population aged 18–24 years. Population projections for Indigenous people are for 30 June 2011. Series B data for the Indigenous population have been used. As population projections for Indigenous people are based on assumptions, caution should be exercised in comparing Indigenous participation rates.

*Source*: NCVER (unpublished) National VET provider collection; ABS (2009) *Population by Age and Sex, Australian States and Territories*, (30 June data), Cat. no. 3201.0; ABS (2008) *Experimental Estimates and projections, Indigenous Australians, 1991 to 2021*, Cat. no. 3238.0; Data cube– Projected population, Aboriginal and Torres Strait Islander Australians, Australia, states and territories, 2006–2021; table SWD.C.18.

NCVER data show that, in recent years, Indigenous people have participated in VET study at a higher rate than their representation in the Australian population (table SWD.C.18). However, Indigenous people have lower rates of participation in higher education degree courses than non-Indigenous people (Universities Australia 2008).

At least part of this difference may be due to the higher proportion of Indigenous people living in rural and remote areas. As noted in the discussion on remoteness (below), young people living in rural areas have higher rates of participation in VET than those in more urban settings. In 2010, 26.9 per cent of Indigenous VET students lived in remote and very remote regions, compared to 3.8 per cent of non‑Indigenous VET students (NCVER 2010).

Indigenous VET students tend to undertake study at lower qualification levels than non-Indigenous VET students (NCVER 2012; Saunders et al. 2003), and have higher rates of non-completion than non-Indigenous students (Hunter 2010).

Data on VET participation by target age groups and Indigenous status for 2008, 2009, 2010 and 2011 are available in table SWD.C.18.

##### Language other than English (LOTE)

Nationally in 2011, 15.3 per cent of VET students reported speaking a language other than English at home (table 9). In comparison, 15.8 per cent of the Australian population reported speaking a language other than English at home in 2006 (2011 Census data were not available at the time of preparing this report).

Table 9 VET students, by language spoken at home, 2008, 2009, 2010 and 2011 (per cent)**a, b**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| **2008** |  |  |  |  |  |  |  |  |  |
| Speaks LOTE at home | 17.5 | 16.1 | 8.2 | 15.6 | 11.9 | 4.3 | 7.3 | 31.2 | 14.6 |
| Speaks English at home | 69.4 | 75.4 | 86.1 | 59.4 | 79.8 | 92.5 | 84.9 | 65.2 | 74.7 |
| **2009** |  |  |  |  |  |  |  |  |  |
| Speaks LOTE at home | 17.9 | 17.4 | 8.9 | 11.7 | 12.3 | 4.2 | 7.4 | 29.2 | 14.9 |
| Speaks English at home | 71.0 | 74.3 | 84.8 | 64.8 | 73.4 | 92.1 | 85.4 | 65.9 | 74.6 |
| **2010** |  |  |  |  |  |  |  |  |  |
| Speaks a LOTE at home | 18.2 | 17.4 | 8.5 | 11.9 | 14.1 | 4.4 | 6.9 | 31.0 | 15.1 |
| Speaks English at home | 75.0 | 76.5 | 84.0 | 65.6 | 78.8 | 91.6 | 78.7 | 64.7 | 76.7 |
| **2011** |  |  |  |  |  |  |  |  |  |
| Speaks a LOTE at home | 18.0 | 18.1 | 8.1 | 12.6 | 12.9 | 4.5 | 8.4 | 31.6 | 15.3 |
| Speaks English at home | 76.4 | 78.1 | 85.1 | 65.1 | 71.6 | 92.6 | 75.0 | 64.1 | 77.3 |
| **Total population, 2006**c |  |  |  |  |  |  |  |  |  |
| Proportion of total population speaking LOTE at home | 20.1 | 20.4 | 7.8 | 11.6 | 12.2 | 3.5 | 14.6 | 23.2 | 15.8 |

LOTE = language other than English

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. b People reported as speaking LOTE at home are defined as those who self-identify on enrolment forms that they speak LOTE at home. Not all students respond to the relevant question on the enrolment form. c Proportion of population speaking LOTE at home based on 2006 Census of Population and Housing.

*Source*: NCVER (unpublished) National VET provider collection; ABS (2007) 2006 *Census of Population and Housing*, Cat. no. 2068.0; table SWD.C.20.

Data on the numbers and proportions of VET students identifying as speaking LOTE at home for 2008, 2009, 2010 and 2011 are available in table SWD.C.20.

##### Disability

Participation in VET is particularly important for people with disability. This cohort is seriously disadvantaged when seeking employment, and completion of a vocational education qualification has been shown to have a strong and long lasting effect on improving the probability of gaining or retaining employment (Mavromaras and Polidano 2011).

Nationally in 2011, 6.6 per cent of VET students identified as having disability (table 10). Differences in definitions and collection methods mean that available disability rates for the general population cannot be compared to data derived from VET enrolment forms.

Table 10 VET students, by disability status, 2008, 2009, 2010 and 2011 (per cent)**a, b, c**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| **2008** |  |  |  |  |  |  |  |  |  |
| Reported as having disability | 6.6 | 6.3 | 3.9 | 4.4 | 6.8 | 6.9 | 6.2 | 5.7 | 5.9 |
| Reported as not having disability | 80.4 | 89.2 | 66.6 | 70.2 | 89.0 | 88.7 | 87.2 | 89.1 | 80.8 |
| **2009** |  |  |  |  |  |  |  |  |  |
| Reported as having disability | 6.5 | 5.8 | 5.3 | 4.6 | 6.2 | 7.3 | 6.4 | 5.4 | 5.9 |
| Reported as not having disability | 82.3 | 88.9 | 63.7 | 72.7 | 89.2 | 86.0 | 84.2 | 88.8 | 80.9 |
| **2010** |  |  |  |  |  |  |  |  |  |
| Reported as having disability | 6.8 | 6.5 | 5.1 | 4.7 | 5.7 | 7.3 | 6.8 | 5.1 | 6.1 |
| Reported as not having disability | 82.8 | 89.7 | 56.6 | 73.8 | 89.5 | 85.4 | 91.4 | 87.7 | 80.3 |
| **2011** |  |  |  |  |  |  |  |  |  |
| Reported as having disability | 7.0 | 6.7 | 5.3 | 4.7 | 5.5 | 8.6 | 6.4 | 5.1 | 6.3 |
| Reported as not having disability | 82.4 | 89.4 | 56.6 | 73.9 | 94.5 | 88.3 | 90.8 | 90.3 | 80.9 |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. **b** Data include both government funded and non-government funded VET students. c People reported as having disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. Information on the students with disability status not reported, by State and Territory, are available in table SWD.C.21.

*Source*: NCVER (unpublished) National VET provider collection; DEEWR (2012) *Annual National Report of the Australian Vocational and Technical Education System 2011*, Canberra; table SWD.C.21.

Data on the numbers and proportions of VET students’ self-identified disability status for 2008, 2009, 2010 and 2011 are available in table SWD.C.21.

##### Remoteness

Young people living in rural areas have higher rates of participation in VET than those in more urban settings. Possible explanations for this include a greater VET presence (compared to universities) in rural and regional areas, the structure of industries in rural areas providing more opportunities for apprenticeships, and the social and financial costs associated with leaving rural areas to pursue higher education (Hillman, Marks and McKenzie 2002). Results from this study were not controlled for the potential differences in population make-up between rural and urban areas, and differences in socio-economic background, language background and Indigenous status could have been potential influences for comparing rural and urban differences in education.

The following table provides information on VET participation rates by region for 2008, 2009, 2010 and 2011 (table 11).

Table 11 VET participation rates by remoteness classification, 2008, 2009, 2010 and 2011 (per cent)**a, b, c, d**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACTe | NT | Aust |
| **2008** |  |  |  |  |  |  |  |  |  |
| Major cities | 6.1 | 7.1 | 5.4 | 5.5 | 6.8 | .. | 5.8 | .. | 6.2 |
| Inner regional | 9.4 | 13.1 | 6.2 | 9.7 | 8.7 | 7.2 | np | .. | 9.5 |
| Outer regional | 20.0 | 13.4 | 9.7 | 8.3 | 10.5 | 12.1 | .. | 8.2 | 12.5 |
| Remote and very remote | 33.0 | 18.8 | 16.3 | 13.5 | 13.4 | 21.0 | .. | 13.4 | 15.9 |
| **2009** |  |  |  |  |  |  |  |  |  |
| Major cities | 5.8 | 7.1 | 5.2 | 5.7 | 6.4 | .. | 6.0 | .. | 6.1 |
| Inner regional | 9.2 | 12.2 | 6.1 | 10.1 | 8.9 | 6.5 | np | .. | 9.1 |
| Outer regional | 19.9 | 13.1 | 9.2 | 7.9 | 9.8 | 10.8 | .. | 9.5 | 12.1 |
| Remote and very remote | 32.5 | 19.3 | 15.3 | 12.8 | 13.1 | 19.4 | .. | 13.2 | 15.2 |
| **2010** |  |  |  |  |  |  |  |  |  |
| Major cities | 6.0 | 7.5 | 5.3 | 5.8 | 6.2 | .. | 6.5 | .. | 6.3 |
| Inner regional | 9.5 | 12.6 | 6.4 | 10.4 | 8.5 | 7.5 | np | .. | 9.5 |
| Outer regional | 20.8 | 13.3 | 9.6 | 8.4 | 10.2 | 12.3 | .. | 9.3 | 12.6 |
| Remote and very remote | 35.2 | 18.9 | 15.9 | 14.2 | 14.1 | 21.5 | .. | 13.0 | 16.1 |
| **2011** |  |  |  |  |  |  |  |  |  |
| Major cities | 5.8 | 8.9 | 5.5 | 5.7 | 5.6 | .. | 6.4 | .. | 6.6 |
| Inner regional | 9.3 | 14.0 | 6.6 | 10.2 | 8.3 | 7.2 | np | .. | 9.8 |
| Outer regional | 20.3 | 14.1 | 9.9 | 8.3 | 9.6 | 12.9 | .. | 8.9 | 12.7 |
| Remote and very remote | 33.4 | 18.5 | 16.1 | 14.1 | 12.2 | 22.5 | .. | 13.5 | 15.9 |

a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. **b**VET participation data by region are based on students’ home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications in the ABS *Australian Standard Geographical Classification* 2006. **c**The participation rate for students from the various regions is the number of students participating in VET (based on students’ home postcode) as a proportion of the total population (i.e. all ages) that reside in that region. **d** Where a student does not have a post code listed the student is counted in the Australian total only. For postcodes that cover more than one State/Territory, weights are applied to distribute the figures across the States/Territories. Interstate students have been allocated to their respective accessibility regions based on their home postcode. **e** The participation rate for inner regional areas in the ACT are not published due to a high proportion of inner regional areas sharing postcodes with NSW that cannot be disaggregated in the student data. **..** Not applicable. **np** Not published.

*Source*: NCVER (unpublished) National VET provider collection; ABS (various years*) Regional Population Growth, Australia,* Cat. no. 3218.0; table SWD.C.22.

Data on the numbers and proportions of VET participation by remoteness classification for 2008, 2009, 2010 and 2011 are available in table SWD.C.22.

#### Employers’ use and views of the VET system

Data on the employers’ uses and views about VET are available through the NCVER biennial survey of Employers’ Use and Views of the VET system.

Data on the reported difficulty in recruiting staff provide information on employers’ perceptions of skills shortages. By extension, this provides some indication of whether the national training environment is responsive to labour market demand. Data on the reported difficulty in recruiting staff in 2011 are available for this report and are provided in table SWD.C.23. Time series data, for 2009, 2007 and 2005 are provided in the 2010 NASWD performance report (tables SWD.C.10–C.11).

Data on employer satisfaction with the VET system are reported against performance indicator 2 in this report (tables SWD.2.1–2.2).

## Performance targets

The CRC has requested the Steering Committee to report against the performance targets identified in the NAs. The performance targets in the NASWD are:

* Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020
* Double the number of higher level qualification completions (diploma and advanced diploma) nationally between 2009 and 2020.

The NASWD [para.23] recognises that while the NASWD is focused on the VET sector, governments, individuals, industry, and the higher education and school sectors also play a role in attaining the NASWD targets, and that recent reforms in higher education may also impact on the achievement of the NASWD targets.

Outlined below are the performance targets, any associated issues, and data for the current reporting year. Cross references are provided to the related NASWD outcome and, where relevant, to the related performance indicator.

Data for the performance targets in this report are presented in attachments ‘SWD.PT’ (for NASWD performance targets) and ‘SWD’ (for related NASWD performance indicators).

