National Agreement Performance Information 2011

National Agreement for Skills and Workforce Development

Steering Committee for the Review of Government Service Provision

June 2012

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Steering Committee for the Review of Government Service Provision

Mr Paul McClintock AO
Chairman
COAG Reform Council
Level 24, 6 O'Connell Street
SYDNEY NSW 2000

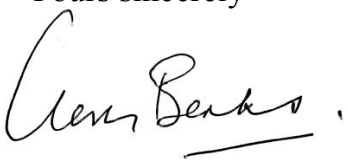
Dear Mr McClintock

In accordance with Schedule C of the *Intergovernmental Agreement on Federal Financial Relations* I am pleased to submit to you the Steering Committee's report on the performance data for the *National Agreement for Skills and Workforce Development*.

This report is one of two Steering Committee reports that provide performance data on the National Agreements related to education and training.

This report was produced with the assistance of Australian, State and Territory Government departments and agencies, and a number of statistical bodies. The Steering Committee would like to record its appreciation for the efforts of all those involved in the development of this report.

Yours sincerely



Gary Banks AO
Chairman

29 June 2012

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This Report

The Steering Committee for the Review of Government Service Provision was requested by COAG to collate information relevant to the performance indicators in the National Agreements, and to provide it to the COAG Reform Council. The COAG Reform Council subsequently requested the Steering Committee to include information on all categories of performance information set out in each National Agreement, including those variously referred to as performance indicators, progress measures, outputs, benchmarks and targets.

The information in this report is intended as an input to the COAG Reform Council's analysis. To facilitate the COAG Reform Council's work, this report contains the following information:

- background and roles and responsibilities of various parties in National Agreement performance reporting
- contextual information relevant to the *National Agreement for Skills and Workforce Development*
- overview of the performance targets, performance indicators and key issues in performance reporting for the *National Agreement for Skills and Workforce Development*
- individual indicator specifications and summaries of data issues
- attachment tables containing the performance data. The electronic version of this report contains electronic links between indicator specifications and attachment tables, to assist navigation through the report. Attachment tables are also available in excel format.

The original data quality statements provided by data collection agencies are also provided as an attachment to this report.

Steering Committee

This Report was produced under the direction of the Steering Committee for the Review of Government Service Provision (SCRGSP). The Steering Committee comprises the following current members:

Mr Gary Banks	Chairman	Productivity Commission
Mr Ron Perry	Aust. Govt.	Department of Prime Minister and Cabinet
Mr Peter Robinson	Aust. Govt.	The Treasury
Mr Mark Thomman	Aust. Govt.	Department of Finance and Deregulation
Dr Meg Montgomery	NSW	Department of Premier and Cabinet
Mr Kevin Cosgriff	NSW	Department of Treasury
Mr Simon Kent	Vic	Department of the Premier and Cabinet
Mr Jeremy Nott	Vic	Department of Treasury and Finance
Ms Nicole Tabb	Qld	Department of the Premier and Cabinet
Ms Janelle Thurlby	Qld	Department of Treasury
Mr Warren Hill	WA	Department of the Premier and Cabinet
Mr David Christmas	WA	Department of Treasury and Finance
Mr Chris McGowan	SA	Department of the Premier and Cabinet
Mr David Reynolds	SA	Department of Treasury and Finance
Ms Rebekah Burton	Tas	Department of Premier and Cabinet
Ms Pam Davoren	ACT	Chief Minister's Department
Ms Jenny Coccetti	NT	Department of the Chief Minister
Mr Craig Graham	NT	NT Treasury
Mr Peter Harper		Australian Bureau of Statistics
Mr David Kalisch		Australian Institute of Health and Welfare

People who also served on the Steering Committee during the production of this Report include:

Mr David de Carvalho	Aust. Govt.	Department of Finance and Deregulation
Ms Liz Develin	NSW	Department of Premier and Cabinet
Mr Tony Bates	Vic	Department of Treasury and Finance
Ms Amanda Scanlon	Qld	Department of the Premier and Cabinet
Mr Tony Stubbin	NT	NT Treasury
Mr Trevor Sutton		Australian Bureau of Statistics

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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.

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:

(a) high-level performance indicators for each National Agreement;

(b) the Steering Committee for the Review of Government Service Provision (the Steering Committee) having overall responsibility for collating the necessary performance data; and

(c) 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:

  (i) focuses on the high-level National Agreement performance indicators;

  (ii) highlights examples of good practice;

  (iii) highlights contextual differences between jurisdictions which are relevant to interpreting the data; and

  (iv) 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:
>
> (a) the publication of performance information for all jurisdictions against National Agreement outcomes and performance benchmarks;
>
> (b) 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;
>
> (c) independent assessment of whether predetermined performance benchmarks have been achieved before an incentive payment to reward nationally significant reforms under National Partnerships is made;
>
> (d) monitoring the aggregate pace of activity in progressing COAG's agreed reform agenda; and
>
> (e) 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:
>
> (a) development of objectives, outcomes, outputs and performance indicators for National Agreements; and
>
> (b) 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:

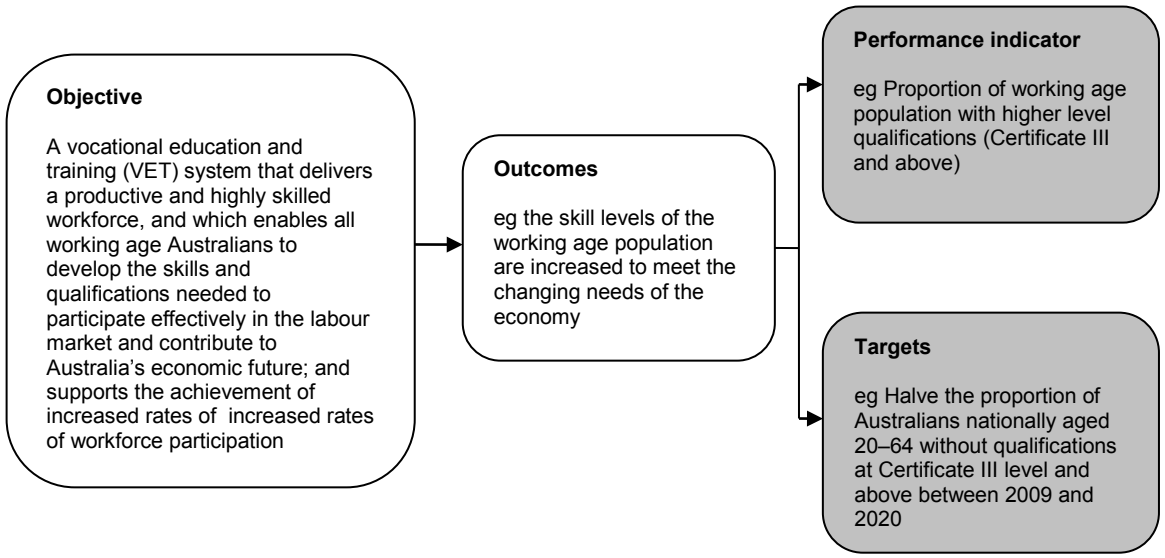
- maintaining a register of the national minimum data sets [para. C28]
- oversighting progress in improving the quality and timeliness of indicator data and the coordination of improvements in data collection processes, data quality and the timeliness of performance reporting for the National Performance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



[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.

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

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.*

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**

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.

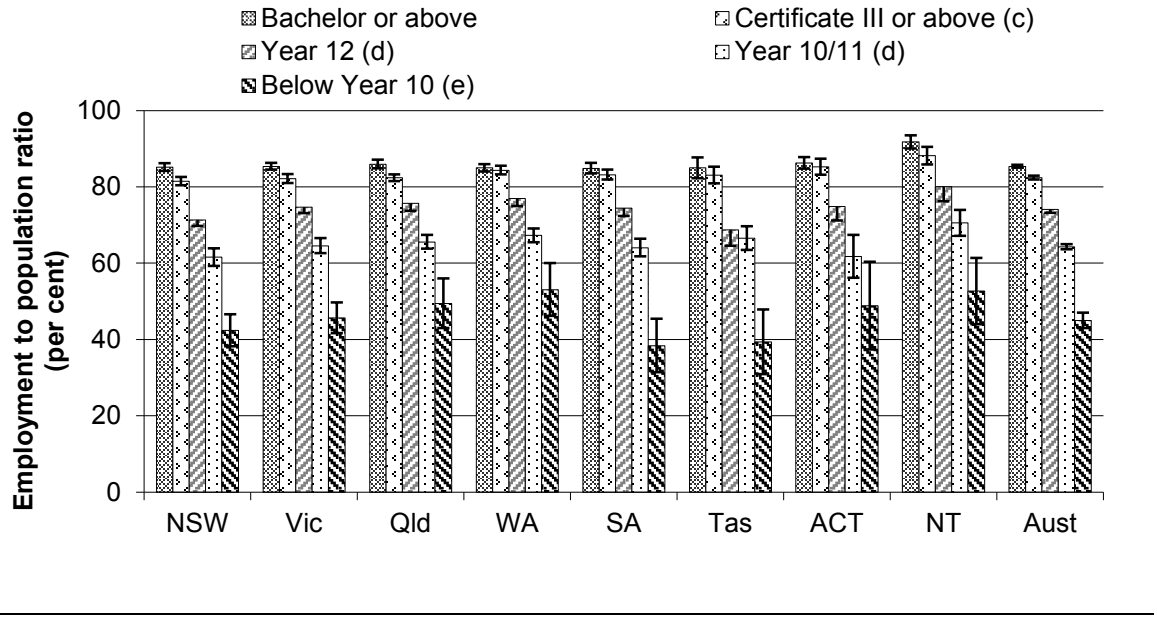
Skills and workforce development

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]**



[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], 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:

[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.

- 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.

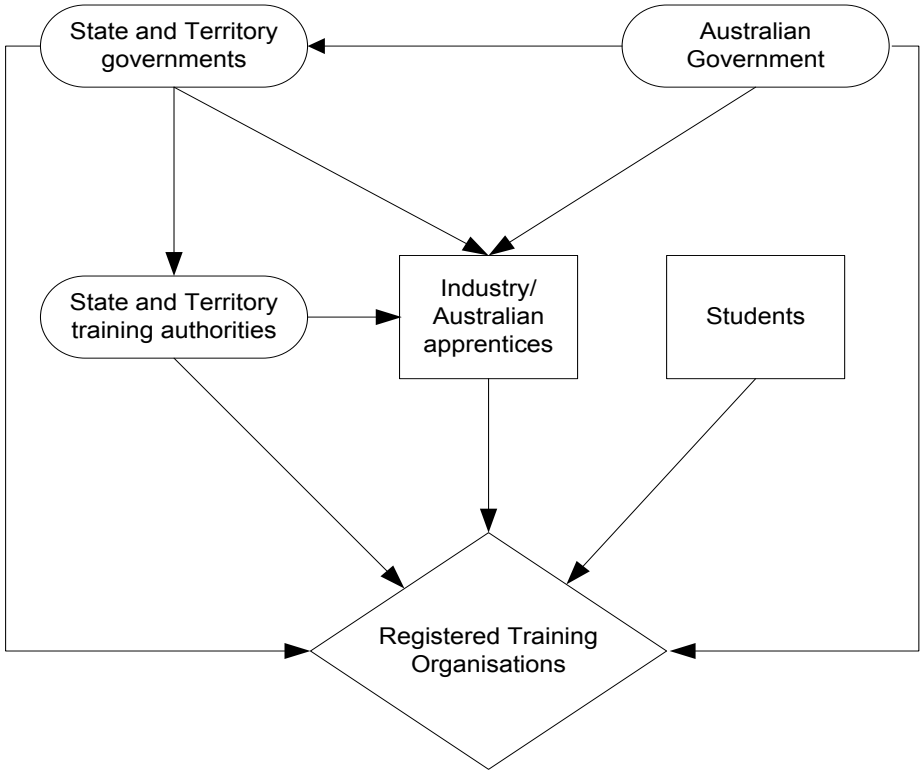
The Australian Government provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships. The Australian Government also funds the Productivity Places Program (PPP) (the job seeker component of the PPP is fully funded by the Australian Government, whilst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



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**

	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

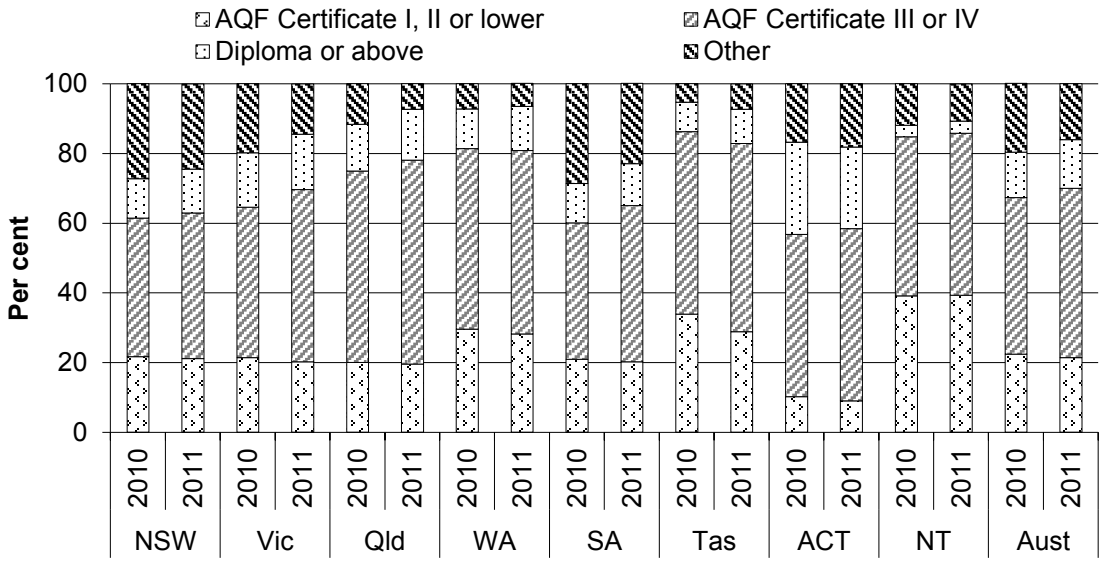
a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. **b** Training organisations submit their data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one State/Territory. **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 above[d]	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

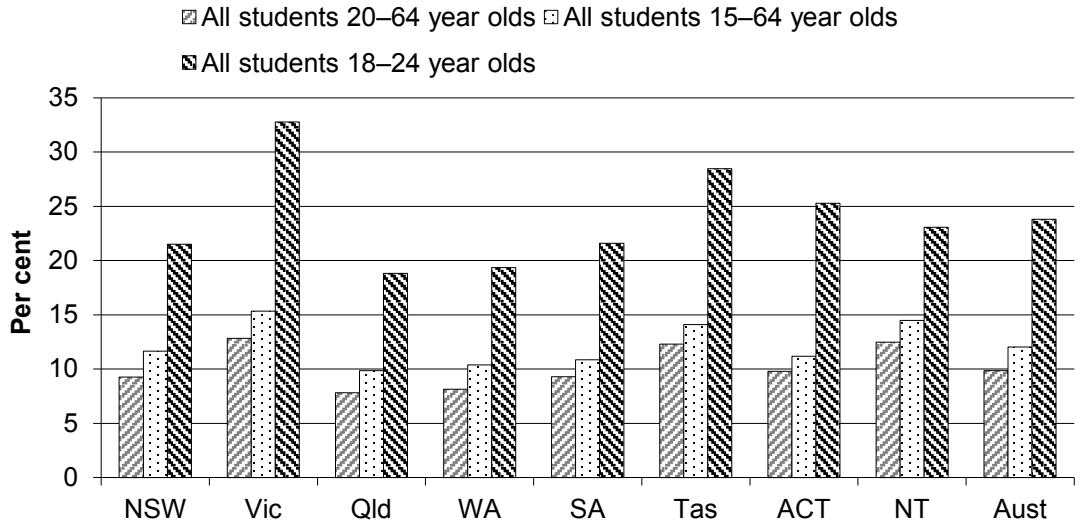
This section provides some brief contextual information on VET students, including data for selected equity groups.

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

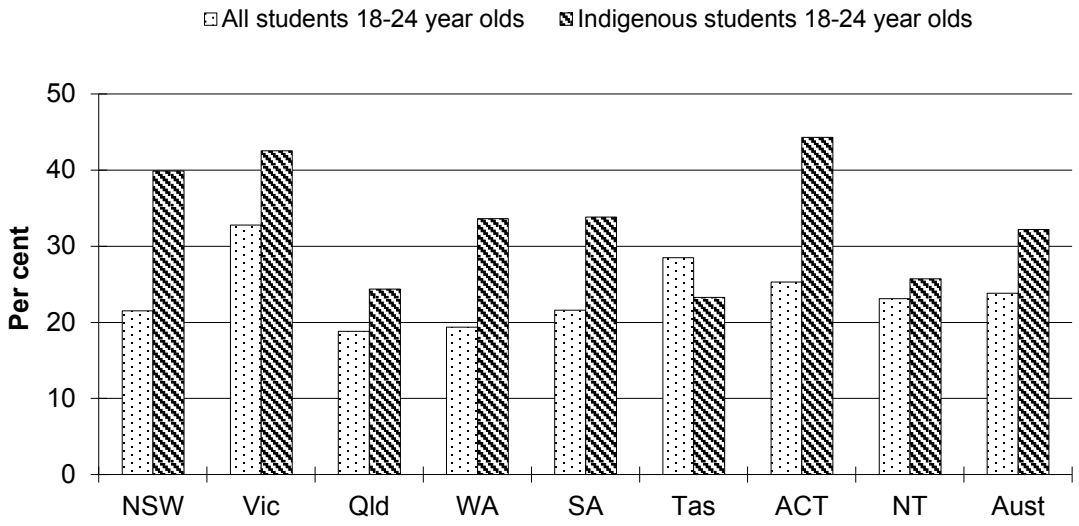
a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. **b** People reported as Indigenous are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant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

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.

Attachment tables

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.

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.

Performance target (b) — Double the number of higher level qualification completions (Diploma and Advanced Diploma) nationally 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
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

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).

Attachment table

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

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.

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

Performance indicator		*Page no. in this report*
1.	Proportion of working age population (WAP) with higher level qualifications (Certificate III and above)	39
2.	Proportion of employers satisfied that training meets their needs	43
3.	Proportion of WAP with adequate foundation skills (literacy level 3 or above)	45
4.	Proportion of WAP with or working towards a non-school AQF qualification	47
5.	Proportion of VET graduates with improved employment status after training	51
6.	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]

Performance Indicator		*Page no. in this report*
7.	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)

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)

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.

Attachment tables

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

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).

Indicator 2 — Proportion of employers satisfied that training meets their needs

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)

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).

Attachment tables

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)

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.

Indicator 3 — Proportion of working age population with adequate foundation skills (literacy level 3 or above)

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

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.

Indicator 4 — Proportion of working age population with or working towards a non-school AQF qualification

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

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.

Attachment tables

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

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).

Indicator 5 — Proportion of VET graduates with improved employment status after training

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])

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.

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)
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***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)
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***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)
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****Table SWD.5.16**	Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2009 (per cent)

**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)
***Table SWD.5.22	Graduates aged 20–64 years with improved employment status after training, 2008
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***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)

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.

Indicator 6 —Proportions of VET graduates with improved education/training status after training

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

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.

Attachment tables

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
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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
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***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
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****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
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***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

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.

[NIRA] Indicator 7 — Proportion of Indigenous 20–64 year olds with or working towards post school qualification

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

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.

National Agreement for Skills and Workforce Development performance reporting

— data tables

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NASWD Target (a)

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

NASWD Target (b)

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

NASWD indicator 1

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)

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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)

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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)
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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
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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
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NASWD Indicator 6

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NASWD Contextual

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NASWD Target (a):

Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020

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

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
					Estimate					
20-64 year old population who do not have qualifications at or above Certificate III	'000	1 850.3	1 451.3	1 249.0	665.2	479.6	142.2	77.2	61.7	5 976.6
Total population aged 20-64 years	'000	4 298.7	3 367.6	2 685.6	1 411.3	970.1	287.0	226.7	123.4	13 370.5
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	**%**	**43.0**	**43.1**	**46.5**	**47.1**	**49.4**	**49.6**	**34.1**	**50.0**	**44.7**
					Relative standard errors					
20-64 year old population who do not have qualifications at or above Certificate III	'000	1.6	1.8	1.8	2.4	2.3	2.6	3.8	5.4	0.9
Total population aged 20-64 years	'000	0.3	0.4	0.4	0.4	0.3	0.4	0.3	4.2	0.2
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	**%**	**1.6**	**1.9**	**1.7**	**2.4**	**2.3**	**2.4**	**3.9**	**3.0**	**1.0**
					95 per cent confidence intervals					
20-64 year old population who do not have qualifications at or above Certificate III	±	57 253	51 352	44 684	31 642	21 872	7 222	5 794	6 548	110 922
Total population aged 20-64 years	±	23 173	23 310	20 229	11 151	5 577	2 366	1 531	10 067	46 794
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	**± %**	**1.4**	**1.6**	**1.6**	**2.2**	**2.2**	**2.4**	**2.6**	**2.9**	**0.8**

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

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*

(a) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (ie, 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.

(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.

Source: ABS (2011) *Survey of Education and Work*, data cubes, 2011, Cat. no. 6227.0

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

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
					Estimate					
20-64 year old population who do not have qualifications at or above Certificate III	'000	1 866.1	1 465.5	1 257.4	643.6	471.4	144.2	75.7	58.2	5 982.0
Total population aged 20-64 years	'000	4 218.8	3 326.0	2 648.5	1 382.6	957.9	285.5	223.1	124.5	13 167.0
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	**%**	**44.2**	**44.1**	**47.5**	**46.5**	**49.2**	**50.5**	**33.9**	**46.7**	**45.4**
					Relative standard errors					
20-64 year old population who do not have qualifications at or above Certificate III	'000	1.5	1.5	1.6	2.0	2.1	2.9	3.9	6.7	0.7
Total population aged 20-64 years	'000	0.3	0.3	0.4	0.4	0.3	0.5	0.6	5.6	0.2
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	**%**	**1.4**	**1.5**	**1.6**	**1.9**	**2.1**	**3.0**	**3.8**	**3.6**	**0.6**
					95 per cent confidence intervals					
20-64 year old population who do not have qualifications at or above Certificate III	±	53 922	44 457	40 448	25 494	19 365	8 257	5 825	7 697	76 401
Total population aged 20-64 years	±	22 488	17 189	20 164	11 570	5 508	2 936	2 671	13 627	43 174
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	**± %**	**1.2**	**1.3**	**1.5**	**1.7**	**2.0**	**3.0**	**2.5**	**3.3**	**0.6**

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

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*

(a) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (ie, 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.

(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.

Source : ABS (2011) *Survey of Education and Work* , data cubes, 2011, Cat. no. 6227.0

NASWD Target (b):

Double the number of higher qualification completions (diploma and advanced dipolma) nationally between 2009 and 2020

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

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of VET qualifications completed										
Diploma	no.	16 959	17 893	10 355	5 530	2 293	885	1 521	227	55 663
Advanced diploma	no.	3 575	4 655	767	784	404	125	403	8	10 721
Total Diploma and Advanced diploma	**no.**	20 534	22 548	11 122	6 314	2 697	1 010	1 924	235	66 384
Other higher level qualifications (d)	no.	181	773	160	–	8	–	–	–	1 122
Total	no.	**20 715**	**23 321**	**11 282**	**6 314**	**2 705**	**1 010**	**1 924**	**235**	**67 506**

– Nil or rounded to zero.

(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) Final qualifications completed data for 2011 are not available. Only preliminary data are available from the 2011 VET Provider Collection.

(d) 'Other higher level qualifications' include other higher level qualification completions besides diploma and advanced diploma, including associate degree, bachelor degree, graduate certificate and graduate diploma qualifications.

Source: NCVER (unpublished) National VET provider collection.

NASWD Indicator 1:

Proportion of working age population with higher level qualifications (Certificate III and above)

Table SWD.1.1 Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2011 (a), (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
					Proportion of people aged 20–64 years with higher level qualifications					
20–24 year olds	%	38.6	40.6	40.7	37.7	37.4	38.2	34.4	27.0	39.2
25–34 year olds	%	65.7	67.4	59.6	60.6	57.3	54.1	73.3	56.8	63.7
35–44 year olds	%	64.0	62.5	59.6	57.8	53.6	54.8	75.8	50.0	61.2
45–54 year olds	%	56.4	54.4	53.1	51.9	51.7	56.1	69.2	52.3	54.6
55–64 year olds	%	49.2	49.8	46.5	47.5	46.2	42.4	61.9	51.9	48.4
20–64 year olds	**%**	**57.0**	**56.9**	**53.5**	**52.9**	**50.6**	**50.4**	**65.9**	**50.0**	**55.3**
					Relative Standard Errors					
20–24 year olds	%	4.4	3.7	3.9	6.4	6.7	10.3	8.1	13.9	2.5
25–34 year olds	%	1.8	2.3	2.2	2.7	3.1	5.9	4.5	4.6	1.1
35–44 year olds	%	2.0	2.0	2.9	3.1	3.8	3.7	3.1	6.2	1.0
45–54 year olds	%	1.9	2.9	2.9	3.9	3.5	3.6	4.3	4.9	1.2
55–64 year olds	%	3.0	3.3	2.8	4.5	4.5	5.5	4.3	6.3	1.7
20–64 year olds	**%**	**1.2**	**1.4**	**1.5**	**2.1**	**2.2**	**2.4**	**2.0**	**3.0**	**0.8**
					95 per cent confidence intervals					
20–24 year olds	±	3.3	3.0	3.1	4.7	4.9	7.7	5.4	7.3	1.9
25–34 year olds	±	2.4	3.1	2.6	3.2	3.5	6.2	6.5	5.1	1.4
35–44 year olds	±	2.5	2.4	3.4	3.5	4.0	3.9	4.6	6.1	1.2
45–54 year olds	±	2.0	3.1	3.0	4.0	3.5	3.9	5.9	5.0	1.3
55–64 year olds	±	2.9	3.2	2.5	4.2	4.1	4.6	5.2	6.4	1.6
20–64 year olds	**±**	**1.4**	**1.6**	**1.6**	**2.2**	**2.2**	**2.4**	**2.6**	**2.9**	**0.8**

(a) Working age population is defined as persons aged 20–64 years of age.

Table SWD.1.1 **Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2011 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) 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.

Source: ABS (2011) *Survey of Education and Work*, data cubes, 2011, Cat. no. 6227.0

Table SWD.1.2 **Working age population with higher level qualifications (Certificate III and above), by age, 2011 ('000) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
					People aged 20–64 years with higher level qualifications				
20–24 year olds	202.3	173.4	133.3	65.2	43.5	12.1	10.4	3.8	644.1
25–34 year olds	687.5	554.2	381.9	206.9	123.2	30.9	43.8	18.6	2 047.0
35–44 year olds	637.3	493.5	380.1	190.9	116.6	35.8	39.1	14.7	1 907.9
45–54 year olds	540.9	397.6	317.1	163.0	116.5	39.4	32.8	14.1	1 621.2
55–64 year olds	380.5	297.5	224.3	120.1	90.7	26.5	23.3	10.6	1 173.6
20–64 year olds	**2 448.5**	**1 916.2**	**1 436.6**	**746.1**	**490.5**	**144.8**	**149.5**	**61.7**	**7 393.8**
					Total population of people aged 20–64 years				
20–24 year olds	524.8	427.2	327.7	172.9	116.4	31.7	30.3	14.0	1 644.8
25–34 year olds	1 046.3	822.6	640.9	341.5	214.9	57.2	59.8	32.7	3 215.9
35–44 year olds	996.1	790.1	638.1	330.1	217.4	65.3	51.6	29.4	3 118.1
45–54 year olds	958.5	730.4	596.8	313.9	225.2	70.1	47.4	26.9	2 969.3
55–64 year olds	773.1	597.3	482.0	253.0	196.2	62.6	37.7	20.4	2 422.3
20–64 year olds	**4 298.7**	**3 367.6**	**2 685.6**	**1 411.3**	**970.1**	**287.0**	**226.7**	**123.4**	**13 370.5**

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) 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.

Source: ABS (2011) *Survey of Education and Work*, data cubes, 2011, Cat. no. 6227.0

Table SWD.1.3 Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2011 (a), (b), (c)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*
						Proportion				
Quintile 1	%	43.8	42.0	43.5	42.5	37.8	39.7	np	np	42.4
Quintile 2	%	50.1	51.9	48.6	46.2	48.4	48.9	np	np	49.5
Quintile 3	%	56.4	56.5	54.3	51.2	54.1	52.7	61.8	56.7	55.3
Quintile 4	%	61.2	60.5	56.7	56.1	54.2	62.6	62.7	55.7	59.1
Quintile 5	%	68.9	66.9	60.1	62.6	63.5	60.5	68.5	68.2	65.7
						Relative Standard Errors				
Quintile 1	%	3.3	4.2	4.1	4.8	5.1	6.2	np	np	2.0
Quintile 2	%	3.0	4.3	4.1	4.6	4.7	5.1	np	np	2.2
Quintile 3	%	2.8	2.7	2.8	4.0	4.4	7.3	6.0	4.6	1.3
Quintile 4	%	2.6	2.3	3.3	3.5	4.5	2.8	5.1	5.1	1.3
Quintile 5	%	1.6	2.5	3.1	3.2	3.6	6.1	3.1	7.6	1.1
						95 per cent confidence intervals				
Quintile 1	±	2.8	3.4	3.5	4.0	3.8	4.8	np	np	1.7
Quintile 2	±	3.0	4.3	3.9	4.1	4.5	4.9	np	np	2.1
Quintile 3	±	3.1	3.0	2.9	4.0	4.6	7.5	7.2	5.1	1.4
Quintile 4	±	3.1	2.8	3.7	3.8	4.8	3.4	6.3	5.5	1.5
Quintile 5	±	2.2	3.2	3.7	4.0	4.5	7.3	4.1	10.2	1.5

np Not published.

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

Table SWD.1.3 **Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2011 (a), (b), (c)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*

(c) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(d) 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.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table SWD.1.4 Working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2011 ('000) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*
				People aged 20–64 years with higher level qualifications					
Quintile 1	347.0	220.4	148.7	74.2	81.7	36.2	np	np	921.2
Quintile 2	356.4	280.4	282.7	129.1	117.8	31.6	np	np	1 215.7
Quintile 3	468.7	407.6	311.0	158.4	91.8	24.8	20.9	17.1	1 500.3
Quintile 4	543.4	455.8	355.1	177.5	101.2	37.2	43.8	12.8	1 726.7
Quintile 5	726.4	544.2	337.6	201.7	97.9	15.0	77.5	8.3	2 008.6
				Total population aged 20–64 years					
Quintile 1	793.0	524.9	342.0	174.5	216.0	91.1	np	np	2 170.9
Quintile 2	710.8	540.1	581.2	279.4	243.6	64.6	np	np	2 458.1
Quintile 3	830.6	721.5	572.9	309.2	169.7	47.0	33.7	30.2	2 714.9
Quintile 4	887.2	753.9	625.9	316.4	186.6	59.4	69.8	22.9	2 922.2
Quintile 5	1 053.7	813.5	561.4	322.2	154.1	24.8	113.2	12.2	3 055.1

np Not published.

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(d) 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.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table SWD.1.5 Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2010 (a), (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
					Proportion of people aged 20–64 years with higher level qualifications					
20–24 year olds	%	39.8	39.3	41.0	37.2	36.0	33.4	42.2	31.5	39.2
25–34 year olds	%	65.4	64.9	58.9	60.4	56.6	51.0	74.6	54.1	62.7
35–44 year olds	%	60.8	61.4	55.6	57.1	53.7	56.6	70.3	61.0	59.1
45–54 year olds	%	56.3	56.0	55.4	56.2	53.6	52.0	70.3	55.3	55.9
55–64 year olds	%	46.3	48.0	44.2	47.0	46.5	45.9	61.0	51.9	46.6
20–64 year olds	**%**	**55.8**	**55.9**	**52.5**	**53.5**	**50.8**	**49.5**	**66.1**	**53.3**	**54.6**
					Relative Standard Errors					
20–24 year olds	%	4.5	5.0	5.3	6.0	6.1	14.1	6.2	13.5	1.7
25–34 year olds	%	1.9	2.0	2.9	3.1	4.1	6.8	3.2	6.0	1.1
35–44 year olds	%	2.3	1.6	2.9	2.7	2.6	4.0	3.6	4.5	1.0
45–54 year olds	%	1.9	2.9	2.5	2.7	3.7	5.8	2.7	6.5	1.1
55–64 year olds	%	2.5	3.1	2.7	3.9	3.6	6.7	6.5	8.9	1.1
20–64 year olds	**%**	**1.1**	**1.2**	**1.4**	**1.7**	**2.0**	**3.1**	**2.0**	**3.1**	**0.5**
					95 per cent confidence intervals					
20–24 year olds	±	3.5	3.9	4.2	4.3	4.3	9.2	5.1	8.3	1.3
25–34 year olds	±	2.4	2.5	3.4	3.7	4.6	6.8	4.7	6.3	1.4
35–44 year olds	±	2.7	1.9	3.2	3.0	2.8	4.4	4.9	5.4	1.2
45–54 year olds	±	2.1	3.2	2.8	2.9	3.9	5.9	3.8	7.0	1.2
55–64 year olds	±	2.3	2.9	2.3	3.6	3.3	6.0	7.8	9.0	1.0
20–64 year olds	**±**	**1.2**	**1.3**	**1.5**	**1.7**	**2.0**	**3.0**	**2.5**	**3.3**	**0.6**

(a) Working age population is defined as persons aged 20–64 years of age.

Table SWD.1.5 **Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2010 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) 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.

