

National Agreement Performance Information 2012

National
Agreement for Skills
and Workforce
Development

*Steering Committee
for the Review of
Government
Service Provision*

June 2013

© Commonwealth of Australia 2013

ISBN 978-1-74037-444-6

This work is copyright. Apart from any use as permitted under the *Copyright Act 1968*, the work may be reproduced in whole or in part for study or training purposes, subject to the inclusion of an acknowledgment of the source. Reproduction for commercial use or sale requires prior written permission from the Productivity Commission. Requests and inquiries concerning reproduction and rights should be addressed to Media and Publications (see below).

The Productivity Commission acts as the Secretariat for the Steering Commission.

This publication is available from the Productivity Commission website at www.pc.gov.au. If you require part or all of this publication in a different format, please contact the Secretariat (see below).

Secretariat
Steering Committee for the Review of Government Service Provision
Productivity Commission
Locked Bag 2 Collins Street East
Melbourne VIC 8003

Level 12
530 Collins Street
Melbourne VIC 3000

Tel: (03) 9653 2100 or Freecall: 1800 020 083
Fax: (03) 9653 2303
Email: gsp@pc.gov.au
www.pc.gov.au/gsp

An appropriate citation for this paper is:

SCRGSP (Steering Committee for the Review of Government Service Provision) 2013, *National Agreement performance information 2012: National Agreement for Skills and Workforce Development*, Productivity Commission, Canberra.

**Steering Committee for the
Review of Government
Service Provision**

The Hon John Brumby
Chairman
COAG Reform Council
Level 24, 6 O'Connell Street
SYDNEY NSW 2000

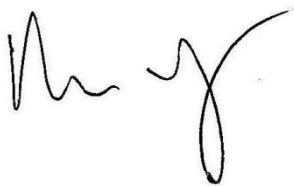
Dear Mr Brumby

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



Peter Harris AO
Chairman

28 June 2013

Secretariat c/- Productivity Commission

Locked Bag 2, Collins Street East Post Office, Melbourne VIC 8003

Level 12, 530 Collins Street Melbourne

Ph: 03 9653 2100 Fax: 03 9653 2359

www.pc.gov.au/gsp

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 Peter Harris	Chairman	Productivity Commission
Ms Madonna Morton	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
Mr Shane McMahon	NSW	Department of Premier and Cabinet
Mr Rick Sondalini	NSW	Department of Treasury
Mr Shane McWhinney	Vic	Department of Premier and Cabinet
Mr Jeremy Nott	Vic	Department of Treasury and Finance
Mr Paul Cantrall	Qld	Department of the Premier and Cabinet
Ms Janelle Thurlby	Qld	Department of Treasury
Ms Marion Burchell	WA	Department of the Premier and Cabinet
Mr Coan Harvey	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 Anne Tan	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:

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

Contents

This Report	v
Steering Committee	vii
Contents	ix
National Agreement for Skills and Workforce Development performance reporting	1
Framework for National Agreement reporting	1
Changes from the previous National Agreement for Skills and Workforce Development performance report	7
Context for National Agreement for Skills and Workforce Development performance reporting	8
Performance targets	26
Performance indicators	32
Data tables	60
Data Quality Statements	269
References	313
Acronyms and abbreviations	317
Glossary	320

National Agreement for Skills and Workforce Development performance reporting

Framework for National Agreement reporting

COAG endorsed a new Intergovernmental Agreement on Federal Financial Relations (IGA) in November 2008 (COAG 2009a) and reaffirmed its commitment to the IGA in August 2011 (COAG 2011a). The IGA includes six 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.*

Five of the NAs are associated with a national Specific Purpose Payment (SPP) that provides 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.

At its 7 December 2009 meeting, COAG agreed to a high level review of the NAs, National Partnership Agreements (NPs) and implementation plans. On 13 February 2011, COAG noted a report on this review and agreed to further reviews of the NA performance indicator frameworks (COAG 2011b).

At its 13 April 2012 meeting, COAG agreed to a revised *National Agreement for Skills and Workforce Development* (NASWD) and a new *National Partnership Agreement on Skills Reform* (COAG 2012a, 2012b and 2012c). Reporting against the performance indicator framework in the revised NASWD was implemented in the previous reporting cycle in 2012.

National Agreement reporting roles and responsibilities

The Standing Council for Federal Financial Relations (SCFFR) has general oversight of the operations of the IGA on behalf of COAG [IGA para. A4(a)].

The COAG Reform Council (CRC) is responsible for monitoring and assessing the performance of all governments in achieving the outcomes and benchmarks specified in each NA. The CRC is required to provide to COAG the NA performance information and a comparative analysis of this information within three months of receipt from the Steering Committee. [IGA paras. C.14-15]

The Steering Committee has overall responsibility for collating and preparing the necessary NA performance data [IGA para. C.9]. Reports from the Steering Committee to the CRC are required:

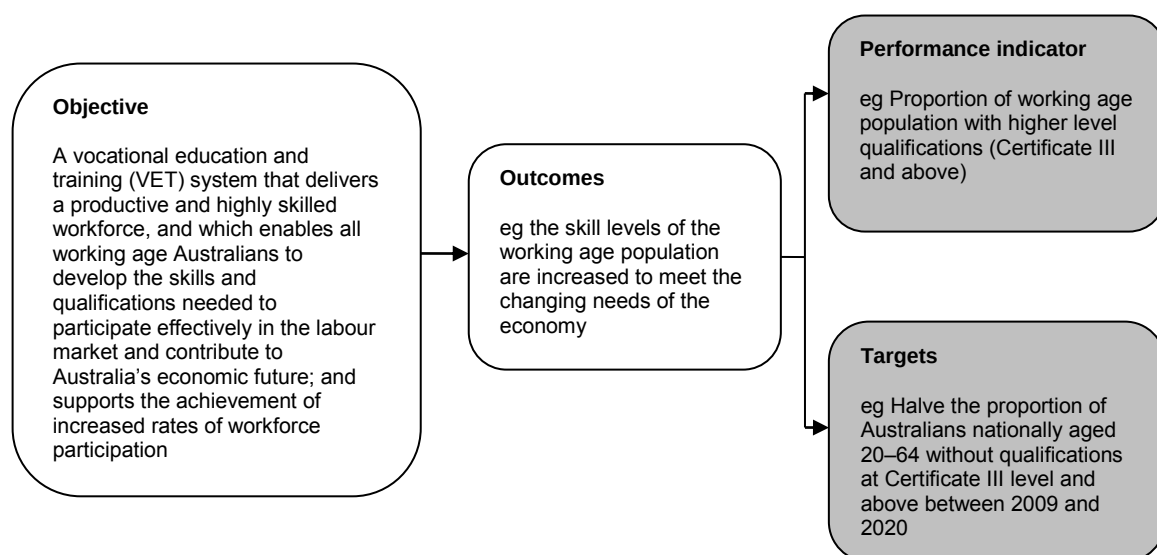
- by end-June on the education and training sector (Agreements on Education and Skills and Workforce Development), commencing with 2008 data
- by end-December on the other sectors (Agreements on Healthcare, Affordable Housing, Disability and Indigenous Reform), commencing with 2008-09 data
- to include the provision of quality statements prepared by the collection agencies (based on the Australian Bureau of Statistics' [ABS] data quality framework)
- to include comment on the quality of the performance information based on the quality statements.

The CRC has also requested the Steering Committee to collate data on the performance benchmarks for the reward components of selected NP agreements. The Steering Committee's reports to the CRC can be found on the Review website (www.pc.gov.au/gsp).