### Performance target (a) — halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020

|  |  |
| --- | --- |
| Key amendments from previous cycle: | The word ‘nationally’ has been inserted into the wording of the target  There is no change in reporting for this target from previous years. However, data for 2010 have been revised due to amendments to the 2010 SEW population benchmarks:   * Net Overseas Migration estimates used in calculating the population benchmarks have been revised * The population benchmarks for the Northern Territory have been amended to align with changes in the geographical scope of the survey |
| Outcome: | The skill levels of the working age population are increased to meet the changing needs of the economy |
| Related performance indicator/s: | Proportion of working age population (WAP) with higher level qualifications (Certificate III and above) |
| Measure: | Proportion of people aged 20–64 years who do not have qualifications at or above AQF Certificate level III  The measure is defined as:   * *Numerator* — people aged 20–64 years who have not attained post school qualifications at or above AQF Certificate level III * *Denominator* — total population of people aged 20–64 years   and is expressed as a *percentage*.  ‘Certificate III or above’ includes Certificate III, IV, Diploma, Advanced Diploma, Bachelor degree and above  Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (i.e., Certificate nfd) are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for this indicator  Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for this indicator  *Excludes* persons whose level of education was not stated (only applicable to Census data) |
| Data source: | (Main) *Numerator and denominator* — Census of Population and Housing (Census). Data are collected every five years  (Supplementary) *Numerator and denominator* — Survey of Education and Work (SEW). Data are collected annually |
| Data provider: | ABS |
| Data availability: | 2010 (revised) and 2011 — SEW |
| Cross tabulations provided: | State and Territory |

|  |
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| Box 2 Results |
| For this report, new data for this performance target are available for 2011:   * Data by State and Territory are presented in table SWD.PT.A.1.   Revised data for 2-1- are provided to maintain a comparable time series:   * Data by State and Territory are presented in table SWD.PT.A.2.   Data for 2009 and 2008 (survey data) and 2006 (Census data) are available in the 2009 NASWD performance report (SCRGSP 2010, tables SWD.2.1–2.16).  Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided in the attachment tables for this performance target. |
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#### Attachment tables

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| **Table SWD.PT.A.1** | Persons aged 20–64 years without a formal qualification at Certificate III level or above, 2011 |
| **\*Table SWD.PT.A.2** | Persons aged 20–64 years without a formal qualification at Certificate III level or above, 2010 |

\* Data backcast for 2010.

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| Box 3 Comment on data quality |
| * The DQS for this performance target has been prepared by the ABS and is included in its original form in the section in this report titled ‘Data Quality Statements’. Key points from the DQS are summarised below. * The data provide relevant information on the proportion of the population aged 20 to 64 years without AQF qualifications at Certificate III level or above. Data are available by State and Territory. * Data are available annually. * Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has had a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. * This change has only a minor effect on national comparisons over time * The ongoing exclusion of Indigenous communities in very remote areas has only a minor effect on estimates by State and Territory over time, except for the NT, where remote Indigenous communities account for about 15 per cent of the population. * The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy. The reinstatement of the full sample for the SEW from 2010 onwards has generally resulted in lower RSEs. * Detailed explanatory notes are publicly available to assist in the interpretation of results. * Additional data from the data source are available on-line, and on request. * The Steering Committee also notes the following issues: * The full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs. However, the decreases were generally small and varied by jurisdiction. RSEs continue to affect the ability to identify year to year movements for this indicator for some jurisdictions. * The NASWD performance targets are long term (out to 2020), national and aspirational. In its 2010 NASWD performance report (CRC 2011), the CRC emphasised the importance of setting trajectories for NASWD targets to allow informed analysis of progress for each year of the Agreement. Trajectories have yet to be determined for the targets in the NASWD. |
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### Performance target (b) — Double the number of higher level qualification completions (Diploma and Advanced Diploma) nationally between 2009 and 2020

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| Key amendments from previous cycle: | The word ‘nationally’ has been inserted into the wording of the target  There is no change in reporting for this target from previous years |
| Outcome: | The skill levels of the working age population are increased to meet the changing needs of the economy |
| Measure: | Number of diploma and advanced diplomas completed in reference year  The measure is defined as:   * Number of diplomas and advanced diplomas completed in the calendar year   and is expressed as a *number*  Includes:   * courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification * government and non-government funded VET activity |
| Data source: | *Numerator* — National VET Provider Collection. Data are collected annually. Excludes people who did not undertake publicly funded VET |
| Data provider: | NCVER |
| Data availability: | 2011 (completions in 2010) |
| Cross tabulations provided: | State and Territory |

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| Box 4 Results |
| For this report, new data for this performance target are available for 2011 (completions in 2010):   * Data by State and Territory are presented in SWD.PT.B.1. * Data for 2010 (completions in 2009) are available in the 2010 NASWD performance report (SCRGSP 2011, table SWD.PT.B.1). Data for 2009 (completions in 2008) and 2008 (completions in 2007) are available in the 2009 NASWD performance report (SCRGSP 2010, tables SWD.PT.B.1-2). |
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#### Attachment table

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| **Table SWD PT.B.1** | Number of higher level qualification completions (diploma and advanced diploma) by students, by course level, 2010 |

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| Box 5 Comment on data quality |
| The DQS for this performance target has been prepared by the NCVER and is included in its original form in the section in this report titled ‘Data Quality Statements’. Key points from the DQS are summarised below.   * The data provide relevant information on the number of diploma and advanced diploma qualification completions. Data are available by State and Territory. * Annual data are available from the national VET provider collection. The most recent data available are for 2011 (2010 completions). * The data do not include privately funded VET delivered by private providers. * A range of data issues affect the ability to compare results across jurisdictions and over time. * Detailed explanatory notes are publicly available to assist in the interpretation of results.   The Steering Committee also notes the following issues:   * The NASWD performance targets are long term (out to 2020), national and aspirational. In its 2010 NASWD performance report (CRC 2011), the CRC emphasised the importance of setting trajectories for NASWD targets to allow informed analysis of progress for each year of the Agreement. Trajectories have yet to be determined for the targets in the NASWD. * The current scope of this data collection does not include graduates who studied with private providers on a fee-for-service basis. Reporting on the full scope of VET graduates is a priority. In September 2011, Training Ministers agreed in principle to expand mandatory collection of VET activity to all registered training organisations (RTOs), subject to consideration of the regulatory burden. A regulation impact statement considering the costs and benefits for collecting VET activity from all RTOs is currently under development. |
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## Performance indicators

The performance indicators included in this report cover all ‘performance indicators’ included in the NASWD (table 12). Performance indicators from the NIRA are also included in this report where they are either: 1. directly related to an indicator in the NASWD; or 2. are sourced from the same topic area and data collection as an indicator in the NASWD (table 13).

Data for the performance indicators in this report are identified in attachments with the prefix ‘SWD’ (for NASWD indicators).

Table 12 Performance indicators in the National Agreement for Skills and Workforce Development

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| --- | --- |
| Performance indicator | Page no. in this report |
| Proportion of working age population (WAP) with higher level qualifications (Certificate III and above) | 39 |
| Proportion of employers satisfied that training meets their needs | 43 |
| Proportion of WAP with adequate foundation skills (literacy level 3 or above) | 45 |
| Proportion of WAP with or working towards a non-school AQF qualification | 47 |
| Proportion of VET graduates with improved employment status after training | 51 |
| Proportion of VET graduates with improved education/training status after training | 56 |

a The performance indicators presented in this table refer to the performance indicators in the new NASWD (COAG 2012b).

Table 13 Related performance indicator in the National Indigenous Reform Agreement**a**

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| Performance Indicator | Page no. in this report |
| Proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate level III or above | 61 |

a The performance indicator presented in this table refers to the performance indicator in the revised NIRA performance information framework (endorsed by COAG out of session in July 2012).

The NASWD [para. 21] states that data for the indicators will, where statistically appropriate, be disaggregated by subgroups needed to meet reporting requirements in this and other agreements and by jurisdiction.

### Indicator 1 — Proportion of working age population with higher level qualifications (Certificate III and above)

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| Key amendments from previous cycle: | This is a new indicator in the revised NASWD (the indicator in the previous NASWD referred to people without higher level qualifications)  Data have been backcast for 2008, 2009 and 2010 to ensure comparability over time |
| Outcome area: | The skill levels of the working age population are increased to meet the changing needs of the economy |
| Related target: | Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020 |
| Performance indicator: | Proportion of working age population with higher level qualifications |
| Measure: | Proportion of people aged 20–64 years with qualifications at or above AQF Certificate Level III  The measure is defined as:   * *Numerator* — people aged 20–64 years who have attained post school qualifications at or above AQF Certificate III * *Denominator* — total population of people aged 20–64 years   and is expressed as a *percentage*  ‘Certificate III or above’ includes Certificate III, IV, Diploma, Advanced Diploma, Bachelor degree and above  Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (i.e., Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but are included in the denominator, for this indicator  Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but are included in the denominator, for this indicator  *Excludes* persons whose level of education was not stated (only applicable to Census data) |
| Data sources: | *(Main) Numerator and denominator* — Census of Population and Housing (Census). Data are collected every five years  *(Supplementary) Numerator and denominator* — Survey of Education and Work (SEW). Data are collected annually  *(Supplementary) Numerator and denominator* — National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and the Australian Aboriginal Torres Strait Islander Health Survey (AATSIHS – previously the NATSIHS). Data are collected on an alternating three-yearly cycle |
| Data provider: | ABS (all four data sources) |
| Data availability: | *(Total and SES)* 2008, 2009,2010 and 2011 — SEW  *(Indigenous status)* 2008 — (Indigenous) NATSISS; (non-Indigenous) SEW |
| Cross tabulations provided: | State and Territory, by   * Age group * SES (CD-based SEIFA IRSD) * Indigenous status (2008 only) |

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| Box 6 Results |
| For this report, new data for this indicator are available for 2011:   * Data by State and Territory by age are presented in tables SWD.1.1–1.2 * Data by State and Territory by SES are presented in tables SWD.1.3–1.4   Data have been backcast for 2010, 2009 and 2008 to provide a comparable time series:   * Data by State and Territory by age are presented in tables SWD.1.5–1.6;  SWD.1.9–1.10 and SWD.1.13–1.14. * Data by State and Territory by SES are presented in tables SWD.1.7–1.8;  SWD.1.11–1.12 and SWD.1.15–1.16.   Data by Indigenous status are available for 2008:   * Data by State and Territory by Indigenous status are presented in table SWD.1.17. |
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#### Attachment tables

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| **Table SWD.1.1** | Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2011 |
| **Table SWD.1.2** | Working age population with higher level qualifications (Certificate III and above), by age, 2011 ('000) |
| **Table SWD.1.3** | Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2011 |
| **Table SWD.1.4** | Working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2011 ('000) |
| \***Table SWD.1.5** | Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2010 |
| \***Table SWD.1.6** | Working age population with higher level qualifications (Certificate III and above), by age, 2010 ('000) |
| \***Table SWD.1.7** | Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2010 |
| \***Table SWD.1.8** | Working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2010 ('000 |
| \*\***Table SWD.1.9** | Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2009 |
| \*\***Table SWD.1.10** | Working age population with higher level qualifications (Certificate III and above), by age 2009 ('000) |
| \*\***Table SWD.1.11** | Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2009 |
| \*\***Table SWD.1.12** | Working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2009 ('000) |
| \*\*\***Table SWD.1.13** | Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2008 |
| \*\*\***Table SWD.1.14** | Working age population with higher level qualifications (Certificate III and above), by age, 2008 ('000) |
| \*\*\***Table SWD.1.15** | Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2008 |
| \*\*\***Table SWD.1.16** | Working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2008 ('000) |
| \*\*\***Table SWD.1.17** | Proportion of working age population with higher level qualifications (Certificate III and above), by Indigenous status 2008 |

\*Data backcast for 2010

\*\* Data backcast for 2009

\*\*\* Data backcast for 2008

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| Box 7 Comment on data quality |
| The DQS for this performance indicator has been prepared by the ABS and is included in its original form in the section in this report titled ‘Data Quality Statements’. Key points from the DQS are summarised below.   * The data provide relevant information on the proportion of the population aged 20 to 64 years with AQF qualifications at Certificate III level or above. This is a new indicator in the revised NASWD (the indicator in the previous NASWD referred to people without higher level qualifications). * Data are available by State and Territory, by socioeconomic status (SES) and Indigenous status. * Data by SES are available annually from the SEW. * Data by Indigenous status are available every five years from the Census, and every three years on a rotating basis from the NATSISS/AATSIHS (with the SEW providing a non-Indigenous comparator). The most recent data are for 2008. * Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has had a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. * This change has only a minor effect on national comparisons over time * The ongoing exclusion of Indigenous communities in very remote areas has only a minor effect on estimates by State and Territory over time, except for the NT, where remote Indigenous communities account for about 15 per cent of the population. * The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy. The reinstatement of the full sample for the SEW from 2010 onwards has generally resulted in lower RSEs. * Detailed explanatory notes are publicly available to assist in the interpretation of results. * Additional data from the data source are available on-line, and on request.   The Steering Committee also notes the following issues:   * The full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs. However, the decreases were generally small and varied by jurisdiction. RSEs continue to affect the ability to identify year to year movements for this indicator for some jurisdictions. * No new data are available by Indigenous status. Data from the 2011 Census are anticipated to be available for the next NASWD performance report. * Different definitions of ‘working age population’ are used in different reporting contexts. For the purpose of NASWD performance reporting, ‘working age population’ is defined as people aged 20–64 years for consistency of reporting across the different performance reporting categories (target and indicators). |
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### Indicator 2 — Proportion of employers satisfied that training meets their needs