Source: ABS (2010) *Survey of Education and Work*, data cubes, 2010, Cat. no. 6227.0

Table SWD.1.6 **Working age population with higher level qualifications (Certificate III and above), by age, 2010 ('000) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
					People aged 20–64 years with higher level qualifications				
20–24 year olds	205.7	167.1	132.0	63.9	41.5	10.5	12.7	4.3	637.6
25–34 year olds	669.3	524.6	369.4	200.3	119.1	29.0	43.4	17.9	1 973.2
35–44 year olds	602.0	484.5	352.1	187.5	118.2	36.9	35.4	18.6	1 835.1
45–54 year olds	528.7	407.9	326.5	174.6	121.0	36.8	32.9	15.3	1 643.7
55–64 year olds	347.0	276.4	211.1	112.9	86.7	28.1	22.9	10.2	1 095.4
20–64 year olds	**2 352.7**	**1 860.5**	**1 391.1**	**739.1**	**486.5**	**141.3**	**147.3**	**66.3**	**7 185.0**
					Total population of people aged 20–64 years				
20–24 year olds	516.7	424.7	322.1	171.5	115.4	31.3	30.0	13.6	1 625.2
25–34 year olds	1 023.4	808.1	627.2	331.8	210.4	56.9	58.2	33.1	3 149.0
35–44 year olds	989.8	789.0	632.8	328.5	220.0	65.2	50.4	30.4	3 106.1
45–54 year olds	938.7	728.3	589.2	310.6	226.0	70.8	46.9	27.8	2 938.2
55–64 year olds	750.3	576.1	477.2	240.2	186.2	61.2	37.5	19.7	2 348.4
20–64 year olds	**4 218.8**	**3 326.0**	**2 648.5**	**1 382.6**	**957.9**	**285.5**	**223.1**	**124.5**	**13 167.0**

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) 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.

Source: ABS (2010) *Survey of Education and Work*, data cubes, 2010, Cat. no. 6227.0

Table SWD.1.7 Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2010 (a), (b), (c)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*
						Proportion				
Quintile 1	%	42.2	41.1	41.6	42.5	36.8	38.6	60.1	45.8	41.3
Quintile 2	%	50.0	53.1	49.5	44.4	48.2	45.8	68.8	49.6	49.8
Quintile 3	%	54.2	55.7	53.0	55.0	54.6	56.2	55.0	54.9	54.5
Quintile 4	%	60.1	60.6	52.8	55.3	54.9	59.4	66.8	61.2	57.8
Quintile 5	%	67.3	63.7	62.2	62.7	62.4	63.4	70.0	57.8	64.6
						Relative Standard Errors				
Quintile 1	%	3.8	3.9	4.5	5.4	6.6	6.3	24.6	9.1	1.9
Quintile 2	%	2.6	2.4	2.7	4.8	5.0	5.8	13.1	8.1	1.4
Quintile 3	%	2.5	3.2	3.3	3.6	4.1	6.9	7.2	5.5	1.1
Quintile 4	%	3.2	2.7	3.1	3.3	4.0	4.9	4.4	6.2	1.4
Quintile 5	%	1.6	2.0	2.1	2.3	4.0	10.0	2.5	8.5	1.0
						95 per cent confidence intervals				
Quintile 1	±	3.1	3.2	3.7	4.5	4.7	4.7	28.9	8.2	1.5
Quintile 2	±	2.6	2.5	2.6	4.2	4.8	5.2	17.6	7.9	1.4
Quintile 3	±	2.6	3.5	3.4	3.9	4.4	7.6	7.7	5.9	1.2
Quintile 4	±	3.8	3.2	3.2	3.6	4.3	5.7	5.8	7.5	1.6
Quintile 5	±	2.1	2.5	2.5	2.9	4.9	12.4	3.4	9.7	1.3

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

Table SWD.1.7 **Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2010 (a), (b), (c)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*

(d) 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.

Source : ABS (unpublished) Survey of Education and Work, 2010.

Table SWD.1.8 Working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2010 ('000) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*
					20–64 year old population with higher level qualifications				
Quintile 1	314.0	224.6	149.1	70.7	72.7	35.8	4.2	11.5	882.6
Quintile 2	361.8	300.7	276.1	118.4	109.5	26.6	6.3	14.8	1 214.3
Quintile 3	458.3	361.2	274.1	151.4	93.0	33.9	22.0	17.9	1 411.7
Quintile 4	520.9	443.2	350.3	175.5	108.3	31.3	38.1	13.1	1 680.8
Quintile 5	681.0	529.7	339.1	217.8	102.5	13.7	75.8	9.1	1 968.6
					Total population aged 20–64 years				
Quintile 1	744.3	546.1	358.7	166.4	197.7	92.8	6.9	25.0	2 138.0
Quintile 2	724.3	566.1	558.3	266.8	227.1	58.0	9.2	29.8	2 439.6
Quintile 3	845.2	648.6	517.5	275.4	170.4	60.4	39.9	32.6	2 590.0
Quintile 4	866.6	731.9	663.8	317.2	197.2	52.7	57.1	21.5	2 907.8
Quintile 5	1 011.5	831.5	545.2	347.4	164.2	21.6	108.2	15.7	3 045.2

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(d) 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.

Source: ABS (unpublished) Survey of Education and Work, 2010.

Table SWD.1.9 Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2009 (a), (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
					Proportion of people aged 20–64 years with higher level qualifications					
20–24 year olds	%	39.3	41.7	34.7	32.8	37.7	28.5	40.8	34.2	38.0
25–34 year olds	%	63.1	64.6	59.3	59.6	58.5	56.7	72.4	55.5	62.0
35–44 year olds	%	60.2	55.4	57.0	55.6	50.8	51.9	63.5	55.9	57.0
45–54 year olds	%	53.6	50.5	54.2	51.6	47.8	52.6	70.0	48.7	52.5
55–64 year olds	%	47.9	42.2	44.9	48.8	45.1	44.7	59.0	48.5	45.9
20–64 year olds	**%**	**54.7**	**52.5**	**52.1**	**51.7**	**49.1**	**48.9**	**63.4**	**50.6**	**52.9**
					Relative Standard Errors					
20–24 year olds	%	4.6	6.1	8.4	8.7	8.8	12.4	10.2	15.8	3.3
25–34 year olds	%	2.2	2.6	3.0	3.3	4.2	5.5	4.0	6.3	1.2
35–44 year olds	%	2.4	2.4	2.7	3.8	3.9	7.6	4.7	4.2	1.3
45–54 year olds	%	3.2	2.1	2.7	3.7	3.7	4.8	3.8	6.5	1.4
55–64 year olds	%	2.3	4.6	3.7	3.9	7.5	7.5	6.6	9.0	1.9
20–64 year olds	**%**	**1.3**	**1.5**	**1.9**	**1.8**	**2.6**	**3.6**	**2.4**	**3.4**	**0.8**
					95 per cent confidence intervals					
20–24 year olds	±	3.5	5.0	5.7	5.6	6.5	6.9	8.1	10.6	2.4
25–34 year olds	±	2.7	3.3	3.4	3.9	4.9	6.1	5.6	6.9	1.5
35–44 year olds	±	2.8	2.6	3.0	4.2	3.9	7.8	5.9	4.6	1.4
45–54 year olds	±	3.3	2.1	2.8	3.7	3.5	4.9	5.2	6.2	1.4
55–64 year olds	±	2.2	3.8	3.3	3.7	6.6	6.6	7.6	8.5	1.7
20–64 year olds	**±**	**1.4**	**1.5**	**1.9**	**1.9**	**2.5**	**3.4**	**3.0**	**3.4**	**0.9**

(a) Working age population is defined as persons aged 20–64 years of age.

Table SWD.1.9 **Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2009 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) 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.

Source: ABS (2009) *Survey of Education and Work*, data cubes, 2009, Cat. no. 6227.0

Table SWD.1.10 **Working age population with higher level qualifications (Certificate III and above), by age 2009 ('000) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
					People aged 20–64 years with higher level qualifications				
20–24 year olds	188.0	162.8	104.6	51.6	41.6	8.9	11.8	5.1	574.5
25–34 year olds	607.8	487.5	353.5	182.7	119.0	31.4	40.0	19.2	1 841.0
35–44 year olds	584.8	429.1	351.0	178.9	112.2	34.1	31.7	18.0	1 739.8
45–54 year olds	505.7	358.8	312.3	154.7	105.8	37.3	32.7	14.0	1 521.4
55–64 year olds	349.8	235.3	207.3	113.6	84.6	27.1	21.9	9.5	1 049.1
20–64 year olds	**2 236.2**	**1 673.5**	**1 328.7**	**681.4**	**463.3**	**138.8**	**138.0**	**65.9**	**6 725.8**
					Total population of people aged 20–64 years				
20–24 year olds	478.9	390.1	301.1	157.1	110.3	31.2	28.9	15.0	1 512.7
25–34 year olds	962.8	754.7	595.7	306.4	203.3	55.3	55.2	34.6	2 968.0
35–44 year olds	971.6	774.7	616.3	321.7	220.9	65.7	49.9	32.2	3 052.9
45–54 year olds	943.0	709.9	576.4	299.7	221.3	70.9	46.7	28.8	2 896.8
55–64 year olds	730.6	558.2	461.2	232.7	187.5	60.6	37.1	19.6	2 287.6
20–64 year olds	**4 086.8**	**3 187.6**	**2 550.6**	**1 317.6**	**943.4**	**283.8**	**217.8**	**130.3**	**12 717.9**

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) 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.

Source: ABS (2009) *Survey of Education and Work*, data cubes, 2009, Cat. no. 6227.0

Table SWD.1.11 Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2009 (a), (b), (c)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*
						Proportion				
Quintile 1	%	41.6	36.0	41.2	40.5	32.4	35.5	51.9	39.4	39.0
Quintile 2	%	48.9	46.7	47.3	46.3	47.0	50.3	56.0	50.2	47.7
Quintile 3	%	55.2	49.9	53.3	48.6	52.8	56.1	53.8	52.1	52.6
Quintile 4	%	58.1	56.4	54.2	54.3	57.5	54.0	59.4	52.6	56.2
Quintile 5	%	65.7	66.2	60.9	63.3	63.2	62.4	68.4	60.5	64.7
						Relative Standard Errors				
Quintile 1	%	4.2	6.7	7.2	6.2	7.2	6.4	43.1	13.3	2.3
Quintile 2	%	4.0	4.5	4.3	5.4	5.9	7.6	13.6	12.6	1.9
Quintile 3	%	3.3	3.7	4.0	5.6	5.4	6.2	11.0	7.6	1.6
Quintile 4	%	3.0	2.5	3.2	3.5	4.0	5.9	6.9	6.4	1.6
Quintile 5	%	2.3	1.9	2.6	4.1	5.6	4.3	2.8	4.8	1.3
						95 per cent confidence intervals				
Quintile 1	±	3.4	4.7	5.8	4.9	4.5	4.5	43.8	10.3	1.8
Quintile 2	±	3.9	4.2	4.0	4.9	5.4	7.5	14.9	12.3	1.8
Quintile 3	±	3.5	3.7	4.2	5.3	5.6	6.8	11.6	7.8	1.7
Quintile 4	±	3.4	2.7	3.4	3.7	4.6	6.3	8.0	6.6	1.8
Quintile 5	±	2.9	2.5	3.0	5.1	6.9	5.3	3.7	5.7	1.6

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

Table SWD.1.11 **Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2009 (a), (b), (c)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*

(d) 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.

Source : ABS (unpublished) Survey of Education and Work, 2009.

Table SWD.1.12 **Working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2009 ('000) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*
					20–64 year old population with higher level qualifications				
Quintile 1	310.9	181.2	145.0	78.4	68.0	30.3	2.4	9.2	825.4
Quintile 2	358.0	241.7	230.5	127.3	121.9	23.9	4.5	12.5	1 120.3
Quintile 3	433.4	329.9	294.3	112.9	81.7	35.0	15.6	20.5	1 323.3
Quintile 4	462.0	402.8	337.6	162.1	103.5	36.5	35.7	13.9	1 554.2
Quintile 5	659.8	513.7	317.9	191.3	88.2	13.1	78.8	9.7	1 872.5
					Total population aged 20–64 years				
Quintile 1	746.9	502.9	351.5	193.4	209.9	85.1	4.6	23.3	2 117.7
Quintile 2	731.5	517.4	487.0	275.0	259.2	47.5	8.0	25.0	2 350.6
Quintile 3	785.1	660.8	552.0	232.1	154.8	62.5	29.0	39.4	2 515.7
Quintile 4	794.8	714.4	622.6	298.6	180.1	67.6	60.0	26.5	2 764.6
Quintile 5	1 003.5	775.8	522.3	302.2	139.5	21.0	115.1	16.1	2 895.5

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(d) 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.

Source: ABS (unpublished) Survey of Education and Work, 2009.

Table SWD.1.13 **Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2008 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
					Proportion of people aged 20–64 years with higher level qualifications					
20–24 year olds	%	42.7	38.8	38.3	37.8	38.0	31.5	43.6	29.0	39.6
25–34 year olds	%	62.1	63.2	58.6	54.4	52.4	52.4	72.4	49.9	60.2
35–44 year olds	%	59.4	56.8	53.7	53.1	51.1	50.5	66.3	49.2	56.2
45–54 year olds	%	53.7	51.6	50.5	50.7	50.3	51.4	61.1	50.9	52.0
55–64 year olds	%	43.9	44.3	40.5	44.4	44.1	40.2	56.5	50.8	43.5
20–64 year olds	**%**	**54.0**	**52.8**	**49.9**	**49.4**	**48.2**	**46.8**	**62.0**	**48.0**	**51.9**
					Relative Standard Errors					
20–24 year olds	%	3.5	3.6	6.0	7.5	6.8	13.5	8.9	21.0	1.7
25–34 year olds	%	1.6	2.2	3.1	3.9	4.5	6.7	3.1	7.0	1.0
35–44 year olds	%	2.1	2.3	2.7	4.6	2.9	5.0	4.7	4.8	1.3
45–54 year olds	%	2.8	3.0	2.8	4.2	3.4	5.4	5.7	5.0	1.4
55–64 year olds	%	2.9	3.1	4.1	4.8	3.7	5.6	7.1	8.5	1.6
20–64 year olds	**%**	**1.1**	**1.3**	**1.6**	**2.7**	**1.8**	**3.8**	**2.5**	**3.5**	**0.4**
					95 per cent confidence intervals					
20–24 year olds	±	2.9	2.7	4.5	5.5	5.1	8.3	7.6	11.9	1.3
25–34 year olds	±	2.0	2.7	3.6	4.1	4.6	6.9	4.4	6.9	1.2
35–44 year olds	±	2.4	2.5	2.8	4.8	2.9	5.0	6.1	4.6	1.4
45–54 year olds	±	3.0	3.1	2.7	4.2	3.4	5.5	6.9	5.0	1.4
55–64 year olds	±	2.5	2.7	3.2	4.2	3.2	4.4	7.9	8.5	1.3
20–64 year olds	**±**	**1.2**	**1.4**	**1.6**	**2.7**	**1.7**	**3.4**	**3.1**	**3.3**	**0.5**

(a) Working age population is defined as persons aged 20–64 years of age.

Table SWD.1.13 **Proportion of working age population with higher level qualifications (Certificate III and above), by age, 2008 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

Source: ABS (2008) *Survey of Education and Work*, data cubes, 2008, Cat. no. 6227.0

Table SWD.1.14 **Working age population with higher level qualifications (Certificate III and above), by age, 2008 ('000) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
					People aged 20–64 years with higher level qualifications				
20–24 year olds	200.0	143.2	112.9	57.4	41.3	10.1	12.0	2.8	579.7
25–34 year olds	592.4	459.2	333.3	156.7	100.5	28.9	37.7	12.3	1 721.1
35–44 year olds	582.8	432.9	322.7	163.3	109.9	33.0	31.9	11.4	1 687.9
45–54 year olds	499.0	360.4	281.7	148.3	110.1	35.9	28.0	11.6	1 475.1
55–64 year olds	326.4	245.1	184.9	102.1	81.4	23.5	20.6	7.7	991.8
20–64 year olds	**2 200.6**	**1 640.9**	**1 235.6**	**627.9**	**443.1**	**131.4**	**130.2**	**45.8**	**6 455.6**
					Total population of people aged 20–64 years				
20–24 year olds	468.9	369.6	294.9	151.7	108.7	31.9	27.5	9.6	1 462.9
25–34 year olds	953.6	727.2	568.6	288.0	191.9	55.2	52.1	24.6	2 861.3
35–44 year olds	981.8	761.7	600.4	307.5	214.9	65.4	48.0	23.2	3 002.8
45–54 year olds	929.7	699.0	557.8	292.6	218.7	69.8	45.9	22.8	2 836.2
55–64 year olds	743.1	553.0	456.3	229.9	184.7	58.5	36.5	15.2	2 277.4
20–64 year olds	**4 077.2**	**3 110.6**	**2 478.0**	**1 269.8**	**918.9**	**280.8**	**210.0**	**95.4**	**12 440.6**

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

Source: ABS (2008) *Survey of Education and Work*, data cubes, 2008, Cat. no. 6227.0

Table SWD.1.15 Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2008 (a), (b), (c)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*
						Proportion				
Quintile 1	%	40.0	38.7	35.9	36.6	33.4	36.5	66.2	44.2	38.0
Quintile 2	%	48.3	47.7	45.9	40.3	45.2	44.1	68.9	45.6	46.4
Quintile 3	%	50.9	51.8	50.5	51.2	50.0	47.8	54.7	46.9	51.0
Quintile 4	%	59.7	57.2	50.9	56.4	53.6	59.2	58.2	51.0	56.2
Quintile 5	%	67.0	62.6	62.4	57.3	63.7	54.2	66.7	57.0	63.7
						Relative Standard Errors				
Quintile 1	%	3.8	4.8	6.1	6.8	5.9	8.5	16.5	11.5	2.6
Quintile 2	%	3.6	3.7	2.6	5.4	4.4	7.5	10.8	8.7	1.9
Quintile 3	%	3.4	3.2	3.5	5.5	4.4	6.7	7.0	8.4	1.6
Quintile 4	%	2.3	2.6	3.5	3.2	4.4	5.3	6.4	8.3	1.4
Quintile 5	%	1.7	2.4	2.9	3.9	2.8	10.4	3.1	6.2	1.1
						95 per cent confidence intervals				
Quintile 1	±	3.0	3.6	4.3	4.9	3.9	6.1	21.4	10.0	1.9
Quintile 2	±	3.4	3.5	2.3	4.3	3.9	6.5	14.6	7.8	1.7
Quintile 3	±	3.4	3.2	3.5	5.5	4.3	6.3	7.5	7.7	1.6
Quintile 4	±	2.7	2.9	3.5	3.5	4.6	6.1	7.3	8.3	1.5
Quintile 5	±	2.2	2.9	3.5	4.4	3.5	11.0	4.1	6.9	1.4

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

Table SWD.1.15 **Proportion of working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2008 (a), (b), (c)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*

(d) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

Source: ABS (unpublished) Survey of Education and Work, 2008.

Table SWD.1.16 **Working age population with higher level qualifications (Certificate III level and above), by SEIFA IRSD, 2008 ('000) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (d)	*Aust*
					20–64 year old population with higher level qualifications				
Quintile 1	299.6	192.6	123.2	59.8	66.5	28.0	2.6	6.7	778.9
Quintile 2	327.5	260.0	237.0	103.4	94.5	27.5	5.7	9.6	1 065.2
Quintile 3	420.8	312.8	235.5	129.3	85.2	27.6	19.3	13.9	1 244.4
Quintile 4	475.7	409.3	332.8	152.2	94.1	37.2	34.8	7.2	1 543.4
Quintile 5	662.4	461.1	296.2	173.4	99.3	10.6	67.9	7.6	1 778.4
					Total population aged 20–64 years				
Quintile 1	748.4	497.2	343.3	163.3	199.3	76.8	3.9	15.1	2 047.3
Quintile 2	677.8	545.2	516.7	256.6	209.0	62.2	8.2	21.1	2 296.8
Quintile 3	826.6	603.4	465.9	252.8	170.4	57.8	35.3	29.6	2 441.8
Quintile 4	797.2	715.2	653.5	269.7	175.7	62.8	59.8	14.2	2 748.1
Quintile 5	989.0	736.4	474.7	302.5	156.0	19.5	101.8	13.4	2 793.4

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(d) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

Source: ABS (unpublished) Survey of Education and Work, 2008.

Table SWD.1.17 **Proportion of working age population with higher level qualifications (Certificate III and above), by Indigenous status 2008 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
						Proportion				
Indigenous	%	26.5	40.0	28.3	25.3	26.3	29.6	42.5	14.6	26.4
Non-Indigenous	%	54.3	52.8	50.5	49.9	48.3	46.9	62.4	49.3	52.2
						Relative standard errors				
Indigenous	%	8.0	5.1	9.1	8.3	9.4	9.7	9.0	11.5	3.8
Non-Indigenous	%	1.1	1.4	1.5	2.8	1.8	3.7	2.4	3.4	0.5
						95 per cent confidence intervals				
Indigenous	±	4.2	4.0	5.0	4.1	4.8	5.6	7.5	3.3	2.0
Non-Indigenous	±	1.1	1.4	1.5	2.7	1.7	3.4	3.0	3.3	0.5

(a) Working age population is defined as persons aged 20–64 years of age.

(b) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Persons whose level of non-school qualification is determined to be Certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but 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 included in the denominator, for this indicator.

(c) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

Source : ABS (unpublished) Survey of Education and Work, 2008; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2008.

NASWD Indicator 2:

Proportion of employers satisfied that training meets their needs

Table SWD.2.1 **Proportion of employers satisfied that training meets their needs, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					Proportion (of all employers)					
Employers with vocational qualifications as a job requirement	%	86.0	84.1	83.9	85.3	84.0	79.0	84.3	85.8	84.8
Employers with apprentices/trainees	%	83.7	83.0	78.6	86.1	88.8	77.6	80.6	79.3	82.7
Employers using nationally recognised training (a)	%	89.2	88.0	91.0	84.8	88.1	85.9	85.0	87.3	88.5
Total (b)	**%**	**80.0**	**77.7**	**75.3**	**78.4**	**81.2**	**70.4**	**73.6**	**75.6**	**78.1**
					Relative standard errors					
Employers with vocational qualifications as a job requirement	%	2.2	2.7	3.5	3.8	3.9	6.0	3.9	4.1	1.3
Employers with apprentices/trainees	%	2.8	3.2	4.8	4.0	3.8	5.2	5.3	6.1	1.7
Employers using nationally recognised training (a)	%	2.4	2.9	2.3	4.6	4.3	4.5	4.5	4.2	1.3
Total (b)	**%**	**2.2**	**2.6**	**3.6**	**3.7**	**3.3**	**5.5**	**4.5**	**4.9**	**1.3**
					95 per cent confidence intervals					
Employers with vocational qualifications as a job requirement	±	3.7	4.5	5.7	6.3	6.4	9.3	6.4	6.9	2.2
Employers with apprentices/trainees	±	4.7	5.1	7.4	6.8	6.6	7.9	8.3	9.5	2.7
Employers using nationally recognised training (a)	±	4.3	5.1	4.2	7.7	7.4	7.5	7.5	7.2	2.3
Total (b)	**±**	**3.5**	**4.0**	**5.4**	**5.6**	**5.3**	**7.5**	**6.5**	**7.2**	**2.0**

(a) Nationally recognised training is defined as nationally recognised training other than as part of an apprenticeship or traineeship. For the purposes of this survey, employers with apprenticeships and traineeships are reported separately.

(b) Employers who are counted in more than one employer type are only included in the total if they report being satisfied or very satisfied against each of the employer types.

Table SWD.2.1 **Proportion of employers satisfied that training meets their needs, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

Source: NCVER (2011) *Employers' use and views of the VET system* 2011, NCVER, Adelaide; NCVER (unpublished) Employers' use and views of the VET system, 2011.

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

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					Employers who are satisfied with training				
Employers with vocational qualifications as a job requirement	np	np	np	np	np	np	np	np	np
Employers with apprentices/trainees	np	np	np	np	np	np	np	np	np
Employers using nationally recognised training (a)	np	np	np	np	np	np	np	np	np
Total	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**
					Total employers using training				
Employers with vocational qualifications as a job requirement	np	np	np	np	np	np	np	np	np
Employers with apprentices/trainees	np	np	np	np	np	np	np	np	np
Employers using nationally recognised training (a)	np	np	np	np	np	np	np	np	np
Total	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**

np Not published.

(a) Nationally recognised training is defined as nationally recognised training other than as part of an apprenticeship or traineeship. For the purposes of this survey, employers with apprenticeships and traineeships are reported separately.

(b) Employers who are counted in more than one employer type are only included in the total if they report being satisfied or very satisfied against each of the employer types.

Source: NCVER (unpublished) Employers' use and views of the VET system, 2011.

NASWD Indicator 3:

No new data for this report. 2006 data provided for the baseline report

Proportion of working age population with adequate foundation skills (literacy level 3 or above)

NASWD Indicator 4:

Proportion of working age population with or working towards a non-school AQF qualification

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 (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
						Proportion				
With or working towards a non-school qualifcation (c)	**%**	69.1	68.4	64.2	63.9	63.1	62.3	77.5	59.0	66.9
With non-school qualification (d)	**%**	63.6	63.0	59.8	59.5	58.0	57.8	71.6	55.7	61.8
Currently studying for a non-school qualification (e)	**%**	13.2	12.4	11.8	10.6	11.9	11.6	16.3	9.1	12.3
						Relative standard errors				
With or working towards a non-school qualifcation (c)	**%**	1.0	1.0	1.3	1.8	1.5	1.8	1.7	2.5	0.5
With non-school qualification (d)	**%**	1.1	1.2	1.4	1.8	1.7	2.0	1.7	2.6	0.6
Currently studying for a non-school qualification (e)	**%**	3.9	3.1	3.7	5.5	4.1	7.5	6.3	8.5	2.0
						95 per cent confidence intervals				
With or working towards a non-school qualifcation (c)	±	1.3	1.3	1.6	2.3	1.8	2.2	2.5	2.8	0.7
With non-school qualification (d)	±	1.3	1.4	1.6	2.1	1.9	2.2	2.4	2.8	0.7
Currently studying for a non-school qualification (e)	±	1.0	0.8	0.9	1.1	1.0	1.7	2.0	1.5	0.5

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(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) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source: ABS (unpublished) Survey of Education and Work, 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) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
With or working towards a non-school qualifcation (c)	2 969.1	2 304.2	1 724.4	901.9	612.0	178.9	175.6	72.9	8 939.0
With non-school qualification (d)	2 732.2	2 122.5	1 606.1	839.4	562.3	166.0	162.4	68.7	8 259.4
With a non-school qualification of Cert III, Cert IV, Dip or Ad Dip (e)	1 251.9	925.4	828.5	426.2	276.9	85.3	49.5	33.6	3 877.1
With a non-school qualification of Bachelors degree or above (e)	1 196.6	990.9	608.1	319.9	213.6	59.5	100.0	28.2	3 516.7
Currently studying for a non-school qualification (f)	568.0	417.3	316.3	149.5	115.3	33.2	36.9	11.2	1 647.7
Total 20–64 year old population	**4 298.7**	**3 367.6**	**2 685.6**	**1 411.3**	**970.1**	**287.0**	**226.7**	**123.4**	**13 370.5**

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(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) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Based on highest level of educational attainment.

(f) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source: ABS (unpublished) Survey of Education and Work, 2011.

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 (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
						Proportion				
20–24 year olds	%	74.2	76.2	68.8	67.5	72.1	69.9	75.1	53.0	72.5
25–34 year olds	%	74.4	76.5	69.4	70.3	69.9	68.8	80.9	64.7	73.1
35–44 year olds	%	73.3	70.9	67.8	65.9	63.1	63.7	81.1	59.1	69.9
45–54 year olds	%	64.9	60.9	61.0	60.1	60.8	61.5	75.8	57.0	62.4
55–64 year olds	%	58.1	57.6	53.3	54.9	52.9	52.2	71.1	56.6	56.3
20–64 year olds	**%**	**69.1**	**68.4**	**64.2**	**63.9**	**63.1**	**62.3**	**77.5**	**59.0**	**66.9**
						Relative standard errors				
20–24 year olds	%	2.1	2.1	2.8	3.4	3.0	4.4	4.0	9.1	1.3
25–34 year olds	%	1.3	1.7	1.9	2.2	1.8	4.2	3.1	3.4	0.9
35–44 year olds	%	1.5	1.7	2.1	2.0	2.8	3.0	3.1	5.4	0.7
45–54 year olds	%	1.5	2.4	2.6	3.5	2.8	3.6	3.7	4.4	1.0
55–64 year olds	%	2.8	2.2	2.8	3.6	4.0	4.3	3.4	6.2	1.3
20–64 year olds	**%**	**1.0**	**1.0**	**1.3**	**1.8**	**1.5**	**1.8**	**1.7**	**2.5**	**0.5**
						95 per cent confidence intervals				
20–24 year olds	±	3.0	3.1	3.8	4.5	4.3	6.0	5.9	9.5	1.9
25–34 year olds	±	2.0	2.5	2.6	3.0	2.4	5.7	4.9	4.4	1.2
35–44 year olds	±	2.2	2.3	2.8	2.6	3.5	3.8	4.9	6.3	1.0
45–54 year olds	±	1.9	2.9	3.1	4.1	3.4	4.3	5.4	4.9	1.3
55–64 year olds	±	3.2	2.5	2.9	3.9	4.1	4.4	4.8	6.8	1.5
20–64 year olds	**±**	**1.3**	**1.3**	**1.6**	**2.3**	**1.8**	**2.2**	**2.5**	**2.8**	**0.7**

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

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 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*

(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.

Source: ABS (unpublished) Survey of Education and Work, 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 (a), (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
						Proportion				
Qunitile 1	%	56.5	55.4	53.5	55.7	51.9	52.5	89.9	51.4	55.1
Quintile 2	%	63.4	63.3	59.6	58.2	61.3	61.7	73.5	48.7	61.5
Quintile 3	%	69.2	69.2	65.0	60.8	65.1	64.0	73.3	65.2	67.0
Quintile 4	%	73.2	71.1	67.5	66.2	66.6	72.5	76.2	64.8	70.3
Quintile 5	%	79.5	77.3	71.0	74.2	75.2	72.5	79.4	75.6	76.5
						Relative standard errors				
Qunitile 1	%	2.8	3.6	3.0	3.8	3.1	4.0	14.0	8.2	1.4
Quintile 2	%	2.5	3.4	3.0	3.4	3.2	3.5	12.0	8.2	1.5
Quintile 3	%	2.0	2.2	2.2	3.3	3.3	6.4	5.5	4.1	1.0
Quintile 4	%	1.8	1.9	3.1	3.4	3.4	2.6	3.3	4.9	1.1
Quintile 5	%	1.2	1.7	2.5	2.1	3.4	5.2	2.5	5.8	0.9
						95 per cent confidence intervals				
Qunitile 1	±	3.1	3.9	3.2	4.2	3.1	4.1	24.7	8.3	1.5
Quintile 2	±	3.1	4.2	3.5	3.8	3.9	4.2	17.3	7.9	1.8
Quintile 3	±	2.7	3.0	2.8	4.0	4.2	8.0	7.9	5.3	1.3
Quintile 4	±	2.5	2.7	4.1	4.4	4.5	3.7	4.9	6.2	1.5
Quintile 5	±	1.9	2.6	3.4	3.0	5.1	7.4	3.9	8.5	1.4

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(b) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(c) 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.

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 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*

Source: ABS (unpublished) Survey of Education and Work, 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 (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
						Proportion				
With or working towards a non-school qualifcation (c)	**%**	67.9	67.3	63.2	64.3	63.0	61.2	76.4	66.5	66.0
With non-school qualification (d)	**%**	62.7	61.6	58.9	60.0	57.7	57.0	70.8	61.7	61.0
Currently studying for a non-school qualification (e)	**%**	12.8	12.5	11.2	10.3	12.4	10.0	16.7	12.7	12.1
						Relative standard errors				
With or working towards a non-school qualifcation (c)	**%**	1.0	1.0	1.1	1.4	1.5	2.0	1.7	2.1	0.5
With non-school qualification (d)	**%**	1.1	1.1	1.3	1.5	1.5	2.5	2.0	2.2	0.5
Currently studying for a non-school qualification (e)	**%**	3.1	3.5	4.0	5.6	4.8	5.0	6.1	8.1	2.3
						95 per cent confidence intervals				
With or working towards a non-school qualifcation (c)	±	1.3	1.3	1.3	1.7	1.9	2.4	2.6	2.8	0.7
With non-school qualification (d)	±	1.3	1.3	1.5	1.7	1.7	2.8	2.7	2.7	0.6
Currently studying for a non-school qualification (e)	±	0.8	0.8	0.9	1.1	1.2	1.0	2.0	2.0	0.5

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(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) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source : ABS (unpublished) Survey of Education and Work, 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) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
With or working towards a non-school qualifcation (c)	2 862.6	2 239.5	1 674.4	889.0	603.1	174.7	170.4	82.8	8 696.6
With non-school qualification (d)	2 645.8	2 049.3	1 560.5	829.4	552.8	162.8	157.8	76.9	8 035.2
With a non-school qualification of Cert III, Cert IV, Dip or Ad Dip (e)	1 199.4	906.6	840.6	424.5	270.6	88.3	54.1	37.5	3 821.6
With a non-school qualification of Bachelors degree or above (e)	1 153.3	954.0	550.5	314.6	215.9	53.1	93.2	28.8	3 363.3
Currently studying for a non-school qualification (f)	538.1	415.9	297.0	141.9	119.0	28.6	37.3	15.8	1 593.5
Total 20–64 year old population	**4 218.8**	**3 326.0**	**2 648.5**	**1 382.6**	**957.9**	**285.5**	**223.1**	**124.5**	**13 167.0**

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(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) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Based on highest level of educational attainment.

(f) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source: ABS (unpublished) Survey of Education and Work, 2010.

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 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
						Proportion				
20–24 year olds	%	74.8	74.5	68.5	65.0	71.9	62.8	73.9	60.2	71.9
25–34 year olds	%	74.8	74.6	68.9	68.8	68.1	64.0	83.8	68.9	72.4
35–44 year olds	%	67.9	68.9	64.2	66.5	62.7	65.7	75.3	72.4	67.0
45–54 year olds	%	66.5	63.5	62.8	64.1	61.1	60.1	77.0	64.2	64.3
55–64 year olds	%	55.3	54.5	51.5	54.7	54.3	54.2	67.6	60.9	54.4
20–64 year olds	**%**	**67.9**	**67.3**	**63.2**	**64.3**	**63.0**	**61.2**	**76.4**	**66.5**	**66.0**
						Relative standard errors				
20–24 year olds	%	2.2	2.3	2.6	4.2	3.3	7.0	3.8	7.9	1.0
25–34 year olds	%	1.4	1.5	2.0	2.3	3.6	4.0	2.5	4.0	0.9
35–44 year olds	%	2.0	1.5	2.2	2.2	2.6	3.2	3.2	3.1	0.9
45–54 year olds	%	1.7	2.3	2.2	2.3	2.8	5.0	2.9	4.5	1.0
55–64 year olds	%	2.4	3.0	2.7	2.9	3.4	5.5	5.3	6.5	1.2
20–64 year olds	**%**	**1.0**	**1.0**	**1.1**	**1.4**	**1.5**	**2.0**	**1.7**	**2.1**	**0.5**
						95 per cent confidence intervals				
20–24 year olds	±	3.2	3.3	3.5	5.4	4.6	8.6	5.5	9.3	1.4
25–34 year olds	±	2.1	2.2	2.7	3.0	4.8	5.1	4.1	5.3	1.2
35–44 year olds	±	2.6	2.0	2.7	2.9	3.2	4.2	4.7	4.3	1.1
45–54 year olds	±	2.2	2.9	2.8	2.9	3.4	5.9	4.4	5.7	1.2
55–64 year olds	±	2.6	3.2	2.7	3.2	3.6	5.8	7.1	7.7	1.3
20–64 year olds	**±**	**1.3**	**1.3**	**1.3**	**1.7**	**1.9**	**2.4**	**2.6**	**2.8**	**0.7**

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

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 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*

(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.