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 2013. The CRC has requested the Steering Committee to provide information on all performance categories in the NA. 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 is the fifth NASWD performance report prepared by the Steering Committee. The first three reports provided performance information for the previous NASWD performance framework (COAG 2009b). This report and the 2012 report provide performance information for the revised NASWD (COAG 2012b). The CRC has requested that the Steering Committee collate data for new and/or revised indicators backcast to the baseline NASWD reporting period (2008 or most recent available data at the time of preparing the baseline NASWD performance report).

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 DQSs). This report also includes Steering

Committee views on the key issues in reporting on the performance categories in the NASWD (box 1).

A separate *National Agreement Performance Information 2011-12: Appendix* (NA Appendix) provides general contextual information about each jurisdiction, to assist with interpretation of the performance data.

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 a 'SWD' prefix (for example, table SWD.3.1).

Box 1 **Key issues in reporting against the NASWD**

General

- Multiple sources have been used to provide data for the indicators in this report. Comments on comparability of different data sources within an indicator have been provided where applicable.
- The National Centre for Vocational Education and Research (NCVER) provides data for two performance indicators from the Student Outcomes Survey. The current scope of the survey does not include non-government funded activity delivered by non-government providers. The NCVER has advised data on total VET activity will be reported on progressively in the future.
- 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 NASWD targets and indicators.

Performance targets

- The NASWD states that the performance targets are long term (out to 2020), national and aspirational.

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 one indicator:
 - Proportion of employers satisfied that training meets their needs.
- In response to a CRC recommendation, additional disaggregations are reported for age, level of qualification and field of study for three indicators. 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 VET graduates with improved employment status after training
 - Proportion of VET graduates with improved education/training status after training.
- Two performance indicators reported for this cycle use data sourced from the Census. (Previous reports provided only supplementary data from annual sample surveys):
 - 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.

(Continued on next page)

Box 1 (Continued)

- For one indicator, data have been sourced from a new survey, with earlier surveys to be remodelled to allow comparisons over time. Data from earlier surveys will be remodelled to allow comparisons over time, but are not available for this report. The new survey is anticipated to be undertaken every ten years, which will not allow measurement of progress over the life of the agreement.
 - Proportion of working age population with adequate foundation skills (literacy level 3 or above).

Changes from the previous National Agreement for Skills and Workforce Development performance report

CRC recommendations on data reporting requirements

Under the IGA, the CRC ‘may advise on where changes might be made to the performance reporting framework’ [IGA para C30]. The CRC recommended changes to indicators in its fourth NASWD report to COAG (CRC 2012) and, where practicable, the Steering Committee has incorporated the CRC’s recommendations in this report.

Table 1 Changes from the previous NASWD performance report

<i>Performance information category</i>	<i>Change</i>
Performance target (a) – Halve the proportion of Australians nationally aged 20-64 without qualifications at Certificate III level and above between 2009 and 2020	Census data have been backcast due to a change in treatment of not stated responses to some items.
NASWD indicator 1 – Proportion of working age population with higher level qualifications (Certificate III and above)	- Census data have been backcast due to a change in treatment of not stated responses to some items. - In response to a CRC recommendation, additional disaggregations are reported for age and level of qualification.
NASWD indicator 3 – Proportion of working age population with adequate foundation skills (literacy level 3 or above)	The measure cannot be finalised as no minimum adequacy level has been determined for the PIAAC data
NASWD indicator 4 – Proportion of working age population with or working towards a non-school AQF qualification	Census data have been backcast due to a change in treatment of not stated responses to some items
NASWD indicator 5 – Proportion of VET graduates with improved employment status after training	- In response to a CRC recommendation, additional disaggregations are reported for age, level of qualification and field of study. - Data have been backcast due to a change in classification of self-identified graduates.
NASWD indicator 6 – Proportion of VET graduates with improved education/training status after training	In response to a CRC recommendation, additional disaggregations are reported for age and level of qualification.
NASWD indicator 7 [NIRA indicator 15]– Proportion of Indigenous 20-64 year olds with or working towards post school qualification in AQF Certificate III or above	Census data have been backcast to separately identify people ‘with’ and ‘working towards’ a qualification.

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]

Skills and workforce development

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 (NCVER 2012a). 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 2013).

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; AWP 2012). 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).

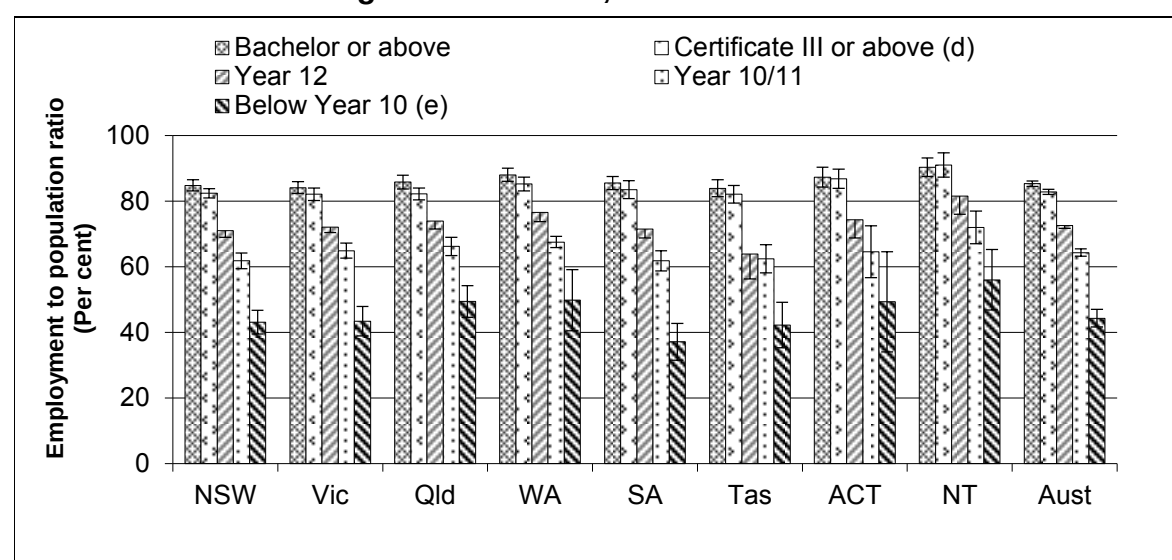
People with higher literacy and numeracy skills are more likely to participate in the workforce, be employed in more highly skilled jobs and earn more, compared with people who have lower skills (Industry Skills Council 2011; AWP 2013). Information on Australian's levels of literacy and numeracy is reported under NASWD indicator 3.

People with non-school qualifications have higher labour force participation than people without non-school qualifications, and this gap is greatest for those who have a school qualification of year 10 or lower (ABS 2012 cited in AWP 2013). Information on the proportion of the working age population with or working towards a non-school AQF qualification is reported under NASWD indicator 4.

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 2012, the proportion of the 15–64 year age population that was 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). Information on improved employment status of VET graduates after training is reported under NASWD indicator 5. Industry demand for qualifications is anticipated to be strongest for higher level qualifications (diploma, advanced

diploma, bachelor degrees and above) relative to lower level qualifications (certificate levels I–IV) (AWPA 2013). Information on the proportion of the working age population with higher level qualifications (AQF certificate level III or above) is reported under NASWD indicator 1, whilst the proportion of employers satisfied that training meets their needs is reported under NASWD indicator 2.

Figure 2 Proportion of persons aged 15–64 years that are employed, by level of highest education, 2012^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. Refer to the Survey of Education and Work Collection Data Quality Statement for information on data quality. ^b 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. ^c SEW excludes 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. ^d Includes people whose highest level of educational attainment is Certificate III/IV and Advanced diploma/Diploma. ^e Includes people whose highest education attainment is Certificate I/II, Certificate not further defined, level not determined, and also includes people 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 or 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 maintaining the national training system.