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| Key amendments from previous cycle: | This is a new indicator in the revised NASWD, but was included in the 2010 NASWD performance report as a supplementary indicator. The wording of the indicator has changed from that used for the supplementary indicator, though the proposed measure and data remain the same |
| Outcome: | The skill levels of the working age population are increased to meet the changing needs of the economy |
| Performance indicator: | Proportion of employers satisfied that training meets their needs |
| Measure: | Proportion of employers satisfied that training meets their needs  The measure is defined as:   * *Numerator* — Employers (by employer type) who responded that they were satisfied or very satisfied with training as a way of meeting their skill needs * *Denominator* — Employers engaged with the VET system (by employer type)   and is expressed as a *percentage*  ‘Employer type’ includes:   * Employers with vocational qualifications as a job requirement * Employers with apprentices/trainees * Employers using nationally recognised training   Does not include employers for whom a response to the satisfaction question was not stated  Does not include employer satisfaction with unaccredited training or informal training. |
| Data source: | *Numerator and denominator* — Survey of Employer Use and Views (SEUV). Data are collected every two years |
| Data provider: | NCVER |
| Data availability: | SEUV — 2011 |
| Cross tabulations provided: | State and Territory, by:   * type of training (formal vocational qualifications; apprenticeships or traineeships; nationally recognised training; total) |

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| Box 8 Results |
| For this report, new data for this indicator are available for 2011:   * Data by State and Territory are presented in tables SWD.2.1–2.2.   Data for 2009, 2007 and 2005 are available in the 2010 NASWD performance report (SCRGSP 2011, tables SWD.5.1–5.6). |
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#### Attachment tables

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| **Table SWD.2.1** | Proportion of employers satisfied that training meets their needs, 2011 |
| **Table SWD.2.2** | Employers who are satisfied that training meets their needs, 2011 ('000) |

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| Box 9 Comment on data quality |
| The DQS for this indicator has been prepared by the NCVER and is included in its original form in the section in this report titled ‘Data Quality Statements’. Key points from the DQS are summarised below.   * The data provide relevant information on the proportion of employers engaged in the VET system who are satisfied that training meets their needs * Data are available by State and Territory. * Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2011. Data from 2009, 2007 and 2005 are available in the 2010 NASWD performance information report. * Data are of acceptable accuracy at the State and Territory level. * Detailed explanatory notes are publicly available to assist in the interpretation of results. * Additional data from the data source are available on-line, and on request.   The Steering Committee also notes the following issues:   * This is a new indicator in the revised NASWD, but was included in the 2010 NASWD performance report as a supplementary indicator. The wording of the indicator has changed from that used for the supplementary indicator, though the proposed measure and data remain the same. * The NCVER conducted a review of the SEUV during 2011, and as a result is currently developing and testing a new questionnaire and revised methodology. The sample for the next survey (to be conducted in 2013) will increase, and it is anticipated the reliability of the estimates will improve for this indicator. Results from the next survey will be available in late 2013. |
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### Indicator 3 — Proportion of working age population with adequate foundation skills (literacy level 3 or above)

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| Key amendments from previous cycle: | The indicator has been amended to reflect the wording of the revised NASWD, which implies that the working age population should be measured as people aged 20–64 years. The indicator in previous reports measured the working age population as people aged 15–64 years  While the specification for this indicator has changed, required data were provided in previous reports as supplementary information. Therefore, backcast data are not required for this report |
| Outcome area: | All working age Australians have the opportunity to develop skills |
| Performance indicator: | Proportion of working age population with adequate foundation skills (literacy level 3 or above) |
| Measure: | Proportion of people aged 20–64 years at literacy level 3 or above for document literacy and numeracy  The measure is defined as:   * *Numerator* — total number of people aged 20–64 years at literacy level 3 or above (for document literacy and numeracy) * *Denominator* — total population of all people aged 20–64 years   and is expressed as a *percentage* |
| Data source: | *Numerator and denominator* — Adult Literacy and Life Skills Survey (ALLS). Data were collected in 1996 and 2006. |
| Data provider: | ABS |
| Data availability: | Not applicable [2006 data provided for baseline report. There are no new data for this fourth cycle report] |
| Cross tabulations provided: | Nil |

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| Box 10 Comment on data quality |
| The indicator specification has been amended to reflect the revised NASWD, which implies that the working age population should be measured as people aged 20–64 years. The indicator in previous reports measured the working age population as people aged 15–64 years. No new data are available for this report, and this change will be implemented when new data become available from the Programme for the International Assessment of Adult Competencies (PIAAC) conducted in 2011.  Data are anticipated to be available for the next NASWD performance report. However, it is not clear whether there will be another international survey conducted following the 2011 PIAAC. |
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### Indicator 4 — Proportion of working age population with or working towards a non-school AQF qualification

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| Key amendments from previous cycle: | This is a new indicator in the revised NASWD  Data have been backcast for 2008, 2009 and 2010 to enable trend analysis |
| Outcome: | All working age Australians have the opportunity to develop skills |
| Performance indicator: | Proportion of working age population with or working towards a non-school AQF qualification |
| Measure: | Proportion of people aged 20–64 years with or working towards a non‑school qualification    The measure is defined as:   * *Numerator* — people aged 20–64 years who have attained or are working towards a non-school qualification * *Denominator* — total population of people aged 20–64 years   and is expressed as a *percentage*  For persons 'with' a non-school qualification:   * Census data *exclude* persons whose level of education was not stated (not applicable to survey data as there are no 'not stated' responses)   For persons 'working towards' a non-school qualification:   * Level of qualification is not available for people 'working towards' post school qualifications. Therefore, people working towards any non-school qualification are included in the calculations for this indicator |
| Data source: | *(Main) Numerator and denominator* — Census of Population and Housing (Census). Data are collected every 5 years  *(Supplementary – total, SES) Numerator and denominator* — Survey of Education and Work (SEW), data are collected annually  *(Supplementary – Indigenous) Numerator and denominator* — National Aboriginal and Torres Strait Islander Social Survey (NATSISS)/Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS – previously the NATSIHS). Data are collected three yearly |
| Data provider: | ABS |
| Data availability: | SEW — 2011, 2010, 2009 and 2008 (total, SES) and 2008 (Indigenous status) |
| Cross tabulations provided: | State and Territory, by   * completed study/currently studying * level of study (completed study only) * age * SES * Indigenous status |

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| Box 11 Results |
| For this report, new data for this indicator are available for 2011.   * Data by State and Territory are presented in tables SWD.4.1–4.2. * Data by State and Territory by age are presented in table SWD.4.3. * Data by State and Territory by SES are presented in table SWD.4.4.   Data have been backcast for 2010, 2009 and 2008 to provide a comparable time series:   * Data by State and Territory are presented in tables SWD.4.5–4.6; SWD.4.9–4.10 and SWD.4.13–4.14. * Data by State and Territory by age are presented in tables SWD.4.7; SWD.4.11 and SWD.4.15. * Data by State and Territory by SES are presented in tables SWD.4.8; SWD.4.12 and SWD.4.16.   Data by Indigenous status are available for 2008.   * Data by State and Territory by Indigenous status are presented in table SWD.4.17. |
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#### Attachment tables

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| **Table SWD.4.1** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, 2011 |
| **Table SWD.4.2** | Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, 2011 ('000) |
| **Table SWD.4.3** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2011 |
| **Table SWD.4.4** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2011 |
| \***Table SWD.4.5** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, 2010 |
| \***Table SWD.4.6** | Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, 2010 ('000) |
| \***Table SWD.4.7** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2010 |
| \***Table SWD.4.8** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2010 |
| \*\***Table SWD.4.9** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, 2009 |
| \*\***Table SWD.4.10** | Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, 2009 ('000) |
| \*\***Table SWD.4.11** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2009 |
| \*\***Table SWD.4.12** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2009 |
| \*\*\***Table SWD.4.13** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, 2008 |
| \*\*\***Table SWD.4.14** | Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, 2008 ('000) |
| \*\*\***Table SWD.4.15** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2008 (per cent) |
| \*\*\***Table SWD.4.16** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2008 |
| \*\*\***Table SWD.4.17** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status 2008 (per cent) |

\*Data backcast for 2010

\*\* Data backcast for 2009

\*\*\* Data backcast for 2008

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| Box 12 Comment on data quality |
| The DQS for this performance indicator has been prepared by the ABS and is included in its original form in the section in this report titled ‘Data Quality Statements’. Key points from the DQS are summarised below.   * The data provide relevant information on the proportion of the population aged 20 to 64 years with or working towards a non-school AQF qualification. * Data are available by State and Territory, by socioeconomic status (SES) and Indigenous status. * Data by SES are available annually from the SEW. * Data by Indigenous status are available every five years from the Census, and every three years on a rotating basis from the NATSISS/AATSIHS (with the SEW providing a non-Indigenous comparator). The most recent data are for 2008. * Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has had a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. * This change has only a minor effect on national comparisons over time * The ongoing exclusion of Indigenous communities in very remote areas has only a minor effect on estimates by State and Territory over time, except for the NT, where remote Indigenous communities account for about 15 per cent of the population. * The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy. The reinstatement of the full sample for the SEW from 2010 onwards has generally resulted in lower RSEs. * Detailed explanatory notes are publicly available to assist in the interpretation of results. * Additional data from the data source are available on-line, and on request.   The Steering Committee also notes the following issues:   * The full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs. However, the decreases were generally small and varied by jurisdiction. RSEs continue to affect the ability to identify year to year movements for this indicator for some jurisdictions. * No new data are available by Indigenous status. Data from the 2011 Census are anticipated to be available for the next NASWD performance report. * Different definitions of ‘working age population’ are used in different reporting contexts. For the purpose of NASWD performance reporting, ‘working age population’ is defined as people aged 20–64 years for consistency of reporting across the different performance reporting categories (target and indicators). |
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### Indicator 5 — Proportion of VET graduates with improved employment status after training

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| Key amendments from previous cycle: | The indicator has been amended to reflect the wording of the revised NASWD. To align with the objective and the outcome, the measure refers to working age population (20–64 years) rather than all ages. Data have been backcast for time series analysis |
| Outcome: | Training delivers the skills and capabilities needed for improved economic participation for working age Australians |
| Performance indicator: | The proportion of VET graduates with improved employment status after training |
| Measure: | Proportion of VET graduates aged 20–64 years with improved employment status after training  The measure is defined as:   * *Numerator* — VET graduates aged 20–64 years with an improved employment status after training * *Denominator* — total VET graduates age 20–64 years   and is expressed as a *percentage*  ‘Graduate’ is defined as: a past student who was awarded a qualification during the survey reference year. This excludes those students who left their training before completing a qualification  ‘Improved employment status’ is defined as any one of the following:   * employment status changing from not employed before training (both unemployed and not in labour force) to employed after training (both full time and part time employed) * employed at a higher skill level after training (regardless of full time or part time employment status before and after training) * received one of the following job related benefits: set up or expanded their own business, got a promotion, increased earnings, or other  job-related benefits after completing their training |
| Data source: | *Numerator and denominator* — Student Outcomes Survey (SOS). Data are collected annually  Data sources include:   * Publicly funded VET activity (all providers) * Privately funded VET activity delivered by TAFE institutions, ACE providers and other government providers   Data sources exclude:   * Recreation, leisure and personal enrichment (non-vocational programs) * Privately funded VET activity delivered by private providers * VET activity delivered at overseas campuses of Australian VET institutions * VET activity delivered in schools |
| Data provider: | NCVER |
| Data availability: | SOS — 2011 (outcomes in 2011 of students who were awarded a qualification in 2010)  Backcast for 2010, 2009 and 2008 (outcomes in 2010, 2009 and 2008 of students who were awarded a qualification in 2009, 2008 and 2007) |
| Cross tabulations provided: | State and Territory, by type of improved employment circumstance, by   * Indigenous status * SES (SEIFA IRSD quintiles [SLA level derivation]) |