Source : ABS (unpublished) Survey of Education and Work, 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 (a), (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
						Proportion				
Qunitile 1	%	53.3	52.3	51.8	54.1	50.7	51.8	72.7	61.9	52.7
Quintile 2	%	64.2	64.5	60.2	56.6	58.3	55.7	79.3	62.6	61.8
Quintile 3	%	66.3	66.6	62.9	63.6	69.8	67.1	66.7	67.3	65.7
Quintile 4	%	73.0	71.5	64.2	67.7	66.0	72.5	76.4	72.9	69.6
Quintile 5	%	77.9	76.1	73.0	72.4	73.4	72.4	79.6	70.7	75.6
						Relative standard errors				
Qunitile 1	%	3.1	3.8	4.3	4.8	4.4	4.7	17.0	5.6	1.8
Quintile 2	%	2.3	2.4	2.3	3.4	3.3	4.6	9.2	5.7	1.2
Quintile 3	%	1.8	2.9	3.0	3.1	3.8	4.4	6.1	5.0	1.0
Quintile 4	%	2.5	2.3	2.4	3.1	3.2	2.9	2.6	3.2	1.1
Quintile 5	%	1.4	1.7	1.7	1.9	3.0	8.3	2.2	5.7	0.8
						95 per cent confidence intervals				
Qunitile 1	±	3.3	3.9	4.4	5.0	4.4	4.8	24.2	6.8	1.9
Quintile 2	±	2.9	3.0	2.7	3.8	3.7	5.0	14.3	6.9	1.5
Quintile 3	±	2.4	3.8	3.8	3.8	5.1	5.9	7.9	6.5	1.3
Quintile 4	±	3.5	3.2	3.0	4.1	4.2	4.1	3.8	4.6	1.5
Quintile 5	±	2.1	2.5	2.5	2.6	4.3	11.8	3.4	7.9	1.2

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(b) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(c) 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.

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 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*

Source: ABS (unpublished) Survey of Education and Work, 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 (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
						Proportion				
With or working towards a non-school qualifcation (c)	**%**	68.2	64.2	63.7	64.0	61.2	61.2	75.6	62.1	65.3
With non-school qualification (d)	**%**	63.0	59.0	59.1	59.7	57.0	56.0	69.5	58.7	60.3
Currently studying for a non-school qualification (e)	**%**	12.1	11.7	10.8	10.2	10.7	11.4	16.0	9.8	11.5
						Relative standard errors				
With or working towards a non-school qualifcation (c)	**%**	1.3	1.3	1.6	1.2	2.0	2.8	1.8	3.1	0.7
With non-school qualification (d)	**%**	1.3	1.3	1.8	1.6	2.1	3.0	2.0	3.1	0.7
Currently studying for a non-school qualification (e)	**%**	4.9	3.4	5.8	5.7	5.0	8.5	7.9	10.2	2.3
						95 per cent confidence intervals				
With or working towards a non-school qualifcation (c)	±	1.7	1.6	2.0	1.5	2.4	3.3	2.7	3.8	0.9
With non-school qualification (d)	±	1.6	1.5	2.0	1.8	2.4	3.3	2.7	3.6	0.9
Currently studying for a non-school qualification (e)	±	1.2	0.8	1.2	1.1	1.0	1.9	2.5	2.0	0.5

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(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) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source: ABS (unpublished) Survey of Education and Work, 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) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
With or working towards a non-school qualifcation (c)	2 786.4	2 047.9	1 625.0	843.2	577.5	173.6	164.7	80.9	8 299.1
With non-school qualification (d)	2 574.2	1 881.7	1 506.9	786.8	538.0	159.0	151.5	76.4	7 674.4
With a non-school qualification of Cert III, Cert IV, Dip or Ad Dip (e)	1 113.9	748.8	801.4	375.1	263.7	84.3	43.4	37.0	3 467.7
With a non-school qualification of Bachelors degree or above (e)	1 122.2	924.7	527.3	306.3	199.5	54.4	94.7	28.9	3 258.1
Currently studying for a non-school qualification (f)	495.6	374.3	275.1	134.8	100.9	32.5	34.9	12.8	1 460.9
Total 20–64 year old population	**4 086.8**	**3 187.6**	**2 550.6**	**1 317.6**	**943.4**	**283.8**	**217.8**	**130.3**	**12 717.9**

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(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) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Based on highest level of educational attainment.

(f) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source: ABS (unpublished) Survey of Education and Work, 2009.

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 (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
						Proportion				
20–24 year olds	%	74.9	76.6	64.8	64.8	69.3	61.8	75.6	58.0	71.4
25–34 year olds	%	73.4	73.5	69.6	69.9	71.3	69.0	81.3	65.6	72.1
35–44 year olds	%	70.7	63.7	66.2	65.2	59.8	62.5	72.8	64.0	66.4
45–54 year olds	%	64.9	60.0	62.7	60.9	57.9	61.2	79.1	60.6	62.4
55–64 year olds	%	57.9	49.3	53.4	57.9	51.1	52.1	66.5	57.9	54.3
20–64 year olds	**%**	**68.2**	**64.2**	**63.7**	**64.0**	**61.2**	**61.2**	**75.6**	**62.1**	**65.3**
						Relative standard errors				
20–24 year olds	%	2.5	2.8	4.0	3.8	4.4	7.3	4.5	9.1	1.5
25–34 year olds	%	1.7	1.9	2.1	2.4	3.1	4.1	2.8	5.6	0.9
35–44 year olds	%	2.2	2.4	2.3	2.8	3.4	5.4	4.1	3.5	1.3
45–54 year olds	%	2.5	1.9	2.7	3.3	2.9	3.9	3.2	5.0	1.3
55–64 year olds	%	2.8	3.7	3.5	3.9	6.2	6.4	6.3	7.7	1.6
20–64 year olds	**%**	**1.3**	**1.3**	**1.6**	**1.2**	**2.0**	**2.8**	**1.8**	**3.1**	**0.7**
						95 per cent confidence intervals				
20–24 year olds	±	3.6	4.3	5.1	4.9	6.0	8.9	6.6	10.3	2.1
25–34 year olds	±	2.5	2.8	2.9	3.2	4.4	5.5	4.5	7.3	1.3
35–44 year olds	±	3.1	3.0	3.0	3.6	4.0	6.6	5.8	4.3	1.7
45–54 year olds	±	3.2	2.2	3.3	4.0	3.3	4.7	4.9	6.0	1.6
55–64 year olds	±	3.2	3.5	3.7	4.5	6.2	6.5	8.2	8.8	1.7
20–64 year olds	**±**	**1.7**	**1.6**	**2.0**	**1.5**	**2.4**	**3.3**	**2.7**	**3.8**	**0.9**

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

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 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*

(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.

Source : ABS (unpublished) Survey of Education and Work, 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 (a), (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
						Proportion				
Qunitile 1	%	55.5	50.3	53.1	52.3	46.7	48.3	67.2	51.1	52.4
Quintile 2	%	63.8	57.7	59.0	59.1	59.1	61.8	66.5	60.6	60.3
Quintile 3	%	68.6	62.5	62.6	63.0	64.3	69.6	69.2	66.0	64.9
Quintile 4	%	72.8	66.6	67.3	66.5	68.5	65.9	72.3	62.7	68.7
Quintile 5	%	77.2	77.6	72.8	74.2	74.2	71.7	79.6	69.6	76.1
						Relative standard errors				
Qunitile 1	%	3.1	4.6	5.9	5.6	5.1	5.7	22.2	10.8	2.1
Quintile 2	%	3.2	4.2	4.3	3.8	4.2	6.2	10.6	10.4	1.9
Quintile 3	%	2.7	3.2	3.5	3.5	4.4	4.3	5.9	6.4	1.2
Quintile 4	%	2.5	2.4	3.1	2.9	2.9	4.2	5.0	4.9	1.5
Quintile 5	%	1.9	1.5	1.9	2.3	3.7	5.9	2.3	6.0	1.0
						95 per cent confidence intervals				
Qunitile 1	±	3.4	4.6	6.2	5.7	4.7	5.4	29.3	10.8	2.1
Quintile 2	±	4.0	4.7	5.0	4.4	4.9	7.5	13.8	12.4	2.3
Quintile 3	±	3.6	3.9	4.2	4.4	5.5	5.9	8.0	8.3	1.5
Quintile 4	±	3.6	3.1	4.1	3.7	3.9	5.4	7.1	6.0	2.0
Quintile 5	±	2.9	2.3	2.7	3.4	5.4	8.3	3.5	8.1	1.4

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(b) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(c) 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.

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 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*

Source: ABS (unpublished) Survey of Education and Work, 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 (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
						Proportion				
With or working towards a non-school qualifcation (c)	**%**	66.0	65.3	61.5	61.4	60.0	58.5	73.6	62.2	63.9
With non-school qualification (d)	**%**	61.5	59.8	56.9	57.6	55.6	53.6	68.7	57.6	59.2
Currently studying for a non-school qualification (e)	**%**	10.7	11.8	10.7	8.6	10.9	12.1	15.3	11.3	10.9
						Relative standard errors				
With or working towards a non-school qualifcation (c)	**%**	1.0	1.0	1.4	2.0	1.6	2.4	1.9	3.1	0.5
With non-school qualification (d)	**%**	0.9	1.1	1.4	2.3	1.7	2.8	1.9	2.9	0.4
Currently studying for a non-school qualification (e)	**%**	3.8	2.9	4.6	4.6	5.0	6.2	5.3	9.9	1.6
						95 per cent confidence intervals				
With or working towards a non-school qualifcation (c)	±	1.3	1.3	1.7	2.4	1.9	2.8	2.7	3.7	0.6
With non-school qualification (d)	±	1.1	1.3	1.6	2.6	1.8	3.0	2.6	3.3	0.5
Currently studying for a non-school qualification (e)	±	0.8	0.7	1.0	0.8	1.1	1.5	1.6	2.2	0.4

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(b) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

(c) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source: ABS (unpublished) Survey of Education and Work, 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) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
With or working towards a non-school qualifcation (c)	2 690.2	2 031.4	1 522.9	779.9	551.6	164.3	154.5	59.4	7 954.2
With non-school qualification (d)	2 506.9	1 859.0	1 410.9	731.2	511.0	150.5	144.2	55.0	7 368.7
With a non-school qualification of Cert III, Cert IV, Dip or Ad Dip (e)	1 144.3	808.2	721.8	348.0	247.7	79.3	45.2	24.6	3 419.1
With a non-school qualification of Bachelors degree or above (e)	1 056.3	832.7	513.8	279.9	195.4	52.1	85.0	21.2	3 036.5
Currently studying for a non-school qualification (f)	435.8	367.7	264.9	108.8	100.6	33.8	32.1	10.8	1 354.5
Total 20–64 year old population	**4 077.2**	**3 110.6**	**2 478.0**	**1 269.8**	**918.9**	**280.8**	**210.0**	**95.4**	**12 440.6**

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(b) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

(c) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Based on highest level of educational attainment.

(f) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

Source : ABS (unpublished) Survey of Education and Work, 2008.

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) (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
						Proportion				
20–24 year olds	%	74.6	78.3	64.7	65.3	68.3	64.3	76.9	52.1	71.8
25–34 year olds	%	71.2	72.4	69.7	65.7	65.8	66.9	81.8	64.2	70.3
35–44 year olds	%	68.2	66.3	63.4	62.3	60.7	60.2	73.0	64.9	65.5
45–54 year olds	%	63.9	60.6	60.2	60.2	58.2	59.1	68.1	62.2	61.5
55–64 year olds	%	53.6	51.9	48.1	53.9	50.5	44.8	67.0	61.5	51.9
20–64 year olds	%	**66.0**	**65.3**	**61.5**	**61.4**	**60.0**	**58.5**	**73.6**	**62.2**	**63.9**
						Relative standard errors				
20–24 year olds	%	2.2	2.0	3.9	5.1	4.4	5.0	4.1	12.3	1.1
25–34 year olds	%	1.3	1.7	2.8	2.8	3.3	4.1	2.4	4.8	0.8
35–44 year olds	%	1.6	1.7	2.4	3.6	2.6	3.6	4.1	3.7	0.9
45–54 year olds	%	2.0	2.4	2.2	2.9	3.3	3.9	4.7	3.8	1.1
55–64 year olds	%	2.7	2.9	3.4	3.9	2.9	4.5	4.9	7.0	1.5
20–64 year olds	%	**1.0**	**1.0**	**1.4**	**2.0**	**1.6**	**2.4**	**1.9**	**3.1**	**0.5**
						95 per cent confidence intervals				
20–24 year olds	±	3.2	3.1	5.0	6.5	6.0	6.3	6.1	12.5	1.6
25–34 year olds	±	1.8	2.4	3.9	3.6	4.3	5.3	3.9	6.0	1.1
35–44 year olds	±	2.1	2.2	3.0	4.4	3.1	4.2	5.8	4.7	1.1
45–54 year olds	±	2.5	2.9	2.6	3.5	3.8	4.5	6.3	4.6	1.3
55–64 year olds	±	2.9	2.9	3.2	4.1	2.9	3.9	6.4	8.4	1.5
20–64 year olds	**±**	**1.3**	**1.3**	**1.7**	**2.4**	**1.9**	**2.8**	**2.7**	**3.7**	**0.6**

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

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) (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*

(b) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

Source : ABS (unpublished) Survey of Education and Work, 2008.

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 (a), (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (c)	*Aust*
						Proportion				
Qunitile 1	%	54.0	50.4	47.7	47.5	46.2	47.9	77.4	54.0	50.6
Quintile 2	%	61.6	61.4	57.0	51.9	56.5	56.9	77.5	59.5	58.9
Quintile 3	%	63.3	64.5	62.2	63.3	62.5	59.9	68.0	62.3	63.3
Quintile 4	%	70.5	68.4	62.6	67.7	65.3	71.2	70.0	68.2	67.5
Quintile 5	%	77.2	75.8	74.5	69.5	73.6	62.5	76.9	71.7	75.2
						Relative standard errors				
Qunitile 1	%	3.0	3.4	4.8	6.7	3.9	6.2	10.4	6.9	2.1
Quintile 2	%	2.9	2.6	1.9	4.5	4.0	5.5	3.9	6.0	1.5
Quintile 3	%	2.3	2.7	3.0	3.7	3.2	5.7	6.4	6.9	1.2
Quintile 4	%	1.8	1.8	2.7	2.9	2.8	3.5	5.2	5.0	1.1
Quintile 5	%	1.7	1.6	2.2	3.1	2.5	7.3	2.3	5.8	0.9
						95 per cent confidence intervals				
Qunitile 1	±	3.2	3.4	4.5	6.2	3.5	5.8	15.8	7.3	2.1
Quintile 2	±	3.5	3.1	2.1	4.6	4.4	6.1	5.9	7.0	1.7
Quintile 3	±	2.9	3.4	3.7	4.6	3.9	6.7	8.5	8.4	1.5
Quintile 4	±	2.5	2.4	3.3	3.8	3.6	4.9	7.1	6.7	1.5
Quintile 5	±	2.6	2.4	3.2	4.2	3.6	8.9	3.5	8.2	1.3

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(b) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(c) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

Source: ABS (unpublished) Survey of Education and Work, 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) (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
						Proportion				
Indigenous										
With or working towards a non-school qualification (c)	%	43.5	60.9	43.1	43.1	49.5	48.5	65.8	29.1	43.3
With non-school qualification (d)	%	38.3	55.7	37.9	39.0	43.5	42.2	56.8	25.0	38.3
Currently studying for a non-school qualification (e), (f)	%	10.7	14.9	11.0	9.4	11.6	11.1	23.3	7.9	10.7
Non-Indigenous										
With or working towards a non-school qualifcation (c)	%	66.3	65.4	62.0	62.0	60.0	58.4	73.8	64.0	64.2
With non-school qualification (d)	%	61.8	59.8	57.5	58.1	55.6	53.6	69.0	59.3	59.5
Currently studying for a non-school qualification (e)	%	10.7	11.8	10.7	8.6	10.9	11.8	15.3	11.5	10.9
						Relative standard errors				
Indigenous										
With or working towards a non-school qualification (c)	%	5.4	3.5	6.4	5.6	5.8	6.2	6.5	6.7	2.6
With non-school qualification (d)	%	6.1	4.0	7.8	6.2	6.7	6.3	7.4	8.2	3.0
Currently studying for a non-school qualification (e), (f)	%	13.4	9.6	14.0	14.5	14.1	15.8	18.2	13.0	6.1
Non-Indigenous										
With or working towards a non-school qualifcation (c)	%	1.0	1.0	1.3	2.0	1.5	2.4	1.8	3.0	0.5
With non-school qualification (d)	%	0.9	1.1	1.4	2.3	1.7	2.8	1.9	2.9	0.5

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) (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*
Currently studying for a non-school qualification (e)	%	3.8	2.9	4.4	4.6	4.9	6.2	5.4	10.2	1.7
					95 per cent confidence intervals					
Indigenous										
With or working towards a non-school qualification (c)	±	4.6	4.2	5.4	4.7	5.6	5.9	8.4	3.8	2.2
With non-school qualification (d)	±	4.6	4.4	5.8	4.7	5.7	5.2	8.3	4.0	2.3
Currently studying for a non-school qualification (e), (f)	±	2.8	2.8	3.0	2.6	3.2	3.4	8.3	2.0	1.3
Non-Indigenous										
With or working towards a non-school qualification (c)	±	1.3	1.3	1.6	2.5	1.8	2.8	2.7	3.8	0.6
With non-school qualification (d)	±	1.1	1.3	1.6	2.6	1.8	3.0	2.5	3.4	0.5
Currently studying for a non-school qualification (e)	±	0.8	0.7	0.9	0.8	1.0	1.4	1.6	2.3	0.4

(a) Non-school qualification refers to a non-school qualifications in the AQF (Cert I, Cert II, Cert III, Cert IV, Diploma, Advanced Diploma, Bachelor degree or above).

(b) The SEW does not include people living in very remote areas, which affects the comparability of the NT results.

(c) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

(f) While the NATSISS intended to collect current study for a qualification, the question asked did not collect this precise concept and respondents may have reported current study that was not for a qualification.

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) (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust*

Source : ABS (unpublished) Survey of Education and Work, 2008; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2008.

NASWD Indicator 5:

Proportion of VET graduates with improved employment status after training

Table SWD.5.1 **Graduates aged 20–64 years with improved employment status after training, 2011 (a), (b), (c), (d)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportions										
Not employed before training to employed after training	%	10.3	10.9	12.2	8.9	13.0	8.4	6.2	7.9	10.7
Employed at a higher skill level after training	%	10.6	10.9	11.9	11.3	11.7	9.8	14.1	10.1	11.1
Received a job-related benefit	%	56.4	60.6	61.0	60.2	56.9	59.4	65.4	62.9	59.3
Total with improved employment status after training	**%**	**59.4**	**63.4**	**63.9**	**63.3**	**60.8**	**61.5**	**68.5**	**65.6**	**62.2**
Relative standard errors										
Not employed before training to employed after training	%	3.8	3.6	3.0	4.0	4.8	7.6	13.2	14.1	1.7
Employed at a higher skill level after training	%	3.6	3.0	3.2	3.6	5.0	6.8	8.5	9.2	1.6
Received a job-related benefit	%	1.1	1.0	0.9	1.0	1.6	1.9	2.4	2.7	0.5
Total with improved employment status after training	**%**	**1.1**	**0.9**	**0.8**	**0.9**	**1.5**	**1.8**	**2.2**	**2.6**	**0.5**
95 per cent confidence intervals										
Not employed before training to employed after training	±	0.8	0.8	0.7	0.7	1.2	1.2	1.6	2.2	0.4
Employed at a higher skill level after training	±	0.7	0.6	0.7	0.8	1.1	1.3	2.4	1.8	0.3
Received a job-related benefit	±	1.3	1.1	1.1	1.2	1.8	2.2	3.0	3.4	0.6
Total with improved employment status after training	**±**	**1.2**	**1.1**	**1.1**	**1.2**	**1.8**	**2.2**	**3.0**	**3.3**	**0.6**
Numbers										

Table SWD.5.1 **Graduates aged 20–64 years with improved employment status after training, 2011 (a), (b), (c), (d)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Not employed before training to employed after training	no.	np	np	np	np	np	np	np	np	np
Employed at a higher skill level after training	no.	np	np	np	np	np	np	np	np	np
Received a job-related benefit	no.	np	np	np	np	np	np	np	np	np
Total with improved employment status after training	**no.**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**

np Not published.

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2010.

(b) '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.

(c) Relative standard errors (RSE) for the proportions data are included in this table. Estimates with RSEs greater than 25 per cent should be used with caution.

(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, e.g. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source: NCVER (unpublished) Student Outcomes Survey, 2011.

Table SWD.5.2 Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011 (per cent) (a), (b), (c), (d)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates									
Not employed before training to employed after training	11.9	12.6	15.9	16.7	13.4	5.9	np	14.2	13.5
Employed at a higher skill level after training	9.0	10.9	9.1	8.4	7.3	5.2	np	5.3	8.5
Received a job-related benefit	51.0	42.6	50.9	57.7	54.4	46.4	78.9	56.8	51.5
Total with improved employment status after training	**53.3**	**49.0**	**54.8**	**61.6**	**56.8**	**47.0**	**76.7**	**60.5**	**54.8**
Non-Indigenous graduates									
Not employed before training to employed after training	10.1	10.8	12.0	8.6	12.9	8.6	6.2	6.0	10.5
Employed at a higher skill level after training	10.9	11.0	12.1	11.4	12.0	10.1	14.3	11.7	11.3
Received a job-related benefit	56.8	60.6	61.6	60.4	56.9	60.0	65.2	65.5	59.6
Total with improved employment status after training	**59.7**	**63.5**	**64.5**	**63.5**	**60.9**	**62.2**	**68.8**	**68.0**	**62.5**

np Not published.

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.3 and SWD.5.4

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2010.

(b) '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.

(c) Relative standard errors (RSE) for the proportions data are included in table SWD.5.3. Estimates with RSEs greater than 25 per cent should be used with caution.

Table SWD.5.2 **Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011 (per cent) (a), (b), (c), (d)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, e.g. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source : NCVER (unpublished) Student Outcomes Survey, 2011.

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) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates									
Not employed before training to employed after training	25.1	22.2	12.5	15.5	23.2	39.5	np	26.7	9.3
Employed at a higher skill level after training	18.3	27.3	16.7	20.8	26.7	36.7	np	32.0	9.3
Received a job-related benefit	6.6	12.0	5.2	6.0	8.7	11.6	12.1	8.8	3.1
Total with improved employment status after training	**6.3**	**11.0**	**4.8**	**5.5**	**8.2**	**11.3**	**13.4**	**8.1**	**2.9**
Non-Indigenous graduates									
Not employed before training to employed after training	3.8	3.7	3.2	4.1	5.0	7.8	13.7	14.2	1.8
Employed at a higher skill level after training	3.7	3.1	3.2	3.7	5.1	6.9	8.6	9.3	1.6
Received a job-related benefit	1.2	1.0	0.9	1.0	1.7	1.9	2.4	2.5	0.5
Total with improved employment status after training	**1.1**	**0.9**	**0.9**	**1.0**	**1.5**	**1.8**	**2.2**	**2.4**	**0.5**

np Not published.

(a) See table SWD.5.2 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

Source: NCVER (unpublished) Student Outcomes Survey, 2011.

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) (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates										
Not employed before training to employed after training	±	5.8	5.5	3.9	5.1	6.1	4.6	np	7.4	2.5
Employed at a higher skill level after training	±	3.2	5.8	3.0	3.4	3.8	3.7	np	3.3	1.6
Received a job-related benefit	±	6.6	10.0	5.1	6.7	9.2	10.5	18.8	9.8	3.1
Total with improved employment status after training	**±**	**6.5**	**10.5**	**5.1**	**6.6**	**9.1**	**10.4**	**20.1**	**9.6**	**3.1**
Non-Indigenous graduates										
Not employed before training to employed after training	±	0.8	0.8	0.7	0.7	1.3	1.3	1.7	1.7	0.4
Employed at a higher skill level after training	±	0.8	0.7	0.8	0.8	1.2	1.4	2.4	2.1	0.3
Received a job-related benefit	±	1.3	1.2	1.1	1.2	1.9	2.3	3.1	3.2	0.6
Total with improved employment status after training	**±**	**1.3**	**1.1**	**1.1**	**1.2**	**1.8**	**2.2**	**3.0**	**3.2**	**0.6**

np Not published.

(a) See table SWD.5.2 for detailed footnotes

Source: NCVER (unpublished) Student Outcomes Survey, 2011.

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) (a), (b), (c), (d), (e)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1									
Not employed before training to employed after training	9.9	14.1	13.9	7.9	15.3	7.2	np	8.0	11.8
Employed at a higher skill level after training	8.9	10.9	10.4	9.6	8.5	10.1	np	9.4	9.7
Received a job-related benefit	52.6	54.1	56.4	60.8	50.0	57.8	81.2	60.2	54.6
Total with improved employment status after training	**55.1**	**56.9**	**59.1**	**64.4**	**54.2**	**59.7**	**82.9**	**62.9**	**57.3**
SEIFA IRSD quintile 2									
Not employed before training to employed after training	10.4	10.1	12.4	9.4	11.5	8.7	np	10.0	10.6
Employed at a higher skill level after training	9.5	8.9	11.5	9.2	12.7	9.4	np	8.9	9.9
Received a job-related benefit	53.8	59.9	63.2	57.5	56.7	59.6	67.0	58.5	57.9
Total with improved employment status after training	**56.3**	**62.8**	**65.9**	**60.8**	**60.9**	**61.5**	**67.0**	**62.9**	**60.7**
SEIFA IRSD quintile 3									
Not employed before training to employed after training	9.2	9.6	11.9	8.9	14.6	8.3	8.6	9.1	9.9
Employed at a higher skill level after training	11.2	11.2	12.3	11.1	15.3	11.4	5.6	9.2	11.5
Received a job-related benefit	57.9	61.8	62.2	59.8	64.0	65.8	63.8	65.4	60.6
Total with improved employment status after training	**61.3**	**63.7**	**65.3**	**62.8**	**67.7**	**66.8**	**64.4**	**68.4**	**63.4**
SEIFA IRSD quintile 4									

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) (a), (b), (c), (d), (e)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Not employed before training to employed after training	10.1	10.7	11.9	8.3	11.3	8.8	5.5	7.8	10.4
Employed at a higher skill level after training	12.8	11.6	12.0	11.8	10.8	9.0	16.3	11.8	11.9
Received a job-related benefit	59.2	62.4	61.6	60.1	55.9	58.3	64.2	62.1	60.9
Total with improved employment status after training	**62.8**	**65.4**	**64.6**	**62.9**	**58.9**	**61.2**	**66.7**	**64.8**	**64.0**
				SEIFA IRSD quintile 5					
Not employed before training to employed after training	11.4	11.7	11.1	9.5	12.4	np	5.9	4.0	10.9
Employed at a higher skill level after training	11.8	11.9	13.0	13.6	12.5	np	13.7	11.7	12.4
Received a job-related benefit	60.1	61.0	59.7	62.9	62.9	54.0	65.1	68.9	61.1
Total with improved employment status after training	**63.1**	**64.7**	**63.1**	**66.2**	**66.9**	**58.7**	**69.2**	**70.9**	**64.6**

np Not published.

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.6 and SWD.5.7

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2010.

(b) '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.

(c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(d) Relative standard errors (RSE) for the proportions data are included in table SWD.5.6. Estimates with RSEs greater than 25 per cent should be used with caution.

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) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(e) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source : NCVER (unpublished) Student Outcomes Survey, 2011.

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) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1									
Not employed before training to employed after training	9.0	9.5	7.8	17.2	8.6	13.5	np	29.9	4.3
Employed at a higher skill level after training	10.0	10.1	9.0	14.5	11.9	11.2	np	19.2	4.6
Received a job-related benefit	3.0	3.3	2.7	3.8	3.7	3.5	13.1	6.3	1.4
Total with improved employment status after training	**2.9**	**3.1**	**2.6**	**3.5**	**3.4**	**3.3**	**12.7**	**6.1**	**1.3**
SEIFA IRSD quintile 2									
Not employed before training to employed after training	7.9	7.8	6.6	10.1	9.1	13.3	np	30.8	3.9
Employed at a higher skill level after training	7.1	6.9	7.0	10.4	8.5	12.1	np	31.4	3.5
Received a job-related benefit	2.3	2.2	1.9	2.9	3.0	3.3	14.0	10.7	1.1
Total with improved employment status after training	**2.2**	**2.1**	**1.7**	**2.7**	**2.7**	**3.1**	**14.0**	**10.1**	**1.0**
SEIFA IRSD quintile 3									
Not employed before training to employed after training	8.1	8.9	6.7	6.7	14.7	22.6	40.2	30.2	3.8
Employed at a higher skill level after training	7.2	6.6	6.8	6.1	13.4	17.8	51.8	17.5	3.3
Received a job-related benefit	2.4	2.2	1.9	1.7	4.1	4.6	11.0	5.4	1.0
Total with improved employment status after training	**2.2**	**2.2**	**1.8**	**1.6**	**3.8**	**4.5**	**10.9**	**4.7**	**1.0**

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) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 4									
Not employed before training to employed after training	9.5	6.9	5.9	8.1	11.8	18.0	23.6	27.7	3.6
Employed at a higher skill level after training	8.5	5.7	6.1	7.0	11.3	18.3	15.5	18.5	3.2
Received a job-related benefit	2.6	1.7	1.7	2.1	3.7	4.7	4.6	5.0	0.9
Total with improved employment status after training	**2.4**	**1.6**	**1.6**	**1.9**	**3.5**	**4.4**	**4.3**	**4.7**	**0.9**
SEIFA IRSD quintile 5									
Not employed before training to employed after training	8.3	8.7	8.0	9.2	16.7	np	18.9	34.7	4.4
Employed at a higher skill level after training	8.5	6.7	7.6	8.1	14.9	np	11.6	22.7	3.6
Received a job-related benefit	2.4	2.1	2.4	2.3	4.6	21.4	3.2	5.7	1.1
Total with improved employment status after training	**2.3**	**1.9**	**2.2**	**2.1**	**4.2**	**19.6**	**2.9**	**5.4**	**1.0**

np Not published.

(a) See table SWD.5.5 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

Source: NCVER (unpublished) Student Outcomes Survey, 2011.

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) (a)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1										
Not employed before training to employed after training	±	1.8	2.6	2.1	2.7	2.6	1.9	np	4.7	1.0
Employed at a higher skill level after training	±	1.8	2.2	1.8	2.7	2.0	2.2	np	3.5	0.9
Received a job-related benefit	±	3.1	3.5	3.0	4.5	3.6	4.0	20.9	7.4	1.5
Total with improved employment status after training	**±**	**3.1**	**3.4**	**3.0**	**4.5**	**3.6**	**3.9**	**20.7**	**7.5**	**1.5**
SEIFA IRSD quintile 2										
Not employed before training to employed after training	±	1.6	1.5	1.6	1.9	2.0	2.3	np	6.0	0.8
Employed at a higher skill level after training	±	1.3	1.2	1.6	1.9	2.1	2.2	np	5.5	0.7
Received a job-related benefit	±	2.4	2.5	2.3	3.3	3.3	3.8	18.4	12.2	1.3
Total with improved employment status after training	**±**	**2.4**	**2.5**	**2.3**	**3.2**	**3.2**	**3.8**	**18.4**	**12.5**	**1.2**
SEIFA IRSD quintile 3										
Not employed before training to employed after training	±	1.5	1.7	1.6	1.2	4.2	3.7	6.8	5.4	0.7
Employed at a higher skill level after training	±	1.6	1.4	1.6	1.3	4.0	4.0	5.7	3.2	0.7
Received a job-related benefit	±	2.7	2.7	2.3	2.0	5.2	5.9	13.8	6.9	1.2
Total with improved employment status after training	**±**	**2.6**	**2.7**	**2.3**	**2.0**	**5.0**	**5.9**	**13.8**	**6.3**	**1.2**

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) (a)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 4										
Not employed before training to employed after training	±	1.9	1.4	1.4	1.3	2.6	3.1	2.5	4.2	0.7
Employed at a higher skill level after training	±	2.1	1.3	1.4	1.6	2.4	3.2	4.9	4.3	0.7
Received a job-related benefit	±	3.0	2.0	2.1	2.4	4.0	5.3	5.8	6.1	1.1
Total with improved employment status after training	**±**	**2.9**	**2.0**	**2.1**	**2.4**	**4.0**	**5.3**	**5.6**	**5.9**	**1.1**
SEIFA IRSD quintile 5										
Not employed before training to employed after training	±	1.8	2.0	1.7	1.7	4.1	np	2.2	2.7	0.9
Employed at a higher skill level after training	±	2.0	1.6	1.9	2.1	3.7	np	3.1	5.2	0.9
Received a job-related benefit	±	2.9	2.5	2.8	2.8	5.6	22.6	4.1	7.7	1.3
Total with improved employment status after training	**±**	**2.8**	**2.4**	**2.8**	**2.7**	**5.5**	**22.6**	**3.9**	**7.5**	**1.3**

np Not published.

(a) See table SWD.5.5 for detailed footnotes.

Source: NCVER (unpublished) Student Outcomes Survey, 2011.