The Standing Council on Tertiary Education, Skills and Employment (SCOTESE), 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 report 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 this context section focuses on VET.

National Training Environment in 2012

SCOTESE is the key decision-making body with overall responsibility for tertiary education, skills and employment, comprising of Commonwealth, State, Territory and New Zealand Ministers. SCOTESE is supported by a number of committees, councils and groups:

- The National Senior Officials Committee (NSOC) — the administrative arm of SCOTESE — is responsible for implementing SCOTESE decisions, driving national collaboration and monitoring the effectiveness of the national tertiary education, skills and employment system.

-
- The National Skills Standards Council (NSSC) 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 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 2012 included:

- the Australian Workforce and Productivity Agency (AWPA), an independent statutory body, which provides advice to the Federal Minister for Tertiary Education, Skills, Science and Research on Australia's current, emerging and future workforce skills 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

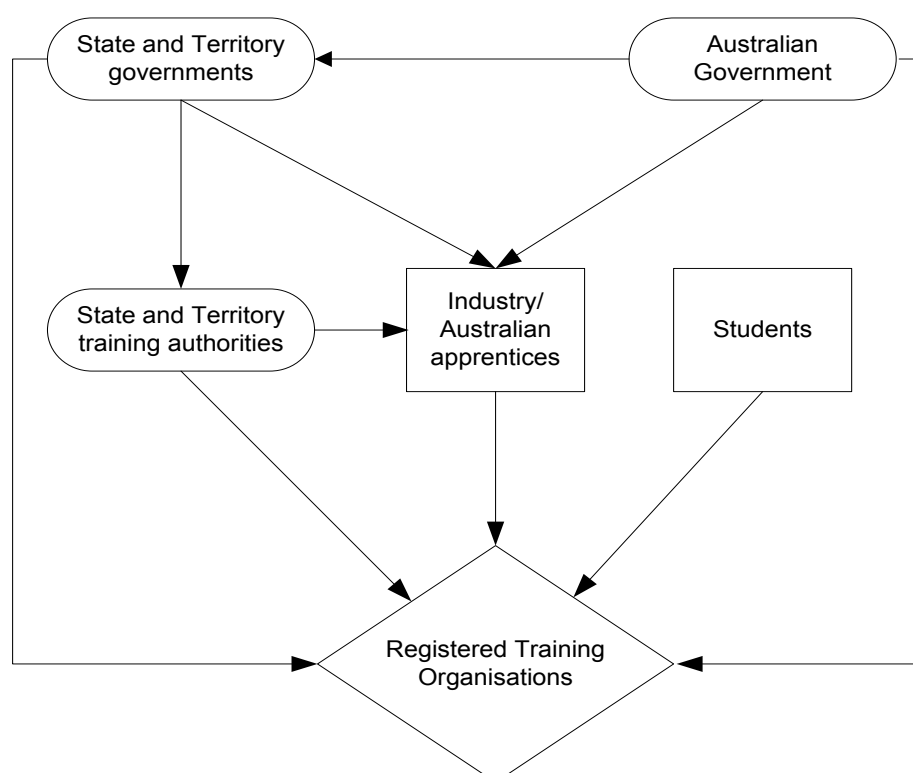
State and Territory governments provide funding to VET providers (Registered Training Organisations [RTOs]), students and employers through State and Territory training authorities, to support the delivery of training, improve student services and provide incentives for employers and apprentices. RTOs 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 PPP ceased at 30 June 2012.

The main funding flows in the VET system in 2012 are shown in figure 3.

Figure 3 Major funding flows within the VET system, 2012



Source: SCRGSP (2013) *Report on Government Services 2013*, Productivity Commission, Canberra.

Data on the funding that flows from the Australian Government to industry and Australian Apprentices cannot be fully captured for reporting and are 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). SCOTese is currently considering the expansion of this collection to cover total VET activity across all RTOs.

Figure 4 **Scope of VET profile reporting**

	Registered Training Organisations		
Training Funding Type	TAFE and other government providers	Community providers	Private providers
Government Funded			
Fee-for-Service (domestic and international)			

 Data available for reporting and used to report government funded activity

 Data available for reporting and used to report VET activity

 Data not available for reporting

Source: SCRGSP (2013) *Report on Government Services 2013*, Productivity Commission, Canberra.

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

- institutions
- courses
- students.

Institutions

In 2012, 2889 VET providers received government funding (that is, Technical and Further Education (TAFE) and other government providers, and non-government or private RTOs that received government recurrent funding for VET delivery). Some providers have more than one outlet, and government funded programs were delivered at 22 759 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 for 2008–2012 are available in attachment tables SWD.C.3–4).

Table 2 Number of VET providers and locations (number), 2012^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total providers	628	598	606	365	384	123	81	104	2 889
Total locations	3 923	5 654	8 025	2 251	1 559	502	145	700	22 759

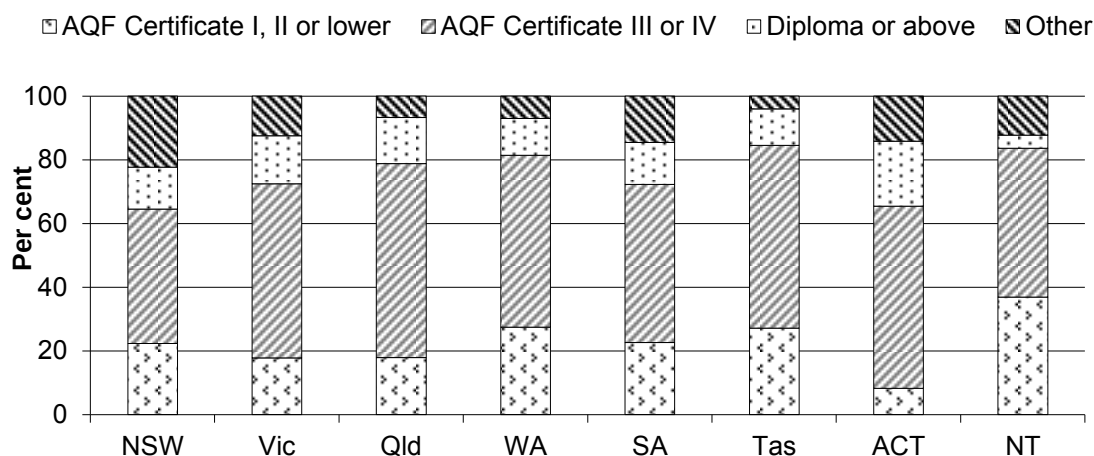
^a Refer to the National VET Provider Collection Data Quality Statement for information on data quality.

Source: NCVER (unpublished) National VET provider collection; table SWD.C.3.

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, Advanced Diplomas and above. Nationally in 2012, 13.8 per cent of all VET students were undertaking a Diploma or above, 51.4 per cent were enrolled in an AQF Certificate level III or IV, 20.7 per cent were enrolled in an AQF Certificate level I or II or lower, and 14.1 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 2012 are shown in figure 5 (data are available in table SWD.C.5).

Figure 5 Proportion of VET students, by course level, 2012 (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: NCVET (unpublished) National VET provider collection; table SWD.C.5.

Enrolments

Government funded course enrolments in VET for 2012 by Indigenous status are shown in table 3.

Table 3 Number of government funded course enrolments in VET, by total and Indigenous students, 2012^a

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Enrolments	543 675	629 029	324 693	182 206	145 155	39 794	32 012	22 854	1 919 418
Indigenous enrolments	37 400	8 104	23 435	18 135	7 430	2 169	1 168	9 799	107 640

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

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

Government funded course enrolments in VET by Indigenous status for 2008–2011 are reported in 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, then 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 2011 are shown in table 4.