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| Box 13 Results |
| For this report, new data for this indicator are available for 2011:   * Data by State and Territory are presented in table SWD.5.1. * Data by State and Territory by Indigenous status are presented in  tables SWD.5.2–5.4. * Data by State and Territory by SES are presented in tables SWD.5.5–5.7.   Data have been backcast for 2010, 2009 and 2008 to provide a comparable time series:   * Data by State and Territory are presented in tables SWD.5.8, 5.15 and 5.22. * Data by State and Territory by Indigenous status are presented in  tables SWD.5.9–5.11; 5.16–18 and 5.23–25. * Data by State and Territory by SES are presented in tables SWD.5.12–5.14; SWD.5.19–5.21 and SWD.5.26–5.28. |
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#### Attachment tables

|  |  |
| --- | --- |
| **Table SWD.5.1** | Graduates aged 20–64 years with improved employment status after training, 2011 |
| **Table SWD.5.2** | Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011 (per cent) |
| **Table SWD.5.3** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011 (per cent) |
| **Table SWD.5.4** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011 (per cent) |
| **Table SWD.5.5** | Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2011 (per cent) |
| **Table SWD.5.6** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2011 (per cent) |
| **Table SWD.5.7** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2011 (per cent) |
| \***Table SWD.5.8** | Graduates aged 20–64 years with improved employment status after training, 2010 |
| \***Table SWD.5.9** | Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2010 (per cent) |
| \***Table SWD.5.10** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2010 (per cent) |
| \***Table SWD.5.11** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2010 (per cent) |
| \***Table SWD.5.12** | Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2010 (per cent) |
| \***Table SWD.5.13** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2010 (per cent) |
| \***Table SWD.5.14** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2010 (per cent) |
| \*\***Table SWD.5.15** | Graduates aged 20–64 years with improved employment status after training, 2009 |
| \*\***Table SWD.5.16** | Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2009 (per cent) |

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| \*\***Table SWD.5.17** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2009 (per cent) |
| \*\***Table SWD.5.18** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2009 (per cent) |
| \*\***Table SWD.5.19** | Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2009 (per cent) |
| \*\***Table SWD.5.20** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2009 (per cent) |
| \*\***Table SWD.5.21** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2009 (per cent) |
| \*\*\*T**able SWD.5.22** | Graduates aged 20–64 years with improved employment status after training, 2008 |
| \*\*\***Table SWD.5.23** | Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2008 (per cent) |
| \*\*\***Table SWD.5.24** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2008 (per cent) |
| \*\*\***Table SWD.5.25** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2008 (per cent) |
| \*\*\***Table SWD.5.26** | Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2008 (per cent) |
| \*\*\***Table SWD.5.27** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2008 (per cent) |
| \*\*\***Table SWD.5.28** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2008 (per cent) |

\*Data backcast for 2010 (outcomes of students in 2010 who completed qualifications in 2009)

\*\* Data backcast for 2009 (outcomes of students in 2009 who completed qualifications in 2008)

\*\*\* Data backcast for 2008 (outcomes of students in 2008 who completed qualifications in 2007)

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| Box 14 Comment on data quality |
| The DQS for this indicator has been prepared by the NCVER and is included in its original form in the section in this report titled ‘Data Quality Statements’. Key points from the DQS are summarised below.   * The data provide relevant information on the proportion of VET graduates aged  20–64 years who have improved employment status following training. Data are available by State and Territory, by Indigenous status and by socioeconomic status (SES). * Annual data are available from the Student Outcomes Survey. The most recent available data are for 2011 (outcomes of students in 2011 who completed qualifications in 2010). * The survey does not include privately funded VET delivered by private providers. * The response rate to this survey was 42.2 per cent in 2011. NCVER analysis found that the non-response was not likely to have affected the quality of the results. * Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status or SES by State and Territory have relative standard errors greater than 25 per cent and should be used with caution. * Percentages in tables are rounded and may not sum to 100. * Detailed explanatory notes are publicly available to assist in the interpretation of results. * Additional data from the data source are available on-line, and on request.   The Steering Committee also notes the following issues:   * The current scope of this data collection does not include graduates who studied with private providers on a fee-for-service basis. Reporting on the full scope of VET graduates is a priority. In September 2011, Training Ministers agreed in principle to expand mandatory collection of VET activity to all registered training organisations (RTOs), subject to consideration of the regulatory burden. A regulation impact statement considering the costs and benefits for collecting VET activity from all RTOs is currently under development. * The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions. |
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### Indicator 6 —Proportions of VET graduates with improved education/training status after training

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| Key amendments from previous cycle: | This is a new indicator in the revised NASWD  Data have been backcast for 2008, 2009 and 2010 to enable time series analysis |
| Outcome: | Training delivers the skills and capabilities needed for improved economic participation for working age Australians |
| Performance indicator: | Proportion of VET graduates with improved education/training status after training |
| Measure (main): | The measure is defined as:   * *Numerator* — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level * *Denominator* —AQF VET course **enrolments** by students aged 20–64 years   and is expressed as a *percentage* |
| Measure (supplementary): | The measure is defined as:   * *Numerator* — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level * *Denominator* — AQF VET course qualification **completions** by students aged 20–64 years   and is expressed as a *percentage*  For both measures  The hierarchy for highest level of education as follows:   * Bachelor degree/Higher degree level * Advanced diploma/Associate degree * Diploma * Certificate IV * Certificate III * Certificate II * Year 12 * Certificate I * Year 11 * Year 10 * Year 9 or lower * Miscellaneous education * Did not go to school   ‘Not stated’ responses have been excluded from the computation |
| Data source: | *Numerator and denominator* — National VET Provider Collection. Data are collected annually |
| Data provider: | NCVER |
| Data availability: | 2011 (completions in 2010)  Backcast for 2010, 2009 and 2008 (completions in 2009, 2008 and 2007) |
| Cross tabulations provided: | State and Territory, by   * Indigenous status * SES (SEIFA) * remoteness |

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| Box 15 Results |
| For this report, new data for this indicator are available for 2011:   * Data by State and Territory are presented in tables SWD.6.1 and SWD.6.5. * Data by State and Territory by Indigenous status are presented in tables SWD.6.2 and SWD.6.6. * Data by State and Territory by SES are presented in tables SWD.6.3 and SWD.6.7. * Data by State and Territory by remoteness are presented in tables SWD.6.4 and SWD.6.8.   Data have been backcast for 2010, 2009 and 2008 to provide a comparable time series:   * Data by State and Territory are presented in tables SWD.6.9; 6.13; 6.17; 6.21; 6.25 and 6.29. * Data by State and Territory by Indigenous status are presented in tables SWD.6.10; 6.14; 6.18; 6.22; 6.26 and 6.30. * Data by State and Territory by SES are presented in tables SWD.6.11; 6.15; 6.19; 6.23; 6.27 and 6.31. * Data by State and Territory by remoteness are presented in tables SWD.6.12; 6.16; 6.20; 6.24; 6.28 and 6.32. |
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#### Attachment tables

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| **Table SWD.6.1** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, 2010 |
| **Table SWD.6.2** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by Indigenous status, by State and Territory, 2010 |
| **Table SWD.6.3** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by SEIFA IRSD, by State and Territory, 2010 |
| **Table SWD.6.4** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by remoteness (ARIA) by State and Territory, 2010 |
| **Table SWD.6.5** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, 2010 |
| **Table SWD.6.6** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by Indigenous status, by State and Territory, 2010 |
| **Table SWD.6.7** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by SEIFA IRSD, by State and Territory, 2010 |
| **Table SWD.6.8** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, by remoteness, 2010 |
| **\*Table SWD.6.9** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, 2009 |
| **\*Table SWD.6.10** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, by Indigenous status, 2009 |
| **\*Table SWD.6.11** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, by SEIFA IRSD, 2009 |
| **\*Table SWD.6.12** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, by remoteness (ARIA), 2009 |
| **\*Table SWD.6.13** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, 2009 |
| **\*Table SWD.6.14** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, 2009 |
| **\*Table SWD.6.15** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by SEIFA IRSD, by State and Territory, 2009 |
| **\*Table SWD.6.16** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, by remoteness, 2009 |
| **\*\*Table SWD.6.17** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, 2008 |
| **\*\*Table SWD.6.18** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by Indigenous status, by State and Territory, 2008 |
| **\*\*Table SWD.6.19** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by SIEFA IRSD, by State and Territory, 2008 |
| **\*\*Table SWD.6.20** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by remoteness, by State and Territory, 2008 |
| **\*\*Table SWD.6.21** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, 2008 |
| **\*\*Table SWD.6.22** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by Indigenous status, by State and Territory, 2008 |
| **\*\*Table SWD.6.23** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by SEIFA IRSD, by State and Territory, 2008 |
| **\*\*Table SWD.6.24** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by remoteness, by State and Territory, 2008 |
| **\*\*\*Table SWD.6.25** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, 2007 |
| **\*\*\*Table SWD.6.26** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by Indigenous status, by State and Territory, 2007 |
| **\*\*\*Table SWD.6.27** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by SIEFA IRSD, by State and Territory, 2007 |
| **\*\*\*Table SWD.6.28** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by remoteness, by State and Territory, 2007 |
| **\*\*\*Table SWD.6.29** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by State and Territory, 2007 |
| **\*\*\*Table SWD.6.30** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by Indigenous status, by State and Territory, 2007 |
| **\*\*\*Table SWD.6.31** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by SEIFA IRSD, by State and Territory, 2007 |
| **\*\*\*Table SWD.6.32** | AQF VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of AQF VET course enrolments by students aged 20–64 years, by remoteness, by State and Territory, 2007 |

\*Data backcast for 2009

\*\* Data backcast for 2008

\*\*\* Data backcast for 2007

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| Box 16 Comment on data quality |
| The DQS for this indicator has been prepared by the NCVER and is included in its original form in the section in this report titled ‘Data Quality Statements’. Key points from the DQS are summarised below.   * The data provide relevant information on the proportion of VET graduates aged  20–64 years with improved education/training status after training. Data are available by State and Territory, by Indigenous status, by socioeconomic status (SES) and by remoteness. * Annual data are available from the national VET provider collection. The most recent data are for 2011 (completions in 2010). * The data do not include privately funded VET delivered by private providers. * Detailed explanatory notes are publicly available to assist in the interpretation of results. * Additional data from the data source are available on-line, and on request.   The Steering Committee also notes the following issues:   * Using enrolments as the denominator allows this indicator to assess the overall performance of the VET system, as it includes those people who started training but did not complete (and therefore did not improve their educational status). A supplementary measure using completions as the denominator has been provided for additional information. * The current scope of this data collection does not include graduates who studied with private providers on a fee-for-service basis. Reporting on the full scope of VET graduates is a priority. In September 2011, Training Ministers agreed in principle to expand mandatory collection of VET activity to all registered training organisations (RTOs), subject to consideration of the regulatory burden. A regulation impact statement considering the costs and benefits for collecting VET activity from all RTOs is currently under development. |
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### [NIRA] Indicator 7 — Proportion of Indigenous 20–64 year olds with or working towards post school qualification

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| Key amendments from previous cycle: | No amendment to this indicator or related measure |
| Outcome: | All working age Australians have the opportunity to develop skills |
| Performance indicator: | Proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate level III or above |
| Measure: | Proportion of people aged 20–64 years with or working towards post school qualification in AQF Certificate Level III or above, by Indigenous status  The measure is defined as:   * *Numerator* — people aged 20–64 years who have attained or are working towards post school qualification in AQF Certificate Level III or above (disaggregated by 1. AQF Certificate Level III, IV, Diploma or Advanced Diploma, and 2. Bachelors degree and above), by Indigenous status * *Denominator* — total population of people aged 20–64 years, by Indigenous status   and is expressed as a *percentage*  For persons 'with' a non-school qualification:   * Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (i.e., Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator for this indicator * Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore excluded from the numerator for this indicator * Census data *exclude* persons whose level of education was not stated (not applicable to survey data as there are no 'not stated' responses)   For persons 'working towards' a non-school qualification:   * Level of qualification is not available for people 'working towards' post school qualifications. Therefore, people working towards any non‑school qualification are included in the calculations for this indicator |
| Data source: | *(Main) Numerator and denominator* — (Indigenous status) Census of Population and Housing (Census). Data are collected every 5 years  *(Supplementary) Numerator and denominator* — (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and the Australian Aboriginal Torres Strait Islander Health Survey (AATSIHS – previously the NATSIHS). Data are collected on an alternating 3‑yearly cycle. (Non-Indigenous) Survey of Education and Work (SEW), data are collected annually |
| Data provider: | ABS (for all four data sources) |
| Data availability: | Not applicable [2008 data provided for the 2009 NASWD performance report. There are no new data for this fourth cycle report] |
| Cross tabulations provided: | Nil |

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| Box 17 Comment on data quality |
| No new data are available for reporting against this indicator. Data for 2008 are available in the 2009 NASWD performance report (SCRGSP 2010, tables SWD NIRA.6.1–6.7).  Data are anticipated to be available from the 2011 Census for the next NASWD performance report. |
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## Data Quality Statements

This attachment includes copies of all DQSs as provided by the data providers. The Steering Committee has not made any amendments to the content of these DQSs.