Table SWD.5.8 **Graduates aged 20–64 years with improved employment status after training, 2010 (a), (b), (c), (d)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportions										
Not employed before training to employed after training	%	10.2	10.5	9.4	9.1	11.8	8.7	8.4	5.2	10.0
Employed at a higher skill level after training	%	11.1	11.1	12.6	15.1	9.8	11.4	15.7	12.1	11.8
Received a job-related benefit	%	54.2	55.8	57.4	61.2	54.8	59.9	65.0	59.5	56.4
Total with improved employment status after training	**%**	**57.7**	**59.0**	**60.2**	**64.0**	**58.8**	**62.1**	**68.1**	**62.0**	**59.6**
Relative standard errors										
Not employed before training to employed after training	%	5.9	5.5	6.2	8.0	10.9	10.2	19.1	21.0	2.9
Employed at a higher skill level after training	%	5.6	5.2	5.0	5.7	11.8	8.5	11.7	12.9	2.5
Received a job-related benefit	%	1.8	1.6	1.6	1.8	3.8	2.6	3.3	4.0	0.8
Total with improved employment status after training	**%**	**1.7**	**1.6**	**1.5**	**1.8**	**3.5**	**2.5**	**3.2**	**3.7**	**0.8**
95 per cent confidence intervals										
Not employed before training to employed after training	±	1.2	1.1	1.1	1.4	2.5	1.7	3.1	2.1	0.6
Employed at a higher skill level after training	±	1.2	1.1	1.2	1.7	2.3	1.9	3.6	3.1	0.6
Received a job-related benefit	±	1.9	1.8	1.8	2.2	4.1	3.1	4.2	4.7	0.9
Total with improved employment status after training	**±**	**1.9**	**1.8**	**1.8**	**2.2**	**4.1**	**3.1**	**4.2**	**4.5**	**0.9**
Numbers										

Table SWD.5.8 **Graduates aged 20–64 years with improved employment status after training, 2010 (a), (b), (c), (d)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Not employed before training to employed after training	no.	np	np	np	np	np	np	np	np	np
Employed at a higher skill level after training	no.	np	np	np	np	np	np	np	np	np
Received a job-related benefit	no.	np	np	np	np	np	np	np	np	np
Total with improved employment status after training	**no.**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**

np Not published.

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2009.

(b) '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.

(c) Relative standard errors (RSE) for the proportions data are included in this table. Estimates with RSEs greater than 25 per cent should be used with caution.

(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, e.g. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source: NCVER (unpublished) Student Outcomes Survey, 2010.

Table SWD.5.9 Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2010 (per cent) (a), (b), (c), (d)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates									
Not employed before training to employed after training	12.3	9.8	10.4	12.6	8.5	8.3	np	11.0	10.8
Employed at a higher skill level after training	10.7	14.4	9.9	8.3	np	8.7	np	5.2	10.6
Received a job-related benefit	49.8	41.4	43.8	61.2	39.1	60.4	57.1	53.8	48.5
Total with improved employment status after training	**52.7**	**45.3**	**47.0**	**65.3**	**45.6**	**60.6**	**57.1**	**56.5**	**51.8**
Non-Indigenous graduates									
Not employed before training to employed after training	10.1	10.5	9.3	8.9	12.0	8.8	8.6	4.0	9.9
Employed at a higher skill level after training	11.3	11.1	12.7	15.4	9.6	11.6	15.2	13.7	11.9
Received a job-related benefit	54.6	56.4	58.0	61.2	55.5	60.1	65.5	60.6	56.9
Total with improved employment status after training	**58.2**	**59.5**	**60.7**	**64.0**	**59.4**	**62.4**	**68.7**	**63.1**	**60.1**

np Not published.

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.10 and SWD.5.11

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2009.

(b) '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.

(c) Relative standard errors (RSE) for the proportions data are included in table SWD.5.10. Estimates with RSEs greater than 25 per cent should be used with caution.

Table SWD.5.9 **Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2010 (per cent) (a), (b), (c), (d)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, e.g. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source : NCVER (unpublished) Student Outcomes Survey, 2010.

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) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates									
Not employed before training to employed after training	28.3	48.6	28.9	31.5	71.5	41.3	np	41.5	15.0
Employed at a higher skill level after training	27.3	36.3	27.4	43.8	np	49.2	np	42.8	14.9
Received a job-related benefit	9.8	22.6	11.1	10.1	26.0	12.4	22.8	11.7	5.5
Total with improved employment status after training	**9.2**	**21.6**	**10.5**	**9.2**	**22.9**	**12.3**	**22.8**	**10.3**	**5.1**
Non-Indigenous graduates									
Not employed before training to employed after training	6.2	5.6	6.4	8.2	11.1	10.5	19.2	21.4	3.0
Employed at a higher skill level after training	5.7	5.2	5.1	5.8	11.4	8.6	11.7	13.5	2.6
Received a job-related benefit	1.9	1.6	1.6	1.9	3.9	2.7	3.3	4.1	0.8
Total with improved employment status after training	**1.7**	**1.6**	**1.5**	**1.8**	**3.6**	**2.6**	**3.2**	**3.9**	**0.8**

np Not published.

(a) See table SWD.5.9 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

Source: NCVER (unpublished) Student Outcomes Survey, 2010.

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) (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates										
Not employed before training to employed after training	±	6.8	9.4	5.9	7.8	11.8	6.8	np	8.9	3.2
Employed at a higher skill level after training	±	5.7	10.3	5.3	7.1	np	8.4	np	4.3	3.1
Received a job-related benefit	±	9.6	18.3	9.6	12.1	20.0	14.7	25.5	12.3	5.2
Total with improved employment status after training	**±**	**9.5**	**19.2**	**9.7**	**11.7**	**20.4**	**14.6**	**25.5**	**11.4**	**5.2**
Non-Indigenous graduates										
Not employed before training to employed after training	±	1.2	1.1	1.2	1.4	2.6	1.8	3.2	1.7	0.6
Employed at a higher skill level after training	±	1.3	1.1	1.3	1.8	2.2	1.9	3.5	3.6	0.6
Received a job-related benefit	±	2.0	1.8	1.8	2.3	4.2	3.2	4.3	4.9	0.9
Total with improved employment status after training	**±**	**2.0**	**1.8**	**1.8**	**2.3**	**4.2**	**3.1**	**4.3**	**4.8**	**0.9**

np Not published.

(a) See table SWD.5.9 for detailed footnotes

Source: NCVER (unpublished) Student Outcomes Survey, 2010.

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) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1									
Not employed before training to employed after training	10.5	11.8	10.4	5.3	8.4	7.8	–	np	9.9
Employed at a higher skill level after training	8.4	11.4	9.0	14.8	7.1	11.0	np	16.3	9.7
Received a job-related benefit	48.7	54.2	54.0	50.5	52.3	60.3	53.9	59.9	52.3
Total with improved employment status after training	**51.8**	**57.8**	**55.6**	**53.1**	**55.7**	**61.2**	**53.9**	**63.0**	**55.1**
SEIFA IRSD quintile 2									
Not employed before training to employed after training	10.3	9.3	9.5	13.0	10.4	7.5	13.2	np	9.8
Employed at a higher skill level after training	10.3	9.9	11.2	11.2	11.4	11.8	28.2	6.0	10.6
Received a job-related benefit	53.6	54.8	55.8	61.9	51.6	60.1	60.9	63.0	55.0
Total with improved employment status after training	**57.7**	**56.9**	**58.7**	**62.8**	**55.4**	**62.0**	**73.0**	**65.4**	**58.1**
SEIFA IRSD quintile 3									
Not employed before training to employed after training	10.2	9.0	8.2	9.6	15.9	6.3	17.1	5.6	9.5
Employed at a higher skill level after training	13.3	11.2	15.3	15.1	12.2	9.1	23.6	12.4	13.3
Received a job-related benefit	53.5	58.8	58.0	60.5	52.2	57.2	69.2	57.2	57.1
Total with improved employment status after training	**56.8**	**62.2**	**61.8**	**63.9**	**59.4**	**60.4**	**71.3**	**60.9**	**60.7**
SEIFA IRSD quintile 4									

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) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Not employed before training to employed after training	10.0	10.7	9.0	8.4	13.5	10.5	10.5	7.6	10.0
Employed at a higher skill level after training	10.3	12.0	12.8	16.3	11.5	13.1	13.0	9.5	12.4
Received a job-related benefit	57.4	56.5	58.7	63.2	66.3	59.6	64.0	62.7	58.8
Total with improved employment status after training	**59.9**	**58.9**	**61.3**	**66.0**	**69.3**	**63.0**	**67.2**	**63.5**	**61.4**
				SEIFA IRSD quintile 5					
Not employed before training to employed after training	9.4	12.6	8.6	7.4	13.8	34.7	6.7	6.3	10.2
Employed at a higher skill level after training	13.8	12.0	13.8	17.5	6.6	np	15.0	15.9	13.4
Received a job-related benefit	59.8	54.9	60.0	63.7	51.2	76.2	66.7	56.2	58.8
Total with improved employment status after training	**63.4**	**60.3**	**62.8**	**67.3**	**53.1**	**82.5**	**68.5**	**59.1**	**62.6**

– Nil or rounded to zero. **np** Not published.

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.13 and SWD.5.14

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2009.

(b) '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.

(c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(d) Relative standard errors (RSE) for the proportions data are included in table SWD.5.13. Estimates with RSEs greater than 25 per cent should be used with caution.

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) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(e) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source: NCVER (unpublished) Student Outcomes Survey, 2010.

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) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1									
Not employed before training to employed after training	14.1	14.7	17.2	44.8	29.9	17.7	–	np	8.0
Employed at a higher skill level after training	16.8	15.5	16.0	22.7	22.7	15.8	np	24.6	7.6
Received a job-related benefit	5.7	5.3	5.1	8.9	7.7	4.9	28.6	8.6	2.6
Total with improved employment status after training	**5.4**	**4.9**	**4.9**	**8.5**	**7.2**	**4.8**	**28.6**	**8.0**	**2.5**
SEIFA IRSD quintile 2									
Not employed before training to employed after training	9.5	11.4	13.5	18.7	24.2	19.3	52.1	np	5.7
Employed at a higher skill level after training	10.1	11.2	11.2	19.6	23.6	15.9	41.5	43.6	5.6
Received a job-related benefit	3.2	3.5	3.9	4.8	8.0	4.7	18.8	10.5	1.8
Total with improved employment status after training	**3.0**	**3.3**	**3.6**	**4.7**	**7.5**	**4.5**	**14.2**	**10.1**	**1.7**
SEIFA IRSD quintile 3									
Not employed before training to employed after training	15.2	12.2	14.5	13.8	20.3	32.5	58.5	39.2	6.8
Employed at a higher skill level after training	11.1	11.2	10.0	10.1	33.5	28.2	40.8	27.3	5.2
Received a job-related benefit	4.0	3.4	3.5	3.3	11.4	8.3	12.1	8.1	1.8
Total with improved employment status after training	**3.8**	**3.1**	**3.2**	**3.1**	**10.1**	**7.7**	**11.4**	**7.6**	**1.6**

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) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 4									
Not employed before training to employed after training	14.9	10.9	12.0	14.5	19.5	22.4	37.1	34.4	5.9
Employed at a higher skill level after training	15.5	10.5	10.5	11.3	18.1	17.3	26.3	28.1	5.4
Received a job-related benefit	4.6	3.4	2.9	3.5	6.0	6.1	6.5	7.1	1.7
Total with improved employment status after training	**4.4**	**3.3**	**2.8**	**3.3**	**5.7**	**5.8**	**6.8**	**6.9**	**1.6**
SEIFA IRSD quintile 5									
Not employed before training to employed after training	13.4	13.2	14.6	20.4	30.7	41.2	25.4	51.7	7.2
Employed at a higher skill level after training	13.1	12.0	12.9	13.1	30.9	np	14.9	27.9	6.1
Received a job-related benefit	3.9	4.1	3.8	4.3	13.3	16.2	4.2	10.8	2.0
Total with improved employment status after training	**3.6**	**3.6**	**3.6**	**3.9**	**12.9**	**13.7**	**4.1**	**10.1**	**1.8**

– Nil or rounded to zero. **np** Not published.

(a) See table SWD.5.12 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

Source: NCVER (unpublished) Student Outcomes Survey, 2010.

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) (a)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1										
Not employed before training to employed after training	±	2.9	3.4	3.5	4.7	4.9	2.7	–	np	1.5
Employed at a higher skill level after training	±	2.8	3.5	2.8	6.6	3.2	3.4	np	7.9	1.5
Received a job-related benefit	±	5.4	5.6	5.4	8.9	7.9	5.7	30.2	10.1	2.7
Total with improved employment status after training	**±**	**5.4**	**5.6**	**5.3**	**8.8**	**7.9**	**5.7**	**30.2**	**9.9**	**2.7**
SEIFA IRSD quintile 2										
Not employed before training to employed after training	±	1.9	2.1	2.5	4.8	4.9	2.8	13.4	np	1.1
Employed at a higher skill level after training	±	2.0	2.2	2.5	4.3	5.3	3.7	22.9	5.1	1.2
Received a job-related benefit	±	3.4	3.7	4.2	5.9	8.1	5.5	22.4	13.0	1.9
Total with improved employment status after training	**±**	**3.4**	**3.7**	**4.2**	**5.8**	**8.1**	**5.4**	**20.3**	**12.9**	**1.9**
SEIFA IRSD quintile 3										
Not employed before training to employed after training	±	3.0	2.2	2.3	2.6	6.3	4.0	19.6	4.3	1.3
Employed at a higher skill level after training	±	2.9	2.5	3.0	3.0	8.0	5.0	18.8	6.6	1.4
Received a job-related benefit	±	4.2	3.9	4.0	4.0	11.7	9.3	16.4	9.1	2.0
Total with improved employment status after training	**±**	**4.2**	**3.8**	**3.9**	**3.9**	**11.7**	**9.1**	**15.9**	**9.1**	**2.0**

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) (a)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 4										
Not employed before training to employed after training	±	2.9	2.3	2.1	2.4	5.2	4.6	7.6	5.1	1.2
Employed at a higher skill level after training	±	3.1	2.5	2.6	3.6	4.1	4.5	6.7	5.2	1.3
Received a job-related benefit	±	5.2	3.8	3.4	4.3	7.8	7.2	8.2	8.7	1.9
Total with improved employment status after training	**±**	**5.1**	**3.8**	**3.3**	**4.3**	**7.7**	**7.1**	**9.0**	**8.6**	**1.9**
SEIFA IRSD quintile 5										
Not employed before training to employed after training	±	2.5	3.3	2.5	3.0	8.3	28.0	3.4	6.4	1.4
Employed at a higher skill level after training	±	3.5	2.8	3.5	4.5	4.0	np	4.4	8.7	1.6
Received a job-related benefit	±	4.5	4.4	4.5	5.4	13.4	24.2	5.6	11.9	2.3
Total with improved employment status after training	**±**	**4.5**	**4.3**	**4.4**	**5.1**	**13.4**	**22.1**	**5.5**	**11.7**	**2.2**

– Nil or rounded to zero. **np** Not published.

(a) See table SWD.5.12 for detailed footnotes.

Source: NCVER (unpublished) Student Outcomes Survey, 2010.

Table SWD.5.15 **Graduates aged 20–64 years with improved employment status after training, 2009 (a), (b), (c), (d)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportions										
Not employed before training to employed after training	%	9.5	9.7	8.1	7.2	10.3	10.3	6.5	5.2	9.1
Employed at a higher skill level after training	%	13.1	13.4	14.2	15.4	15.7	13.7	18.1	13.7	13.9
Received a job-related benefit	%	55.5	59.3	62.4	60.9	58.3	57.9	63.8	64.1	58.9
Total with improved employment status after training	**%**	**58.7**	**62.2**	**64.7**	**63.6**	**62.6**	**61.8**	**66.2**	**67.0**	**61.9**
Relative standard errors										
Not employed before training to employed after training	%	4.1	4.1	3.9	5.7	6.1	8.3	12.8	12.4	2.1
Employed at a higher skill level after training	%	3.2	2.9	2.9	4.0	4.5	7.3	7.5	8.8	1.5
Received a job-related benefit	%	1.2	1.1	0.9	1.3	1.7	2.4	2.3	2.8	0.5
Total with improved employment status after training	**%**	**1.2**	**1.0**	**0.9**	**1.2**	**1.6**	**2.2**	**2.1**	**2.7**	**0.5**
95 per cent confidence intervals										
Not employed before training to employed after training	±	0.8	0.8	0.6	0.8	1.2	1.7	1.6	1.2	0.4
Employed at a higher skill level after training	±	0.8	0.8	0.8	1.2	1.4	2.0	2.6	2.4	0.4
Received a job-related benefit	±	1.3	1.2	1.2	1.5	1.9	2.7	2.8	3.6	0.6
Total with improved employment status after training	**±**	**1.3**	**1.2**	**1.1**	**1.5**	**1.9**	**2.7**	**2.8**	**3.5**	**0.6**
Numbers										

Table SWD.5.15 **Graduates aged 20–64 years with improved employment status after training, 2009 (a), (b), (c), (d)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Not employed before training to employed after training	no.	np	np	np	np	np	np	np	np	np
Employed at a higher skill level after training	no.	np	np	np	np	np	np	np	np	np
Received a job-related benefit	no.	np	np	np	np	np	np	np	np	np
Total with improved employment status after training	**no.**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**

np Not published.

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2008.

(b) '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.

(c) Relative standard errors (RSE) for the proportions data are included in this table. Estimates with RSEs greater than 25 per cent should be used with caution.

(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, e.g. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source : NCVER (unpublished) Student Outcomes Survey, 2009.

Table SWD.5.16 **Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2009 (per cent) (a), (b), (c), (d)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates									
Not employed before training to employed after training	10.9	10.1	9.9	10.1	16.9	15.9	np	8.0	10.8
Employed at a higher skill level after training	14.1	13.8	8.8	16.2	9.3	np	np	4.9	11.4
Received a job-related benefit	53.7	66.2	56.6	65.1	54.4	52.4	56.4	66.0	58.3
Total with improved employment status after training	**56.2**	**66.6**	**57.8**	**67.1**	**58.4**	**55.4**	**56.4**	**66.7**	**60.1**
Non-Indigenous graduates									
Not employed before training to employed after training	9.4	9.7	8.1	7.2	10.2	10.0	6.5	4.5	9.0
Employed at a higher skill level after training	13.2	13.5	14.4	15.4	15.8	14.1	18.3	16.1	14.0
Received a job-related benefit	55.5	59.3	62.8	60.8	58.3	58.3	63.8	63.7	59.0
Total with improved employment status after training	**58.7**	**62.2**	**65.0**	**63.5**	**62.6**	**62.1**	**66.4**	**67.2**	**62.0**

np Not published.

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.17 and SWD.5.18

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2008.

(b) '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.

(c) Relative standard errors (RSE) for the proportions data are included in table SWD.5.17. Estimates with RSEs greater than 25 per cent should be used with caution.

Table SWD.5.16 **Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2009 (per cent) (a), (b), (c), (d)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, e.g. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source: NCVER (unpublished) Student Outcomes Survey, 2009.

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) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates									
Not employed before training to employed after training	21.8	32.8	21.3	25.7	31.1	30.3	np	18.3	10.3
Employed at a higher skill level after training	20.2	28.7	21.7	21.8	46.7	np	np	35.7	10.8
Received a job-related benefit	8.4	7.6	6.2	7.0	13.6	13.2	20.1	8.2	3.5
Total with improved employment status after training	**8.0**	**7.4**	**6.0**	**6.6**	**12.5**	**12.5**	**20.1**	**8.1**	**3.3**
Non-Indigenous graduates									
Not employed before training to employed after training	4.1	4.1	4.0	5.8	6.2	8.7	13.1	16.2	2.1
Employed at a higher skill level after training	3.3	2.9	3.0	4.1	4.6	7.4	7.5	8.9	1.5
Received a job-related benefit	1.2	1.1	1.0	1.3	1.7	2.5	2.3	2.9	0.5
Total with improved employment status after training	**1.2**	**1.0**	**0.9**	**1.2**	**1.6**	**2.3**	**2.2**	**2.7**	**0.5**

np Not published.

(a) See table SWD.5.16 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

Source: NCVER (unpublished) Student Outcomes Survey, 2009.

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) (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates										
Not employed before training to employed after training	±	4.7	6.5	4.1	5.1	10.3	9.4	np	2.9	2.2
Employed at a higher skill level after training	±	5.6	7.8	3.7	6.9	8.5	np	np	3.4	2.4
Received a job-related benefit	±	8.9	9.8	6.8	9.0	14.5	13.6	22.3	10.6	4.0
Total with improved employment status after training	**±**	**8.9**	**9.6**	**6.8**	**8.7**	**14.3**	**13.6**	**22.3**	**10.6**	**3.9**
Non-Indigenous graduates										
Not employed before training to employed after training	±	0.8	0.8	0.6	0.8	1.2	1.7	1.7	1.4	0.4
Employed at a higher skill level after training	±	0.8	0.8	0.8	1.2	1.4	2.0	2.7	2.8	0.4
Received a job-related benefit	±	1.3	1.2	1.2	1.6	2.0	2.8	2.9	3.6	0.6
Total with improved employment status after training	**±**	**1.3**	**1.2**	**1.2**	**1.5**	**1.9**	**2.7**	**2.8**	**3.5**	**0.6**

np Not published.

(a) See table SWD.5.16 for detailed footnotes

Source: NCVER (unpublished) Student Outcomes Survey, 2009.

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) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1									
Not employed before training to employed after training	7.6	9.4	9.0	5.4	11.5	10.5	np	5.7	8.7
Employed at a higher skill level after training	9.5	12.5	13.7	14.2	12.7	14.8	np	13.1	12.1
Received a job-related benefit	46.3	54.8	60.9	56.1	51.8	60.5	67.5	62.7	53.5
Total with improved employment status after training	**48.4**	**57.4**	**62.6**	**59.7**	**56.5**	**63.7**	**71.0**	**66.2**	**56.1**
SEIFA IRSD quintile 2									
Not employed before training to employed after training	11.8	8.9	8.2	9.8	11.7	10.1	np	4.6	10.1
Employed at a higher skill level after training	13.5	11.2	12.9	14.3	16.3	12.8	11.3	15.7	13.0
Received a job-related benefit	55.7	57.5	63.8	57.7	58.7	53.1	60.5	64.4	57.8
Total with improved employment status after training	**59.4**	**59.8**	**65.9**	**60.4**	**62.9**	**57.4**	**64.1**	**66.2**	**60.9**
SEIFA IRSD quintile 3									
Not employed before training to employed after training	10.9	10.8	8.1	6.5	9.6	7.1	np	3.7	9.4
Employed at a higher skill level after training	11.6	13.6	14.3	13.6	13.4	12.9	18.8	15.1	13.2
Received a job-related benefit	58.6	61.6	63.1	61.6	62.2	63.9	64.4	61.8	61.0
Total with improved employment status after training	**61.6**	**64.8**	**65.6**	**63.8**	**65.7**	**67.3**	**69.6**	**65.5**	**63.9**
SEIFA IRSD quintile 4									

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) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Not employed before training to employed after training	6.0	9.3	7.4	7.4	9.1	12.0	3.6	4.6	7.9
Employed at a higher skill level after training	15.1	15.1	15.3	16.7	17.7	13.2	18.7	14.0	15.4
Received a job-related benefit	56.2	60.4	61.9	63.0	62.6	57.1	64.9	63.9	60.4
Total with improved employment status after training	**59.2**	**63.6**	**64.2**	**65.5**	**66.4**	**61.3**	**65.9**	**66.8**	**63.3**
				SEIFA IRSD quintile 5					
Not employed before training to employed after training	8.7	10.8	8.2	7.2	8.0	np	7.5	2.8	9.0
Employed at a higher skill level after training	16.3	14.3	14.9	19.4	18.1	–	18.6	12.1	15.9
Received a job-related benefit	61.2	60.9	62.5	61.3	58.9	np	63.4	67.9	61.5
Total with improved employment status after training	**65.0**	**64.6**	**65.1**	**65.0**	**62.8**	**np**	**66.3**	**70.2**	**64.9**

– Nil or rounded to zero. **np** Not published.

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.20 and SWD.5.21

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2008.

(b) '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.

(c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(d) Relative standard errors (RSE) for the proportions data are included in table SWD.5.20. Estimates with RSEs greater than 25 per cent should be used with caution.

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) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(e) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source : NCVER (unpublished) Student Outcomes Survey, 2009.

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) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1									
Not employed before training to employed after training	10.0	10.3	10.7	21.4	12.2	14.7	np	28.3	4.9
Employed at a higher skill level after training	9.9	9.0	8.6	19.1	10.6	12.3	np	20.4	4.4
Received a job-related benefit	4.0	3.4	2.7	5.0	4.3	4.0	15.8	7.2	1.7
Total with improved employment status after training	**3.8**	**3.2**	**2.6**	**4.6**	**3.9**	**3.8**	**14.7**	**6.8**	**1.6**
SEIFA IRSD quintile 2									
Not employed before training to employed after training	7.4	9.0	8.0	12.7	10.4	14.2	np	47.0	4.2
Employed at a higher skill level after training	6.0	6.7	6.6	14.0	8.0	13.0	44.2	32.5	3.3
Received a job-related benefit	2.4	2.4	2.0	3.6	3.2	4.6	12.9	10.2	1.2
Total with improved employment status after training	**2.2**	**2.3**	**1.9**	**3.4**	**2.9**	**4.2**	**12.1**	**9.9**	**1.1**
SEIFA IRSD quintile 3									
Not employed before training to employed after training	7.8	10.2	8.5	9.9	18.7	31.3	np	34.6	4.7
Employed at a higher skill level after training	7.4	6.4	6.4	6.7	16.5	23.8	30.6	17.4	3.3
Received a job-related benefit	2.4	2.2	2.1	2.2	5.0	6.4	10.2	5.8	1.1
Total with improved employment status after training	**2.2**	**2.1**	**2.0**	**2.1**	**4.5**	**5.8**	**8.9**	**5.2**	**1.0**

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) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 4									
Not employed before training to employed after training	13.4	6.8	7.9	12.9	12.9	17.5	28.9	28.5	4.2
Employed at a higher skill level after training	8.2	5.3	5.4	7.5	9.4	17.7	12.8	16.9	2.9
Received a job-related benefit	3.2	2.0	1.8	2.5	3.5	5.8	4.4	5.0	1.1
Total with improved employment status after training	**3.0**	**1.9**	**1.7**	**2.4**	**3.3**	**5.3**	**4.1**	**4.7**	**1.0**
SEIFA IRSD quintile 5									
Not employed before training to employed after training	10.9	10.6	10.3	13.0	23.5	np	16.1	45.6	5.6
Employed at a higher skill level after training	7.0	6.7	7.5	8.0	13.3	–	10.0	24.5	3.4
Received a job-related benefit	2.5	2.4	2.4	3.2	5.6	np	3.0	6.9	1.2
Total with improved employment status after training	**2.3**	**2.2**	**2.2**	**3.0**	**5.1**	**np**	**2.8**	**6.4**	**1.1**

– Nil or rounded to zero. **np** Not published.

(a) See table SWD.5.19 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

Source: NCVER (unpublished) Student Outcomes Survey, 2009.

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) (a)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1										
Not employed before training to employed after training	±	1.5	1.9	1.9	2.3	2.7	3.0	np	3.2	0.8
Employed at a higher skill level after training	±	1.8	2.2	2.3	5.3	2.6	3.6	np	5.2	1.0
Received a job-related benefit	±	3.7	3.6	3.2	5.5	4.3	4.8	20.9	8.9	1.7
Total with improved employment status after training	**±**	**3.6**	**3.6**	**3.2**	**5.4**	**4.3**	**4.7**	**20.4**	**8.9**	**1.7**
SEIFA IRSD quintile 2										
Not employed before training to employed after training	±	1.7	1.6	1.3	2.4	2.4	2.8	np	4.3	0.8
Employed at a higher skill level after training	±	1.6	1.5	1.7	3.9	2.6	3.3	9.8	10.0	0.8
Received a job-related benefit	±	2.6	2.8	2.5	4.1	3.6	4.8	15.4	12.9	1.4
Total with improved employment status after training	**±**	**2.6**	**2.7**	**2.4**	**4.0**	**3.6**	**4.7**	**15.3**	**12.9**	**1.4**
SEIFA IRSD quintile 3										
Not employed before training to employed after training	±	1.7	2.2	1.3	1.3	3.5	4.4	np	2.5	0.9
Employed at a higher skill level after training	±	1.7	1.7	1.8	1.8	4.3	6.0	11.3	5.2	0.8
Received a job-related benefit	±	2.7	2.7	2.6	2.6	6.1	8.0	12.9	7.0	1.3
Total with improved employment status after training	**±**	**2.7**	**2.6**	**2.5**	**2.6**	**5.8**	**7.6**	**12.1**	**6.7**	**1.3**

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) (a)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 4										
Not employed before training to employed after training	±	1.6	1.2	1.1	1.9	2.3	4.1	2.0	2.6	0.7
Employed at a higher skill level after training	±	2.4	1.6	1.6	2.4	3.3	4.6	4.7	4.7	0.9
Received a job-related benefit	±	3.5	2.4	2.2	3.1	4.3	6.5	5.6	6.2	1.3
Total with improved employment status after training	**±**	**3.5**	**2.3**	**2.2**	**3.0**	**4.3**	**6.4**	**5.3**	**6.2**	**1.3**
SEIFA IRSD quintile 5										
Not employed before training to employed after training	±	1.9	2.2	1.7	1.8	3.7	np	2.4	2.5	1.0
Employed at a higher skill level after training	±	2.2	1.9	2.2	3.0	4.7	–	3.6	5.8	1.1
Received a job-related benefit	±	3.0	2.8	2.9	3.8	6.4	np	3.7	9.2	1.4
Total with improved employment status after training	**±**	**2.9**	**2.8**	**2.9**	**3.8**	**6.2**	**np**	**3.6**	**8.9**	**1.4**

– Nil or rounded to zero. **np** Not published.

(a) See table SWD.5.19 for detailed footnotes.

Source: NCVER (unpublished) Student Outcomes Survey, 2009.

Table SWD.5.22 **Graduates aged 20–64 years with improved employment status after training, 2008 (a), (b), (c), (d)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportions										
Not employed before training to employed after training	%	10.5	11.7	9.6	9.7	13.4	8.5	7.2	5.4	10.6
Employed at a higher skill level after training	%	11.4	12.5	14.0	13.1	14.1	11.0	18.8	14.6	12.7
Received a job-related benefit	%	58.5	62.3	64.3	63.3	68.4	57.9	64.1	63.4	61.8
Total with improved employment status after training	**%**	**61.6**	**65.0**	**66.8**	**66.1**	**70.6**	**60.0**	**65.8**	**65.5**	**64.6**
Relative standard errors										
Not employed before training to employed after training	%	6.4	5.9	6.5	8.7	12.4	11.7	19.6	22.5	3.2
Employed at a higher skill level after training	%	6.1	5.6	6.1	8.0	11.3	9.6	9.8	13.3	2.9
Received a job-related benefit	%	1.9	1.7	1.7	2.4	3.4	2.9	3.6	4.2	0.9
Total with improved employment status after training	**%**	**1.8**	**1.6**	**1.6**	**2.2**	**3.3**	**2.7**	**3.5**	**4.0**	**0.8**
95 per cent confidence intervals										
Not employed before training to employed after training	±	1.3	1.4	1.2	1.6	3.2	1.9	2.8	2.4	0.7
Employed at a higher skill level after training	±	1.4	1.4	1.7	2.1	3.1	2.1	3.6	3.8	0.7
Received a job-related benefit	±	2.2	2.0	2.2	2.9	4.6	3.3	4.6	5.2	1.1
Total with improved employment status after training	**±**	**2.2**	**2.0**	**2.2**	**2.9**	**4.5**	**3.2**	**4.5**	**5.1**	**1.1**

Table SWD.5.22 **Graduates aged 20–64 years with improved employment status after training, 2008 (a), (b), (c), (d)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					Numbers					
Not employed before training to employed after training	no.	np	np	np	np	np	np	np	np	np
Employed at a higher skill level after training	no.	np	np	np	np	np	np	np	np	np
Received a job-related benefit	no.	np	np	np	np	np	np	np	np	np
Total with improved employment status after training	**no.**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**	**np**

np Not published.

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2007.

(b) '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.

(c) Relative standard errors (RSE) for the proportions data are included in this table. Estimates with RSEs greater than 25 per cent should be used with caution.

(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, e.g. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source: NCVER (unpublished) Student Outcomes Survey, 2008.

Table SWD.5.23 Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2008 (per cent) (a), (b), (c), (d)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates									
Not employed before training to employed after training	9.3	15.9	16.3	7.7	6.5	17.3	np	8.4	11.6
Employed at a higher skill level after training	np	9.1	13.3	6.8	np	np	np	5.1	9.1
Received a job-related benefit	56.1	64.7	66.0	48.3	61.9	56.6	73.1	46.0	57.9
Total with improved employment status after training	**57.6**	**65.6**	**69.6**	**57.2**	**65.9**	**59.0**	**73.1**	**46.2**	**60.7**
Non-Indigenous graduates									
Not employed before training to employed after training	10.7	11.6	9.3	9.8	13.6	8.2	7.2	4.7	10.6
Employed at a higher skill level after training	11.6	12.5	14.1	13.4	14.2	11.0	18.9	17.1	12.8
Received a job-related benefit	58.6	62.3	64.1	63.9	68.7	57.9	63.9	67.9	62.0
Total with improved employment status after training	**61.8**	**65.1**	**66.6**	**66.6**	**70.9**	**59.9**	**66.0**	**70.5**	**64.7**

np Not published.

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.24 and SWD.5.25

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2007.

(b) '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.

(c) Relative standard errors (RSE) for the proportions data are included in table SWD.5.24. Estimates with RSEs greater than 25 per cent should be used with caution.

Table SWD.5.23 **Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2008 (per cent) (a), (b), (c), (d)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, e.g. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source: NCVER (unpublished) Student Outcomes Survey, 2008.

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) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates									
Not employed before training to employed after training	46.7	48.4	27.9	49.0	67.2	40.7	np	43.3	17.7
Employed at a higher skill level after training	np	54.2	38.8	58.8	np	np	np	53.6	24.2
Received a job-related benefit	13.8	16.5	11.5	17.0	21.8	15.4	21.2	14.3	6.1
Total with improved employment status after training	**13.3**	**15.7**	**10.6**	**15.3**	**20.1**	**14.7**	**21.2**	**14.2**	**5.8**
Non-Indigenous graduates									
Not employed before training to employed after training	6.5	6.0	6.7	8.8	12.6	12.2	20.0	25.4	3.3
Employed at a higher skill level after training	6.1	5.6	6.2	8.1	11.4	9.9	9.8	13.6	2.9
Received a job-related benefit	1.9	1.7	1.8	2.4	3.5	3.0	3.7	4.2	0.9
Total with improved employment status after training	**1.8**	**1.6**	**1.7**	**2.3**	**3.3**	**2.8**	**3.6**	**3.9**	**0.8**

np Not published.