Table 4 Number of VET qualifications completed by students, by course level, 2011^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Diploma or above ^d	25 683	28 440	14 504	7 141	6 118	1 105	2 302	281	85 574
Certificate III or IV	86 234	95 750	63 627	29 743	21 532	6 575	5 956	3 119	312 536
Certificate I or II or lower	26 902	35 534	30 357	15 116	8 090	3 174	1 820	2 452	123 445
All qualifications	138 819	159 724	108 488	52 000	35 740	10 854	10 078	5 852	521 555

^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.8.

The numbers of government funded unit/module completions in VET for 2012 are shown 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 Number of government funded unit/module completions in VET, 2012^a

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Completion	2 855 012	4 243 062	1 630 274	956 723	789 445	203 170	154 622	102 321	10 934 629

^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.9.

The numbers of government funded unit/module completions in VET for 2008–2011 are reported in table SWD.C.10.

Indigenous enrolments and completions

As noted under ‘completions’ above, the number of qualifications completed by Indigenous students may include some completed by non-government-funded VET students. Numbers of VET course completions by Indigenous students for 2011 are shown in table 6.

Table 6 Number of VET qualifications completed by Indigenous students, 2011^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Completions	5 343	1 615	5 590	2 568	1 469	431	246	1 688	18 950

^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.11.

The numbers of government funded course enrolments by Indigenous students in higher level VET qualifications (AQF Certificate III level or above) for 2012 are shown in table 7.

Table 7 Number of government funded course enrolments by Indigenous students in higher level VET qualifications, 2012^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous course enrolments	14 035	4 143	11 800	4 709	2 622	1 021	562	3 045	41 937

^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.12.

The number of government funded course enrolments by Indigenous students in higher level VET qualifications for 2008–2011 are reported in table SWD.C.13.

Students

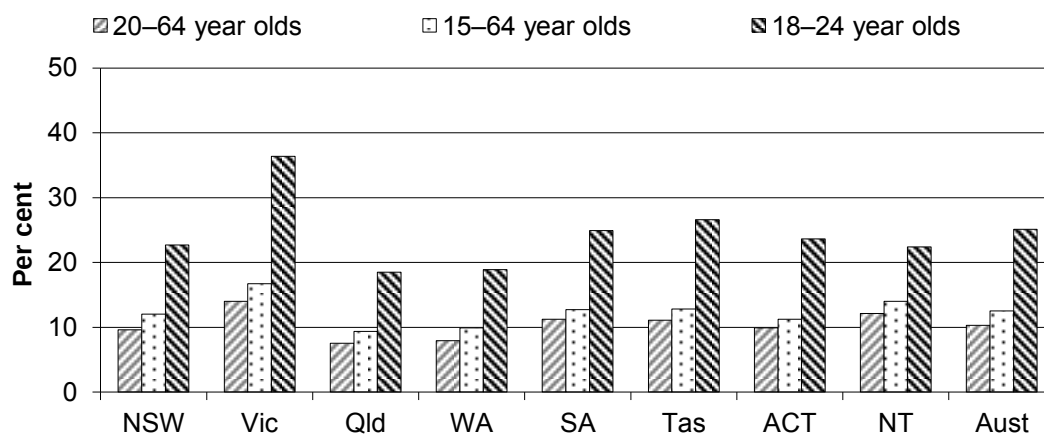
This section provides some brief contextual information on VET students, including data for selected equity groups.

Target age groups

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 for all students in 2012 by target age groups (data are available in table SWD.C.14).

Figure 6 VET participation rates for all students by target age group, 2012 (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.14.

Equity target groups

In the NASWD, governments explicitly commit to address issues of social inclusion and Indigenous disadvantage by providing the support an individual experiencing disadvantage or disengagement may need to gain skills that lead to employment or other meaningful engagement in society (COAG 2012b).

Some groups experience greater barriers to education and work 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 2013).

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. Non-response rates for the National VET Provider Collection are provided in the collection DQS.

Indigenous students

Nationally, 4.6 per cent of VET students identified as being Indigenous in 2012 (table 8). In comparison, 2.6 per cent of the Australian population were projected as being Indigenous in 2012. (Population projections are based on the 2006 Census. 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 2012^{a, b}

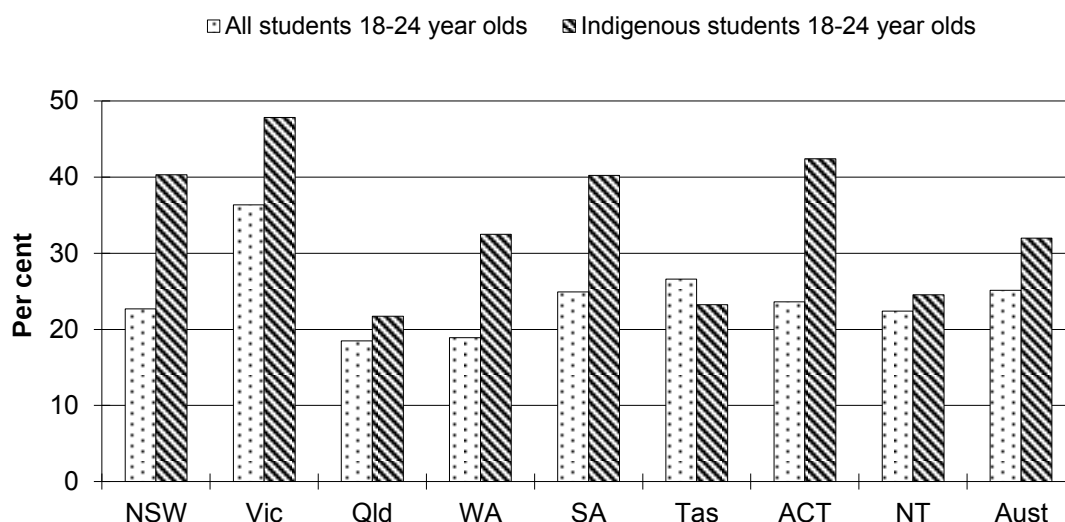
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of VET students reported as Indigenous	5.5	1.2	5.9	7.7	4.5	4.7	2.8	41.7	4.6
Proportion of population projected as Indigenous	2.4	0.7	3.7	3.3	1.9	4.1	1.3	30.3	2.6

^a Refer to the National VET Provider Collection Data Quality Statement for information on data quality ^b The non-response rates for Indigenous status are presented in the National VET Provider Collection Data Quality Statement.

Source: NCVER (unpublished) National VET provider collection; ABS (unpublished) Experimental Estimates of Aboriginal and Torres Strait Islander Australians, 1991 to 2021; table SWD.C.15.

Figure 7 shows VET participation rates in 2012 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, 2012 (per cent)^{a, b, c}



^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. ^c The non-response rates for Indigenous status are presented in the National VET Provider Collection Data Quality Statement.

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.14.

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.15). 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 2012b; 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 2012 are available in table SWD.C.14.

Language other than English (LOTE)

Nationally in 2012, 15.8 per cent of VET students reported speaking a language other than English at home (table 9).

Table 9 VET students, by language spoken at home, 2012 (per cent)^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Speaks a LOTE at home	17.7	19.0	8.7	13.9	11.2	5.0	11.9	31.6	15.8
Speaks English at home	76.3	78.8	84.4	65.0	70.5	92.2	70.1	61.5	77.0
Total population, 2011^c									
Proportion of total population speaking LOTE at home	22.5	23.1	9.8	14.5	14.4	4.5	18.1	26.7	18.2

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. The non-response rates are presented in the National VET Provider Collection Data Quality Statement. ^c Proportion of population speaking LOTE at home based on 2011 Census of Population and Housing.