Table 14 lists the NASWD performance targets and the page reference for the associated DQS. Table 15 lists the NASWD performance indicators and DQS page references. Table 16 lists the related NIRA performance indicator and DQS page reference.

Table 14 Data quality statements for performance targets in the National Agreement for Skills and Workforce Development**a**

|  |  |
| --- | --- |
| Performance target | Page no. in this report |
| 1. Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020 | 295, 329 |
| 1. Double the number of higher level qualification completions (diploma and advanced diploma) nationally between 2009 and 2020 | 297, 325 |

a The performance indicators presented in this table refer to the performance targets in the new NASWD (COAG 2012b).

Table 15 Data quality statements for performance indicators in the National Agreement for Skills and Workforce Development**a**

|  |  |
| --- | --- |
| Performance indicator | Page no. in this report |
| 1. Proportion of working age population (WAP) with higher level qualifications (Certificate III and above) | 300, 329 |
| 1. Proportion of employers satisfied that training meets their needs | 303, 322 |
| 1. Proportion of WAP with adequate foundation skills (literacy level 3 or above) | .. |
| 1. Proportion of WAP with or working towards a non-school AQF qualification | 306, 329 |
| 1. Proportion of VET graduates with improved employment status after training | 309, 318 |
| 1. Proportion of VET graduates with improved education/training status after training | 313, 325 |

a The performance indicators presented in this table refer to the performance indicators in the new NASWD (COAG 2012b). .. Not applicable.

Table 16 Data quality statements for related performance indicator in the National Indigenous Reform Agreement**a**

|  |  |
| --- | --- |
| Performance indicator | Page no. in this report |
| 1. Proportion of Indigenous 20–64 year olds with or working towards post school qualification | .. |

.. Not applicable.

a The performance indicator presented in this table refers to the performance indicator in the revised NIRA performance information framework (endorsed by COAG out of session in July 2012).

### Data Quality Statement — Target (a): Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020

This DQS should be read in conjunction with the **Data Quality Statement** – **Survey of Education and Work**

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| **Target** | Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020 |
| **Measure** | Persons aged 20–64 years without a formal qualification at Certificate III level or above.  Numerator – Number of persons aged 20–64 years without a formal qualification at Certificate III level or above.  Denominator – Total population of persons aged 20–64 years.  ‘Certificate III or above’ includes Certificate III, IV, Diploma, Advanced Diploma, Bachelor’s degree and above, and excludes people whose educational attainment is not stated (only applicable to census data).  Note: Data from the Survey of Education and Work are provided as supplementary information to Census data to inform this measure |
| **Data Source** | Numerator and denominator: ABS Census of Population and Housing (Census). Data are available every five years.  Numerator and denominator: ABS Survey of Education and Work (SEW). Data are available annually.  2011 SEW data are being used for this cycle of indicators. |
| **Institutional Environment** | The Census and SEW are collected by the ABS under the Census and Statistics Act 1905.  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment /www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001 af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument] |
| **Relevance** | SEW data are available by State/Territory. The SEW does not collect data from people in Indigenous communities in very remote areas (see Coherence).  The SEW collects information on educational participation and attainment. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0) [www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument]  For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview. |
| **Timeliness** | The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2011 survey were released in November 2011. |
| **Accuracy** | The 2011 SEW response rate was 96 per cent which constituted 39 800 completed interviews. The 2011 response rate was consistent with that in previous years.  The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.  The data are event data that can be used to measure year to year changes provided that the changes are large enough to be detected in the context of the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.  Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent is considered too unreliable for general use. |
| **Coherence** | Both the numerator and denominator come from the SEW. Measures based on the 2011 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.  Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.  The Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0) [www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001 ?OpenDocument] has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared. The Census of Population and Housing and the Survey of Learning and Work (Cat. no. 4235.0) [www.abs.gov.au/ausstats/abs@.nsf/ mf/4235.0] also provide information on educational attainment. |
| **Interpretability** | Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes [www.abs.gov.au /AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument] in Education and Work, Australia (Cat. no. 6227.0). ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au. |
| **Accessibility** | The data for the SEW are available via the ABS website in the publication Education and Work, Australia (Cat. no. 6227.0) [www.abs.gov.au/AUS STATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument]. This measure is also released as part of a SEW detailed education data cube (Cat. no. 6227.0.55.003). Additional data are available at cost upon request through the National Information Referral Service (NIRS) [www.abs.gov.au/websitedbs/D3310114.nsf/home/ National+Information+and+Referral+Service]. A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently for 2011. |

### Data Quality Statement — Target (b): Double the number of higher level qualification completions (diploma and advanced diploma) nationally between 2009 and 2020

This DQS should be read in conjunction with the **Data Quality Statement** – **National VET Provider Collection**

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| **Target** | Double the number of higher level qualification completions (diploma and advanced diploma) nationally between 2009 and 2020 |
| **Measure** | The measure is defined as:   * Number of diplomas and advanced diplomas completed in the calendar year   and is expressed as a *number* |
| **Data Source** | *Numerator* — National VET Provider Collection. Data are collected annually. Excludes people who did not undertake publicly funded VET |
| **Institutional Environment** | The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the Federal, State and Territory ministers responsible for training.  NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.  For further information on the NCVER, see www.ncver.edu.au/aboutncver /who.html |
| **Relevance** | The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia’s publicly funded vocational education and training (VET) system.  The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.  Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.  This collection does not report on the following types of training activity:   * recreation, leisure and personal enrichment * fee-for-service VET by private providers * delivery undertaken at overseas campuses of Australian VET institutions * credit transfer * VET delivered in schools, where the delivery has been undertaken by schools. |
| **Timeliness** | The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2011 data is expected to be released in the first week of July 2012 in Students and Courses. |
| **Accuracy** | The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.  Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to www.ncver.edu.au/avetmiss/21055.html).  Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:   * Percentage of unknown data * The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing * Inappropriate training organisation delivery locations * The number of qualifications/courses that do not match the NTIS listing * The number of modules/units of competency that do not match the NTIS listing * Duplicate client identification * Duplicate qualifications completed * Reporting scopes * Funding sources * Outcome identifiers |
| **Coherence** | AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see www.ncver.edu.au/avetmiss/21055.html. |
| **Interpretability** | To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.  Among other standards detailed in AVETMISS, the collection uses the:   * Australian Classification of Education (ASCED) (ABS Cat. no. 1272.0) to classify the level and field of education * Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS Cat. no. 1220.0) to classify occupation * Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness. |
| **Accessibility** | Summary information is available free of charge in Students and Courses on NCVER’s website at: www.ncver.edu.au/statistic/21053.html. Requests for more detailed statistical information can be made to: NCVER on (08) 8230 8400 or vet\_req@ncver.edu.au  A charge will be generally made by the NCVER for more complex requests for information. See NCVER’s fees and charges policy at www.ncver.edu.au/statistic/21075.html |

### Data Quality Statement — Indicator 1: Proportion of working age population with higher level qualifications (Certificate III and above)

This DQS should be read in conjunction with the **Data Quality Statement** – **Survey of Education and Work**

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| **Outcome** | The skill levels of the working age population are increased to meet the changing needs of the economy |
| **Indicator** | NASWD 1 – Proportion of working age population with higher level qualifications (Certificate III and above) |
| **Measure** | Persons aged 20–64 years with a formal qualification at Certificate III level or above.  *Numerator —* Number of persons aged 20–64 years with a formal qualification at Certificate III level or above.  *Denominator* — Total population of persons aged 20–64 years.  ‘Certificate III or above’ comprises Certificate III, Certificate IV, Certificate III/IV not further defined, Diploma, Advanced Diploma, Bachelor’s degree and above. It excludes Certificate not further defined. For SEW data it excludes people who have not identified the level of qualification they are working towards. For Census data, this category excludes people whose educational attainment is not stated.  Note: Data from the Survey of Education and Work are provided as supplementary information to Census data to inform this measure. |
| **Data Source** | Numerator and denominator — ABS Census of Population and Housing (Census). Data are available every five years.  Numerator and denominator *—* ABS Survey of Education and Work (SEW). Data are available annually.  2011 SEW data are being used for this cycle of indicators. |
| **Institutional Environment** | The Census and SEW are collected by the ABS under the Census and Statistics Act 1905.  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment [www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001 af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument] |
| **Relevance** | SEW data are available by State/Territory. The SEW does not collect data from people in Indigenous communities in very remote areas (see Coherence).  The SEW collects information on educational participation and attainment. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0) [www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256A AF001FCA33?opendocument]  For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview. |
| **Timeliness** | The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2011 survey were released in November 2011. |
| **Accuracy** | The 2011 SEW response rate was 96 per cent which constituted 39 800 completed interviews. The 2011 response rate was consistent with that in previous years.  The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.  The data are event data that can be used to measure year to year changes provided that the changes are large enough to be detected in the context of the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.  Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent are considered too unreliable for general use. |
| **Coherence** | Both the numerator and denominator come from the SEW. Measures based on the 2011 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.  Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.  The Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0) [www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage  /1272.02001?OpenDocument] has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.  The Census of Population and Housing and the Survey of Learning and Work (Cat. no. 4235.0) [www.abs.gov.au/ausstats/abs@.nsf/ mf/4235.0] also provide information on educational attainment. |
| **Interpretability** | Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes [www.abs.gov.au/AUSSTATS/abs @.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument] in Education and Work, Australia (Cat. no. 6227.0).  ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au. |
| **Accessibility** | The data for the SEW are available via the ABS website in the publication Education and Work, Australia (Cat. no. 6227.0) [www.abs.gov.au /AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument]. This measure is also released as part of a SEW detailed education data cube (Cat. no. 6227.0.55.003).  Additional data are available at cost upon request through the National Information Referral Service (NIRS) [www.abs.gov.au/websitedbs/D33 10114.nsf/home/National+Information+and+Referral+Service].  A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently for 2011 |

### Data Quality Statement — Indicator 2: Proportion of employers satisfied that training meets their needs

This DQS should be read in conjunction with the **Data Quality Statement** – **Survey of Employer Use and Views of the VET System (SEUV)**

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| --- | --- |
| **Outcome** | The skill levels of the working age population are increased to meet the changing needs of the economy |
| **Indicator** | Employers who are satisfied that training meets their needs |
| **Measure (computation)** | Proportion of employers who are satisfied with training as a way of meeting their skill needs by type of training  The measure is defined as:  *Numerator* — Employers who reported as being satisfied or very satisfied with the VET system in meeting their skill needs  *Denominator* — Number of employers engaged with the VET system (less those with the numerator variable not stated)  An ‘employer’ is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An ‘employee’ is defined as ‘a person working in, or operating from, this organisation including full-time, part-time and casual employees’.  The measure is calculated separately for the number of employers who in the 12 months preceding the interview:   * had employees undertaking apprenticeships/traineeships, or * arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or * had employees with formal vocational qualifications as a requirement of their job   Proportion of employers who are satisfied with vocational education and training.  The measure is defined as:  *Numerator* — Employers engaged with the VET system who were satisfied with formal vocational qualifications in providing employee(s) with the skills required for their job] (or missing) AND satisfied with apprenticeships and/or traineeships in meeting skill needs (or missing) AND satisfied with nationally recognised training in providing employee(s) with the skills required for their job (or missing).  *Denominator* — Number of employers engaged with the VET system (less those with the numerator variable not stated )  ‘Missing’ refers to an employer who has not engaged with that aspect of the VET system |
| **Data source/s** | All data are derived from the *Survey of Employer Use and Views of the VET System* (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs. |
| **Institutional environment** | The National Centre for Vocational Education Research (NCVER) is a not‑for-profit company owned by the federal, state and territory ministers responsible for training.  NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.  For further information on the NCVER, see [www.ncver.edu.au/who.html] |
| **Relevance** | The Survey of Employers’ Use and Views of the VET System collects information on employers’ use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.  Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.  The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as “a person working in, or operating from, this organisation including full time, part time and casual employees.” An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.  The following organisations are out of scope of the survey:   * self-employed and not employing staff * private households employing staff * foreign diplomatic missions * consulates in Australia * defence force establishments * superannuation funds. |
| **Timeliness** | The Survey of Employers’ Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers’ training experiences in the 12 months preceding their interview. Results from the 2011 survey were released on the NCVER website on 1 November 2011. |
| **Accuracy** | The survey is designed to produce estimates at the state, industry and employer size levels, with the approximate relative standard errors:   * Less than 8 per cent for state-level estimates * Less than 16 per cent for industry-level estimates * Less than 6 per cent for employer-size level estimates * Less than 3 per cent for Australia level estimates.   Employers in scope of the survey were randomly selected and stratified by:  State (each of the 8 states and territories)  Industry (19 ANZSIC divisions)  Employer size(small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).  Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data.  In 2011, a total of 7 500 interviews were conducted. Response rates to the 2011 survey are shown in table 1.  **Table 1: Response rates to the 2011 Survey of Employers’ Use and Views of VET by state**   |  |  | | --- | --- | | **State/Territory** | **Response rate (%)** | | New South Wales | 69.1 | | Victoria | 66.9 | | Queensland | 69.4 | | South Australia | 72.2 | | Western Australia | 73.0 | | Tasmania | 78.1 | | Northern Territory | 81.6 | | Australian Capital Territory | 76.5 | | **Australia** | **71.0** |   The indicator has acceptable (less than 25%) relative standard errors (RSEs). |
| **Coherence** | This is the fourth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007 and 2009. The majority of data items in the 2011 survey are directly comparable with those of the previous three surveys. |
| **Accessibility** | Results of the survey are available free of charge on NCVER’s website at: [www.ncver.edu.au/statistic/21066.html]. Requests for more detailed statistical information or further information about the Survey of Employers’ Use and Views of the VET System can be made to:  NCVER on (08) 8230 8400 or surveys\_req@ncver.edu.au  A charge will be generally made by the NCVER for more complex requests for information. See NCVER’s fees and charges policy at [www.ncver.edu.au/statistic/21075.html] |
| **Interpretability** | To aid interpretation of the data, information on the Survey of Employers’ Use and Views of the VET System is available on the NCVER website.  The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC) |