(a) See table SWD.5.23 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

Source: NCVER (unpublished) Student Outcomes Survey, 2008.

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) (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous graduates										
Not employed before training to employed after training	±	8.6	15.1	8.9	7.4	8.6	13.8	np	7.1	4.0
Employed at a higher skill level after training	±	np	9.7	10.1	7.8	np	np	np	5.3	4.3
Received a job-related benefit	±	15.1	20.9	14.9	16.1	26.5	17.1	30.3	12.9	7.0
Total with improved employment status after training	**±**	**15.0**	**20.1**	**14.5**	**17.2**	**25.9**	**17.1**	**30.3**	**12.8**	**6.9**
Non-Indigenous graduates										
Not employed before training to employed after training	±	1.4	1.4	1.2	1.7	3.4	2.0	2.8	2.3	0.7
Employed at a higher skill level after training	±	1.4	1.4	1.7	2.1	3.2	2.1	3.6	4.5	0.7
Received a job-related benefit	±	2.2	2.1	2.2	3.0	4.7	3.4	4.6	5.5	1.1
Total with improved employment status after training	**±**	**2.2**	**2.0**	**2.2**	**2.9**	**4.6**	**3.3**	**4.6**	**5.4**	**1.1**

np Not published.

(a) See table SWD.5.23 for detailed footnotes

Source: NCVER (unpublished) Student Outcomes Survey, 2008.

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) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1									
Not employed before training to employed after training	9.9	18.2	8.0	5.2	13.5	9.4	np	8.2	11.3
Employed at a higher skill level after training	8.5	11.8	10.3	7.6	11.8	9.3	np	8.5	9.9
Received a job-related benefit	57.7	58.1	60.9	62.9	69.0	56.8	np	47.1	59.5
Total with improved employment status after training	**59.2**	**64.2**	**62.6**	**66.0**	**71.1**	**57.6**	**np**	**47.1**	**62.0**
SEIFA IRSD quintile 2									
Not employed before training to employed after training	12.5	10.0	9.7	15.4	12.3	8.5	np	np	11.2
Employed at a higher skill level after training	9.5	11.8	13.1	4.6	18.2	9.0	np	16.7	11.3
Received a job-related benefit	54.7	60.8	63.6	61.1	70.0	56.5	82.3	64.4	59.5
Total with improved employment status after training	**58.1**	**62.0**	**66.9**	**64.1**	**73.2**	**60.1**	**82.3**	**64.4**	**62.2**
SEIFA IRSD quintile 3									
Not employed before training to employed after training	11.4	10.0	9.6	9.0	10.2	8.5	–	5.6	10.1
Employed at a higher skill level after training	12.1	10.5	14.3	11.5	11.8	13.6	np	16.8	12.2
Received a job-related benefit	61.4	60.2	65.1	61.8	68.4	56.7	65.3	66.7	62.1
Total with improved employment status after training	**64.6**	**63.0**	**66.9**	**64.7**	**68.9**	**60.2**	**73.5**	**71.4**	**64.8**

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) (a), (b), (c), (d), (e)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 4									
Not employed before training to employed after training	8.8	12.9	11.9	9.9	11.9	8.3	2.9	4.3	11.0
Employed at a higher skill level after training	14.9	14.8	14.9	17.0	10.4	14.2	18.5	8.2	14.7
Received a job-related benefit	60.8	66.1	66.9	65.7	60.0	62.1	60.8	68.1	64.5
Total with improved employment status after training	**63.8**	**68.7**	**69.7**	**67.0**	**60.7**	**62.8**	**63.7**	**68.6**	**67.0**
SEIFA IRSD quintile 5									
Not employed before training to employed after training	7.1	10.6	7.3	9.4	21.8	–	9.6	np	9.2
Employed at a higher skill level after training	14.6	13.0	17.7	18.8	16.3	–	17.7	22.9	15.5
Received a job-related benefit	62.3	63.0	62.4	64.8	80.5	np	65.0	73.1	63.8
Total with improved employment status after training	**66.5**	**66.3**	**64.9**	**68.7**	**83.1**	**np**	**65.5**	**77.0**	**67.1**

– Nil or rounded to zero. **np** Not published.

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.27 and SWD.5.28

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2007.

(b) '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.

(c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

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) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(d) Relative standard errors (RSE) for the proportions data are included in table SWD.5.27. Estimates with RSEs greater than 25 per cent should be used with caution.

(e) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg. they may have been employed at a higher skill level after training and received at least one job-related benefit. Individuals are counted in the totals if they report a positive response to one or more measures.

Source: NCVER (unpublished) Student Outcomes Survey, 2008.

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) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1									
Not employed before training to employed after training	16.4	12.9	16.6	44.6	24.5	19.0	np	38.6	7.9
Employed at a higher skill level after training	17.0	16.5	19.4	41.1	27.2	20.6	np	43.9	8.6
Received a job-related benefit	4.8	5.3	5.5	9.1	6.6	5.5	np	13.2	2.5
Total with improved employment status after training	**4.7**	**4.7**	**5.3**	**8.5**	**6.2**	**5.4**	**np**	**13.2**	**2.4**
SEIFA IRSD quintile 2									
Not employed before training to employed after training	11.5	12.7	14.0	18.7	24.3	19.9	np	np	6.6
Employed at a higher skill level after training	13.5	12.1	14.3	33.9	17.1	18.5	np	39.0	6.6
Received a job-related benefit	3.9	3.7	3.9	6.5	5.7	5.1	10.2	10.9	2.0
Total with improved employment status after training	**3.7**	**3.6**	**3.6**	**6.1**	**5.2**	**4.7**	**10.2**	**10.9**	**1.9**
SEIFA IRSD quintile 3									
Not employed before training to employed after training	12.1	15.9	14.5	15.2	43.1	36.6	–	47.5	7.1
Employed at a higher skill level after training	11.1	13.4	14.3	13.3	43.7	25.4	np	26.4	6.2
Received a job-related benefit	3.6	3.9	3.9	3.8	10.6	8.5	17.5	8.3	1.9
Total with improved employment status after training	**3.3**	**3.7**	**3.7**	**3.6**	**10.5**	**7.8**	**13.6**	**7.2**	**1.7**

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) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 4									
Not employed before training to employed after training	16.4	11.5	11.8	17.9	28.7	28.6	41.9	48.9	6.6
Employed at a higher skill level after training	15.0	10.7	10.7	14.8	27.7	20.9	21.1	37.9	5.8
Received a job-related benefit	4.7	3.0	3.2	5.2	9.2	6.1	7.6	7.5	1.8
Total with improved employment status after training	**4.4**	**2.9**	**3.0**	**5.0**	**9.1**	**6.1**	**7.2**	**7.5**	**1.7**
SEIFA IRSD quintile 5									
Not employed before training to employed after training	20.9	14.9	19.7	20.8	28.1	–	23.0	np	8.7
Employed at a higher skill level after training	12.8	12.5	12.2	15.8	27.5	–	12.6	31.3	6.0
Received a job-related benefit	4.6	3.8	4.8	5.3	6.7	np	4.9	8.5	2.1
Total with improved employment status after training	**4.2**	**3.6**	**4.5**	**4.8**	**6.2**	**np**	**4.8**	**7.3**	**1.9**

– Nil or rounded to zero. **np** Not published.

(a) See table SWD.5.26 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

Source: NCVER (unpublished) Student Outcomes Survey, 2008.

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) (a)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 1										
Not employed before training to employed after training	±	3.2	4.6	2.6	4.6	6.5	3.5	np	6.2	1.8
Employed at a higher skill level after training	±	2.8	3.8	3.9	6.1	6.3	3.8	np	7.3	1.7
Received a job-related benefit	±	5.4	6.0	6.6	11.2	8.9	6.1	np	12.2	2.9
Total with improved employment status after training	**±**	**5.4**	**5.9**	**6.5**	**11.0**	**8.7**	**6.1**	**np**	**12.2**	**2.9**
SEIFA IRSD quintile 2										
Not employed before training to employed after training	±	2.8	2.5	2.7	5.6	5.9	3.3	np	np	1.5
Employed at a higher skill level after training	±	2.5	2.8	3.7	3.1	6.1	3.3	np	12.8	1.5
Received a job-related benefit	±	4.2	4.4	4.9	7.8	7.8	5.7	16.5	13.7	2.3
Total with improved employment status after training	**±**	**4.2**	**4.4**	**4.7**	**7.6**	**7.5**	**5.6**	**16.5**	**13.7**	**2.3**
SEIFA IRSD quintile 3										
Not employed before training to employed after training	±	2.7	3.1	2.7	2.7	8.7	6.1	–	5.2	1.4
Employed at a higher skill level after training	±	2.6	2.8	4.0	3.0	10.1	6.8	np	8.7	1.5
Received a job-related benefit	±	4.3	4.7	4.9	4.6	14.2	9.4	22.4	10.8	2.3
Total with improved employment status after training	**±**	**4.2**	**4.6**	**4.9**	**4.6**	**14.2**	**9.2**	**19.7**	**10.1**	**2.2**

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) (a)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
SEIFA IRSD quintile 4										
Not employed before training to employed after training	±	2.8	2.9	2.8	3.5	6.7	4.7	2.4	4.1	1.4
Employed at a higher skill level after training	±	4.4	3.1	3.1	4.9	5.6	5.8	7.6	6.1	1.7
Received a job-related benefit	±	5.6	3.9	4.1	6.7	10.8	7.5	9.0	10.1	2.2
Total with improved employment status after training	**±**	**5.5**	**3.9**	**4.1**	**6.6**	**10.8**	**7.5**	**8.9**	**10.0**	**2.2**
SEIFA IRSD quintile 5										
Not employed before training to employed after training	±	2.9	3.1	2.8	3.8	12.0	–	4.3	np	1.6
Employed at a higher skill level after training	±	3.7	3.2	4.2	5.8	8.8	–	4.4	14.0	1.8
Received a job-related benefit	±	5.6	4.7	5.8	6.7	10.5	np	6.2	12.2	2.6
Total with improved employment status after training	**±**	**5.4**	**4.6**	**5.7**	**6.4**	**10.1**	**np**	**6.1**	**11.1**	**2.5**

– Nil or rounded to zero. **np** Not published.

(a) See table SWD.5.26 for detailed footnotes.

Source: NCVER (unpublished) Student Outcomes Survey, 2008.

NASWD Indicator 6:

Proportion of VET graduates with improved education/training status after training

Table SWD.6.1 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
AQF VET course **enrolments** for students aged 20–64 years	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279
Proportion	**%**	**15.4**	**15.4**	**16.2**	**14.5**	**12.3**	**10.6**	**15.8**	**11.4**	**15.0**

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.2 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Indigenous	no.	1 861	466	2 111	894	402	163	108	701	6 706
Non-Indigenous	no.	45 606	52 742	31 148	16 655	8 324	4 354	2 445	1 369	162 643
		AQF VET course enrolments for students aged 20–64 years								
Indigenous	no.	15 293	4 541	14 180	11 744	4 105	1 425	466	7 398	59 152
Non-Indigenous	no.	290 065	341 775	185 849	92 912	64 006	41 119	18 899	10 724	1 045 349
		Proportion								
Indigenous	%	12.2	10.3	14.9	7.6	9.8	11.4	23.2	9.5	11.3
Non-Indigenous	%	15.7	15.4	16.8	17.9	13.0	10.6	12.9	12.8	15.6

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.3 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by SEIFA IRSD, by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Quintile 1	no.	7 670	6 043	5 479	1 142	2 437	1 527	35	488	24 821
Quintile 2	no.	14 532	11 189	8 335	2 345	2 836	1 399	106	245	40 987
Quintile 3	no.	10 239	10 127	7 989	6 518	949	594	158	374	36 948
Quintile 4	no.	6 520	13 566	9 799	4 182	1 865	804	983	405	38 124
Quintile 5	no.	6 618	8 943	5 194	2 872	849	33	1 915	337	26 761
		AQF VET course enrolments for students aged 20–64 years								
Quintile 1	no.	54 042	39 450	34 619	10 710	18 763	14 024	278	5 259	177 145
Quintile 2	no.	89 360	74 027	48 950	17 993	20 780	12 940	654	1 734	266 438
Quintile 3	no.	64 846	71 674	47 932	40 713	7 194	5 640	1 242	3 561	242 802
Quintile 4	no.	44 403	86 079	57 086	32 795	14 774	7 873	6 364	3 013	252 387
Quintile 5	no.	45 347	58 620	32 616	17 169	7 087	598	12 142	2 851	176 430
		Proportion								
Quintile 1	%	14.2	15.3	15.8	10.7	13.0	10.9	12.6	9.3	14.0
Quintile 2	%	16.3	15.1	17.0	13.0	13.6	10.8	16.2	14.1	15.4
Quintile 3	%	15.8	14.1	16.7	16.0	13.2	10.5	12.7	10.5	15.2
Quintile 4	%	14.7	15.8	17.2	12.8	12.6	10.2	15.4	13.4	15.1
Quintile 5	%	14.6	15.3	15.9	16.7	12.0	5.5	15.8	11.8	15.2

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.4 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Major cities	no.	27 783	34 074	18 406	10 265	5 698	117	2 642	32	99 017
Inner regional	no.	11 305	13 416	9 104	3 570	1 294	2 356	608	17	41 670
Outer regional	no.	6 458	3 199	7 716	1 672	1 537	1 872	61	1 073	23 588
Remote	no.	561	201	1 040	645	377	189	2	235	3 250
Very remote	no.	132	37	1 102	1 071	124	12	1	628	3 107
Outside Australia	no.	1 625	2 506	1 028	1 147	73	81	217	98	6 775
Not known	no.	466	1 322	41	83	178	12	225	8	2 335
		AQF VET course enrolments for students aged 20–64 years								
Major cities	no.	182 828	218 025	110 908	68 413	46 577	2 367	17 521	245	646 884
Inner regional	no.	67 424	92 969	48 861	22 355	9 062	21 914	3 627	122	266 334
Outer regional	no.	46 022	23 209	50 581	13 600	9 796	16 869	412	7 676	168 165
Remote	no.	5 110	1 133	8 205	4 728	2 873	1 724	21	2 704	26 498
Very remote	no.	1 206	269	8 036	11 789	1 351	112	6	7 114	29 883
Outside Australia	no.	8 478	17 446	10 140	5 515	2 742	558	1 719	375	46 973
Not known	no.	2 481	3 102	633	458	3 148	235	408	77	10 542
						Proportion				
Major cities	%	15.2	15.6	16.6	15.0	12.2	4.9	15.1	13.1	15.3
Inner regional	%	16.8	14.4	18.6	16.0	14.3	10.8	16.8	13.9	15.6
Outer regional	%	14.0	13.8	15.3	12.3	15.7	11.1	14.8	14.0	14.0
Remote	%	11.0	17.7	12.7	13.6	13.1	11.0	9.5	8.7	12.3

Table SWD.6.4 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Very remote	%	10.9	13.8	13.7	9.1	9.2	10.7	16.7	8.8	10.4
Outside Australia	%	19.2	14.4	10.1	20.8	2.7	14.5	12.6	26.1	14.4
Not known	%	18.8	42.6	6.5	18.1	5.7	5.1	55.1	10.4	22.1

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.5 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
AQF VET qualification **completions** by students aged 20–64 years	no.	105 280	91 659	67 513	35 335	21 013	7 628	7 634	3 638	339 700
Proportion	**%**	**45.9**	**59.7**	**56.9**	**52.2**	**44.2**	**60.8**	**49.2**	**57.5**	**52.9**

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.6 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by Indigenous status, by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Indigenous	no.	1 861	466	2 111	894	402	163	108	701	6 706
Non-Indigenous	no.	45 606	52 742	31 148	16 655	8 324	4 354	2 445	1 369	162 643
		AQF VET qualification completions completed by students aged 20–64 years								
Indigenous	no.	3 259	699	3 271	1 189	949	227	151	1 114	10 859
Non-Indigenous	no.	95 708	88 405	52 040	28 258	18 197	7 188	5 210	2 483	297 489
		Proportion								
Indigenous	%	57.1	66.7	64.5	75.2	42.4	71.8	71.5	62.9	61.8
Non-Indigenous	%	47.7	59.7	59.9	58.9	45.7	60.6	46.9	55.1	54.7

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.7 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by SEIFA IRSD, by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Quintile 1	no.	7 670	6 043	5 479	1 142	2 437	1 527	35	488	24 821
Quintile 2	no.	14 532	11 189	8 335	2 345	2 836	1 399	106	245	40 987
Quintile 3	no.	10 239	10 127	7 989	6 518	949	594	158	374	36 948
Quintile 4	no.	6 520	13 566	9 799	4 182	1 865	804	983	405	38 124
Quintile 5	no.	6 618	8 943	5 194	2 872	849	33	1 915	337	26 761
		AQF VET qualification completions completed by students aged 20–64 years								
Quintile 1	no.	16 347	9 709	9 197	1 917	5 176	2 363	61	862	45 632
Quintile 2	no.	29 040	17 635	13 709	4 321	6 122	2 300	210	391	73 728
Quintile 3	no.	21 527	16 348	13 520	11 695	2 168	955	341	703	67 257
Quintile 4	no.	14 553	22 530	16 647	7 910	4 243	1 383	1 980	768	70 014
Quintile 5	no.	15 865	15 821	9 435	5 700	1 982	70	3 977	589	53 439
		Proportion								
Quintile 1	%	46.9	62.2	59.6	59.6	47.1	64.6	57.4	56.6	54.4
Quintile 2	%	50.0	63.4	60.8	54.3	46.3	60.8	50.5	62.7	55.6
Quintile 3	%	47.6	61.9	59.1	55.7	43.8	62.2	46.3	53.2	54.9
Quintile 4	%	44.8	60.2	58.9	52.9	44.0	58.1	49.6	52.7	54.5
Quintile 5	%	41.7	56.5	55.1	50.4	42.8	47.1	48.2	57.2	50.1

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.8 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by remoteness, by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Major cities	no.	27 783	34 074	18 406	10 265	5 698	117	2 642	32	99 017
Inner regional	no.	11 305	13 416	9 104	3 570	1 294	2 356	608	17	41 670
Outer regional	no.	6 458	3 199	7 716	1 672	1 537	1 872	61	1 073	23 588
Remote	no.	561	201	1 040	645	377	189	2	235	3 250
Very remote	no.	132	37	1 102	1 071	124	12	1	628	3 107
Outside Australia	no.	1 625	2 506	1 028	1 147	73	81	217	98	6 775
Not known	no.	466	1 322	41	83	178	12	225	8	2 335
		AQF VET qualification <u>completions</u> completed by students aged 20–64 years								
Major cities	no.	62 686	57 208	32 658	19 733	12 820	241	5 630	64	191 040
Inner regional	no.	21 984	21 243	14 630	6 149	2 731	3 911	1 145	28	71 821
Outer regional	no.	12 836	4 968	12 673	3 021	3 199	2 947	98	1 937	41 679
Remote	no.	1 066	283	1 752	1 086	867	285	2	435	5 776
Very remote	no.	234	59	1 796	1 897	308	20	2	1 052	5 368
Outside Australia	no.	5 542	5 671	3 926	3 305	181	203	517	109	19 454
Not known	no.	932	2 227	78	144	907	21	240	13	4 562
						Proportion				
Major cities	%	44.3	59.6	56.4	52.0	44.4	48.5	46.9	50.0	51.8
Inner regional	%	51.4	63.2	62.2	58.1	47.4	60.2	53.1	60.7	58.0
Outer regional	%	50.3	64.4	60.9	55.3	48.0	63.5	62.2	55.4	56.6
Remote	%	52.6	71.0	59.4	59.4	43.5	66.3	100.0	54.0	56.3

Table SWD.6.8 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by remoteness, by State and Territory, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Very remote	%	56.4	62.7	61.4	56.5	40.3	60.0	50.0	59.7	57.9
Outside Australia	%	29.3	44.2	26.2	34.7	40.3	39.9	42.0	89.9	34.8
Not known	%	50.0	59.4	52.6	57.6	19.6	57.1	93.8	61.5	51.2

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.9 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by State and Territory, 2009**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809
AQF VET course **enrolments** for students aged 20–64 years	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
Proportion	**%**	**15.5**	**13.2**	**14.5**	**12.8**	**20.2**	**12.3**	**18.1**	**9.5**	**14.5**

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.10 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2009

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Indigenous	no.	1 654	411	1 505	846	422	166	97	548	5 649
Non-Indigenous	no.	41 165	41 078	26 617	13 673	12 845	4 201	3 102	1 125	143 806
		AQF VET course enrolments for students aged 20–64 years								
Indigenous	no.	12 554	4 407	11 341	10 136	3 232	1 198	421	7 389	50 678
Non-Indigenous	no.	259 238	311 283	169 971	82 998	55 294	34 224	18 667	10 168	941 843
		Proportion								
Indigenous	%	13.2	9.3	13.3	8.4	13.1	13.9	23.0	7.4	11.2
Non-Indigenous	%	15.9	13.2	15.7	16.5	23.2	12.3	16.6	11.1	15.3

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.11 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by SEIFA IRSD, by State and Territory, 2009

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Quintile 1	no.	7 034	5 117	4 149	1 029	3 453	1 502	43	429	22 756
Quintile 2	no.	12 623	9 867	6 742	1 834	3 960	1 302	114	166	36 608
Quintile 3	no.	9 561	8 184	6 815	5 358	1 422	543	203	339	32 425
Quintile 4	no.	5 914	9 893	7 981	3 308	2 900	779	1 147	312	32 234
Quintile 5	no.	6 100	6 250	4 518	2 408	1 309	66	2 093	304	23 048
		AQF VET course enrolments for students aged 20–64 years								
Quintile 1	no.	49 523	37 544	30 786	9 070	16 958	11 396	242	5 234	160 753
Quintile 2	no.	78 688	67 960	44 257	16 742	19 039	11 070	661	1 687	240 104
Quintile 3	no.	58 399	65 160	44 598	38 045	6 802	4 471	1 199	3 729	222 403
Quintile 4	no.	38 899	75 023	53 877	30 561	14 045	6 486	5 915	2 949	227 755
Quintile 5	no.	40 238	52 637	30 953	16 460	6 587	483	10 965	2 767	161 090
		Proportion								
Quintile 1	%	14.2	13.6	13.5	11.4	20.4	13.2	17.8	8.2	14.2
Quintile 2	%	16.0	14.5	15.2	11.0	20.8	11.8	17.3	9.8	15.3
Quintile 3	%	16.4	12.6	15.3	14.1	20.9	12.2	16.9	9.1	14.6
Quintile 4	%	15.2	13.2	14.8	10.8	20.7	12.0	19.4	10.6	14.2
Quintile 5	%	15.2	11.9	14.6	14.6	19.9	13.7	19.1	11.0	14.3

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.12 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA), by State and Territory, 2009**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Major cities	no.	25 186	24 872	15 513	8 387	8 979	264	2 966	31	86 198
Inner regional	no.	10 335	11 970	7 018	2 920	1 948	2 194	623	9	37 017
Outer regional	no.	5 574	3 121	6 543	1 394	1 741	1 752	71	898	21 094
Remote	no.	633	107	897	484	406	147	6	228	2 908
Very remote	no.	112	56	737	848	119	23	4	465	2 364
Outside Australia	no.	1 334	2 274	1 191	1 013	203	102	188	68	6 373
Not known	no.	126	410	43	52	191	18	14	1	855
		AQF VET course enrolments for students aged 20–64 years								
Major cities	no.	163 730	196 545	104 439	65 156	43 244	1 898	15 780	184	590 976
Inner regional	no.	58 754	84 374	43 629	21 165	8 475	17 978	3 358	93	237 826
Outer regional	no.	40 634	21 656	46 043	11 693	9 002	13 865	446	7 272	150 611
Remote	no.	5 130	1 031	7 760	3 950	2 523	1 621	21	3 008	25 044
Very remote	no.	1 304	193	7 248	10 027	1 165	173	18	7 071	27 199
Outside Australia	no.	8 338	18 134	10 119	5 524	1 983	671	1 666	273	46 708
Not known	no.	1 449	2 700	495	429	975	252	52	54	6 406
		Proportion								
Major cities	%	15.4	12.7	14.9	12.9	20.8	13.9	18.8	16.9	14.6
Inner regional	%	17.6	14.2	16.1	13.8	23.0	12.2	18.6	9.7	15.6
Outer regional	%	13.7	14.4	14.2	11.9	19.3	12.6	15.9	12.4	14.0
Remote	%	12.3	10.4	11.6	12.3	16.1	9.1	28.6	7.6	11.6

Table SWD.6.12 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA), by State and Territory, 2009**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Very remote	%	8.6	29.0	10.2	8.5	10.2	13.3	22.2	6.6	8.7
Outside Australia	%	16.0	12.5	11.8	18.3	10.2	15.2	11.3	24.9	13.6
Not known	%	8.7	15.2	8.7	12.1	19.6	7.1	26.9	1.9	13.4

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.13 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by State and Territory, 2009**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809
AQF VET qualification **completions** by students aged 20–64 years	no.	95 476	75 316	52 763	29 039	24 938	7 408	7 543	2 821	295 304
Proportion	**%**	**45.4**	**56.8**	**60.5**	**52.0**	**54.5**	**60.8**	**51.3**	**60.3**	**53.1**

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.14 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by Indigenous status, by State and Territory, 2009**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Indigenous	no.	1 654	411	1 505	846	422	166	97	548	5 649
Non-Indigenous	no.	41 165	41 078	26 617	13 673	12 845	4 201	3 102	1 125	143 806
		AQF VET qualification completions completed by students aged 20–64 years								
Indigenous	no.	2 925	664	2 245	1 119	668	251	169	744	8 785
Non-Indigenous	no.	86 594	70 194	41 726	22 446	21 730	6 893	6 090	2 030	257 703
		Proportion								
Indigenous	%	56.6	61.9	67.0	75.6	63.2	66.1	57.4	73.7	64.3
Non-Indigenous	%	47.5	58.5	63.8	60.9	59.1	61.0	50.9	55.4	55.8

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.15 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by SEIFA IRSD, by State and Territory, 2009**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Quintile 1	no.	7 034	5 117	4 149	1 029	3 453	1 502	43	429	22 756
Quintile 2	no.	12 623	9 867	6 742	1 834	3 960	1 302	114	166	36 608
Quintile 3	no.	9 561	8 184	6 815	5 358	1 422	543	203	339	32 425
Quintile 4	no.	5 914	9 893	7 981	3 308	2 900	779	1 147	312	32 234
Quintile 5	no.	6 100	6 250	4 518	2 408	1 309	66	2 093	304	23 048
		AQF VET qualification completions completed by students aged 20–64 years								
Quintile 1	no.	15 039	8 516	6 534	1 746	5 967	2 274	82	642	40 800
Quintile 2	no.	26 218	15 241	10 439	3 596	7 126	2 036	208	285	65 149
Quintile 3	no.	20 089	13 932	10 582	9 595	2 560	941	393	602	58 694
Quintile 4	no.	13 267	17 706	12 952	6 293	5 143	1 397	2 064	589	59 411
Quintile 5	no.	14 428	12 096	7 519	4 643	2 498	144	3 955	491	45 774
		Proportion								
Quintile 1	%	46.8	60.1	63.5	58.9	57.9	66.1	52.4	66.8	55.8
Quintile 2	%	48.2	64.7	64.6	51.0	55.6	64.0	54.8	58.3	56.2
Quintile 3	%	47.6	58.7	64.4	55.8	55.6	57.7	51.7	56.3	55.2
Quintile 4	%	44.6	55.9	61.6	52.6	56.4	55.8	55.6	53.0	54.3
Quintile 5	%	42.3	51.7	60.1	51.9	52.4	45.8	52.9	61.9	50.4

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.16 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by remoteness, by State and Territory, 2009**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Major cities	no.	25 186	24 872	15 513	8 387	8 979	264	2 966	31	86 198
Inner regional	no.	10 335	11 970	7 018	2 920	1 948	2 194	623	9	37 017
Outer regional	no.	5 574	3 121	6 543	1 394	1 741	1 752	71	898	21 094
Remote	no.	633	107	897	484	406	147	6	228	2 908
Very remote	no.	112	56	737	848	119	23	4	465	2 364
Outside Australia	no.	1 334	2 274	1 191	1 013	203	102	188	68	6 373
Not known	no.	126	410	43	52	191	18	14	1	855
		AQF VET qualification completions completed by students aged 20–64 years								
Major cities	no.	56 986	44 895	25 450	16 229	16 232	562	5 690	50	166 094
Inner regional	no.	20 614	18 756	10 797	5 067	3 288	3 640	1 082	18	63 262
Outer regional	no.	11 310	4 853	10 009	2 432	3 021	2 656	129	1 566	35 976
Remote	no.	1 214	184	1 358	818	787	217	9	401	4 988
Very remote	no.	247	96	1 210	1 549	223	31	12	695	4 063
Outside Australia	no.	4 571	5 738	3 844	2 846	1 041	272	596	87	18 995
Not known	no.	534	794	95	98	346	30	25	4	1 926
						Proportion				
Major cities	%	44.2	55.4	61.0	51.7	55.3	47.0	52.1	62.0	51.9
Inner regional	%	50.1	63.8	65.0	57.6	59.3	60.3	57.6	50.0	58.5
Outer regional	%	49.3	64.3	65.4	57.3	57.6	66.0	55.0	57.3	58.6
Remote	%	52.1	58.2	66.1	59.2	51.6	67.7	66.7	56.9	58.3

Table SWD.6.16 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by remoteness, by State and Territory, 2009**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Very remote	%	45.3	58.3	60.9	54.8	53.4	74.2	33.3	66.9	58.2
Outside Australia	%	29.2	39.6	31.0	35.6	19.5	37.5	31.5	78.2	33.6
Not known	%	23.6	51.6	45.3	53.1	55.2	60.0	56.0	25.0	44.4

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.17 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by State and Territory, 2008**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
AQF VET course **enrolments** for students aged 20–64 years	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036
Proportion	**%**	**15.0**	**12.2**	**14.5**	**12.9**	**19.6**	**12.1**	**15.1**	**8.4**	**13.9**

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.18 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2008**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Indigenous	no.	1 466	377	1 332	716	390	176	49	399	4 905
Non-Indigenous	no.	37 044	35 028	27 324	12 218	11 583	4 744	2 575	1 048	131 564
		AQF VET course enrolments for students aged 20–64 years								
Indigenous	no.	11 870	4 660	10 207	8 754	2 965	1 356	321	7 426	47 559
Non-Indigenous	no.	240 067	283 135	175 823	71 922	56 598	38 993	16 496	9 758	892 792
		Proportion								
Indigenous	%	12.4	8.1	13.1	8.2	13.2	13.0	15.3	5.4	10.3
Non-Indigenous	%	15.4	12.4	15.5	17.0	20.5	12.2	15.6	10.7	14.7

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.19 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by SIEFA IRSD, by State and Territory, 2008**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Quintile 1	no.	6 545	4 666	4 042	813	3 063	1 714	36	359	21 238
Quintile 2	no.	11 885	8 319	6 702	1 779	3 594	1 467	78	107	33 931
Quintile 3	no.	8 456	7 452	6 601	5 047	1 227	614	138	291	29 826
Quintile 4	no.	5 199	8 522	8 266	2 782	2 696	813	794	264	29 336
Quintile 5	no.	5 334	5 120	4 815	2 138	1 293	20	1 531	269	20 520
		AQF VET course enrolments for students aged 20–64 years								
Quintile 1	no.	45 439	38 369	32 003	8 747	16 176	13 325	210	5 331	159 600
Quintile 2	no.	73 316	64 139	43 700	14 741	17 787	12 336	541	813	227 373
Quintile 3	no.	56 066	61 842	44 174	33 065	6 174	4 925	1 004	3 637	210 887
Quintile 4	no.	36 627	68 488	55 140	25 496	13 424	7 423	5 179	3 049	214 826
Quintile 5	no.	37 674	46 152	32 699	15 107	6 062	264	9 823	2 318	150 099
		Proportion								
Quintile 1	%	14.4	12.2	12.6	9.3	18.9	12.9	17.1	6.7	13.3
Quintile 2	%	16.2	13.0	15.3	12.1	20.2	11.9	14.4	13.2	14.9
Quintile 3	%	15.1	12.1	14.9	15.3	19.9	12.5	13.8	8.0	14.1
Quintile 4	%	14.2	12.4	15.0	10.9	20.1	11.0	15.3	8.7	13.7
Quintile 5	%	14.2	11.1	14.7	14.2	21.3	7.6	15.6	11.6	13.7

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.20 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness, by State and Territory, 2008**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Major cities	no.	22 443	21 028	15 712	7 521	8 178	53	2 093	46	77 074
Inner regional	no.	9 279	10 999	6 811	2 583	1 675	2 451	476	18	34 292
Outer regional	no.	5 456	2 552	6 431	1 332	1 599	2 163	62	764	20 359
Remote	no.	615	119	1 098	522	477	157	2	188	3 178
Very remote	no.	124	11	820	655	91	31	1	389	2 122
Outside Australia	no.	972	1 320	719	566	202	108	135	40	4 062
Not known	no.	22	710	88	38	137	21	5	8	1 029
		AQF VET course enrolments for students aged 20–64 years								
Major cities	no.	156 663	180 374	107 242	55 995	40 541	942	13 990	220	555 967
Inner regional	no.	54 187	81 911	42 956	17 541	7 788	20 739	2 882	92	228 096
Outer regional	no.	35 944	20 190	45 135	11 335	8 550	16 588	300	6 939	144 981
Remote	no.	4 603	942	8 395	3 841	2 610	1 762	19	2 932	25 104
Very remote	no.	1 163	197	7 336	9 253	1 039	261	7	6 926	26 182
Outside Australia	no.	7 115	15 556	6 955	4 406	1 568	655	1 103	203	37 561
Not known	no.	293	1 579	789	251	960	167	60	46	4 145
		Proportion								
Major cities	%	14.3	11.7	14.7	13.4	20.2	5.6	15.0	20.9	13.9
Inner regional	%	17.1	13.4	15.9	14.7	21.5	11.8	16.5	19.6	15.0
Outer regional	%	15.2	12.6	14.3	11.8	18.7	13.0	20.7	11.0	14.0
Remote	%	13.4	12.6	13.1	13.6	18.3	8.9	10.5	6.4	12.7

Table SWD.6.20 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness, by State and Territory, 2008**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Very remote	%	10.7	5.6	11.2	7.1	8.8	11.9	14.3	5.6	8.1
Outside Australia	%	13.7	8.5	10.3	12.9	12.9	16.5	12.2	19.7	10.8
Not known	%	7.5	45.0	11.2	15.1	14.3	12.6	8.3	17.4	24.8

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.21 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by State and Territory, 2008**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
AQF qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
AQF VET qualification **completions** by students aged 20–64 years	no.	86 639	66 813	48 389	25 683	22 535	8 370	5 885	2 323	266 637
Proportion	**%**	**44.9**	**55.0**	**65.5**	**51.5**	**54.8**	**59.6**	**47.1**	**62.6**	**53.3**

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.22 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by Indigenous status, by State and Territory, 2008**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Indigenous	no.	1 466	377	1 332	716	390	176	49	399	4 905
Non-Indigenous	no.	37 044	35 028	27 324	12 218	11 583	4 744	2 575	1 048	131 564
		AQF VET qualification completions completed by students aged 20–64 years								
Indigenous	no.	2 610	616	1 810	971	586	267	96	555	7 511
Non-Indigenous	no.	79 016	60 170	39 686	19 780	20 601	7 954	5 084	1 737	234 028
		Proportion								
Indigenous	%	56.2	61.2	73.6	73.7	66.6	65.9	51.0	71.9	65.3
Non-Indigenous	%	46.9	58.2	68.9	61.8	56.2	59.6	50.7	60.3	56.2

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.23 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by SEIFA IRSD, by State and Territory, 2008**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Quintile 1	no.	6 545	4 666	4 042	813	3 063	1 714	36	359	21 238
Quintile 2	no.	11 885	8 319	6 702	1 779	3 594	1 467	78	107	33 931
Quintile 3	no.	8 456	7 452	6 601	5 047	1 227	614	138	291	29 826
Quintile 4	no.	5 199	8 522	8 266	2 782	2 696	813	794	264	29 336
Quintile 5	no.	5 334	5 120	4 815	2 138	1 293	20	1 531	269	20 520
		AQF VET qualification completions completed by students aged 20–64 years								
Quintile 1	no.	14 340	7 872	5 761	1 443	5 018	2 670	63	542	37 709
Quintile 2	no.	24 446	13 268	10 189	3 297	6 148	2 395	181	162	60 086
Quintile 3	no.	18 136	12 493	9 742	8 975	2 164	1 101	343	478	53 432
Quintile 4	no.	12 155	15 507	12 433	5 487	4 715	1 471	1 554	478	53 800
Quintile 5	no.	12 880	10 530	7 607	4 037	2 359	50	3 159	409	41 031
		Proportion								
Quintile 1	%	45.6	59.3	70.2	56.3	61.0	64.2	57.1	66.2	56.3
Quintile 2	%	48.6	62.7	65.8	54.0	58.5	61.3	43.1	66.1	56.5
Quintile 3	%	46.6	59.7	67.8	56.2	56.7	55.8	40.2	60.9	55.8
Quintile 4	%	42.8	55.0	66.5	50.7	57.2	55.3	51.1	55.2	54.5
Quintile 5	%	41.4	48.6	63.3	53.0	54.8	40.0	48.5	65.8	50.0

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.24 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by remoteness, by State and Territory, 2008**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Major cities	no.	22 443	21 028	15 712	7 521	8 178	53	2 093	46	77 074
Inner regional	no.	9 279	10 999	6 811	2 583	1 675	2 451	476	18	34 292
Outer regional	no.	5 456	2 552	6 431	1 332	1 599	2 163	62	764	20 359
Remote	no.	615	119	1 098	522	477	157	2	188	3 178
Very remote	no.	124	11	820	655	91	31	1	389	2 122
Outside Australia	no.	972	1 320	719	566	202	108	135	40	4 062
Not known	no.	22	710	88	38	137	21	5	8	1 029
		AQF VET qualification completions completed by students aged 20–64 years								
Major cities	no.	52 535	38 919	24 190	14 261	14 139	176	4 450	64	148 734
Inner regional	no.	18 148	17 489	9 927	4 554	2 834	4 218	904	28	58 102
Outer regional	no.	11 011	4 105	9 177	2 350	2 647	3 411	101	1 274	34 076
Remote	no.	1 179	174	1 560	927	826	242	7	304	5 219
Very remote	no.	221	28	1 534	1 276	197	54	3	592	3 905
Outside Australia	no.	3 454	4 960	1 833	2 247	1 662	230	406	51	14 843
Not known	no.	91	1 138	168	68	230	39	14	10	1 758
		Proportion								
Major cities	%	42.7	54.0	65.0	52.7	57.8	30.1	47.0	71.9	51.8
Inner regional	%	51.1	62.9	68.6	56.7	59.1	58.1	52.7	64.3	59.0
Outer regional	%	49.6	62.2	70.1	56.7	60.4	63.4	61.4	60.0	59.8
Remote	%	52.2	68.4	70.4	56.3	57.8	64.9	28.6	61.8	60.9

Table SWD.6.24 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of total AQF qualification completions by students aged 20–64 years, by remoteness, by State and Territory, 2008**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Very remote	%	56.1	39.3	53.5	51.3	46.2	57.4	33.3	65.7	54.3
Outside Australia	%	28.1	26.6	39.2	25.2	12.2	47.0	33.3	78.4	27.4
Not known	%	24.2	62.4	52.4	55.9	59.6	53.9	35.7	80.0	58.5

Source : NCVER (unpublished) National VET provider collection.