Source: NCVER (unpublished) National VET provider collection; ABS (2013) 2011 *Census of Population and Housing*, Cat. no. 2068.0; table SWD.C.16.

Data on the numbers and proportions of VET students identifying as speaking LOTE at home for 2012 are available in table SWD.C.16.

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 2012, 6.4 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, 2012 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Reported as having disability	7.1	6.6	5.2	4.9	6.6	9.3	6.3	5.2	6.4
Reported as not having disability	82.6	93.4	56.6	76.5	93.4	88.7	92.0	89.8	82.9

^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. The non-response rates are presented in the National VET Provider Collection Data Quality Statement.

Source: NCVET (unpublished) National VET provider collection; table SWD.C.17.

Data on the numbers and proportions of VET students' self-identified disability status for 2012 are available in table SWD.C.17.

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 the structure of industries in rural areas providing more opportunities for apprenticeships, a greater VET presence (compared to universities) in rural and regional areas, 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 characteristics between rural and urban areas, and differences in socio-economic background, language background and Indigenous status could at least partly explain the observed differences.

The following table provides information on VET participation rates by region for 2012 (table 11).

**Table 11 VET participation rates by remoteness classification, 2012
(per cent)^{a, b, c, d, e}**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Major cities	6.1	9.8	5.8	6.2	8.0	..	6.6	..	7.2
Inner regional	10.7	15.3	7.5	8.5	10.8	8.0	9.9	..	10.8
Outer regional	13.9	16.7	7.5	9.9	11.2	9.4	..	9.3	10.9
Remote and very remote	21.4	29.6	12.1	11.8	12.6	23.1	..	11.7	13.0

^a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. ^b VET participation data by remoteness region and state and territory are based on students' home statistical area (ASGS SA2) using the Accessibility and Remoteness Index for Australia (ARIA+) classifications which forms the basis for the ABS 'remoteness structure' component of the Australian Standard Geographic Classification. ^c The participation rate for students from the various regions is the number of students participating in VET (based on students' home statistical area) as a proportion of the total population (i.e. all ages) that reside in that region. ^d Participation rates may be understated due to some unknown data for student postcode and location. ^e There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no remote or very remote areas or outer regional areas in the ACT. There are no major cities or inner regional areas in the NT. .. Not applicable.

Source: NCVER (unpublished) National VET provider collection; ABS (various years) *Regional Population Growth, Australia*, Cat. no. 3218.0; table SWD.C.18.

Data on the numbers and proportions of VET participation by remoteness classification for 2012 are available in table SWD.C.18.

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 (SEUV). Data on employer satisfaction with the VET system from the SEUV were reported against NASWD performance indicator 2 in the 2011 report. No new data are available for this report.

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:	Census data have been revised due to a change in the treatment of not stated responses to some data items. Census data have been backcast for 2006 to provide comparable time series.
Outcome:	The skill levels of the working age population are increased to meet the changing needs of the economy
Related performance indicator/s:	NASWD PI 1: 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: • <i>numerator</i> — people aged 20–64 years who have <u>not</u> attained post school qualifications at or above AQF Certificate level III • <i>denominator</i> — total population of people aged 20–64 years and is expressed as a <i>percentage</i>. ‘Certificate III or above’ includes Certificate III, IV, Diploma, Advanced Diploma, Associate degree, 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 <u>included</u> 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 <u>included</u> in the calculations (numerator and denominator) for this indicator <u>Excludes</u> persons whose level of education was not stated (only applicable to Census data)
Data source:	(<i>Main</i>) <u>Census of Population and Housing</u> (Census). Data are collected every five years (<i>Supplementary</i>) <u>Survey of Education and Work</u> (SEW). Data are collected annually
Data provider:	ABS
Data availability:	Census — 2011 and 2006 SEW — 2012
Cross tabulations provided:	State and Territory

Box 2 **Results**

For this report, new Census data for this performance target are available for 2011:

- Data by State and Territory are presented in table SWD.PT.A.1.

Revised data from the 2006 Census are provided to maintain a comparable time series:

- Data by State and Territory are presented in table SWD.PT.A.2.

Supplementary survey data for this target are also available for 2012:

- Data by State and Territory are presented in table SWD.PT.A.3.

Supplementary survey data for 2011 and 2010 are available in the 2011 NASWD performance report (SCRGSP 2012), and data for 2009 and 2008 are available in the 2009 NASWD performance report (SCRGSP 2010).

Attachment tables

Table SWD.PT.A.1	Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2011
Table.SWD.PT.A.2	Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2006
Table SWD.PT.A.3	Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2012

Box 3 Comment on data quality

The DQSs for this performance target have been prepared by the ABS and are included in original form in the section in this report titled 'Data Quality Statements'. Key points from the DQSs are summarised below.

- The data provide relevant information on the proportion of the population aged 20–64 years without AQF qualifications at Certificate III level or above. Data are available by State and Territory.
- Data are available every five years from the Census (main data source) and annually from the SEW (supplementary data source). Data are available by Indigenous and socioeconomic status (SES).
- Data are available for 2011 from the Census and for 2012 from the SEW. Census data have been backcast for 2006, due to a change in treatment of not stated responses, to provide a comparable time series.
- There are differences between Census and SEW in scope, coverage, timing and collection methods.
 - The accuracy of the Census data provided is affected by the level of non-response for required data items. This is not applicable to survey data.
 - The SEW is generally able to measure small changes in performance measures at the national level but is not designed to measure changes at the jurisdictional level with the same level of accuracy as the Census.
 - The SEW excludes persons in Indigenous communities in very remote areas, which has 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.
- 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:

- Census data are not directly comparable to survey data.
- The NASWD performance targets are long term (out to 2020), national and aspirational.
- 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 NASWD targets and indicators.

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:	No amendments to this target or related measures/data
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 <i>number</i> 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:	<i>Numerator</i> — National VET Provider Collection. Data are collected annually. Excludes people who did not undertake publicly funded VET
Data provider:	NCVER
Data availability:	2012 (completions in 2011)
Cross tabulations provided:	State and Territory

Box 4 Results

For this report, new data for this performance target are available for 2012 (completions in 2011):

- Data by State and Territory are presented in SWD.PT.B.1.

Data for 2011 (completions in 2010) are available in the 2011 NASWD performance report (SCRGSP 2012). Data for 2010 (completions in 2009) are available in the 2010 NASWD performance report (SCRGSP 2011). Data for 2009 (completions in 2008) and 2008 (completions in 2007) are available in the 2009 NASWD performance report (SCRGSP 2010).

Attachment table

Table SWD.B.1	Number of higher level qualification completions (diploma and advanced diploma) by students, by course level, 2011

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 2012 (2011 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.
- 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. SCOTese is currently considering the expansion of the NCVER *National VET Provider Collection* to cover total VET activity across all RTOs.

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).

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

<i>Performance indicator</i>	<i>Page no. in this report</i>
1. Proportion of working age population with higher level qualifications (Certificate III and above)	33
2. Proportion of employers satisfied that training meets their needs	38
3. Proportion of working age population with adequate foundation skills (literacy level 3 or above)	40
4. Proportion of working age population with or working towards a non-school AQF qualification	42
5. Proportion of VET graduates with improved employment status after training	46
6. Proportion of VET graduates with improved education/training status after training	53

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

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

<i>Performance Indicator</i>	<i>Page no. in this report</i>
7. Proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate level III or above	57

^a The performance indicator presented in this table refers to the performance indicator in the NIRA (COAG 2012c).