### Data Quality Statement — Indicator 4: Proportion of working age population with or working towards a non-school AQF qualification

This DQS should be read in conjunction with the **Data Quality Statement** – **Survey of Education and Work**

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| **Outcome** | All working age Australians have the opportunity to develop skills |
| **Indicator** | NASWD 4 – Proportion of working age population with or working towards a non-school AQF qualification. |
| **Measure** | Persons aged 20–64 years with a non-school qualification or who are currently studying for a non-school qualification.  *Numerator* — Number of persons aged 20–64 years who state they have a non-school qualification or who are currently studying for a non-school qualification.  *Denominator* — Total population of persons aged 20–64 years.  Excludes people whose educational attainment is not stated (only applicable to Census data).  Note: Data from the Survey of Education and Work are provided as supplementary information to Census data to inform this measure. |
| **Data Source** | *Numerator and denominator* — ABS Census of Population and Housing (Census). Data are available every five years.  *Numerator and denominator* — ABS Survey of Education and Work (SEW). Data are available annually.  2011 SEW data are being used for this cycle of indicators. |
| **Institutional Environment** | The Census and SEW are collected by the ABS under the Census and Statistics Act 1905.  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment [www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3 ed4b2562bb00121564/10ca14cb967e5b83ca2573ae 00197b65!OpenDocument] |
| **Relevance** | SEW data are available by State/Territory. The SEW does not collect data from people in Indigenous communities in very remote areas (see Coherence).  The SEW collects information on educational participation and attainment. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0) [www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA 256AAF001FCA33?opendocument]  For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview. |
| **Timeliness** | The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2011 survey were released in November 2011. |
| **Accuracy** | The 2011 SEW response rate was 96 per cent which constituted 39 800 completed interviews. The 2011 response rate was consistent with that in previous years.  The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.  The data are event data that can be used to measure year to year changes provided that the changes are large enough to be detected in the context of the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.  Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent is considered too unreliable for general use. |
| **Coherence** | Both the numerator and denominator come from the SEW. Measures based on the 2011 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.  Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.  The Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0) [www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001?  OpenDocument] has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.  The Census of Population and Housing and the Survey of Learning and Work (Cat. no. 4235.0) [www.abs.gov.au/ausstats/abs@.nsf/ mf/4235.0] also provide information on educational attainment. |
| **Interpretability** | Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes [www.abs.gov.au /AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument] in Education and Work, Australia (Cat. no. 6227.0).  ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au. |
| **Accessibility** | The data for the SEW are available via the ABS website in the publication Education and Work, Australia (Cat. no. 6227.0) [www.abs.gov.au /AUSSTAT S/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument]. This measure is also released as part of a SEW detailed education data cube (Cat. no. 6227.0.55.003).  Additional data are available at cost upon request through the National Information Referral Service (NIRS) [www.abs.gov.au/websitedbs/ D3310114.nsf/home/National+Information+and+Referral+Service].  A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently for 2011 |

### Data Quality Statement — Indicator 5: Proportion of VET graduates with improved employment status after training

This DQS should be read in conjunction with the **Data Quality Statement** – **Student Outcomes Survey** and **Data Quality Statement** – **Student Outcomes Survey**

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| --- | --- |
| **Outcome** | Training delivers the skills and capabilities needed for improved economic participation for working age Australians |
| **Indicator** | Proportion of VET graduates with improved employment status after training |
| **Measure**  **(computation)** | Proportion of VET graduates with improved employment status after training  The measure is defined as:  *Numerator* — VET graduates aged 20–64 years with an improved employment status after training  *Denominator* — total VET graduates aged 20–64 years (less those with all three numerator variables not stated).  ‘Graduate’ is defined as a past student who was awarded a qualification from a vocational education and training (VET) provider in Australia. This excludes those students who left their training before completing a qualification.  ‘Improved employment status’ is defined as any one of the following:   * employment status changing from not employed before training (both unemployed and not in labour force) to employed after training (both full time and part time employed) * employed at a higher skill level (based on ANZSCO) after training (regardless of full time or part time employment status before and after training) * received one of the following job related benefits: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits after completing their training. |
| **Data source/s** | All data are derived from the Student Outcomes Survey, which is an annual survey of students who successfully complete VET in Australia. It has been conducted by the National Centre for Vocational Education and Research (NCVER) since 1997.  For information on the scope and coverage of the survey, see the Student Outcomes Quality Statement.  The sample for the survey is drawn from the National VET Provider Collection. For further information, see the National VET Provider Collection Quality Statement. |
| **Institutional environment** | The National Centre for Vocational Education Research (NCVER) is a not‑for-profit company owned by the federal, state and territory ministers responsible for training.  NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.  For further information on the NCVER, see [www.ncver.edu.au/about ncver/who.html] |
| **Relevance** | The Student Outcomes Survey collects information on students’ employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on‑line.  Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.  The scope of the survey is nationally recognised VET (Figure 1).  The survey includes:   * Publicly funded VET activity (all providers) * Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers   The survey excludes:   * Recreation, leisure and personal enrichment (non-vocational programs) * Privately funded VET activity delivered by private providers * VET activity delivered at overseas campuses of Australian VET institutions * VET activity delivered in schools.   This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.  Figure 1: Scope of the 2011 Student Outcomes Survey   |  |  |  |  | | --- | --- | --- | --- | |  | Provider Type | | | | Funding Type | TAFE and Other Government providers | Private Providers | Community Education Providers a | | Commonwealth and state funded | MMj01855880000[1] | MMj01855880000[1] | MMj01855880000[1] | | Fee-for-service | MMj01855880000[1] |  | MMj01855880000[1] |   Notes  a This information is only collected in New South Wales and Victoria. |
| **Timeliness** | The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2011 survey (for students who completed their training in 2010) were released on the NCVER website in December 2011. |
| **Accuracy** | In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.  Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data. Three analyses are conducted to determine the impact of non‑response and mode bias. They are performed on weighted and unweighted data and include:   * a comparison of the responding sample with the mailing list sample * a comparison of the characteristics of the responding sample with non‑respondents. Information on a sample of non-respondents is collected via telephone interview * a comparison of the results obtained from mail and online completion.   Response rates to the 2011 survey are shown in table 1.  **Table 1: Response rates for graduates to the 2011 Student Outcomes Survey by state**   |  |  | | --- | --- | | **State/Territory** | **Response rate (%)** | | New South Wales | 44.1 | | Victoria | 42.4 | | Queensland | 40.4 | | South Australia | 42.8 | | Western Australia | 41.9 | | Tasmania | 46.5 | | Northern Territory | 37.7 | | Australian Capital Territory | 39.1 | | **Australia** | **42.2** |   For 2011, the indicator has acceptable (less than 25%) relative standard errors (RSEs) for all VET graduates at the national level. When data are disaggregated by state/territory and Indigenous status or socio-economic status (SES), many RSEs are consistently above 25% due to small sample sizes. |
| **Coherence** | The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.  Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers. |
| **Accessibility** | Results of the survey are available free of charge on NCVER’s website at: [www.ncver.edu.au/statistic/21065.html]. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to: NCVER on (08) 8230 8400 or surveys\_req@ncver.edu.au  A charge will be generally made by the NCVER for more complex requests for information. See NCVER’s fees and charges policy at [www.ncver.edu.au/statistic/21075.html] |
| **Interpretability** | To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.  The survey uses the:   * Australian and New Zealand Standard Industry Classification (ANZSIC) * Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) * Australian Classification of Education (ASCED) * Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD). SEIFA IRSD is derived from ABS Census variables related to disadvantage, such as low income, low educational attainment, unemployment, and dwellings without motor vehicles. The ABS has assigned a SEIFA IRSD score to each statistical local area (SLA) and the distribution of scores is divided into ten equal groups (deciles).  For reporting by quintiles, the deciles within Australia were first converted to quintiles. Then, a simple matching exercise was undertaken for each student in which their postcode and location recorded in the VET Provider Collection were mapped to a SLA.   Other standards used include the ABS standard question on:   * Indigenous status * Country of birth * Main Language Other than English Spoken at Home * Labour force status |

### Data Quality Statement — Indicator 6: Proportion of VET graduates with improved education/training status after training

This DQS should be read in conjunction with the **Data Quality Statement** – **National VET Provider Collection**