Table SWD.6.25 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by State and Territory, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level	no.	30 409	35 388	26 385	12 311	10 517	3 942	2 944	1 354	123 250
AQF VET course **enrolments** for students aged 20–64 years	no.	248 209	288 775	206 497	98 054	60 927	38 820	17 555	18 445	977 282
Proportion	**%**	**12.3**	**12.3**	**12.8**	**12.6**	**17.3**	**10.2**	**16.8**	**7.3**	**12.6**

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.26 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Indigenous	no.	1 128	288	1 210	627	298	119	54	579	4 303
Non-Indigenous	no.	28 125	33 949	23 471	11 303	9 959	3 765	2 708	770	114 050
		AQF VET course enrolments for students aged 20–64 years								
Indigenous	no.	10 212	3 949	10 778	8 718	2 823	1 318	331	8 504	46 633
Non-Indigenous	no.	220 355	273 492	172 493	72 171	54 176	36 910	15 820	9 734	855 151
		Proportion								
Indigenous	%	11.1	7.3	11.2	7.2	10.6	9.0	16.3	6.8	9.2
Non-Indigenous	%	12.8	12.4	13.6	15.7	18.4	10.2	17.1	7.9	13.3

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.27 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a proportion of course enrolments by students aged 20–64 years undertaking AQF qualifications, by SIEFA IRSD, by State and Territory, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Quintile 1	no.	5 022	4 336	3 599	731	2 456	1 319	35	418	17 916
Quintile 2	no.	9 462	7 768	5 668	1 805	3 056	1 186	98	148	29 191
Quintile 3	no.	6 696	7 094	5 426	4 464	1 069	437	144	300	25 630
Quintile 4	no.	4 104	8 432	6 766	2 671	2 287	658	833	228	25 979
Quintile 5	no.	4 001	5 715	3 862	2 108	980	17	1 630	189	18 502
		AQF VET course enrolments for students aged 20–64 years								
Quintile 1	no.	42 453	35 917	30 055	8 240	15 296	12 444	182	5 834	150 421
Quintile 2	no.	69 264	62 046	42 015	15 247	17 723	11 452	582	2 206	220 535
Quintile 3	no.	53 582	58 857	42 634	32 796	5 784	4 742	927	4 487	203 809
Quintile 4	no.	35 161	67 145	52 398	23 000	13 325	7 011	5 005	2 956	206 001
Quintile 5	no.	36 736	45 678	29 793	15 386	5 956	159	9 533	2 470	145 711
		Proportion								
Quintile 1	%	11.8	12.1	12.0	8.9	16.1	10.6	19.2	7.2	11.9
Quintile 2	%	13.7	12.5	13.5	11.8	17.2	10.4	16.8	6.7	13.2
Quintile 3	%	12.5	12.1	12.7	13.6	18.5	9.2	15.5	6.7	12.6
Quintile 4	%	11.7	12.6	12.9	11.6	17.2	9.4	16.6	7.7	12.6
Quintile 5	%	10.9	12.5	13.0	13.7	16.5	10.7	17.1	7.7	12.7

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.28 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a proportion of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness, by State and Territory, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Major cities	no.	17 566	21 011	12 728	7 292	6 430	36	2 209	12	67 284
Inner regional	no.	7 352	10 221	5 626	2 357	1 503	1 916	503	6	29 484
Outer regional	no.	4 224	2 547	5 727	1 213	1 502	1 687	72	595	17 567
Remote	no.	449	104	876	432	433	124	3	228	2 649
Very remote	no.	84	15	710	534	100	23	3	476	1 945
Outside Australia	no.	585	1 355	624	471	343	39	123	34	3 574
Not known	no.	149	135	94	12	206	117	31	3	747
		AQF VET course enrolments for students aged 20–64 years								
Major cities	no.	150 513	174 687	97 621	55 067	39 661	408	13 410	235	531 602
Inner regional	no.	51 974	78 947	39 652	16 463	7 510	20 002	2 812	130	217 490
Outer regional	no.	32 944	19 708	45 615	11 014	8 098	15 509	316	7 059	140 263
Remote	no.	4 143	822	8 766	4 208	2 604	1 674	31	3 758	26 006
Very remote	no.	1 028	148	7 874	8 425	987	207	9	7 088	25 766
Outside Australia	no.	5 707	13 262	5 869	2 773	1 331	592	815	104	30 453
Not known	no.	1 900	1 201	1 100	104	736	428	162	71	5 702
						Proportion				
Major cities	%	11.7	12.0	13.0	13.2	16.2	8.8	16.5	5.1	12.7
Inner regional	%	14.2	13.0	14.2	14.3	20.0	9.6	17.9	4.6	13.6
Outer regional	%	12.8	12.9	12.6	11.0	18.6	10.9	22.8	8.4	12.5
Remote	%	10.8	12.7	10.0	10.3	16.6	7.4	9.7	6.1	10.2

Table SWD.6.28 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a proportion of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness, by State and Territory, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Very remote	%	8.2	10.1	9.0	6.3	10.1	11.1	33.3	6.7	7.6
Outside Australia	%	10.3	10.2	10.6	17.0	25.8	6.6	15.1	32.7	11.7
Not known	%	7.8	11.2	8.6	11.5	28.0	27.3	19.1	4.2	13.1

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.29 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a proportion of total AQF qualification completions by students aged 20–64 years, by State and Territory, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
AQF qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level	no.	30 409	35 388	26 385	12 311	10 517	3 942	2 944	1 354	123 250
AQF VET qualification **completions** by students aged 20–64 years	no.	79 762	66 966	39 216	22 623	19 334	6 864	6 470	1 980	243 215
Proportion	**%**	**38.1**	**52.9**	**67.3**	**54.4**	**54.4**	**57.4**	**45.5**	**68.4**	**50.7**

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.30 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a proportion of total AQF qualification completions by students aged 20–64 years, by Indigenous status, by State and Territory, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Indigenous	no.	1 128	288	1 210	627	298	119	54	579	4 303
Non-Indigenous	no.	28 125	33 949	23 471	11 303	9 959	3 765	2 708	770	114 050
		AQF VET qualification completions completed by students aged 20–64 years								
Indigenous	no.	2 110	493	1 671	820	517	198	107	720	6 636
Non-Indigenous	no.	68 171	59 978	33 969	18 345	17 763	6 535	5 758	1 246	211 765
		Proportion								
Indigenous	%	53.5	58.4	72.4	76.5	57.6	60.1	50.5	80.4	64.8
Non-Indigenous	%	41.3	56.6	69.1	61.6	56.1	57.6	47.0	61.8	53.9

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.31 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a proportion of total AQF qualification completions by students aged 20–64 years, by SEIFA IRSD, by State and Territory, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Quintile 1	no.	5 022	4 336	3 599	731	2 456	1 319	35	418	17 916
Quintile 2	no.	9 462	7 768	5 668	1 805	3 056	1 186	98	148	29 191
Quintile 3	no.	6 696	7 094	5 426	4 464	1 069	437	144	300	25 630
Quintile 4	no.	4 104	8 432	6 766	2 671	2 287	658	833	228	25 979
Quintile 5	no.	4 001	5 715	3 862	2 108	980	17	1 630	189	18 502
		AQF VET qualification completions completed by students aged 20–64 years								
Quintile 1	no.	12 476	7 402	5 081	1 268	4 059	2 147	75	577	33 085
Quintile 2	no.	21 935	12 753	8 131	3 196	5 408	2 021	186	243	53 873
Quintile 3	no.	16 878	12 111	7 808	7 828	1 935	799	328	419	48 106
Quintile 4	no.	11 341	15 702	10 012	4 867	3 970	1 243	1 747	392	49 274
Quintile 5	no.	12 490	11 699	6 006	4 036	1 895	44	3 556	267	39 993
		Proportion								
Quintile 1	%	40.3	58.6	70.8	57.7	60.5	61.4	46.7	72.4	54.2
Quintile 2	%	43.1	60.9	69.7	56.5	56.5	58.7	52.7	60.9	54.2
Quintile 3	%	39.7	58.6	69.5	57.0	55.3	54.7	43.9	71.6	53.3
Quintile 4	%	36.2	53.7	67.6	54.9	57.6	52.9	47.7	58.2	52.7
Quintile 5	%	32.0	48.9	64.3	52.2	51.7	38.6	45.8	70.8	46.3

Source: NCVER (unpublished) National VET provider collection.

Table SWD.6.32 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a proportion of total AQF qualification completions by students aged 20–64 years, by remoteness, by State and Territory, 2007

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level								
Major cities	no.	17 566	21 011	12 728	7 292	6 430	36	2 209	12	67 284
Inner regional	no.	7 352	10 221	5 626	2 357	1 503	1 916	503	6	29 484
Outer regional	no.	4 224	2 547	5 727	1 213	1 502	1 687	72	595	17 567
Remote	no.	449	104	876	432	433	124	3	228	2 649
Very remote	no.	84	15	710	534	100	23	3	476	1 945
Outside Australia	no.	585	1 355	624	471	343	39	123	34	3 574
Not known	no.	149	135	94	12	206	117	31	3	747
		AQF VET qualification completions completed by students aged 20–64 years								
Major cities	no.	48 825	39 488	19 197	13 364	11 497	118	4 902	24	137 415
Inner regional	no.	16 792	16 686	8 057	4 081	2 561	3 445	977	11	52 610
Outer regional	no.	9 452	4 284	7 988	2 150	2 503	2 761	116	922	30 176
Remote	no.	955	168	1 241	724	737	197	14	313	4 349
Very remote	no.	162	40	1 059	989	169	49	7	669	3 144
Outside Australia	no.	3 038	5 888	1 505	1 294	1 566	155	366	34	13 846
Not known	no.	538	412	169	21	301	139	88	7	1 675
						Proportion				
Major cities	%	36.0	53.2	66.3	54.6	55.9	30.5	45.1	50.0	49.0
Inner regional	%	43.8	61.3	69.8	57.8	58.7	55.6	51.5	54.6	56.0
Outer regional	%	44.7	59.5	71.7	56.4	60.0	61.1	62.1	64.5	58.2
Remote	%	47.0	61.9	70.6	59.7	58.8	62.9	21.4	72.8	60.9

Table SWD.6.32 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a proportion of total AQF qualification completions by students aged 20–64 years, by remoteness, by State and Territory, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Very remote	%	51.9	37.5	67.0	54.0	59.2	46.9	42.9	71.2	61.9
Outside Australia	%	19.3	23.0	41.5	36.4	21.9	25.2	33.6	100.0	25.8
Not known	%	27.7	32.8	55.6	57.1	68.4	84.2	35.2	42.9	44.6

Source: NCVER (unpublished) National VET provider collection.

NASWD [NIRA] Indicator 7:

Latest available data are for 2008 and were provided for the second cycle report. There are no new data for this fourth cycle report.

Proportion of Indigenous 20–64 year olds with or working towards post-school qualification in Certificate III or above

NASWD Contextual information

Table SWD.C.1 **Employed persons aged 15–64 years, level of highest education by State or Territory of usual residence, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*
					Estimate ('000)					
Bachelor or above	no.	1 019.4	846.3	522.9	271.8	181.2	50.6	86.4	25.9	3 004.4
Certificate III or above (b)	no.	1 030.8	774.4	697.1	367.0	233.6	72.0	42.8	30.1	3 247.8
Year 12 (c)	no.	667.3	565.9	493.2	273.1	175.0	33.2	41.4	18.9	2 268.0
Year 10/11 (c)	no.	578.3	458.5	465.1	256.0	171.8	63.5	21.4	26.6	2 041.2
Below Year 10 (d)	no.	184.4	150.6	88.8	41.0	31.0	12.6	5.0	6.7	520.1
Total employed persons aged 15–64 years	**no.**	**3 480.2**	**2 795.7**	**2 267.1**	**1 208.9**	**792.8**	**231.8**	**196.9**	**108.2**	**11 081.5**
					Relative Standard Errors (Estimate per cent)					
Bachelor or above	%	2.5	2.8	3.1	4.2	4.2	7.5	4.3	6.1	1.3
Certificate III or above (b)	%	2.7	2.9	2.4	2.7	4.1	5.4	6.4	6.9	1.6
Year 12 (c)	%	2.8	3.1	3.8	3.2	4.2	6.5	7.6	7.5	1.7
Year 10/11 (c)	%	3.3	3.2	3.6	4.2	3.6	5.0	7.9	8.8	1.4
Below Year 10 (d)	%	5.5	6.8	9.3	10.8	10.4	11.1	17.3	12.1	3.1
Total employed persons aged 15–64 years	**%**	**0.7**	**0.7**	**1.1**	**0.7**	**1.0**	**1.7**	**1.5**	**4.8**	**0.4**
					Employment to population ratio (per cent)					
Bachelor or above	%	85.2	85.4	86.0	85.0	84.9	85.0	86.3	91.8	85.4
Certificate III or above (b)	%	81.5	82.2	82.4	84.4	83.2	83.1	85.3	88.2	82.4
Year 12 (c)	%	71.4	74.7	75.7	77.0	74.5	68.8	74.9	80.1	74.1
Year 10/11 (c)	%	61.6	64.6	65.6	67.3	64.1	66.6	61.8	70.6	64.3
Below Year 10 (d)	%	42.4	45.7	49.5	53.1	38.4	39.4	48.9	52.7	45.0
Total employed persons aged 15–64 years	**%**	**72.9**	**74.9**	**75.7**	**77.2**	**73.5**	**72.1**	**78.7**	**79.4**	**74.6**

Table SWD.C.1 **Employed persons aged 15–64 years, level of highest education by State or Territory of usual residence, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*
Relative Standard Errors (Employment to population ratio per cent)										
Bachelor or above	%	1.0	0.9	1.1	1.0	1.4	2.7	1.5	1.7	0.4
Certificate III or above (b)	%	1.1	1.2	0.9	1.1	1.3	2.2	2.1	2.3	0.5
Year 12 (c)	%	1.6	1.6	2.0	2.0	2.1	4.2	3.7	3.9	0.9
Year 10/11 (c)	%	2.3	2.0	1.8	1.8	2.3	3.1	5.6	3.4	0.7
Below Year 10 (d)	%	4.2	4.0	6.5	6.9	7.0	8.5	11.5	8.7	2.0
Total employed persons aged 15–64 years	**%**	**0.6**	**0.6**	**0.9**	**0.7**	**1.0**	**1.6**	**1.4**	**1.8**	**0.3**
95 per cent confidence intervals (per cent)										
Bachelor or above	±	1.6	1.5	1.9	1.7	2.4	4.4	2.6	3.1	0.7
Certificate III or above (b)	±	1.8	1.9	1.5	1.9	2.1	3.6	3.6	4.0	0.8
Year 12 (c)	±	2.3	2.3	2.9	2.9	3.0	5.7	5.4	6.2	1.3
Year 10/11 (c)	±	2.7	2.5	2.3	2.4	2.9	4.0	6.8	4.7	0.9
Below Year 10 (d)	±	3.5	3.6	6.3	7.2	5.3	6.5	11.0	9.0	1.7
Total employed persons aged 15–64 years	**±**	**0.9**	**0.9**	**1.3**	**1.1**	**1.5**	**2.3**	**2.2**	**2.7**	**0.5**

(a) 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.

(b) Includes people whose highest level of non-school qualification is 'Certificate III', 'Certificate IV', 'Diploma' or 'Advanced Diploma'.

(c) 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'.

(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' 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, 2011.

Table SWD.C.2 **Employed persons aged 15–64 years, level of highest education by State or Territory of usual residence, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*
					Estimate ('000)					
Bachelor or above	no.	987.9	803.0	472.4	262.8	183.0	45.0	80.9	25.8	2 860.8
Certificate III or above (b)	no.	988.2	756.7	726.9	367.0	233.2	70.3	48.6	33.4	3 224.4
Year 12 (c)	no.	638.3	562.1	509.8	238.7	167.3	33.4	41.7	22.3	2 213.6
Year 10/11 (c)	no.	608.5	433.9	440.5	259.4	173.8	67.8	24.0	26.0	2 033.8
Below Year 10 (d)	no.	174.8	153.2	94.3	36.5	29.5	14.0	3.8	5.4	511.5
Total employed persons aged 15–64 years	**no.**	**3 397.6**	**2 708.9**	**2 243.9**	**1 164.4**	**787.0**	**230.5**	**199.0**	**112.9**	**10 844.1**
					Relative Standard Errors (Estimate per cent)					
Bachelor or above	%	2.2	2.1	3.2	3.8	4.5	7.8	4.3	8.2	1.1
Certificate III or above (b)	%	2.1	2.7	2.4	3.0	3.0	5.0	5.9	6.7	1.1
Year 12 (c)	%	3.3	1.9	2.8	3.3	3.6	6.7	5.5	8.8	1.3
Year 10/11 (c)	%	3.4	3.3	3.5	4.1	3.2	4.2	7.6	7.6	1.4
Below Year 10 (d)	%	4.5	5.6	6.5	9.3	10.5	11.2	19.0	13.1	2.9
Total employed persons aged 15–64 years	**%**	**0.8**	**0.9**	**1.0**	**1.1**	**0.9**	**1.6**	**1.6**	**5.1**	**0.5**
					Employment to population ratio (per cent)					
Bachelor or above	%	85.7	84.1	85.7	83.4	84.8	84.7	86.8	89.5	85.0
Certificate III or above (b)	%	81.4	82.3	84.5	84.8	84.8	79.2	88.9	86.9	83.0
Year 12 (c)	%	67.1	72.9	75.1	74.2	74.0	71.1	76.8	82.7	71.9
Year 10/11 (c)	%	63.2	62.0	64.9	65.4	62.6	67.3	69.9	74.9	63.8
Below Year 10 (d)	%	42.3	44.7	50.0	50.9	42.0	46.1	37.4	51.1	44.9
Total employed persons aged 15–64 years	**%**	**72.4**	**73.4**	**75.9**	**75.7**	**73.9**	**72.0**	**80.7**	**80.9**	**74.0**

Table SWD.C.2 **Employed persons aged 15–64 years, level of highest education by State or Territory of usual residence, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*
Relative Standard Errors (Employment to population ratio per cent)										
Bachelor or above	%	0.9	1.0	1.3	1.5	1.3	2.2	1.7	1.3	0.5
Certificate III or above (b)	%	1.0	0.9	0.9	1.2	1.0	2.1	2.2	1.9	0.5
Year 12 (c)	%	2.2	1.6	1.4	2.1	2.0	3.7	2.7	2.9	1.0
Year 10/11 (c)	%	1.9	2.0	2.0	2.5	2.5	2.9	4.6	3.2	0.9
Below Year 10 (d)	%	3.7	4.1	4.1	7.4	6.4	8.8	20.3	8.6	1.8
Total employed persons aged 15–64 years	**%**	**0.6**	**0.8**	**0.8**	**1.1**	**0.8**	**1.5**	**1.4**	**1.3**	**0.4**
95 per cent confidence intervals (per cent)										
Bachelor or above	±	1.6	1.7	2.2	2.4	2.2	3.6	2.8	2.3	0.9
Certificate III or above (b)	±	1.7	1.5	1.6	1.9	1.7	3.2	3.9	3.3	0.8
Year 12 (c)	±	2.8	2.3	2.0	3.1	3.0	5.2	4.0	4.7	1.5
Year 10/11 (c)	±	2.4	2.4	2.6	3.2	3.1	3.8	6.4	4.7	1.2
Below Year 10 (d)	±	3.1	3.6	4.0	7.3	5.2	8.0	14.9	8.6	1.5
Total employed persons aged 15–64 years	**±**	**0.9**	**1.2**	**1.2**	**1.6**	**1.2**	**2.2**	**2.3**	**2.1**	**0.6**

(a) 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.

(b) Includes people whose highest level of non-school qualification is 'Certificate III', 'Certificate IV', 'Diploma' or 'Advanced Diploma'.

(c) 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'.

(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' 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, 2010.

Table SWD.C.3 Employed persons aged 25–44 years: highest level of educational attainment by State or Territory of usual residence, 2011

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*
					Estimate ('000)					
Bachelor or above	no.	614.7	512.3	308.9	156.9	98.6	27.2	50.5	13.7	1 782.9
Certificate III or above (b)	no.	513.8	381.1	349.5	183.0	107.3	30.1	23.6	15.6	1 604.0
Year 12 (c)	no.	274.3	241.5	202.0	111.8	74.5	14.2	16.1	8.8	943.1
Year 10/11 (c)	no.	194.1	141.3	147.6	93.2	59.6	21.5	np	np	673.8
Below Year 10 (d)	no.	35.2	39.4	25.0	10.8	7.8	1.7	np	np	123.2
Total employed persons aged 25–44 years	**no.**	**1 632.1**	**1 315.7**	**1 033.1**	**555.7**	**347.8**	**94.7**	**96.9**	**51.0**	**5 127.1**
					Relative Standard Errors (Estimate per cent)					
Bachelor or above	%	2.5	3.8	4.3	4.5	4.6	8.6	5.1	7.7	1.6
Certificate III or above (b)	%	3.5	3.7	3.3	3.0	4.1	7.1	7.7	9.1	1.9
Year 12 (c)	%	5.0	5.6	6.2	4.4	7.4	8.3	12.5	10.1	2.8
Year 10/11 (c)	%	5.8	5.8	5.5	6.7	4.6	9.4	np	np	2.2
Below Year 10 (d)	%	16.4	13.9	15.7	25.2	24.1	26.8	np	np	6.0
Total employed persons aged 25–44 years	**%**	**0.7**	**1.1**	**1.3**	**1.0**	**1.3**	**2.6**	**1.5**	**5.3**	**0.4**
					Employment to population ratio (per cent)					
Bachelor or above	%	86.4	85.2	88.2	86.5	87.2	89.2	91.2	90.0	86.6
Certificate III or above (b)	%	83.8	85.3	84.9	84.6	84.7	83.0	85.6	86.7	84.6
Year 12 (c)	%	79.0	78.0	75.8	84.1	81.2	68.4	85.1	82.4	78.7
Year 10/11 (c)	%	68.7	74.1	70.9	77.3	72.6	69.0	np	np	71.9
Below Year 10 (d)	%	40.0	61.1	59.3	52.8	41.8	43.8	np	np	50.7
Total employed persons aged 25–44 years	**%**	**79.9**	**81.6**	**80.8**	**82.7**	**80.4**	**77.3**	**87.0**	**82.2**	**80.9**

Table SWD.C.3 Employed persons aged 25–44 years: highest level of educational attainment by State or Territory of usual residence, 2011

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*
Relative Standard Errors (Employment to population ratio per cent)										
Bachelor or above	%	1.0	1.0	1.4	1.4	1.8	3.2	1.7	2.5	0.4
Certificate III or above (b)	%	1.3	1.3	1.2	1.8	1.8	2.4	3.0	3.1	0.6
Year 12 (c)	%	1.7	1.8	3.1	2.5	2.5	5.3	4.5	4.5	1.0
Year 10/11 (c)	%	3.0	3.4	2.6	2.8	3.7	5.6	np	np	1.2
Below Year 10 (d)	%	12.5	7.2	8.9	11.9	17.9	16.6	np	np	4.0
Total employed persons aged 25–44 years	**%**	**0.7**	**0.9**	**1.2**	**1.0**	**1.3**	**2.5**	**1.5**	**2.6**	**0.4**
95 per cent confidence intervals (per cent)										
Bachelor or above	±	1.7	1.7	2.4	2.4	3.0	5.6	3.0	4.4	0.7
Certificate III or above (b)	±	2.1	2.1	2.0	3.0	3.0	3.9	5.0	5.3	1.1
Year 12 (c)	±	2.7	2.8	4.7	4.1	4.0	7.1	7.5	7.2	1.6
Year 10/11 (c)	±	4.0	4.9	3.6	4.3	5.3	7.6	np	np	1.6
Below Year 10 (d)	±	9.8	8.7	10.4	12.3	14.7	14.3	np	np	3.9
Total employed persons aged 25–44 years	**±**	**1.0**	**1.4**	**1.9**	**1.6**	**2.0**	**3.8**	**2.5**	**4.1**	**0.6**

np Not Published.

(a) 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.

(b) Includes people whose highest level of non-school qualification is 'Certificate III', 'Certificate IV', 'Diploma' or 'Advanced Diploma'.

(c) 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'.

Table SWD.C.3 **Employed persons aged 25–44 years: highest level of educational attainment by State or Territory of usual residence, 2011**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*

(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' 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, 2011.

Table SWD.C.4 Employed persons aged 25–44 years: highest level of educational attainment by State or Territory of usual residence, 2010

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*
					Estimate ('000)					
Bachelor or above	no.	571.6	471.4	273.2	154.1	99.0	22.5	47.9	15.2	1 654.9
Certificate III or above (b)	no.	499.4	372.9	348.9	169.6	105.2	33.6	23.6	16.9	1 570.2
Year 12 (c)	no.	273.8	228.2	214.7	98.1	75.1	13.2	17.4	10.7	931.2
Year 10/11 (c)	no.	207.8	149.0	162.3	88.7	54.6	25.2	np	np	702.1
Below Year 10 (d)	no.	40.8	36.6	23.6	7.6	6.9	2.3	np	np	120.1
Total employed persons aged 25–44 years	**no.**	**1 593.4**	**1 258.2**	**1 022.7**	**518.1**	**340.8**	**96.8**	**95.0**	**53.4**	**4 978.3**
					Relative Standard Errors (Estimate per cent)					
Bachelor or above	%	3.1	2.8	4.7	4.5	5.6	8.9	4.6	9.7	1.5
Certificate III or above (b)	%	3.7	2.8	4.0	4.5	4.7	6.7	7.0	9.1	1.6
Year 12 (c)	%	4.3	3.5	4.7	6.2	5.8	12.9	10.9	12.2	2.0
Year 10/11 (c)	%	5.3	4.1	5.1	6.1	6.6	5.7	np	np	2.1
Below Year 10 (d)	%	10.2	11.8	12.8	21.3	24.2	23.8	np	np	5.9
Total employed persons aged 25–44 years	**%**	**1.0**	**1.0**	**1.2**	**1.5**	**1.1**	**1.9**	**2.1**	**5.6**	**0.4**
					Employment to population ratio (per cent)					
Bachelor or above	%	85.1	83.6	87.1	83.0	85.0	88.8	91.2	87.9	85.0
Certificate III or above (b)	%	83.3	83.7	85.5	83.9	87.0	82.7	89.8	88.1	84.3
Year 12 (c)	%	73.1	74.5	78.5	75.2	78.5	78.4	83.8	88.7	75.7
Year 10/11 (c)	%	72.1	69.4	72.0	69.4	66.1	73.4	np	np	70.7
Below Year 10 (d)	%	51.6	54.8	59.9	53.1	47.1	45.8	np	np	53.6
Total employed persons aged 25–44 years	**%**	**79.1**	**78.8**	**81.2**	**78.5**	**79.2**	**79.2**	**87.4**	**84.2**	**79.6**

Table SWD.C.4 Employed persons aged 25–44 years: highest level of educational attainment by State or Territory of usual residence, 2010

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*
Relative Standard Errors (Employment to population ratio per cent)										
Bachelor or above	%	1.3	1.5	1.4	1.8	1.5	3.1	2.2	2.2	0.7
Certificate III or above (b)	%	1.7	1.4	1.7	1.8	1.6	3.1	2.8	3.0	0.6
Year 12 (c)	%	2.3	2.0	1.7	3.0	2.6	5.2	4.3	3.4	1.2
Year 10/11 (c)	%	2.9	3.1	3.1	3.8	4.8	3.6	np	np	1.3
Below Year 10 (d)	%	8.2	7.1	8.2	14.8	17.9	20.5	np	np	3.5
Total employed persons aged 25–44 years	**%**	**0.9**	**1.0**	**1.0**	**1.4**	**1.1**	**1.9**	**1.9**	**1.6**	**0.4**
95 per cent confidence intervals (per cent)										
Bachelor or above	±	2.2	2.5	2.4	3.0	2.5	5.4	4.0	3.8	1.2
Certificate III or above (b)	±	2.7	2.3	2.9	3.0	2.7	5.1	4.9	5.1	1.0
Year 12 (c)	±	3.4	2.9	2.6	4.4	4.1	8.0	7.0	5.8	1.8
Year 10/11 (c)	±	4.1	4.2	4.4	5.1	6.2	5.3	np	np	1.9
Below Year 10 (d)	±	8.3	7.6	9.6	15.4	16.6	18.4	np	np	3.6
Total employed persons aged 25–44 years	**±**	**1.3**	**1.5**	**1.7**	**2.2**	**1.7**	**2.9**	**3.3**	**2.7**	**0.6**

np Not Published.

(a) 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.

(b) Includes people whose highest level of non-school qualification is 'Certificate III', 'Certificate IV', 'Diploma' or 'Advanced Diploma'.

(c) 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'.

Table SWD.C.4 **Employed persons aged 25–44 years: highest level of educational attainment by State or Territory of usual residence, 2010**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust*

(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' 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, 2010.