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:	• Census data have been backcast due to a change in treatment of not stated responses to some items. • In response to a CRC recommendation, additional disaggregations are reported for age and level of qualification
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: • <i>numerator</i> — people aged 20–64 years who have attained post school qualifications at or above AQF Certificate level III • <i>denominator</i> — total population of people aged 20–64 years and is expressed as a <i>percentage</i> 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Associate degree, 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 <u>excluded</u> from the numerator, but are <u>included</u> 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 <u>excluded</u> from the numerator, but are <u>included</u> in the denominator, for this indicator <i>Excludes</i> persons whose level of education was not stated (only applicable to Census data)
Data sources:	(Main) <u>Census of Population and Housing</u> (Census). Data are collected every five years (Supplementary — total, SES, non-Indigenous) <u>Survey of Education and Work</u> (SEW). Data are collected annually (Supplementary Indigenous) — <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and the <u>Australian Aboriginal Torres</u>

Strait Islander Health Survey (AATSIHS – previously the NATSIHS).
Data are collected on an alternating three-yearly cycle.

Data provider: ABS

Data availability: Census — 2011 (Total, SES and Indigenous) (backcast for 2006 for additional disaggregations* and a change to exclusions)
SEW — 2012 (Total and SES) (backcast for 2008 for additional disaggregations*)

*Additional disaggregations refer to:

- 5-year age groups
- Level of qualification

Cross tabulations provided:

State and Territory (Census), by:

- Age group (20–24, 25–29, 30–34, 35–49, 40–44, 45–49, 50–54, 55–59, 60–64, total 20–64)
- SES (SEIFA IRSD)
- Indigenous status
- Level of qualification (Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above)
- Level of qualification by age (above age groups by qualification levels [Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above])

National (SEW) by:

- Age group (20–24, 25–29, 30–34, 35–49, 40–44, 45–49, 50–54, 55–59, 60–64, total 20–64)

State and Territory (SEW), by:

- SES (SEIFA IRSD)
- Level of qualification (Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above)

[Data disaggregations subject to availability and reliability of estimates]

Box 6 **Results**

For this report, new Census data for this indicator are available for 2011:

- Data by State and Territory by age are presented in tables SWD.1.1–2.
- Data by State and Territory by SES are presented in tables SWD.1.5–6.
- Data by State and Territory by Indigenous status are presented in tables SWD.1.9–10.
- Data by State and Territory by qualification level and age are presented in table SWD.1.13.

Data have been backcast for 2006 Census to provide a comparable time series:

- Data by State and Territory by age are presented in tables SWD.1.3–4.
- Data by State and Territory by SES are presented in tables SWD.1.7–8.
- Data by State and Territory by Indigenous status are presented in tables SWD.1.11–12
- Data by State and Territory by qualification level and age are presented in table SWD.1.14.

For this report, new supplementary data are available for 2012; and revised for the baseline only (2008) to provide a comparable time series:

- Data by age are presented in table SWD 1.15–16.
- Data by State and Territory by SES are presented in tables 1.17–18 (data not backcast as disaggregation reported in previous reports)
- Data by qualification level by age are presented in tables 1.19–20.

Supplementary survey data for 2011, 2010, 2009 and 2008 are available in the 2011 NASWD performance report (SCRGSP 2012).

Attachment tables

Table SWD.1.1	Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, 2011
Table SWD.1.2	Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2011
Table SWD.1.3	Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, 2006
Table SWD.1.4	Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2006
Table SWD.1.5	Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2011
Table SWD.1.6	Number of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2011

Table SWD.1.7	Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2006
Table SWD.1.8	Number of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2006
Table SWD.1.9	Proportion of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2011
Table SWD.1.10	Number of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2011
Table SWD.1.11	Proportion of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2006
Table SWD.1.12	Number of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2006
Table SWD.1.13	Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level and age, 2011
Table SWD.1.14	Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level and age, 2006
Table SWD.1.15	Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, 2012 and 2008
Table SWD.1.16	Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2012 and 2008
Table SWD.1.17	Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2012
Table SWD.1.18	Number of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2012
Table SWD.1.19	Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2012
Table SWD.1.20	Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2008

Box 7 Comment on data quality

The DQSs for this performance indicator have been prepared by the ABS and are included in original form in the section in this report titled 'Data Quality Statements'. Key points from the DQSs are summarised below.

- The data provide relevant information on the proportion of the population aged 20–64 years with AQF qualifications at Certificate III level or above.
- Data are available every five years from the Census (main data source) and annually from the Survey of Education and Work (supplementary data source). Data are available by State and Territory by Indigenous and socioeconomic status.
- Data are available for 2011 from the Census and for 2012 from the Survey of Education and Work (SEW). Census data have been backcast for 2006, due to a change in treatment of not stated responses, to provide a comparable time series.
- There are differences between Census and SEW in scope, coverage, timing and collection methods.
 - The accuracy of the Census data provided is affected by the level of non-response for required data items. This is not applicable to survey data.
 - The SEW is generally able to measure small changes in performance measures at the national level but is not designed to measure changes at the jurisdictional level with the same level of accuracy as Census.
 - The SEW excludes persons in Indigenous communities in very remote areas, which has 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.
- 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:

- Census data are not directly comparable to survey data.
- 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 NASWD targets and indicators.

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

Key amendments from previous cycle:	No amendments to this performance indicator or related measures.
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: • <i>numerator</i> — Employers (by employer type) who responded that they were satisfied or very satisfied with training as a way of meeting their skill needs • <i>denominator</i> — Employers engaged with the VET system (by employer type) and is expressed as a <i>percentage</i> ‘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:	<u>Survey of Employer Use and Views (SEUV)</u> . Data are collected every two years
Data provider:	NCVER
Data availability:	No new data available [2011 data provided for the previous report].
Cross tabulations provided:	Nil

Box 8 Comment on data quality

No new data are available for reporting against this indicator. Data for 2011 are available in the 2011 NASWD performance report (SCRGSP 2012). Data for 2009, 2007 and 2005 are available in the 2010 NASWD performance report (SCRGSP 2011).

The results from the next survey will be available in late 2013 for inclusion in the next NASWD performance report (2013 report).

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

Key amendments from previous cycle:	New data are available from the Programme for the International Assessment of Adult competencies (PIAAC). A measure has yet to be determined for the PIAAC data, and will not be able to be determined until the release of the international report anticipated in October 2013. The previous measure for this indicator was based on an assessment of the 2006 Adult Literacy and Lifeskills Survey ALLS data.
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 with literacy level [X]* or above for literacy and numeracy The measure is defined as: • <i>numerator</i> — total number of people aged 20–64 years at PIAAC literacy and numeracy levels [X]* or above • <i>denominator</i> — total population of all people aged 20–64 years and expressed as a <i>percentage</i>
Data source:	*Measure to be determined post release of the international report anticipated in October 2013, as noted above. <u>Programme for the International Assessment of Adult competencies (PIAAC).</u>
Data provider:	ABS
Data availability:	PIAAC – 2011
Cross tabulations provided:	For each of literacy and numeracy — State and Territory, by: • literacy level.

Box 9 **Results**

For this report, new data for this indicator are available for 2011-12:

- Data by State and Territory by literacy levels are presented in table SWD.3.1.
- Data by State and Territory by numeracy levels are presented in table SWD.3.2.

Data from the 2006 Adult Literacy and Life Skills Survey are available in the 2008 baseline NASWD report (SCRGSP 2009).