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| **Outcome** | Training delivers the skills and capabilities needed for improved economic participation for working age Australians |
| **Indicator** | Proportion of VET graduates with improved education/training status after training |
| **Measure** | Proportion of VET students with improved education after training  The measure(main) is defined as:   * *Numerator* — the number of VET AQF qualification completions by students aged 20–64 years who have completed a course at a higher education level than their previous highest education level * *Denominator* — the number of VET AQF course enrolments by students aged 20–64 years   The measure(supplementary) is defined as:   * *Numerator* — the number of VET AQF qualification completions by students aged 20–64 years who have completed a course at a higher education level than their previous highest education level * *Denominator* — the number of VET AQF qualification completions by students aged 20–64 years   For both measures, the hierarchy for highest level of education is as follows:   * Advanced diploma or above * Diploma * Certificate IV * Certificate III * Certificate II/Year 12 * Certificate I * Year 11 * Year 10 * Year 9 or below * Miscellaneous education * Did not go to school   ‘Not stated’ responses have been excluded from the computation |
| **Data Source** | All data are derived from the National VET Provider Collection |
| **Institutional Environment** | The National Centre for Vocational Education Research (NCVER) is a not‑for-profit company owned by the federal, state and territory ministers responsible for training.  NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.  For further information on the NCVER, see [www.ncver.edu.au/about ncver/who.html] |
| **Relevance** | The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia’s publicly funded vocational education and training (VET) system.  The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.  Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.  This collection does not report on the following types of training activity:   * recreation, leisure and personal enrichment * fee-for-service VET by private providers * delivery undertaken at overseas campuses of Australian VET institutions * credit transfer * VET delivered in schools, where the delivery has been undertaken by schools. |
| **Timeliness** | The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2011 data is expected to be released in the first week of July 2012 in Students and Courses. |
| **Accuracy** | The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.  Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to [www.ncver.edu.au/avetmiss/21055.html]).  Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:   * Percentage of unknown data * The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing * Inappropriate training organisation delivery locations * The number of qualifications/courses that do not match the NTIS listing * The number of modules/units of competency that do not match the NTIS listing * Duplicate client identification * Duplicate qualifications completed * Reporting scopes * Funding sources * Outcome identifiers |
| **Coherence** | AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see [www.ncver.edu.au/avetmiss/21055.html]. |
| **Interpretability** | To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.  Among other standards detailed in AVETMISS, the collection uses the:  Australian Classification of Education (ASCED) (ABS Cat. no. 1272.0) to classify the level and field of education  Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS Cat. no. 1220.0) to classify occupation  Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness. |
| **Accessibility** | Summary information is available free of charge in Students and Courses on NCVER’s website at: [www.ncver.edu.au/statistic/21053.html]. Requests for more detailed statistical information can be made to: NCVER on (08) 8230 8400 or vet\_req@ncver.edu.au  A charge will be generally made by the NCVER for more complex requests for information. See NCVER’s fees and charges policy at [www.ncver.edu.au/statistic/21075.html] |
| **‘Not known’ information** | Data reported in the National VET Provider Collection as ‘not known’ are reported for the following reasons:   * Information was not collected. * A student has not responded to a question on the enrolment form. * Invalid information was supplied.   Caution should be taken when using data with a large number of ‘not known’ responses, as illustrated in the table below.  Table 1: Proportion of students with ‘not known’ data (%)   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 2007 | 2008 | 2009 | 2010 | 2011 | | Indigenous status | 10.7 | 10.0 | 9.8 | 8.4 | 7.2 | |
| **Comparability** | NCVER’s VET Provider Collection is comprised of data collected through separate submissions from State/Territory training authorities every year. Therefore, despite the best efforts of NCVER and the state/territory training authorities involved, from time to time inconsistencies arise that in the collection and submission of the data that affects its comparability across different years. The issues relevant to this submission are listed below and must be included with any subsequent dissemination of the data.  Notes on tables  1. In May 2012, the Australian Capital Territory re-submitted data for the 2010 National VET Provider Collection to address data quality. The re-submission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.  2. From 2011, the National Art School in New South Wales moved to reporting nationally as part of the Commonwealth Higher Education Statistics collection. In 2010, the National Art School reported 360 students, 2375 subject enrolments, 345 399 nationally agreed nominal hours and 480 full-year training equivalents.  3. The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.  4. In 2007, the decline in student numbers in New South Wales can be partly attributed to new and better defined exclusions from reporting scopes. New South Wales excluded sub-contracted VET activity for 2600 students, 29 200 subject enrolments and 892 100 nominal hours. In addition, 3400 students, 47 300 subject enrolments and 1 706 600 nominal hours were excluded because it was activity undertaken at overseas campuses.  5. Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and private providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared with previous years.  6. Data from the Workers Education Association (WEA) of South Australia were unable to be included in the 2009 National VET Provider Collection. In 2008 WEA reported 6397 students, 7993 subject enrolments and 135 312 nationally agreed nominal hours and 188 full-year training equivalents.  7. From 2009 onwards, data from Tasmania are not necessarily comparable with previous years due to changes in training arrangements implemented in the Tasmania Tomorrow initiatives. These initiatives included some senior secondary colleges and TAFE being replaced by the Tasmanian Academy, the Tasmanian Polytechnic and the Tasmanian Skills Institute.  8. 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 [www.adelaide.edu.au/apmrc/gisca/projects/category/about\_aria.html ]  9. Socio-Economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA 2006 IRSD) is derived from ABS 2006 Census variables related to disadvantage, such as low income, low educational attainment, unemployment, and dwellings without motor vehicles. The ABS has assigned a SEIFA 2006 IRSD score to each statistical local area (SLA) and the distribution of scores is divided into ten equal groups (deciles). For reporting by quintiles, the deciles within Australia were first converted to quintiles. Then, a simple matching exercise was undertaken for each student in which their postcode and location recorded in the VET Provider Collection were mapped to a SLA. For more details refer to: [www.abs.gov.au /websitedbs/D3310114.nsf/home/Seifa\_entry\_page]  10. In 2009, the South Australian Department of Further Education, Employment, Science and Technology (DFEEST) changed the method of reporting 'Other recognised courses' and subject only enrolments for TAFE SA. This represented a break in series, as these students could no longer be counted in course enrolments. In 2010, DFEEST implemented a new reporting method—that was similar to that used prior to 2009—for reporting 'Other recognised courses' and subject only enrolments. Consequently, this also represents a break in series for reporting purposes.  If the pre-2009 reporting method was applied to the 2009 data, the number of students in 'Other recognised courses' would have been 30 400 rather than 5700 and subject only enrolments 11 700 rather than 36 700. Likewise, student numbers for Australia would have been 234 100 rather than 209 200 (for other recognised courses) and 82 500 rather than 107 500 (for subject only).  11. Data for qualifications completed in 2011 are based on preliminary data submissions. Preliminary estimates indicate that there was a total of 444 600 qualifications completed in 2011 (compared with a preliminary estimate of 382 200 qualifications completed in 2010). The 2011 data will be revised upwards in the 2012 VET Provider Collection to accommodate further notification of qualifications completed |

### Data Quality Statement — Student Outcomes Survey

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| **Institutional environment** | The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.  NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.  For further information on the NCVER, see www.ncver.edu.au/aboutncver/who.html |
| **Relevance** | The Student Outcomes Survey provides annual information about students’ employment outcomes and satisfaction with vocational education and training (VET) in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.  The sample for the survey is drawn from the National VET Provider Collection, an administrative collection. For further information, see the National VET Provider Collection Quality Statement.  The survey collects information on students’:   * Personal characteristics * Training characteristics * Reasons for undertaking the training * Satisfaction with the training * Labour force characteristics before and after training * Further study activity * Reasons for not continuing with the training (where applicable).   Information from the National VET Provider Collection supplements survey data. This includes information on students’:   * Age * Sex * Indigenous status * Disability status * State * Postcode/location * Course Qualification * Field of education * English (main language spoken at home) * Training institute * Type of provider * Major funding source   The survey provides benchmarking data and disaggregations by state/territory, age, sex, Indigenous status, disability status, main language spoken at home, remoteness region, apprenticeship/traineeship status, and employment status before and after training.  The scope of the survey is nationally recognised VET (Figure 1). Students who undertake recreational, leisure or personal enrichment (short) courses are excluded, as are VET in Schools students and full-fee paying overseas students. This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/ State funded programs through TAFE.  **Figure 1: Scope of the 2011 Student Outcomes Survey**   |  |  |  |  | | --- | --- | --- | --- | |  | Provider Type | | | | Funding Type | TAFE and Other Government providers | Private Providers | Community Education Providers a | | Commonwealth and state funded | MMj01855880000[1] | MMj01855880000[1] | MMj01855880000[1] | | Fee-for-service | MMj01855880000[1] |  | MMj01855880000[1] |   a This information is only collected in New South Wales and Victoria. |
| **Timeliness** | NCVER has conducted the Student Outcomes Survey every year since 1997. The reference date is the last Friday in May of the year after the training was completed. Results from the 2011 survey were released on 5 December 2011, approximately four months after the data were collected. |
| **Accuracy** | The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection. Table 1 outlines the initial accuracy constraints (RSEs) on estimates of the following proportions for graduates:   * Employed after training * Employed or in further study after training * Fully or partly achieved main reason for doing the training * Satisfied with the overall quality of training   **Table 1: Desired accuracy levels of key survey measures for graduates**   |  |  |  | | --- | --- | --- | | **Level** | **Desired RSEs on estimates of proportion** % | **Achieved RSEs on estimates of proportion** % | | Australia | 3 | <3 | | State/Territory | 5 | <3 |   The survey was not designed to provide estimates for small equity groups such as Indigenous and disability.  In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. In 2011, 109 903 students responded to the survey (after taking into account scope exclusions), 63 048 of whom were graduates. Response rates to the 2011 survey are shown in table 2.  **Table 2: Response rates for graduates to the 2011 Student Outcomes Survey by state**   |  |  | | --- | --- | | **State/Territory** | **Response rate (%)** | | New South Wales | 44.1 | | Victoria | 42.4 | | Queensland | 40.4 | | South Australia | 42.8 | | Western Australia | 41.9 | | Tasmania | 46.5 | | Northern Territory | 37.7 | | Australian Capital Territory | 39.1 | | **Australia** | **42.2** |   Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:   * a comparison of the responding sample with the mailing list sample * a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview. * a comparison of the results obtained from mail and online completion. |
| **Coherence** | The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.  Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers. |
| **Interpretability** | To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.  The survey uses the:   * Australian Classification of Education (ASCED) (ABS Cat. no. 1272.0) to classify the level and field of education * Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS Cat. no. 1292.0) to classify industry * Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS Cat. no. 1220.0) to classify occupation * Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.   Other standards used include the ABS standard question on:  Indigenous status   * Country of birth * Main Language Other than English Spoken at Home * Labour force status * SEIFA IRSD |
| **Accessibility** | Results of the survey are available free of charge on NCVER’s website at: [www.ncver.edu.au/statistic/21065.html]. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to:  NCVER on (08) 8230 8400 or surveys\_req@ncver.edu.au  A charge will be generally made by the NCVER for more complex requests for information. See NCVER’s fees and charges policy at [www.ncver.edu.au/statistic/21075.html] |

### Data Quality Statement — Survey of Employers’ Use and Views of the VET System

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| **Institutional environment** | The National Centre for Vocational Education Research (NCVER) is a not‑for-profit company owned by the federal, state and territory ministers responsible for training.  NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.  For further information on the NCVER, see [www.ncver.edu.au/aboutncver/who.html] |
| **Relevance** | The Survey of Employers’ Use and Views of the VET System provides biennial information about employers’ use and views of VET. Data are collected by computer assisted telephone interview (CATI).  The sample for the survey is drawn from the Australian Bureau of Statistics (ABS) Business Register.  The survey collects information from employers about:   * Organisational characteristics * How the organisation meets its skill needs * Vocational qualifications * Apprenticeships and traineeships * Nationally Recognised Training * Unaccredited training   The survey provides benchmarking data and disaggregations by state/territory, employer size, industry and type of training used.  The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as a person working in, or operating from, this organisation including full time, part time and casual employees. An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.  The following organisations are out of scope of the survey:   * self-employed and not employing staff * private households employing staff * foreign diplomatic missions * consulates in Australia * defence force establishments * superannuation funds. |
| **Timeliness** | The Survey of Employers’ Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers’ training experiences in the 12 months preceding their interview. Results from the 2011 survey were released on the NCVER website in December 2011. |
| **Accuracy** | The survey is designed to produce estimates at the state, industry and employer size levels, with the approximate relative standard errors:   * Less than 8 per cent for state-level estimates * Less than 16 per cent for industry-level estimates * Less than 6 per cent for employer-size level estimates * Less than 3 per cent for Australia level estimates.   Employers in scope of the survey were randomly selected and stratified by:   * State (each of the 8 states and territories) * Industry (19 ANZSIC divisions) * Employer size(small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).   Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data.  In 2011, a total of 7 500 interviews were conducted. Response rates to the 2011 survey are shown in table 1.  **Table 1: Response rates to the 2011 Survey of Employers’ Use and Views of VET by state**   |  |  | | --- | --- | | **State/Territory** | **Response rate (%)** | | New South Wales | 69.1 | | Victoria | 66.9 | | Queensland | 69.4 | | South Australia | 72.2 | | Western Australia | 73.0 | | Tasmania | 78.1 | | Northern Territory | 81.6 | | Australian Capital Territory | 76.5 | | **Australia** | **71.0** |   The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs). |
| **Coherence** | This is the fourth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007 and 2009. The majority of data items in the 2011 survey are directly comparable with those of the previous three surveys. |
| **Accessibility** | Results of the survey are available free of charge on NCVER’s website at: [www.ncver.edu.au/statistic/21066.html]. Requests for more detailed statistical information or further information about the Survey of Employers’ Use and Views of the VET System can be made to: NCVER on (08) 8230 8400 or surveys\_req@ncver.edu.au  A charge will be generally made by the NCVER for more complex requests for information. See NCVER’s fees and charges policy at [www.ncver.edu.au/statistic/21075.html] |
| **Interpretability** | To aid interpretation of the data, information on the Survey of Employers’ Use and Views of the VET System is available on the NCVER website.  The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC). |