Table SWD.C.5 **Number of providers and locations of VET, 2008, 2009, 2010 and 2011 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2008									
Providers									
TAFE providers	11	19	13	10	1	1	1	2	58
TAFE and other government providers (c)	91	19	14	12	1	1	1	2	141
Other registered providers	371	210	261	186	191	105	89	66	1 479
Total (d)	**462**	**229**	**275**	**198**	**192**	**106**	**90**	**68**	**1 620**
Locations									
TAFE provider locations	135	287	415	130	47	16	7	221	1 258
TAFE and other government provider locations (c)	1 533	287	416	141	47	16	7	221	2 668
Other registered provider locations	802	834	4 117	1 311	510	323	126	235	8 258
Total (d)	**2 335**	**1 121**	**4 533**	**1 452**	**557**	**339**	**133**	**456**	**10 926**
2009									
Providers									
TAFE providers	11	18	13	10	3	2	1	2	60
TAFE and other government providers (c)	100	18	14	12	3	2	1	2	152
Other registered providers	420	228	323	282	222	118	96	86	1 775
Total (d)	**520**	**246**	**337**	**294**	**225**	**120**	**97**	**88**	**1 927**
Locations									
TAFE provider locations	136	308	388	118	47	32	7	236	1 272
TAFE and other government provider locations (c)	1 591	308	389	131	47	32	7	236	2 741
Other registered provider locations	772	1 247	4 786	1 777	585	359	147	333	10 006
Total (d)	**2 363**	**1 555**	**5 175**	**1 908**	**632**	**391**	**154**	**569**	**12 747**
2010									
Providers	11	18	13	10	3	2	1	2	60

Table SWD.C.5 **Number of providers and locations of VET, 2008, 2009, 2010 and 2011 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
TAFE providers	118	18	14	12	3	2	1	2	170
TAFE and other government providers (c)	516	662	455	336	325	124	110	96	2 624
Other registered providers	**634**	**680**	**469**	**348**	**328**	**126**	**111**	**98**	**2 794**
Total (d)									
Locations	137	281	326	126	212	43	6	227	1 358
TAFE provider locations	1 658	281	328	137	212	43	6	227	2 892
TAFE and other government provider locations (c)	1 814	2 608	5 609	2 128	778	399	162	351	13 849
Other registered provider locations	**3 472**	**2 889**	**5 937**	**2 265**	**990**	**442**	**168**	**578**	**16 741**
Total (d)									
2011									
Providers									
TAFE providers	11	18	14	11	3	2	1	2	62
TAFE and other government providers (c)	12	18	15	17	3	2	1	2	70
Other registered providers	620	735	548	351	370	123	104	105	2 956
Total (d)	**632**	**753**	**563**	**368**	**373**	**125**	**105**	**107**	**3 026**
Locations									
TAFE provider locations	136	305	410	127	45	49	7	263	1 342
TAFE and other government provider locations (c)	293	305	413	198	45	49	7	263	1 573
Other registered provider locations	3 490	4 046	7 009	2 095	956	446	197	391	18 630
Total (d)	**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.

Table SWD.C.5 **Number of providers and locations of VET, 2008, 2009, 2010 and 2011 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(c) Other government providers include adult and community education (ACE), Adult Migrant English Services (AMES), agricultural colleges, colleges, some universities, national art schools and workplace assessment.

(d) Totals include TAFE and other government providers / locations, and other registered providers / training locations.

Source : NCVER (unpublished) National VET provider collection.

Table SWD.C.6 **Number and proportion of VET students, by course level, 2008, 2009, 2010 and 2011 (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2008										
Diploma or above (d)	no.	44 262	63 489	30 212	14 284	8 581	4 543	6 056	641	172 068
AQF Certificate III or IV	no.	204 962	185 207	164 416	70 777	40 771	23 049	11 154	9 933	710 269
AQF Certificate I, II or lower (e)	no.	123 242	100 594	53 891	47 968	26 107	15 025	2 977	8 935	378 739
Other (f)	no.	178 389	140 738	42 781	16 107	49 812	3 635	4 497	2 709	438 668
All students	no.	**550 855**	**490 028**	**291 300**	**149 136**	**125 271**	**46 252**	**24 684**	**22 218**	**1 699 744**
Diploma or above (d)	%	8.0	13.0	10.4	9.6	6.8	9.8	24.5	2.9	10.1
AQF Certificate III or IV	%	37.2	37.8	56.4	47.5	32.5	49.8	45.2	44.7	41.8
AQF Certificate I, II or lower (e)	%	22.4	20.5	18.5	32.2	20.8	32.5	12.1	40.2	22.3
Other (f)	%	32.4	28.7	14.7	10.8	39.8	7.9	18.2	12.2	25.8
All students	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2009										
Diploma or above (d)	no.	50 586	76 219	34 880	16 773	10 490	3 585	6 823	655	200 011
AQF Certificate III or IV	no.	215 492	195 367	163 175	79 950	44 639	23 189	12 178	10 342	744 332
AQF Certificate I, II or lower (e)	no.	121 844	107 445	56 697	48 983	24 369	13 966	2 773	9 903	385 980
Other (f)	no.	161 958	115 236	35 329	11 530	42 353	2 500	4 714	2 735	376 355
All students	no.	**549 880**	**494 267**	**290 081**	**157 236**	**121 851**	**43 240**	**26 488**	**23 635**	**1 706 678**
Diploma or above (d)	%	9.2	15.4	12.0	10.7	8.6	8.3	25.8	2.8	11.7
AQF Certificate III or IV	%	39.2	39.5	56.3	50.8	36.6	53.6	46.0	43.8	43.6
AQF Certificate I, II or lower (e)	%	22.2	21.7	19.5	31.2	20.0	32.3	10.5	41.9	22.6
Other (f)	%	29.5	23.3	12.2	7.3	34.8	5.8	17.8	11.6	22.1
All students	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2010										
Diploma or above (d)	no.	65 751	81 215	40 432	18 898	13 990	4 166	7 764	799	233 015

Table SWD.C.6 **Number and proportion of VET students, by course level, 2008, 2009, 2010 and 2011 (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
AQF Certificate III or IV	no.	231 765	224 210	166 523	85 914	48 443	25 943	13 659	10 988	807 445
AQF Certificate I, II or lower (e)	no.	126 559	111 303	60 574	49 084	25 904	16 783	2 990	9 400	402 597
Other (f)	no.	159 121	103 269	35 495	12 062	35 519	2 665	4 939	2 867	355 937
All students	no.	**583 196**	**519 997**	**303 024**	**165 958**	**123 856**	**49 557**	**29 352**	**24 054**	**1798 994**
Diploma or above (d)	%	11.3	15.6	13.3	11.4	11.3	8.4	26.5	3.3	13.0
AQF Certificate III or IV	%	39.7	43.1	55.0	51.8	39.1	52.3	46.5	45.7	44.9
AQF Certificate I, II or lower (e)	%	21.7	21.4	20.0	29.6	20.9	33.9	10.2	39.1	22.4
Other (f)	%	27.3	19.9	11.7	7.3	28.7	5.4	16.8	11.9	19.8
All students	**%**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Diploma or above (d)	no.	74 014	95 199	44 551	21 275	14 811	4 669	6 881	839	262 239
AQF Certificate III or IV	no.	245 340	294 964	178 752	88 229	55 201	25 619	14 552	11 364	914 021
AQF Certificate I, II or lower (e)	no.	124 029	120 590	59 945	47 250	24 875	13 671	2 663	9 603	402 626
Other (f)	no.	143 357	86 215	22 583	10 991	28 446	3 463	5 344	2 616	303 015
All students	**no.**	**586 740**	**596 968**	**305 831**	**167 745**	**123 333**	**47 422**	**29 440**	**24 422**	**1 881 901**
Diploma or above (d)	%	12.6	15.9	14.6	12.7	12.0	9.8	23.4	3.4	13.9
AQF Certificate III or IV	%	41.8	49.4	58.4	52.6	44.8	54.0	49.4	46.5	48.6
AQF Certificate I, II or lower (e)	%	21.1	20.2	19.6	28.2	20.2	28.8	9.0	39.3	21.4
Other (f)	%	24.4	14.4	7.4	6.6	23.1	7.3	18.2	10.7	16.1
All students	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

(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) 'Course level' denotes the highest qualification attempted by a student in a reporting year.

Table SWD.C.6 **Number and proportion of VET students, by course level, 2008, 2009, 2010 and 2011 (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(d) 'Diploma or above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.

(e) '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.

(f) '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.7 **Number of government funded course enrolments in VET, by funding source, 2011 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Enrolments									
Funded from Commonwealth and State general purpose recurrent (code 11)	482 836	518 796	289 650	153 882	87 473	33 144	27 654	20 789	1 614 224
Funded from Commonwealth specific purpose (code 13)	46 931	6 040	66 296	8 544	24 831	6 614	2 819	2 658	164 733
PPP only	36 708	..	60 812	..	19 855	5 444	466	1 661	124 946
Other Commonwealth SP	10 223	6 040	5 484	8 544	4 976	1 170	2 353	997	39 787
Funded from State specific purpose (code 15)	7 503	152	35	21 614	–	282	1 551	20	31 157
All	**537 270**	**524 988**	**355 981**	**184 040**	**112 304**	**40 040**	**32 024**	**23 467**	**1 810 114**
Indigenous enrolments (c)									
Funded from Commonwealth and State general purpose recurrent (code 11)	30 524	7 187	22 098	12 298	4 807	1 784	835	9 624	89 157
Funded from Commonwealth specific purpose (code 13)	4 435	24	4 380	174	1 217	255	55	905	11 445
PPP only	1 324	..	3 606	..	890	224	31	448	6 523
Other Commonwealth SP	3 111	24	774	174	327	31	24	457	4 922
Funded from State specific purpose (code 15)	1 459	2	5	5 777	–	33	82	1	7 359
All	**36 418**	**7 213**	**26 483**	**18 249**	**6 024**	**2 072**	**972**	**10 530**	**107 961**

.. Not applicable. — Nil or rounded to zero.

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

Table SWD.C.7 **Number of government funded course enrolments in VET, by funding source, 2011 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(b) It is not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) does not have a field to specifically capture this activity. In addition, there are variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions have reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general purpose recurrent programs', while others reported it as '13 - Commonwealth specific purpose program' funding. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is reported as a subset of Funding source – National '13 – Commonwealth specific purpose programs'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity in the 2010 VET Provider Collection.

(c) Indigenous students are those who self-identified on their enrolment form 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.

Table SWD.C.8 **Number of government funded course enrolments in VET, by funding source, 2010 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Enrolments									
Funded from Commonwealth and State general purpose recurrent (code 11)	464 632	388 651	279 623	151 054	99 511	31 251	31 196	21 008	1 466 926
Funded from Commonwealth specific purpose (code 13)	63 017	5 413	44 886	6 222	15 798	6 831	1 937	2 257	146 361
PPP only	46 477	..	35 391	..	12 477	5 789	616	1 356	102 106
Other Commonwealth SP	16 540	5 413	9 495	6 222	3 321	1 042	1 321	901	44 255
Funded from State specific purpose (code 15)	8 049	517	–	23 096	–	64	255	29	32 010
All	**535 698**	**394 581**	**324 509**	**180 372**	**115 309**	**38 146**	**33 388**	**23 294**	**1 645 297**
Indigenous enrolments (c)									
Funded from Commonwealth and State general purpose recurrent (code 11)	28 345	6 228	20 807	11 383	5 501	1 621	948	9 801	84 634
Funded from Commonwealth specific purpose (code 13)	6 718	44	2 846	118	847	176	27	594	11 370
PPP only	1 424	..	1 939	..	596	160	11	234	4 364
Other Commonwealth SP	5 294	44	907	118	251	16	16	360	7 006
Funded from State specific purpose (code 15)	1 668	3	–	5 483	–	5	6	12	7 177
All	**36 731**	**6 275**	**23 653**	**16 984**	**6 348**	**1 802**	**981**	**10 407**	**103 181**

.. Not applicable. – Nil or rounded to zero.

Table SWD.C.8 **Number of government funded course enrolments in VET, by funding source, 2010 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) It is not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) does not have a field to specifically capture this activity. In addition, there are variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions have reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general purpose recurrent programs', while others reported it as '13 - Commonwealth specific purpose program' funding. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is reported as a subset of Funding source – National '13 – Commonwealth specific purpose programs'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity in the 2010 VET Provider Collection.

(b) For consistency of reporting, NCVER have amended the derivation of course highest funding source. As a result, data presented in this publication may not match those previously reported in earlier publications.

(c) Indigenous students are those who self-identified on their enrolment form 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.

Table SWD.C.9 **Number of government funded course enrolments in VET, by funding source, 2009 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Enrolments									
Funded from Commonwealth and State general purpose recurrent (code 11)	463 363	326 894	288 504	144 813	80 165	31 727	29 446	22 341	1 387 253
Funded from Commonwealth specific purpose (code 13)	38 737	9 912	11 973	5 499	8 848	4 465	1 061	1 313	81 808
PPP only	..	..	..	..	..	..	..	..	..
Other Commonwealth SP	38 737	9 912	11 973	5 499	8 848	4 465	1 061	1 313	81 808
Funded from State specific purpose (code 15)	8 015	9 388	3	22 702	–	108	64	115	40 395
All	**510 115**	**346 194**	**300 480**	**173 014**	**89 013**	**36 300**	**30 571**	**23 769**	**1 509 456**
Indigenous enrolments (c)									
Funded from Commonwealth and State general purpose recurrent (code 11)	25 288	5 742	20 683	10 223	4 148	1 431	600	10 481	78 596
Funded from Commonwealth specific purpose (code 13)	5 363	142	960	1	317	114	110	584	7 591
PPP only	..	..	..	..	..	..	..	..	..
Other Commonwealth SP	5 363	142	960	1	317	114	110	584	7 591
Funded from State specific purpose (code 15)	1 511	63	–	5 314	–	21	36	87	7 032
All	**32 162**	**5 947**	**21 643**	**15 538**	**4 465**	**1 566**	**746**	**11 152**	**93 219**

.. Not applicable. – Nil or rounded to zero.

Table SWD.C.9 **Number of government funded course enrolments in VET, by funding source, 2009 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) It is not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) does not have a field to specifically capture this activity. In addition, there are variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions have reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general purpose recurrent programs', while others reported it as '13 - Commonwealth specific purpose program' funding. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is reported as a subset of Funding source – National '13 – Commonwealth specific purpose programs'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity in the 2010 VET Provider Collection.

(b) For consistency of reporting, NCVER have amended the derivation of course highest funding source. As a result, data presented in this publication may not match those previously reported in earlier publications.

(c) Indigenous students are those who self-identified on their enrolment form 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.

Table SWD.C.10 **Number of government funded course enrolments in VET, by funding source, 2008 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Enrolments									
Funded from Commonwealth and State general purpose recurrent (code 11)	472 436	321 187	285 417	134 044	108 076	36 698	27 052	22 442	1 407 352
Funded from Commonwealth specific purpose (code 13)	15 350	9 308	10 442	6 179	4 506	2 030	649	1 156	49 620
PPP only	..	..	..	..	..	..	..	..	..
Other Commonwealth SP	15 350	9 308	10 442	6 179	4 506	2 030	649	1 156	49 620
Funded from State specific purpose (code 15)	9 521	1 726	34	20 495	–	–	40	5	31 821
All	**497 307**	**332 221**	**295 893**	**160 718**	**112 582**	**38 728**	**27 741**	**23 603**	**1 488 793**
Indigenous enrolments (c)									
Funded from Commonwealth and State general purpose recurrent (code 11)	25 395	5 990	19 093	9 756	5 575	1 416	527	9 919	77 671
Funded from Commonwealth specific purpose (code 13)	3 974	59	855	178	146	127	23	668	6 030
PPP only	..	..	..	..	..	..	..	..	..
Other Commonwealth SP	3 974	59	855	178	146	127	23	668	6 030
Funded from State specific purpose (code 15)	1 751	50	19	4 247	–	–	–	3	6 070
All	**31 120**	**6 099**	**19 967**	**14 181**	**5 721**	**1 543**	**550**	**10 590**	**89 771**

.. Not applicable. – Nil or rounded to zero.

Table SWD.C.10 **Number of government funded course enrolments in VET, by funding source, 2008 (number) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) It is not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) does not have a field to specifically capture this activity. In addition, there are variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions have reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general purpose recurrent programs', while others reported it as '13 - Commonwealth specific purpose program' funding. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is reported as a subset of Funding source – National '13 – Commonwealth specific purpose programs'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity in the 2010 VET Provider Collection.

(b) For consistency of reporting, NCVER have amended the derivation of course highest funding source. As a result, data presented in this publication may not match those previously reported in earlier publications.

(c) Indigenous students are those who self-identified on their enrolment form 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.

Table SWD.C.11 **VET qualifications completed by students, by course level, 2010 (number and per cent) (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of VET qualifications completed										
Diploma or above	no.	20 715	23 321	11 282	6 314	2 705	1 010	1 924	235	67 506
Diploma	no.	16 959	17 893	10 355	5 530	2 293	885	1 521	227	55 663
Advanced diploma	no.	3 575	4 655	767	784	404	125	403	8	10 721
Certificate III or IV	no.	82 454	67 646	54 078	29 865	14 972	6 163	5 706	2 509	263 393
Certificate I or II or lower (d)	no.	27 659	26 862	28 210	15 481	7 744	3 020	1 618	2 110	112 704
All qualifications	**no.**	**130 828**	**117 829**	**93 570**	**51 660**	**25 421**	**10 193**	**9 248**	**4 854**	**443 603**
Proportion of qualifications completed										
Diploma or above	%	15.8	19.8	12.1	12.2	10.6	9.9	20.8	4.8	15.2
Diploma	%	13.0	15.2	11.1	10.7	9.0	8.7	16.4	4.7	12.5
Advanced Diploma	%	2.7	4.0	0.8	1.5	1.6	1.2	4.4	0.2	2.4
Certificate III or IV	%	63.0	57.4	57.8	57.8	58.9	60.5	61.7	51.7	59.4
Certificate I or II or lower (d)	%	21.1	22.8	30.1	30.0	30.5	29.6	17.5	43.5	25.4
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

(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) Final qualifications completed data for 2011 are not available. Only preliminary data are available from the 2011 VET Provider Collection.

(d) 'Certificate I, II or lower' includes Certificate I, II, and Senior Secondary.

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.12 **Number of government funded unit/module completions in VET, 2011 (number) (a), (b), (c), (d)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Unit/module completions									
Funded from Commonwealth and State general purpose recurrent (code 11)	2 609 328	3 302 028	1 335 499	880 711	489 365	170 182	121 574	84 052	8 992 739
Funded from Commonwealth specific purpose (code 13)	308 430	22 395	437 580	22 171	144 142	29 041	11 584	16 115	991 458
PPP only	276 140	..	421 001	..	123 062	25 365	2 256	13 718	861 542
Other Commonwealth SP	32 290	22 395	16 579	22 171	21 080	3 676	9 328	2 397	129 916
Funded from State specific purpose (code 15)	18 930	607	29	65 024	–	311	13 504	72	98 477
All	**2 936 688**	**3 325 030**	**1 773 108**	**967 906**	**633 507**	**199 534**	**146 662**	**100 239**	**10 082 674**

.. Not applicable. – Nil or rounded to zero.

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

(b) Unit/module completions are based on students' major funding source. For students with subject enrolments in more than one funding category, the major funding source is assigned in the following hierarchical order (Commonwealth and state general purpose recurrent funding, Commonwealth specific purpose program funding, state specific purpose program funding).

(c) Unit/module completions includes students who gained competencies/passed assessment in an assessable module or unit of competency — 20 (Competency achieved/pass) and 50, 51 (Recognition of prior learning - granted).

(d) It is not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) does not have a field to specifically capture this activity. In addition, there are variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions have reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general purpose recurrent programs', while others reported it as '13 - Commonwealth specific purpose program' funding. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is reported as a subset of Funding source – National '13 – Commonwealth specific purpose programs'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity in the 2010 VET Provider Collection.

Source : NCVER (unpublished) National VET Provider Collection.

Table SWD.C.13 **VET qualifications completed by Indigenous Australians, 2010 (number) (a), (b), (c), (d)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous course completions	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.

(b) Data include both government funded and non-government funded VET students.

(c) Final qualifications completed data for 2011 are not available. Only preliminary data are available from the 2011 VET Provider Collection.

(d) Indigenous students are those who self-identified on their enrolment form 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.

Table SWD.C.14 Number of government funded course enrolments in higher level VET qualifications, by Indigenous students, 2011 (number) (a), (b), (c), (d)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous Australians course enrolments									
Funded from Commonwealth and State general purpose recurrent (code 11)	11 829	3 577	9 889	4 225	1 385	763	346	2 547	34 561
Funded from Commonwealth specific purpose (code 13)	1 687	14	2 061	133	744	205	49	480	5 373
PPP only	1 046	..	1 735	..	643	181	29	215	3 849
Other Commonwealth SP	641	14	326	133	101	24	20	265	1 524
Funded from State specific purpose (code 15)	98	2	5	39	–	4	21	1	170
All	**13 614**	**3 593**	**11 955**	**4 397**	**2 129**	**972**	**416**	**3 028**	**40 104**

.. Not applicable. – Nil or rounded to zero.

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

(b) It is not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) does not have a field to specifically capture this activity. In addition, there are variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions have reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general purpose recurrent programs', while others reported it as '13 - Commonwealth specific purpose program' funding. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is reported as a subset of Funding source – National '13 – Commonwealth specific purpose programs'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity in the 2010 VET Provider Collection.

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.

(d) 'Higher level VET qualifications' includes AQF Certificate III or above.

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.15 Number of government funded course enrolments in higher level VET qualifications, by Indigenous Australians, 2010 (number) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Australians course enrolments									
Funded from Commonwealth and State general purpose recurrent (code 11)	9 961	2 750	8 879	3 551	1 304	667	443	2 398	29 953
Funded from Commonwealth specific purpose (code 13)	1 997	16	1 197	99	381	117	19	258	4 084
PPP only	1 166	..	971	..	342	112	7	154	2 752
Other Commonwealth SP	831	16	226	99	39	5	12	104	1 332
Funded from State specific purpose (code 15)	65	3	–	88	–	1	5	10	172
All	**12 023**	**2 769**	**10 076**	**3 738**	**1 685**	**785**	**467**	**2 666**	**34 209**

.. Not applicable. – Nil or rounded to zero.

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

(b) It is not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) does not have a field to specifically capture this activity. In addition, there are variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions have reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general purpose recurrent programs', while others reported it as '13 - Commonwealth specific purpose program' funding. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is reported as a subset of Funding source – National '13 – Commonwealth specific purpose programs'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity in the 2010 VET Provider Collection.

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.

(d) 'Higher level VET qualifications' includes AQF Certificate III or above.

(e) For consistency of reporting, NCVER have amended the derivation of course highest funding source. As a result, data presented in this publication may not match those previously reported in earlier publications.

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.16 Number of government funded course enrolments in higher level VET qualifications, by Indigenous Australians, 2009 (number) (a), (b), (c), (d), (e)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous Australians course enrolments									
Funded from Commonwealth and State general purpose recurrent (code 11)	8 090	2 583	8 279	3 077	1 088	659	268	2 392	26 436
Funded from Commonwealth specific purpose (code 13)	1 074	69	251	–	186	52	82	227	1 941
PPP only	..	..	..	..	..	..	..	..	..
Other Commonwealth SP	1 074	69	251	–	186	52	82	227	1 941
Funded from State specific purpose (code 15)	191	27	–	200	–	–	20	–	438
All	**9 355**	**2 679**	**8 530**	**3 277**	**1 274**	**711**	**370**	**2 619**	**28 815**

.. Not applicable. – Nil or rounded to zero.

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

(b) It is not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) does not have a field to specifically capture this activity. In addition, there are variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions have reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general purpose recurrent programs', while others reported it as '13 - Commonwealth specific purpose program' funding. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is reported as a subset of Funding source – National '13 – Commonwealth specific purpose programs'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity in the 2010 VET Provider Collection.

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.

(d) 'Higher level VET qualifications' includes AQF Certificate III or above.

(e) For consistency of reporting, NCVER have amended the derivation of course highest funding source. As a result, data presented in this publication may not match those previously reported in earlier publications.

Source : NCVER (unpublished) National VET Provider Collection.

Table SWD.C.17 Number of government funded course enrolments in higher level VET qualifications, by Indigenous Australians, 2008 (number) (a), (b), (c), (d), (e)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous Australians course enrolments									
Funded from Commonwealth and State general purpose recurrent (code 11)	8 212	2 367	8 156	3 115	1 095	723	276	2 535	26 479
Funded from Commonwealth specific purpose (code 13)	553	33	220	121	23	35	22	370	1 377
PPP only	..	..	..	..	..	..	..	..	..
Other Commonwealth SP	553	33	220	121	23	35	22	370	1 377
Funded from State specific purpose (code 15)	176	8	–	145	–	–	–	–	329
All	**8 941**	**2 408**	**8 376**	**3 381**	**1 118**	**758**	**298**	**2 905**	**28 185**

.. Not applicable. – Nil or rounded to zero.

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

(b) It is not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) does not have a field to specifically capture this activity. In addition, there are variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions have reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general purpose recurrent programs', while others reported it as '13 - Commonwealth specific purpose program' funding. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is reported as a subset of Funding source – National '13 – Commonwealth specific purpose programs'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity in the 2010 VET Provider Collection.

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.

(d) 'Higher level VET qualifications' includes AQF Certificate III or above.

(e) For consistency of reporting, NCVER have amended the derivation of course highest funding source. As a result, data presented in this publication may not match those previously reported in earlier publications.

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.18 VET participation by target age group and Indigenous status 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008										
Number of students by age										
All students total	no.	550 855	490 028	291 300	149 136	125 271	46 252	24 684	22 218	1 699 744
All students 18–24 year olds	no.	146 009	145 518	80 688	43 529	34 175	13 234	8 925	5 376	477 454
All students 20–64 year olds	no.	366 983	363 417	206 544	97 412	90 389	35 790	18 864	15 836	1 195 235
All students 15–64 year olds	no.	527 928	470 938	284 496	144 197	119 975	45 541	24 460	21 502	1 639 037
Indigenous students total	no.	26 978	5 520	14 768	9 976	4 712	1 519	439	10 001	73 913
Indigenous students 18–24 year olds	no.	6 934	1 733	4 013	2 668	1 280	525	161	2 419	19 733
Indigenous students 20–64 year olds	no.	15 743	3 854	9 489	6 804	3 221	1 107	315	7 181	47 714
Indigenous students 15–64 year olds	no.	25 196	5 388	14 325	9 604	4 531	1 494	436	9 655	70 629
Population										
Total	no.	6 967 199	5 297 560	4 279 411	2 163 247	1 601 821	498 163	344 236	219 948	21 373 998
18–24 year olds	no.	671 536	531 485	423 888	218 585	155 140	44 862	40 768	24 677	2 111 128
20–64 year olds	no.	4 200 251	3 226 439	2 590 297	1 325 774	959 803	292 089	221 409	139 882	12 957 519
15–64 year olds	no.	4 672 324	3 584 361	2 891 648	1 477 991	1 066 808	326 455	245 947	156 458	14 423 716
Indigenous total	no.	158 764	35 084	152 528	73 537	29 189	19 222	4 491	66 304	539 361
Indigenous 18–24 year olds	no.	20 222	4 616	19 309	9 726	4 066	2 697	634	8 975	70 265
Indigenous 20–64 year olds	no.	76 568	17 219	73 516	37 339	14 504	9 482	2 345	34 692	265 805
Indigenous 15–64 year olds	no.	94 830	21 270	90 787	45 313	17 861	11 851	2 836	41 668	326 577
Participation rate by age (d)										
All students total	%	7.9	9.3	6.8	6.9	7.8	9.3	7.2	10.1	8.0
All students 18–24 year olds	%	21.7	27.4	19.0	19.9	22.0	29.5	21.9	21.8	22.6
All students 20–64 year olds	%	8.7	11.3	8.0	7.3	9.4	12.3	8.5	11.3	9.2

Table SWD.C.18 VET participation by target age group and Indigenous status 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students 15–64 year olds	%	11.3	13.1	9.8	9.8	11.2	14.0	9.9	13.7	11.4
Indigenous students total	%	17.0	15.7	9.7	13.6	16.1	7.9	9.8	15.1	13.7
Indigenous students 18–24 year olds	%	34.3	37.5	20.8	27.4	31.5	19.5	25.4	27.0	28.1
Indigenous students 20–64 year olds	%	20.6	22.4	12.9	18.2	22.2	11.7	13.4	20.7	18.0
Indigenous students 15–64 year olds	%	26.6	25.3	15.8	21.2	25.4	12.6	15.4	23.2	21.6
2009										
Number of students by age										
All students total	no.	549 880	494 267	290 081	157 236	121 851	43 240	26 488	23 635	1 706 678
All students 18–24 year olds	no.	148 222	149 953	84 770	45 426	34 940	12 974	9 541	5 617	491 443
All students 20–64 year olds	no.	367 864	365 509	204 108	106 057	88 216	32 308	20 649	16 893	1 201 604
All students 15–64 year olds	no.	527 877	476 051	283 129	152 749	117 555	42 694	26 200	22 776	1 649 031
Indigenous students total	no.	27 052	5 590	15 041	10 788	4 438	1 486	534	9 829	74 758
Indigenous students 18–24 year olds	no.	7 029	1 874	4 180	2 960	1 266	538	164	2 216	20 227
Indigenous students 20–64 year olds	no.	15 597	3 861	9 898	7 251	3 035	995	399	6 928	47 964
Indigenous students 15–64 year olds	no.	25 391	5 452	14 683	10 407	4 324	1 472	524	9 413	71 666
Population										
Total	no.	7 099 714	5 427 681	4 406 823	2 236 901	1 622 712	502 627	351 182	224 848	21 874 920
18–24 year olds	no.	701 155	558 937	441 017	228 443	157 435	45 033	40 952	25 036	2 198 190
20–64 year olds	no.	4 285 939	3 315 889	2 664 986	1 374 995	972 414	293 441	226 195	143 309	13 278 730
15–64 year olds	no.	4 766 361	3 680 799	2 974 411	1 530 476	1 080 213	328 147	250 350	160 039	14 772 528
Indigenous total	no.	161 972	35 909	156 517	74 885	29 785	19 653	4 600	67 475	551 042
Indigenous 18–24 year olds	no.	21 262	4 940	20 419	10 114	4 213	2 846	673	9 153	73 645
Indigenous 20–64 year olds	no.	78 661	17 750	75 936	38 372	14 894	9 811	2 406	35 504	273 476

Table SWD.C.18 VET participation by target age group and Indigenous status 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous 15–64 year olds	no.	97 545	21 959	93 920	46 608	18 344	12 237	2 927	42 631	336 333
Participation rate by age (d)										
All students total	%	7.7	9.1	6.6	7.0	7.5	8.6	7.5	10.5	7.8
All students 18–24 year olds	%	21.1	26.8	19.2	19.9	22.2	28.8	23.3	22.4	22.4
All students 20–64 year olds	%	8.6	11.0	7.7	7.7	9.1	11.0	9.1	11.8	9.0
All students 15–64 year olds	%	11.1	12.9	9.5	10.0	10.9	13.0	10.5	14.2	11.2
Indigenous students total	%	16.7	15.6	9.6	14.4	14.9	7.6	11.6	14.6	13.6
Indigenous students 18–24 year olds	%	33.1	37.9	20.5	29.3	30.0	18.9	24.4	24.2	27.5
Indigenous students 20–64 year olds	%	19.8	21.8	13.0	18.9	20.4	10.1	16.6	19.5	17.5
Indigenous students 15–64 year olds	%	26.0	24.8	15.6	22.3	23.6	12.0	17.9	22.1	21.3
2010										
Number of students by age										
All students total	no.	583 196	519 997	303 024	165 958	123 856	49 557	29 352	24 054	1 798 994
All students 18–24 year olds	no.	154 142	165 414	88 414	46 366	36 108	13 732	9 858	5 669	519 703
All students 20–64 year olds	no.	403 719	385 024	217 614	114 684	91 068	37 962	23 306	17 781	1 291 158
All students 15–64 year olds	no.	564 726	508 764	296 510	161 677	120 455	48 920	28 880	23 244	1 753 176
Indigenous students total	no.	30 923	6 058	16 578	12 080	5 231	1 839	705	9 815	83 229
Indigenous students 18–24 year olds	no.	8 635	2 103	4 895	3 394	1 597	644	224	2 191	23 683
Indigenous students 20–64 year olds	no.	18 404	4 094	11 455	8 231	3 672	1 199	461	7 246	54 762
Indigenous students 15–64 year olds	no.	29 620	5 967	16 174	11 691	5 122	1 825	699	9 459	80 557
Population										
Total	no.	7 238 819	5 547 527	4 516 361	2 296 411	1 644 642	507 626	358 894	229 675	22 342 398
18–24 year olds	no.	721 787	576 243	458 614	237 176	160 910	45 774	41 703	25 826	2 268 228

Table SWD.C.18 VET participation by target age group and Indigenous status 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
20–64 year olds	no.	4 385 483	3 404 513	2 732 954	1 416 150	986 607	295 977	231 387	147 029	13 601 661
15–64 year olds	no.	4 865 350	3 770 036	3 047 072	1 573 435	1 094 585	330 960	255 611	163 873	15 102 671
Indigenous total	no.	165 306	36 761	160 632	76 271	30 403	20 106	4 711	68 661	563 101
Indigenous 18–24 year olds (e)	no.	22 356	5 235	21 529	10 425	4 377	2 939	691	9 343	76 915
Indigenous 20–64 year olds	no.	80 931	18 354	78 564	39 461	15 344	10 184	2 475	36 468	281 921
Indigenous 15–64 year olds	no.	97 545	21 959	93 920	46 608	18 344	12 237	2 927	42 631	336 333
Participation rate by age (d)										
All students total	%	8.1	9.4	6.7	7.2	7.5	9.8	8.2	10.5	8.1
All students 18–24 year olds	%	21.4	28.7	19.3	19.5	22.4	30.0	23.6	22.0	22.9
All students 20–64 year olds	%	9.2	11.3	8.0	8.1	9.2	12.8	10.1	12.1	9.5
All students 15–64 year olds	%	11.6	13.5	9.7	10.3	11.0	14.8	11.3	14.2	11.6
Indigenous students total	%	18.7	16.5	10.3	15.8	17.2	9.1	15.0	14.3	14.8
Indigenous students 18–24 year olds (e)	%	38.6	40.2	22.7	32.6	36.5	21.9	32.4	23.5	30.8
Indigenous students 20–64 year olds	%	22.7	22.3	14.6	20.9	23.9	11.8	18.6	19.9	19.4
Indigenous students 15–64 year olds	%	30.4	27.2	17.2	25.1	27.9	14.9	23.9	22.2	24.0
2011										
Number of students by age										
All students total	no.	586 740	596 968	305 831	167 745	123 333	47 422	29 440	24 422	1 881 901
All students 18–24 year olds	no.	154 834	188 278	87 034	46 496	34 739	13 072	10 598	5 843	540 894
All students 20–64 year olds	no.	409 412	443 233	216 465	117 721	92 191	36 542	23 037	18 398	1 356 999
All students 15–64 year olds	no.	569 993	584 697	297 632	163 904	119 443	46 789	29 007	23 716	1 835 181
Indigenous students total	no.	31 742	6 676	18 024	12 755	5 329	1 974	729	10 476	87 705

Table SWD.C.18 VET participation by target age group and Indigenous status 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students 18–24 year olds	no.	9 339	2 343	5 549	3 620	1 551	706	280	2 426	25 814
Indigenous students 20–64 year olds	no.	19 632	4 598	12 177	8 778	3 795	1 276	490	7 929	58 675
Indigenous students 15–64 year olds	no.	30 846	6 574	17 605	12 417	5 207	1 959	719	10 145	85 472
Population										
Total	no.	7 303 690	5 624 090	4 580 725	1 657 001	2 346 410	510 560	230 172	365 421	22 620 554
18–24 year olds	no.	720 030	574 334	462 422	240 368	160 887	45 912	41 936	25 321	2 271 423
20–64 year olds	no.	4 422 325	3 452 044	2 768 111	1 448 032	992 529	296 953	235 154	147 275	13 764 019
15–64 year olds	no.	4 897 484	3 814 714	3 020 059	1 577 296	1 099 988	331 533	259 182	163 890	15 256 392
Indigenous total	no.	168 773	37 647	164 883	77 694	31 040	20 580	4 825	69 855	575 297
Indigenous 18–24 year olds	no.	23 432	5 512	22 772	10 774	4 570	3 034	632	9 432	80 257
Indigenous 20–64 year olds	no.	83 404	19 022	81 404	40 608	15 818	10 563	2 573	37 238	290 630
Indigenous 15–64 year olds	no.	102 901	23 348	100 092	48 968	19 359	12 963	3 112	44 407	355 150
Participation rate by age (d)										
All students total	%	8.0	10.6	6.7	10.1	5.3	9.3	12.8	6.7	8.3
All students 18–24 year olds	%	21.5	32.8	18.8	19.3	21.6	28.5	25.3	23.1	23.8
All students 20–64 year olds	%	9.3	12.8	7.8	8.1	9.3	12.3	9.8	12.5	9.9
All students 15–64 year olds	%	11.6	15.3	9.9	10.4	10.9	14.1	11.2	14.5	12.0
Indigenous students total	%	18.8	17.7	10.9	16.4	17.2	9.6	15.1	15.0	15.2
Indigenous students 18–24 year olds	%	39.9	42.5	24.4	33.6	33.9	23.3	44.3	25.7	32.2
Indigenous students 20–64 year olds	%	23.5	24.2	15.0	21.6	24.0	12.1	19.0	21.3	20.2
Indigenous students 15–64 year olds	%	30.0	28.2	17.6	25.4	26.9	15.1	23.1	22.8	24.1

(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.