Attachment tables

Table SWD.3.1	Proportion of the population aged 20–64 years at PIACC literacy levels 1, 2, 3 and 4/5—2011–12 (Preliminary data)
Table SWD.3.2	Proportion the population aged 20–64 years at PIACC numeracy levels 1, 2, 3 and 4/5—2011–12 (Preliminary data)

Box 10 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 20–64 years with adequate foundation skills in literacy and numeracy.
- Data are available by State and Territory. Data are not available by Indigenous or socioeconomic status.
- The literacy and numeracy scores from the following earlier surveys are to be remodelled to allow comparisons with scores from the PIAAC — the 1996 Survey of Aspects of Literacy (SAL) and the 2006 Adult Literacy and Lifeskills Survey (ALLS). Remodelled data were not available for this report.
- This sample included only private dwellings from the geographic areas covered by the survey.
- 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 OECD proposes to conduct the PIAAC survey every ten years. The next PIAAC survey is proposed to be conducted in 2021. More frequent data are required to monitor the indicator. If the PIAAC is not scheduled to be conducted more frequently an alternative data source should be investigated.

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

Key amendments from previous cycle:	Census data have been backcast due to a change in treatment of not stated responses to some items, and to provide historical data for a new measure incorporated in the previous cycle of reporting.
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: • <i>numerator</i> — people aged 20–64 years who have attained or are working towards a non-school qualification • <i>denominator</i> — total population of people aged 20–64 years and is expressed as a <i>percentage</i> For persons 'with' a non-school qualification: • Census data <u>exclude</u> 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 <u>included</u> in the calculations for this indicator • Census data <u>include</u> persons where 'institution' is stated but 'full/part time status' is not stated (<u>excludes</u> persons where 'institution' and 'full/part time status' are both not stated).
Data source:	(Main) <u>Census of Population and Housing</u> (Census). Data are collected every 5 years (Supplementary — total, SES, non-Indigenous) — <u>Survey of Education and Work</u> (SEW). Data are collected annually (Supplementary Indigenous) — <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS)/<u>Australian Aboriginal and Torres Strait Islander Health Survey</u> (AATSIHS – previously the NATSIHS). Data are collected three yearly.
Data provider:	ABS
Data availability:	Census — 2011 (backcast for 2006 for revised measure) SEW — 2012 (total, SES)

Cross tabulations provided:

State and Territory, by:

- Completed study/currently studying
- age (20–24, 25–34, 35–44, 45–54, 55–64, total 20–64)
- SES (SEIFA IRSD)
- Indigenous status
- Level of qualification (completed study only for Certificate level I/II; Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above)

Box 11 Results

For this report, new Census data for this indicator are available for 2011, and 2006 data have been backcast for the revised measure to ensure a comparable time series:

- Data by State and Territory by age are presented in tables SWD.4.1–4.
- Data by State and Territory by SES are presented in tables SWD.4.5–8.
- Data by State and Territory by Indigenous status are presented in tables SWD.4.9–12.
- Data by State and Territory by level of qualification are presented in tables SWD.4.13–14.

For this report, new supplementary survey data for this indicator are available for 2012:

- Data by State and Territory by age are presented in tables SWD.4.15–16.
- Data by State and Territory by SES are presented in tables SWD.4.17–18.
- Data by State and Territory by level of qualification are presented in table SWD.4.19.

Supplementary survey data for 2011, 2010, 2009 and 2008 (total population and SES) and 2008 (Indigenous population) are available in the 2011 NASWD performance report (SCRGSP 2012).

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, by age, 2011
Table SWD.4.2	Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2006
Table SWD.4.3	Number of working aged (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	Number of working aged (20–64 year old) population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2006

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, by SEIFA IRSD, 2011
Table SWD.4.6	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, 2006
Table SWD.4.7	Number 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.4.8	Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2006
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, by Indigenous status, 2011
Table SWD.4.10	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, 2006
Table SWD.4.11	Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status, 2011
Table SWD.4.12	Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status, 2006
Table SWD.4.13	Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2011
Table SWD.4.14	Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2006
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, 2012
Table SWD.4.16	Number of working aged population, 20-64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age, 2012
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 SEIFA IRSD, 2012
Table SWD.4.18	Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2012
Table SWD.4.19	Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2012

Box 12 Comment on data quality

The DQSs for this performance indicator have 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 20-64 years with or working towards a non-school AQF qualification.
- Data are available every five years from the Census (main data source) and annually from the Survey of Education and Work (supplementary data source). Data are available by State and Territory by Indigenous and socioeconomic status.
- Data are available for 2011 from the Census and for 2012 from the Survey of Education and Work (SEW). Census data are backcast for 2006, due to a change in treatment of not stated responses, to provide a comparable time series.
- There are differences between Census and SEW in scope, coverage, timing and collection methods.
 - The accuracy of the Census data provided is affected by the level of non-response for required data items. This is not applicable to survey data.
 - The SEW is generally able to measure small changes in performance measures at the national level and is not designed to measure changes at the jurisdictional level with the same level of accuracy as Census.
 - The SEW excludes persons in Indigenous communities in very remote areas, which has a minor affected 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.
- 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:

- Census data are not directly comparable to survey data.
- 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 NASWD targets and indicators.

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

Key amendments from previous cycle:	In response to a CRC recommendation, additional disaggregations are reported for age, level of qualification and field of study Improvements have been made to the classification of graduates and module completers. Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain a comparable time series.
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: • <i>numerator</i> — VET graduates aged 20–64 years with an improved employment status after training • <i>denominator</i> — total VET graduates aged 20–64 years and is expressed as a <i>percentage</i> ‘Graduate’ is defined as: a past student who was awarded a <u>qualification</u> 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:	<u>Student Outcomes Survey (SOS)</u>. Data are collected annually Data source <u>includes</u>: • Publicly funded VET activity (all providers) • Privately funded VET activity delivered by TAFE institutions, ACE providers and other government providers Data source <u>excludes</u>: • 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 — 2012 (outcomes in 2012 of students who were awarded a qualification in 2011) (backcast for 2011, 2010, 2009, 2008 for revised data; and backcast 2008 for additional disaggregations*) *Additional disaggregations refer to: • 5 year age groups • Level of qualification • Field of study
Cross tabulations provided:	State and Territory, by type of improved employment circumstance, by: • Indigenous status • SES (SEIFA IRSD) • Level of qualification (completed study only for Certificate level I/II; Certificate level III/IV; Diploma and above) National, by type of improved employment circumstance, by: • Age group (20–24, 25–29, 30–34, 35–39, 40–44, 45–49, 50–54, 55–59, 60–64) • Field of study (ASCED) [Data disaggregations based on availability and reliability of estimates]

Box 13 **Results**

For this report, new data are available for 2012:

- 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.5.6–8.
- Data by State and Territory by SES are presented in tables SWD.5.12–14.
- Data by State and Territory by level of qualification are presented in tables SWD.5.27–29.
- Data by five-year age group are presented in tables SWD.5.33–35.
- Data by field of study are presented in tables SWD.5.36–38

Data have been backcast for 2011, 2010, 2009 and 2008 to provide a comparable time series:

- Data by State and Territory are presented in tables SWD.5.2–5
- Data by State and Territory by Indigenous status are presented in tables SWD.5.9–11
- Data by State and Territory by SES are presented in tables SWD.5.15–26.