### Data Quality Statement — National VET Provider Collection

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| **Institutional environment** | The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.  NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.  For further information on the NCVER, see [www.ncver.edu.au/aboutncver/who.html] |
| **Relevance** | The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia’s publicly funded vocational education and training (VET) system.  The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.  Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.  This collection does not report on the following types of training activity:   * recreation, leisure and personal enrichment * fee-for-service VET by private providers * delivery undertaken at overseas campuses of Australian VET institutions * credit transfer * VET delivered in schools, where the delivery has been undertaken by schools. |
| **Timeliness** | The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2011 data is expected to be released in the first week of July 2012 in Students and Courses. |
| **Accuracy** | The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.  Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to [www.ncver.edu.au/avetmiss/21055.html]).  Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:   * Percentage of unknown data * The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing * Inappropriate training organisation delivery locations * The number of qualifications/courses that do not match the NTIS listing * The number of modules/units of competency that do not match the NTIS listing * Duplicate client identification * Duplicate qualifications completed * Reporting scopes * Funding sources * Outcome identifiers |
| **Coherence** | AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see [www.ncver.edu.au/avetmiss/21055.html]. |
| **Accessibility** | Summary information is available free of charge in Students and Courses on NCVER’s website at: [www.ncver.edu.au/statistic/publications/21053.html]. Requests for more detailed statistical information can be made to:  NCVER on (08) 8230 8400 or vet\_req@ncver.edu.au  A charge will be generally made by the NCVER for more complex requests for information. See NCVER’s fees and charges policy at [www.ncver.edu.au/statistic/21075.html] |
| **Interpretability** | To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.  Among other standards detailed in AVETMISS, the collection uses the:   * Australian Classification of Education (ASCED) (ABS Cat. no. 1272.0) to classify the level and field of education * Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS Cat. no. 1220.0) to classify occupation * Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness. |
| **‘Not known’ information** | Data reported in the National VET Provider Collection as ‘not known’ are reported for the following reasons:   * Information was not collected. * A student has not responded to a question on the enrolment form. * Invalid information was supplied.   Caution should be taken when using data with a large number of ‘not known’ responses, as illustrated in the table below.  **Table 1: Proportion of students with ‘not known’ data (%)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **2008** | **2009** | **2010** | **2011** | | Indigenous status | 10.0 | 9.8 | 8.4 | 7.2 | | Disability status | 13.4 | 13.2 | 13.6 | 12.8 | | Non-English speaking background | 10.7 | 10.5 | 8.2 | 7.5 | |
| **Comparability** | NCVER’s VET Provider Collection is comprised of data collected through separate submissions from state/territory training authorities every year. Therefore, despite the best efforts of NCVER and the state/territory training authorities involved, from time to time inconsistencies arise that in the collection and submission of the data that affects its comparability across different years. The issues relevant to this submission are listed below and must be included with any subsequent dissemination of the data.  Notes on tables  1. In May 2012, the Australian Capital Territory re-submitted data for the 2010 National VET Provider Collection to address data quality. The re-submission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.  2. From 2011, the National Art School in New South Wales moved to reporting nationally as part of the Commonwealth Higher Education Statistics collection. In 2010, the National Art School reported 360 students, 2375 subject enrolments, 345 399 nationally agreed nominal hours and 480 full-year training equivalents.  3. The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.  4. Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and private providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared with previous years.  5. Data from the Workers Education Association (WEA) of South Australia were unable to be included in the 2009 National VET Provider Collection. In 2008 WEA reported 6397 students, 7993 subject enrolments and 135 312 nationally agreed nominal hours and 188 full-year training equivalents.  6. From 2009 onwards, data from Tasmania are not necessarily comparable with previous years due to changes in training arrangements implemented in the Tasmania Tomorrow initiatives. These initiatives included some senior secondary colleges and TAFE being replaced by the Tasmanian Academy, the Tasmanian Polytechnic and the Tasmanian Skills Institute.  7. 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 [www.adelaide.edu.au/apmrc/gisca/projects/category/about\_aria.html]  8. In 2009, the South Australian Department of Further Education, Employment, Science and Technology (DFEEST) changed the method of reporting 'Other recognised courses' and subject only enrolments for TAFE SA. This represented a break in series, as these students could no longer be counted in course enrolments. In 2010, DFEEST implemented a new reporting method—that was similar to that used prior to 2009—for reporting 'Other recognised courses' and subject only enrolments. Consequently, this also represents a break in series for reporting purposes. If the pre-2009 reporting method was applied to the 2009 data, the number of students in 'Other recognised courses' would have been 30 400 rather than 5700 and subject only enrolments 11 700 rather than 36 700. Likewise, student numbers for Australia would have been 234 100 rather than 209 200 (for other recognised courses) and 82 500 rather than 107 500 (for subject only).  9. Data for qualifications completed in 2011 are based on preliminary data submissions. Preliminary estimates indicate that there was a total of 444 600 qualifications completed in 2011 (compared with a preliminary estimate of 382 200 qualifications completed in 2010). The 2011 data will be revised upwards in the 2012 VET Provider Collection to accommodate further notification of qualifications completed. |

### Data Quality Statement — Survey of Education and Work

|  |  |
| --- | --- |
| **Institutional environment** | For information on the institutional environment of the Australian Bureau of Statistics (ABS), including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment [www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4  b2562bb00121564/10ca14cb967e5b83ca2573ae 00197b65!OpenDocument] |
| **Relevance** | The Education and Work survey provides annual information about a range of key indicators relating to educational participation and attainment along with data on people's transition between education and work for all persons aged 15–64 years and persons aged 65–74 years who are employed or marginally attached to the labour force.  Since this survey is supplementary to the Labour Force Survey (LFS), persons excluded from the LFS are also excluded from this survey (see Explanatory Notes of Labour Force, Australia (Cat. no. 6202.0) [www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/6202.0Explanatory  %20Notes1Apr%202012?opendocument&tabname=Notes&prodno=  6202.0&issue=Apr% 202012&num=&view=] for standard LFS exclusions]. Additional exclusions from this survey were persons aged 75 years or older, persons aged 65–74 years who are not intending to work, persons permanently unable to work, institutionalised persons and boarding school pupils. Very remote areas were included for the first time in 2009.  The type of information collected included: participation in education in the year prior to the survey, and in the survey month; labour force characteristics; type of educational institution; level of education of current and previous study; highest year of school completed; level and main field of highest non-school qualification; transition from education to work; unmet demand for education; and selected characteristics of apprentices.  The Australian Classification of Education (ASCED) (Cat. no. 1272.0) [www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage  /1272.02001?OpenDocument] was used to classify education. The ASCED is a national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training and higher education. The ASCED comprises two classifications: Level of Education and Field of Education. |
| **Timeliness** | The most recent Education and Work survey was conducted throughout Australia in May 2011 as a supplement to the monthly LFS. The ABS has been conducting similar surveys since 1964. These surveys were conducted annually from February 1964 to February 1974, in May 1975 and 1976, in August 1977 and 1978 and annually in May since 1979. Data from the survey are released approximately six months after they have been collected. |
| **Accuracy** | The number of completed interviews (after taking into account scope and coverage exclusions) was about 39 800. This sample was achieved by obtaining a response rate of 96 per cent from the selected households.  The Labour Force Survey is designed to primarily provide estimates for the whole of Australia and, secondly, for each State and Territory.  Two types of error are possible in an estimate based on a sample survey:  non-sampling error and sampling error.  Non-sampling error arises from inaccuracies in collecting, recording and processing the data. Every effort is made to minimise reporting error by the careful design of questionnaires, intensive training and supervision of interviewers, and efficient data processing procedures. Non-sampling error arises because information cannot be obtained from all persons selected in the survey.  Sampling error occurs because a sample, rather than the entire population is surveyed. One measure of the likely difference resulting from not including all dwellings in the survey is given by the standard error. There are about two chances in three that a sample estimate will differ by less than one standard error from the figure that would have been obtained if all dwellings had been included in the survey and about 19 chances in 20 that the difference will be less than two standard errors.  Every five years, following the availability of data from the Census of Population and Housing, the ABS reviews the LFS sample design. As a result of the review following the 2006 Census, the new sample design, implemented over the period November 2007 to June 2008, resulted in a smaller sample size from July 2008. For more information see Information Paper: Labour Force Sample Design, Nov 2007 (Cat. no. 6269.0) [www.abs.gov.au/ausstats/abs@.nsf/mf/6269.0]. |
| **Coherence** | The indicators for COAG national agreement reporting that are based on the 2011 SEW are consistent with those supplied from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.  The ABS seeks to maximise consistency and comparability over time by minimising changes to the survey; sound survey practice requires ongoing development to maintain the integrity of the data. No changes were made to the survey between 2010 and 2011.  In 2009 the scope of the survey was extended to include persons aged  65–74 years who are employed or marginally attached to the labour force. Persons are determined to be marginally attached to the labour force if they were not in the labour force in the reference week, wanted to work and: were actively looking for work but did not meet the availability criteria to be classified as unemployed; or were not actively looking for work but were available to start work within four weeks or could start work within four weeks if child care was available.  Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time. |
| **Accessibility** | In addition to the electronic publication, the tables and associated RSEs are available in spreadsheet format on the website. Extra tables not contained in the electronic publication are also included on the website.  A Confidentialised Unit Record File (CURF) containing confidentialised microdata from the Survey of Education and Work has been released biennially since 2001. The CURF facilitates interrogation and analysis of survey data. The most recent CURF for the Survey of Education and Work was released from the 2011 survey. For further details refer to the ABS website [www.abs.gov.au]  Data are also available on request. Note that detailed data can be subject to high relative standard errors which in some cases may result in data being confidentialised.  For further information about these or related statistics, contact the National Information and Referral Service on 1300 135 070. |
| **Interpretability** | Detailed information on the terminology, classifications and other technical aspects associated with the Survey of Education and Work can be found in the relevant web pages included with this release. |

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## Acronyms and abbreviations

.. not applicable

– zero, or rounded to zero

AATSIHS Australian Aboriginal and Torres Strait Islander Health Survey

ABS Australian Bureau of Statistics

ACE Adult and Community Education

ACT Australian Capital Territory

ALLS Adult Literacy and Life Skills Survey

AMES Adult Migrant Educational Service

AQF Australian Qualifications Framework

AQTF Australian Quality Training Framework

ARA Any responsible adult

ARIA Accessibility/Remoteness Index for Australia

ASCED Australian Standard Classification of Education

Aust Australia

CD Collection District

COAG Council of Australian Governments

CRC COAG Reform Council

CURF Confidentialised Unit Record File

DEEWR Department of Education Employment and Workplace Relations

DQS Data Quality Statement

FLAG Flexible Learning Advisory Group

IGA Intergovernmental Agreement on Federal Financial Relations

IP Implementation Plan

IRSD Index of Relative Social Disadvantage

LFS Labour Force Survey

LOTE Language other than English

MCTEE Ministerial Council for Tertiary Education and Employment

NA National Agreement

na not available

NASWD National Agreement for Skills and Workforce Development

NATESE National Advisory for Tertiary Education, Skills and Employment

NATSIHS National Aboriginal and Torres Strait Islander Health Survey

NATSISS National Aboriginal and Torres Strait Islander Social Survey

NCVER National Centre for Vocational Education Research

NEA National Education Agreement

nfd not further defined

NIRA National Indigenous Reform Agreement

NP National Partnership

np not published

NSOC National Senior Officials Committee

NSSC National Skills Standard Council

NSW New South Wales

NT Northern Territory

NVEAC National VET Equity Advisory Council

OECD Organisation for Economic Co-operation and Development

PC Productivity Commission

PIAAC OECD Programme for the International Assessment of Adult Competencies

PPP Productivity Places Program

Qld Queensland

RSE relative standard error

RTO Registered Training Organisation

SA South Australia

SCFFR Standing Council for Federal Financial Relations

SCOTESE Standing Council on Tertiary Education, Skills and Employment

SCRGSP Steering Committee for the Review of Government Service Provision

SEIFA Socioeconomic Indexes for Areas

SES socio-economic status

SEUV Survey of Employer Use and Views of the VET Sector

SEW Survey of Education and Work

SLA Statistical Local Area

SOS Student Outcomes Survey

SPP specific purpose payment

TAFE technical and further education

Tas Tasmania

VET vocational education and training

Vic Victoria

WA Western Australia

WEA Workers’ Education Association of South Australia

## Glossary

|  |  |
| --- | --- |
| **Completions** | Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment). |
| **Course** | A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification. |
| **Enrolment** | The registration of a student at a training organisation’s delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery. |
| **Fee-for-service** | Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student. |
| **Government funded** | Government recurrent funded students (which relates directly to training activity funded under the Commonwealth–State Agreement for Skilling Australia’s Workforce unless otherwise specified) and excludes students participating in VET programs delivered in schools (where the delivery was undertaken by schools) or who undertook ‘recreation, leisure or personal enrichment’ education programs. Fee-for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded. |
| **Graduate** | A person who has completed a VET program. |
| **Module** | A unit of training in which a student can enrol and be assessed. |
| **Private provider** | A commercial organisation that provides training to individuals and industry. |
| **Productivity Places Program (PPP)** | The PPP was part of the Australian Government’s Skilling Australia for the Future initiative. The program aimed to provide additional training opportunities to assist Australian workers and job seekers to develop the skills they needed to be effective participants and contributors to the modern workforce. The training places were delivered in response to skills and occupations demand identified by industry. |
| **Program of study** | A generic term to describe Training Package qualifications, nationally recognised accredited courses, other courses (not nationally recognised accredited courses), units of competency and modules. |
| **Recurrent funding** | Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent. |
| **Registered training organisation (RTO)** | RTOs are organisations registered by a State or Territory recognition authority to deliver specified VET and/or assessment services, and issue nationally recognised qualifications in accordance with the AQTF. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements. |
| **TAFE** | Technical and further education colleges and institutes, which are the primary providers of government funded VET. |
| **Training packages** | An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people’s skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials.  A Training Package is the grouping together of the training components designed to assist in achieving the competencies for a specific industry. Units of competency are packaged together which, when combined at various levels, can form qualifications (Certificate, Diploma etc.). |
| **VET program** | A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills. |

1. The Standing Council on Tertiary Education, Skills and Employment (SCOTESE) replaced the Ministerial Council for Tertiary Education and Employment (MCTEE) from 1 September 2011, as part of the COAG reform of Ministerial Councils. [↑](#footnote-ref-1)