Table SWD.C.18 **VET participation by target age group and Indigenous status 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.

(d) 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. Series B data for Indigenous population have been used.

(e) Data have been updated from those published in the previous 2010 NASWD performance information report.

Source : NCVER (unpublished) National VET provider collection; ABS (various years), *Population by Age and Sex, Australian States and Territories* , (30 June data for various years), Cat. no. 3201.0; ABS (2008) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders,* Cat. no. 3238.0.

Table SWD.C.19 Number and proportion of VET students reported as Indigenous, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2008										
Number of students										
Reported as Indigenous	no.	26 978	5 520	14 768	9 976	4 712	1 519	439	10 001	73 913
Reported as non-Indigenous	no.	487 727	456 122	222 650	101 967	109 481	43 801	22 412	12 013	1 456 173
Indigenous status not reported	no.	36 150	28 386	53 882	37 193	11 078	932	1 833	204	169 658
Total students (all ages)	**no.**	**550 855**	**490 028**	**291 300**	**149 136**	**125 271**	**46 252**	**24 684**	**22 218**	**1 699 744**
Proportion of VET students, all ages										
Reported as Indigenous	%	4.9	1.1	5.1	6.7	3.8	3.3	1.8	45.0	4.3
Reported as non-Indigenous	%	88.5	93.1	76.4	68.4	87.4	94.7	90.8	54.1	85.7
Indigenous status not reported	%	6.6	5.8	18.5	24.9	8.8	2.0	7.4	0.9	10.0
All students	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Adjusted for not reported (d)										
Reported as Indigenous	%	5.2	1.2	6.2	8.9	4.1	3.4	1.9	45.4	4.8
Reported as non-Indigenous	%	94.8	98.8	93.8	91.1	95.9	96.6	98.1	54.6	95.2
Indigenous population	no.	158 764	35 084	152 528	73 537	29 189	19 222	4 491	66 304	539 361
Total population	no.	6 967 199	5 297 560	4 279 411	2 163 247	1 601 821	498 163	344 236	219 948	21 373 998
Proportion of total population reported as Indigenous										
Proportion of people	%	2.3	0.7	3.6	3.4	1.8	3.9	1.3	30.1	2.5
2009										
Number of students										
Reported as Indigenous	no.	27 052	5 590	15 041	10 788	4 438	1 486	534	9 829	74 758
Reported as non-Indigenous	no.	493 736	469 688	215 824	109 051	99 218	40 482	23 151	13 350	1 464 500
Indigenous status not reported	no.	29 092	18 989	59 216	37 397	18 195	1 272	2 803	456	167 420

Table SWD.C.19 **Number and proportion of VET students reported as Indigenous, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total students (all ages)	**no.**	**549 880**	**494 267**	**290 081**	**157 236**	**121 851**	**43 240**	**26 488**	**23 635**	**1 706 678**
Proportion of VET students, all ages										
Reported as Indigenous	%	4.9	1.1	5.2	6.9	3.6	3.4	2.0	41.6	4.4
Reported as non-Indigenous	%	89.8	95.0	74.4	69.4	81.4	93.6	87.4	56.5	85.8
Indigenous status not reported	%	5.3	3.8	20.4	23.8	14.9	2.9	10.6	1.9	9.8
All students	%	**100.0**	**99.9**	**100.0**	**100.1**	**99.9**	**99.9**	**100.0**	**100.0**	**100.0**
Adjusted for not reported (d)										
Reported as Indigenous	%	5.2	1.2	6.5	9.0	4.3	3.5	2.3	42.4	4.9
Reported as non-Indigenous	%	94.8	98.8	93.5	91.0	95.7	96.5	97.7	57.6	95.1
Indigenous population	no.	161 972	35 909	156 517	74 885	29 785	19 653	4 600	67 475	551 042
Total population	no.	7 099 714	5 427 681	4 406 823	2 236 901	1 622 712	502 627	351 182	224 848	21 874 920
Proportion of total population reported as Indigenous										
Proportion of people	%	2.3	0.7	3.6	3.3	1.8	3.9	1.3	30.0	2.5
2010										
Number of students										
Reported as Indigenous	no.	30 923	6 058	16 578	12 080	5 231	1 839	705	9 815	83 229
Reported as non-Indigenous	no.	529 993	495 615	231 469	120 236	103 934	46 219	23 535	14 001	1 565 002
Indigenous status not reported	no.	22 280	18 324	54 977	33 642	14 691	1 499	5 112	238	150 763
Total students (all ages)	**no.**	**583 196**	**519 997**	**303 024**	**165 958**	**123 856**	**49 557**	**29 352**	**24 054**	**1 798 994**
Proportion of VET students, all ages										
Reported as Indigenous	%	5.3	1.2	5.5	7.3	4.2	3.7	2.4	40.8	4.6
Reported as non-Indigenous	%	90.9	95.3	76.4	72.4	83.9	93.3	80.2	58.2	87.0
Indigenous status not reported	%	3.8	3.5	18.1	20.3	11.9	3.0	17.4	1.0	8.4

Table SWD.C.19 **Number and proportion of VET students reported as Indigenous, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Adjusted for not reported (d)										
Reported as Indigenous	%	5.5	1.2	6.7	9.1	4.8	3.8	2.9	41.2	5.0
Reported as non-Indigenous	%	94.5	98.8	93.3	90.9	95.2	96.2	97.1	58.8	95.0
Indigenous population	no.	165 306	36 761	160 632	76 271	30 403	20 106	4 711	68 661	563 101
Total population	no.	7 238 819	5 547 527	4 516 361	2 296 411	1 644 642	507 626	358 894	229 675	22 342 398
Proportion of total population reported as Indigenous										
Proportion of people	%	2.3	0.7	3.6	3.3	1.8	4.0	1.3	29.9	2.5
2011										
Number of students										
Reported as Indigenous	no.	31 742	6 676	18 024	12 755	5 329	1 974	729	10 476	87 705
Reported as non-Indigenous	no.	535 474	571 642	237 239	121 286	112 663	44 274	22 787	13 699	1 659 064
Indigenous status not reported	no.	19 524	18 650	50 568	33 704	5 341	1 174	5 924	247	135 132
Total students (all ages)	**no.**	586 740	596 968	305 831	167 745	123 333	47 422	29 440	24 422	1 881 901
Proportion of VET students, all ages										
Reported as Indigenous	%	5.4	1.1	5.9	7.6	4.3	4.2	2.5	42.9	4.7
Reported as non-Indigenous	%	91.3	95.8	77.6	72.3	91.3	93.4	77.4	56.1	88.2
Indigenous status not reported	%	3.3	3.1	16.5	20.1	4.3	2.5	20.1	1.0	7.2
All students	**%**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)										
Reported as Indigenous	%	5.6	1.2	7.1	9.5	4.5	4.3	3.1	43.3	5.0
Reported as non-Indigenous	%	94.4	98.8	92.9	90.5	95.5	95.7	96.9	56.7	95.0
Indigenous population	no.	168 773	37 647	164 883	77 694	31 040	20 580	4 825	69 855	575 297

Table SWD.C.19 Number and proportion of VET students reported as Indigenous, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total population	no.	7 303 690	5 624 090	4 580 725	2 346 410	1 657 001	510 560	365 421	230 172	22 620 554
Proportion of total population reported as Indigenous										
Proportion of people	%	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) Data include both government funded and non-government funded VET students.

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.

(d) Percentages reported are of known responses ('not stated' responses are excluded).

Source: NCVER (unpublished) National VET Provider Collection; ABS (unpublished) Experimental Estimates of Aboriginal and Torres Strait Islander Australians, 1991 to 2021

Table SWD.C.20 VET students, all ages, by language spoken at home, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2008										
Number of students										
Speaking a language other than English (LOTE) at home	no.	96 484	78 918	23 949	23 202	14 898	1 966	1 798	6 930	248 145
Speaking English at home	no.	382 119	369 241	250 829	88 655	99 987	42 800	20 950	14 482	1 269 063
Language spoken at home not reported	no.	72 252	41 869	16 522	37 279	10 386	1 486	1 936	806	182 536
Total students	**no.**	**550 855**	**490 028**	**291 300**	**149 136**	**125 271**	**46 252**	**24 684**	**22 218**	**1 699 744**
Proportion of VET students										
Speaking a language other than English (LOTE) at home	%	17.5	16.1	8.2	15.6	11.9	4.3	7.3	31.2	14.6
Speaking English at home	%	69.4	75.4	86.1	59.4	79.8	92.5	84.9	65.2	74.7
Language spoken at home not reported	%	13.1	8.5	5.7	25.0	8.3	3.2	7.8	3.6	10.7
All students	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Adjusted for not reported (d)										
Speaking a language other than English (LOTE) at home	%	20.2	17.6	8.7	20.7	13.0	4.4	7.9	32.4	16.4
Speaking English at home	%	79.8	82.4	91.3	79.3	87.0	95.6	92.1	67.6	83.6
Total population	no.	6 967 199	5 297 560	4 279 411	2 163 247	1 601 821	498 163	344 236	219 948	21 373 998
Estimated proportion of all people speaking a LOTE at home that are studying VET (e)	%	611 388.5	495 660.5	298 154.1	259 421.4	115 498.1	46 252.0	28 261.4	23 221.4	1 846 079.6
2009										

Table SWD.C.20 VET students, all ages, by language spoken at home, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of students										
Speaking a language other than English (LOTE) at home	no.	98 330	86 115	25 702	18 419	15 043	1 827	1 958	6 908	254 302
Speaking English at home	no.	390 330	367 067	245 918	101 917	89 389	39 845	22 624	15 567	1 272 657
Language spoken at home not reported	no.	61 220	41 085	18 461	36 900	17 419	1 568	1 906	1 160	179 719
Total students	**no.**	**549 880**	**494 267**	**290 081**	**157 236**	**121 851**	**43 240**	**26 488**	**23 635**	**1 706 678**
Proportion of VET students										
Speaking a language other than English (LOTE) at home	%	17.9	17.4	8.9	11.7	12.3	4.2	7.4	29.2	14.9
Speaking English at home	%	71.0	74.3	84.8	64.8	73.4	92.1	85.4	65.9	74.6
Language spoken at home not reported	%	11.1	8.3	6.4	23.5	14.3	3.6	7.2	4.9	10.5
All students	%	**100.0**	**100.0**	**100.1**	**100.0**	**100.0**	**99.9**	**100.0**	**100.0**	**100.0**
Adjusted for not reported (d)										
Speaking a language other than English (LOTE) at home	%	20.1	19.0	9.5	15.3	14.4	4.4	8.0	30.7	16.7
Speaking English at home	%	79.9	81.0	90.5	84.7	85.6	95.6	92.0	69.3	83.3
Total population	no.	7 099 714	5 427 681	4 406 823	2 236 901	1 622 712	502 627	351 182	224 848	21 874 920
Estimated proportion of all people speaking a LOTE at home that are studying VET (e)	%	8.4	9.3	9.1	10.6	9.5	11.4	4.5	16.2	9.1
2010 (f)										
Number of students										

Table SWD.C.20 VET students, all ages, by language spoken at home, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Speaking a language other than English (LOTE) at home	no.	106 151	90 567	25 818	19 731	17 474	2 195	2 034	7 465	271 435
Speaking English at home	no.	437 473	397 647	254 424	108 836	97 582	45 415	23 108	15 574	1 380 059
Language spoken at home not reported	no.	39 572	31 783	22 782	37 391	8 800	1 947	4 210	1 015	147 500
Total students	**no.**	**583 196**	**519 997**	**303 024**	**165 958**	**123 856**	**49 557**	**29 352**	**24 054**	**1 798 994**
Proportion of VET students										
Speaking a language other than English (LOTE) at home	%	18.2	17.4	8.5	11.9	14.1	4.4	6.9	31.0	15.1
Speaking English at home	%	75.0	76.5	84.0	65.6	78.8	91.6	78.7	64.7	76.7
Language spoken at home not reported	%	6.8	6.1	7.5	22.5	7.1	3.9	14.3	4.2	8.2
All students	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**99.9**	**99.9**	**99.9**	**100.0**
Adjusted for not reported (d)										
Speaking a language other than English (LOTE) at home	%	19.5	18.6	9.2	15.3	15.2	4.6	8.1	32.4	16.4
Speaking English at home	%	80.5	81.4	90.8	84.7	84.8	95.4	91.9	67.6	83.6
Total population	no.	7 238 819	5 547 527	4 516 361	2 296 411	1 644 642	507 626	358 894	229 675	22 342 398
Estimated proportion of all people speaking a LOTE at home that are studying VET (e)	%	8.7	9.6	9.2	11.2	10.2	13.7	5.0	17.4	9.4
2011										
Number of students										

Table SWD.C.20 VET students, all ages, by language spoken at home, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Speaking a language other than English (LOTE) at home	no.	105 335	108 206	24 687	21 154	15 899	2 146	2 463	7 721	287 611
Speaking English at home	no.	448 116	466 503	260 240	109 269	88 334	43 915	22 072	15 661	1 454 110
Language spoken at home not reported	no.	33 289	22 259	20 904	37 322	19 100	1 361	4 905	1 040	140 180
Total students	**no.**	**586 740**	**596 968**	**305 831**	**167 745**	**123 333**	**47 422**	**29 440**	**24 422**	**1 881 901**
Proportion of VET students										
Speaking a language other than English (LOTE) at home	%	18.0	18.1	8.1	12.6	12.9	4.5	8.4	31.6	15.3
Speaking English at home	%	76.4	78.1	85.1	65.1	71.6	92.6	75.0	64.1	77.3
Language spoken at home not reported	%	5.7	3.7	6.8	22.2	15.5	2.9	16.7	4.3	7.4
All students	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Adjusted for not reported (d)										
Speaking a language other than English (LOTE) at home	%	19.0	18.8	8.7	16.2	15.3	4.7	10.0	33.0	16.5
Speaking English at home	%	81.0	81.2	91.3	83.8	84.7	95.3	90.0	67.0	83.5
Total population	no.	7 303 690	5 624 090	4 580 725	1 657 001	2 346 410	510 560	230 172	365 421	22 620 554
Estimated proportion of all people speaking a LOTE at home that are studying VET (e)	%	8.5	11.2	8.7	12.0	10.2	13.2	6.3	18.0	9.9
Total population, 2006 (g)										
Speaking a language other than English (LOTE) at home	no.	1 314 556	1 007 436	303 096	226 828	184 512	16 682	47 168	44 717	3 146 196

Table SWD.C.20 VET students, all ages, by language spoken at home, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Speaking English at home	no.	4 846 670	3 668 282	3 371 684	1 603 041	1 262 781	438 166	262 450	127 283	15 581 332
Language spoken at home not stated	no.	387 953	256 703	229 754	129 218	67 043	21 631	14 418	20 896	1 127 760
Total	**no.**	**6 549 179**	**4 932 421**	**3 904 534**	**1 959 087**	**1 514 336**	**476 479**	**324 036**	**192 896**	**19 855 288**
Proportion of total population										
Speaking a language other than English (LOTE) at home	%	20.1	20.4	7.8	11.6	12.2	3.5	14.6	23.2	15.8
Speaking English at home	%	74.0	74.4	86.4	81.8	83.4	92.0	81.0	66.0	78.5
Language spoken at home not stated	%	5.9	5.2	5.9	6.6	4.4	4.5	4.4	10.8	5.7
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Adjusted for not stated										
Speaking a language other than English (LOTE) at home	%	21.3	21.5	8.2	12.4	12.7	3.7	15.2	26.0	16.8
Speaking English at home	%	78.7	78.5	91.8	87.6	87.3	96.3	84.8	74.0	83.2

(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 with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form.

(d) Percentages reported are of known responses ('not stated' responses are excluded).

(e) The proportion of all people speaking a LOTE at home studying VET calculated from VET students speaking a LOTE (adjusted for not reported) and ABS 2006 Census data (adjusted for not stated).

(f) Data for the ACT have been updated from those published in the previous 2010 NASWD performance information report.

(g) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2006 Census data.

Table SWD.C.20 **VET students, all ages, by language spoken at home, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

Table SWD.C.21 **VET students, all ages, by disability status, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2008										
Number of students										
Reported as having disability	no.	36 269	30 646	11 459	6 597	8 539	3 170	1 534	1 272	99 486
Reported as not having disability	no.	442 927	437 033	194 066	104 690	111 487	41 025	21 532	19 789	1 372 549
Disability status not reported	no.	71 659	22 349	85 775	37 849	5 245	2 057	1 618	1 157	227 709
Total students	**no.**	**550 855**	**490 028**	**291 300**	**149 136**	**125 271**	**46 252**	**24 684**	**22 218**	**1 699 744**
Proportion of VET students										
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
Disability status not reported	%	13.0	4.6	29.4	25.4	4.2	4.4	6.6	5.2	13.4
All students	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Adjusted for not reported (d)										
Reported as having disability	%	7.6	6.6	5.6	5.9	7.1	7.2	6.7	6.0	6.8
Reported as not having disability	%	92.4	93.4	94.4	94.1	92.9	92.8	93.3	94.0	93.2
2009										
Number of students										
Reported as having disability	no.	35 816	28 880	15 349	7 188	7 532	3 177	1 708	1 268	100 918
Reported as not having disability	no.	452 411	439 168	184 895	114 254	108 739	37 188	22 290	20 989	1 379 934
Disability status not reported	no.	61 653	26 219	89 837	35 794	5 580	2 875	2 490	1 378	225 826
Total students	**no.**	**549 880**	**494 267**	**290 081**	**157 236**	**121 851**	**43 240**	**26 488**	**23 635**	**1 706 678**
Proportion of VET students										
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
Disability status not reported	%	11.2	5.3	31.0	22.8	4.6	6.6	9.4	5.8	13.2

Table SWD.C.21 **VET students, all ages, by disability status, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students	**%**	**100.0**	**100.0**	**100.0**	**100.1**	**100.0**	**99.9**	**100.0**	**100.0**	**100.0**
Adjusted for not reported (d)										
Reported as having disability	%	7.3	6.2	7.7	5.9	6.5	7.9	7.1	5.7	6.8
Reported as not having disability	%	92.7	93.8	92.3	94.1	93.5	92.1	92.9	94.3	93.2
2010 (e)										
Number of students										
Reported as having disability	no.	39 366	33 664	15 443	7 774	7 007	3 630	1 983	1 221	110 088
Reported as not having disability	no.	482 677	466 253	171 596	122 480	110 863	42 311	26 833	21 088	1 444 101
Disability status not reported	no.	61 153	20 080	115 985	35 704	5 986	3 616	536	1 745	244 805
Total students	**no.**	**583 196**	**519 997**	**303 024**	**165 958**	**123 856**	**49 557**	**29 352**	**24 054**	**1 798 994**
Proportion of VET students										
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
Disability status not reported	%	10.5	3.9	38.3	21.5	4.8	7.3	1.8	7.3	13.6
All students	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Adjusted for not reported (d)										
Reported as having disability	%	7.5	6.7	8.3	6.0	5.9	7.9	6.9	5.5	7.1
Reported as not having disability	%	92.5	93.3	91.7	94.0	94.1	92.1	93.1	94.5	92.9
2011										
Number of students										
Reported as having disability	no.	41 030	40 119	16 244	7 963	6 796	4 099	1 871	1 249	119 371
Reported as not having disability	no.	483 613	533 685	173 229	123 996	116 537	41 871	26 739	22 064	1 521 734
Disability status not reported	no.	62 097	23 164	116 358	35 786	–	1 452	830	1 109	240 796
Total students	**no.**	586 740	596 968	305 831	167 745	123 333	47 422	29 440	24 422	1 881 901

Table SWD.C.21 **VET students, all ages, by disability status, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportion of VET students										
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
Disability status not reported	%	10.6	3.9	38.0	21.3	0.0	3.1	2.8	4.5	12.8
All students	**%**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)										
Reported as having disability	%	7.8	7.0	8.6	6.0	5.5	8.9	6.5	5.4	7.3
Reported as not having disability	%	92.2	93.0	91.4	94.0	94.5	91.1	93.5	94.6	92.7

– Nil or rounded to zero.

(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 with disability are defined as those who self-identify on enrolment forms that they have disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form.

(d) Percentages reported are of known responses ('not stated' responses are excluded).

(e) Data for the ACT have been updated from those published in the previous 2010 NASWD performance information report.

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.22 VET participation, all ages, by remoteness classification, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c), (d)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT* (e), (f)	*NT*	*Aust* (g)
2008										
Number of students										
Major cities	no.	309 998	281 918	138 738	84 411	79 789	..	20 068	..	914 922
Inner regional	no.	132 888	139 955	58 027	27 504	17 067	23 260	1 581	..	400 282
Outer regional	no.	89 197	34 250	63 133	16 539	19 165	19 936	..	9 936	252 156
Remote and very remote	no.	12 273	889	22 072	19 403	7 996	2 177	..	13 158	77 967
Interstate	no.	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	no.	204	880	246	480	181	172	78	87	54 417
Total students	**no.**	**544 560**	**457 892**	**282 216**	**148 337**	**124 198**	**45 545**	**21 727**	**23 181**	**1 699 744**
Number of people										
Major cities	no.	5 083 657	3 986 853	2 565 016	1 546 617	1 165 736	..	345 057	..	14 692 936
Inner regional	no.	1 417 667	1 067 290	940 158	282 162	195 294	321 913	494	..	4 225 368
Outer regional	no.	445 666	254 957	653 088	198 648	182 624	165 246	..	121 688	2 021 917
Remote and very remote	no.	37 182	4 723	135 653	143 770	59 707	10 370	..	98 130	491 560
Total population	**no.**	**6 984 172**	**5 313 823**	**4 293 915**	**2 171 197**	**1 603 361**	**497 529**	**345 551**	**219 818**	**21 431 781**
Participation rate (h)										
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
All students	**%**	**7.8**	**8.6**	**6.6**	**6.8**	**7.7**	**9.2**	**6.3**	**10.5**	**7.9**
Proportion of students in each remoteness category										

Table SWD.C.22 VET participation, all ages, by remoteness classification, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c), (d)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT* (e), (f)	*NT*	*Aust* (g)
Major cities	%	56.9	61.6	49.2	56.9	64.2	..	92.4	..	53.8
Inner regional	%	24.4	30.6	20.6	18.5	13.7	51.1	7.3	..	23.5
Outer regional	%	16.4	7.5	22.4	11.1	15.4	43.8	..	42.9	14.8
Remote and very remote	%	2.3	0.2	7.8	13.1	6.4	4.8	..	56.8	4.6
2009										
Number of students										
Major cities	no.	302 324	289 538	138 440	90 899	75 540	–	20 986	–	917 727
Inner regional	no.	132 356	133 153	59 069	29 780	17 610	21 282	1 631	–	394 881
Outer regional	no.	89 881	33 956	61 978	16 049	18 065	18 038	–	11 912	249 878
Remote and very remote	no.	12 169	913	20 945	18 728	7 856	2 026	–	13 242	75 879
Interstate	no.	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	no.	291	938	206	744	216	130	–	89	68 313
Total students	**no.**	**537 020**	**458 498**	**280 638**	**156 200**	**119 287**	**41 476**	**22 617**	**25 243**	**1 706 678**
Number of people										
Major cities	no.	5 201 146	4 091 159	2 644 501	1 599 060	1 181 119	..	351 670	..	15 068 655
Inner regional	no.	1 444 271	1 089 049	970 988	296 249	198 510	325 487	519	..	4 325 467
Outer regional	no.	451 563	258 287	672 888	203 221	183 812	167 378	..	125 817	2 062 966
Remote and very remote	no.	37 441	4 733	136 726	146 527	60 149	10 427	..	100 121	498 168
Total population	**no.**	**7 134 421**	**5 443 228**	**4 425 103**	**2 245 057**	**1 623 590**	**503 292**	**352 189**	**225 938**	**21 955 256**
Participation rate (h)										
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

Table SWD.C.22 VET participation, all ages, by remoteness classification, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c), (d)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT* (e), (f)	*NT*	*Aust* (g)
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
All students	**%**	**7.5**	**8.4**	**6.3**	**7.0**	**7.3**	**8.2**	**6.4**	**11.2**	**7.8**
Proportion of students in each remoteness category										
Major cities	%	56.3	63.1	49.3	58.2	63.3	..	92.8	..	53.8
Inner regional	%	24.6	29.0	21.0	19.1	14.8	51.3	7.2	..	23.1
Outer regional	%	16.7	7.4	22.1	10.3	15.1	43.5	..	47.2	14.6
Remote and very remote	%	2.3	0.2	7.5	12.0	6.6	4.9	..	52.5	4.4
2010										
Number of students										
Major cities	no.	318 163	312 296	143 761	95 104	74 295	..	23 126	..	966 745
Inner regional	no.	138 263	140 229	63 763	31 862	17 218	24 560	1 687	..	417 582
Outer regional	no.	94 277	34 530	65 696	17 309	18 809	20 674	..	11 987	263 282
Remote and very remote	no.	13 186	893	21 918	21 027	8 531	2 243	..	13 191	80 989
Interstate	no.	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	no.	467	1 005	281	809	184	119	7	128	70 396
Total students	**no.**	**564 356**	**488 953**	**295 419**	**166 111**	**119 037**	**47 596**	**24 820**	**25 306**	**1 798 994**
Number of people										
Major cities	no.	5 279 542	4 171 765	2 699 182	1 632 570	1 196 731	..	357 931	..	15 337 721
Inner regional	no.	1 461 618	1 109 580	991 310	307 122	202 195	328 815	640	..	4 401 672
Outer regional	no.	453 948	259 869	685 272	205 472	185 061	168 380	..	128 607	2 086 609
Remote and very remote	no.	37 481	4 718	138 086	148 346	60 595	10 448	..	101 124	502 845

Table SWD.C.22 VET participation, all ages, by remoteness classification, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c), (d)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT* (e), (f)	*NT*	*Aust* (g)
Total population	**no.**	**7 232 589**	**5 545 932**	**4 513 850**	**2 293 510**	**1 644 582**	**507 643**	**358 571**	**229 711**	**22 328 847**
Participation rate (h)										
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
All students	**%**	**7.8**	**8.8**	**6.5**	**7.2**	**7.2**	**9.4**	**6.9**	**11.0**	**8.1**
Proportion of students in each remoteness category										
Major cities	%	56.4	63.9	48.7	57.3	62.4	..	93.2	..	53.7
Inner regional	%	24.5	28.7	21.6	19.2	14.5	51.6	6.8	..	23.2
Outer regional	%	16.7	7.1	22.2	10.4	15.8	43.4	..	47.4	14.6
Remote and very remote	%	2.3	0.2	7.4	12.7	7.2	4.7	..	52.1	4.5
2011										
Number of students										
Major cities	no.	309 908	376 954	149 743	95 696	67 630	..	23 529	..	1 023 460
Inner regional	no.	136 770	157 213	66 379	32 591	17 029	23 923	1 729	..	435 633
Outer regional	no.	92 465	36 745	69 098	17 311	17 734	21 820	..	11 525	266 698
Remote and very remote	no.	12 460	868	22 342	21 292	7 374	2 326	..	13 659	80 321
Interstate	no.	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	no.	378	1 075	206	945	174	137	–	140	75 789
Total students	**no.**	**551 980**	**572 854**	**307 769**	**167 835**	**109 941**	**48 206**	**25 258**	**25 324**	**1 881 901**
Number of people										

Table SWD.C.22 VET participation, all ages, by remoteness classification, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c), (d)

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT* (e), (f)	*NT*	*Aust* (g)
Major cities	no.	5 336 485	4 230 795	2 740 712	1 671 569	1 206 534	..	364 982	..	15 551 077
Inner regional	no.	1 473 709	1 125 695	1 005 595	318 413	204 218	331 270	639	..	4 459 939
Outer regional	no.	454 655	260 042	694 895	208 413	184 970	168 907	..	129 154	2 101 036
Remote and very remote	no.	37 325	4 678	139 080	150 930	60 577	10 342	..	101 215	506 242
Total population	**no.**	**7 302 174**	**5 621 210**	**4 580 282**	**2 349 325**	**1 656 299**	**510 519**	**365 621**	**230 369**	**22 618 294**
Participation rate (h)										
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
All students	**%**	**7.6**	**10.2**	**6.7**	**7.1**	**6.6**	**9.4**	**6.9**	**11.0**	**8.3**
Proportion of students in each remoteness category										
Major cities	%	56.1	65.8	48.7	57.0	61.5	..	93.2	..	54.4
Inner regional	%	24.8	27.4	21.6	19.4	15.5	49.6	6.8	..	23.1
Outer regional	%	16.8	6.4	22.5	10.3	16.1	45.3	..	45.5	14.2
Remote and very remote	%	2.3	0.2	7.3	12.7	6.7	4.8	..	53.9	4.3

.. Not applicable. – Nil or rounded to zero. **np** Not published.

(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) VET student participation data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA+) classifications which forms the basis for the ABS 'remoteness structure' component of the Australian Standard Geographical Classification.

(d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote areas or very remote areas in the ACT. There are no major cities or regional areas in the NT.

Table SWD.C.22 **VET participation, all ages, by remoteness classification, 2008, 2009, 2010 and 2011 (number and per cent) (a), (b), (c), (d)**

	unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT* (e), (f)	*NT*	*Aust* (g)

(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. The data are included in the Australia totals.

(f) Data for the ACT have been updated from those published in the previous 2010 NASWD performance information report.

(g) The Australia total incorporates students with an unknown or overseas home postcode, distributed to the 'Unknown, unallocated or overseas' ARIA+ region.

(h) 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 population that resides in that region.

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

Table SWD.C.23 **Level of difficulty experienced in recruiting staff in the last 12 months, 2011 (per cent)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					Proportion (of all employers)					
A lot of difficulty	**%**	14.1	12.9	18.9	17.6	13.9	15.0	17.3	34.1	15.3
Some difficulty	**%**	17.5	18.9	15.1	13.8	17.1	16.3	20.0	19.4	17.0
No difficulty	**%**	53.3	54.0	54.6	52.7	56.2	56.9	49.9	35.0	53.8
Did not look for staff	**%**	15.1	14.1	11.4	15.9	12.8	11.8	12.8	11.5	13.9
					Relative standard errors					
A lot of difficulty	**%**	7.6	9.2	10.3	10.3	13.6	14.3	11.0	11.0	4.3
Some difficulty	**%**	6.5	7.3	11.0	12.0	11.7	14.8	11.0	13.6	3.9
No difficulty	**%**	2.9	3.3	4.4	5.1	4.7	5.4	5.7	9.7	1.7
Did not look for staff	**%**	7.6	9.0	13.3	13.1	13.5	15.4	14.3	23.5	4.6
					95 per cent confidence intervals					
A lot of difficulty	±	2.1	2.3	3.8	3.5	3.7	4.2	3.7	7.3	1.3
Some difficulty	±	2.2	2.7	3.2	3.3	3.9	4.7	4.3	5.2	1.3
No difficulty	±	3.1	3.5	4.7	5.3	5.1	6.0	5.5	6.6	1.8
Did not look for staff	±	2.3	2.5	3.0	4.1	3.4	3.6	3.6	5.3	1.3

Source : NCVER (unpublished) Employers' use and views of the VET system, 2011.

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*
(a) Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020	295, 329
(b) 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
2. Proportion of employers satisfied that training meets their needs	303, 322
3. Proportion of WAP with adequate foundation skills (literacy level 3 or above)	..
4. Proportion of WAP with or working towards a non-school AQF qualification	306, 329
5. Proportion of VET graduates with improved employment status after training	309, 318
6. 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*
7. 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**

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/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!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/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/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**

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**

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/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!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 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/556A439CD3D7E8A8CA25724
2007B3F32?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)**

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**

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/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!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 /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/

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**

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	✓	✓	✓
Fee-for-service	✓		✓

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**

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

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	✓	✓	✓
Fee-for-service	✓		✓

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

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

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.