Additional data for 2008 are included to provide a comparable baseline for the new disaggregations:

- Data by State and Territory by level of qualification are presented in tables SWD.5.30–32.
- Data by five-year age group are presented in tables SWD.5.33–35.
- Data by field of study are presented in tables SWD.5.36–38

Attachment tables

Table SWD.5.1	Graduates aged 20-64 years with improved employment status after training, 2012
Table SWD.5.2	Graduates aged 20-64 years with improved employment status after training, 2011
Table SWD.5.3	Graduates aged 20-64 years with improved employment status after training, 2010
Table SWD.5.4	Graduates aged 20-64 years with improved employment status after training, 2009
Table SWD.5.5	Graduates aged 20-64 years with improved employment status after training, 2008
Table SWD.5.6	Proportion of graduates aged 20-64 years with improved employment status after training, by Indigenous status, 2012 (per cent)

Table SWD.5.7	Relative standard errors for the proportion of graduates aged 20-64 years with improved employment status after training, by Indigenous status, 2012 (per cent)
Table SWD.5.8	95 per cent confidence intervals for the proportion of graduates aged 20-64 years with improved employment status after training, by Indigenous status, 2012 (per cent)
Table SWD.5.9	Proportion of graduates aged 20-64 years with improved employment status after training, by Indigenous status, 2011, 2010, 2009, 2008 (per cent)
Table SWD.5.10	Relative standard errors for the proportion of graduates aged 20-64 years with improved employment status after training, by Indigenous status, 2011, 2010, 2009, 2008 (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, 2011, 2010, 2009, 2008 (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, 2012 (per cent)
Table SWD.5.13	Relative standard errors for the proportion of graduates aged 20-64 years with improved employment status after training, by SES based on SEIFA IRSD, 2012 (per cent)
Table SWD.5.14	95 per cent confidence intervals for the proportion of graduates aged 20-64 years with improved employment status after training, by SES based on SEIFA IRSD, 2012 (per cent)
Table SWD.5.15	Proportion of graduates aged 20-64 years with improved employment status after training, by SES based on SEIFA IRSD, 2011 (per cent)
Table SWD.5.16	Relative standard errors for the proportion of graduates aged 20-64 years with improved employment status after training, by SES based on SEIFA IRSD, 2011 (per cent)
Table SWD.5.17	95 per cent confidence intervals for the proportion of graduates aged 20-64 years with improved employment status after training, by SES based on SEIFA IRSD, 2011 (per cent)
Table SWD.5.18	Proportion of graduates aged 20-64 years with improved employment status after training, by SES based on SEIFA IRSD, 2010 (per cent)
Table SWD.5.19	Relative standard errors for the proportion of graduates aged 20-64 years with improved employment status after training, by SES based on SEIFA IRSD, 2010 (per cent)
Table SWD.5.20	95 per cent confidence intervals for the proportion of graduates aged 20-64 years with improved employment status after training, by SES based on SEIFA IRSD, 2010 (per cent)
Table SWD.5.21	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	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.5.23	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.5.24	Proportion of graduates aged 20-64 years with improved employment status after training, by SES based on SEIFA IRSD, 2008 (per cent)
Table SWD.5.25	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.5.26	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)
Table SWD.5.27	Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level 2012 (per cent)
Table SWD.5.28	Relative standard errors of the proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level 2012 (per cent)
Table SWD.5.29	95 per cent confidence intervals of the proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level 2012 (per cent)
Table SWD.5.30	Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level 2008 (per cent)
Table SWD.5.31	Relative standard errors of the proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level 2008 (per cent)
Table SWD.5.32	95 per cent confidence intervals of the proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level 2008 (per cent)
Table SWD.5.33	Proportion of graduates aged 20-64 years with improved employment status after training, by age, 2012 and 2008 (per cent)
Table SWD.5.34	Relative standard errors of the proportion of graduates aged 20-64 years with improved employment status after training, by age, 2012 and 2008 (per cent)
Table SWD.5.35	95 per cent confidence intervals of the proportion of graduates aged 20-64 years with improved employment status after training, by age, 2012 and 2008 (per cent)
Table SWD.5.36	Proportion of graduates aged 20-64 years with improved employment status after training, by field of study 2012 and 2008 (per cent)

Table SWD.5.37	Relative standard errors of the proportion of graduates aged 20-64 years with improved employment status after training, by field of study, 2012 and 2008 (per cent)
Table SWD.5.38	95 per cent confidence intervals of the proportion of graduates aged 20-64 years with improved employment status after training, by field of study 2012 and 2008

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.
- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2012 (outcomes in 2012 of students who completed qualifications in 2011). Data are available by State and Territory, by Indigenous and socioeconomic status.
- Data have been backcast for 2011, 2010, 2009 and 2008 due to the redefining of graduates' self-identification; with additional data for the 2008 baseline provided for new disaggregations.
- The survey does not include privately funded VET delivered by private providers.
- The response rate to this survey was 47.0 per cent in 2012. 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 and by State and Territory, 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.
- 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.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated data for this indicator for some jurisdictions.

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

Key amendments from previous cycle: In response to a CRC recommendation, additional disaggregations are reported for age and level of qualification

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: 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: 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 qualifications 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: National VET Provider Collection. Data are collected annually

Data provider: NCVER

Data availability: 2012 (completions in 2011) (backcast 2008 for additional disaggregations*)

*Additional disaggregations refer to:

- 5 year age groups
- Level of qualification

Cross tabulations provided:

- State and Territory, by
- Indigenous status
 - SES (SEIFA IRSD)
 - Remoteness (based on new ASGS)
 - Age group (20–24, 25–29, 30–34, 35–39, 40–44, 45–49, 50–54, 55–59, 60–64)
 - Level of qualification (single category of AQF Certificate III or above).

Box 15 Results

For this report, new data for this indicator are available for 2012:

- Data by State and Territory are presented in table SWD.6.1 and SWD.6.8.
- Data by State and Territory by Indigenous status are presented in table SWD.6.2 and SWD.6.9.
- Data by State and Territory by remoteness are presented in table SWD.6.3 and SWD.6.10.
- Data by State and Territory by SES are presented in table SWD.6.4 and SWD.6.11.
- Data by State and Territory by age are presented in table SWD.6.5 and SWD.6.12.
- Data by State and Territory at AQF Certificate III and above are presented in table SWD.6.7 and SWD.6.14.

Data for 2008 are included for new disaggregations to provide a comparable baseline:

- Data by State and Territory by age are presented in tables SWD.6.6 and SWD.6.13.
- Data by State and Territory at AQF Certificate III and above are presented in tables SWD.6.7 and SWD.6.14.

Data for 2011, 2010, 2009 and 2008 (completions in 2010, 2009, 2008 and 2007) are available in the 2011 NASWD performance report (SCRGSP 2012).

Attachment tables

Table NASWD.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, 2011

Table NASWD.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, 2011
Table NASWD.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 remoteness (ASGS) by State and Territory, 2011
Table NASWD.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 SEIFA IRSD, by State and Territory, 2011
Table NASWD.6.5	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 age, by State and Territory, 2011
Table NASWD.6.6	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 age, by State and Territory, 2008
Table NASWD.6.7	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 level of qualification (AQF Certificate III above only), by State and Territory, 2011 and 2008
Table NASWD.6.8	VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by State and Territory, 2011
Table NASWD.6.9	VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2011
Table NASWD.6.10	VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by remoteness (ASGS) by State and Territory, 2011
Table NASWD.6.11	VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by SEIFA IRSD, by State and Territory, 2011
Table NASWD.6.12	VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011

Table NASWD.6.13	VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008
Table NASWD.6.14	VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011 and 2008

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.
- Annual data are available from the national VET provider collection. The most recent data are for 2012 (completions in 2011). Data are available by State and Territory, by Indigenous status and by socioeconomic status (SES).
- 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. SCOTese is currently considering the expansion of the NCVER *National VET Provider Collection* to cover total VET activity across all RTOs.
- Disaggregation of remoteness and SES are attributed to the usual residence of the student, while State and Territory are based on the location of the data submitter. The Steering Committee recommends a review of the method to attribute geographic location.

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

[This indicator relates to Performance Indicator 15 in the NIRA]

Key amendments from previous cycle:	To align with the NIRA reporting, data have been backcast for 2006 to separately identify people 'with' and 'working towards' a qualification
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: • <i>numerator</i> — people aged 20–64 years who have attained post school qualifications in AQF Certificate level III or above, or are currently studying a non-school qualification • <i>denominator</i> — total population of people aged 20–64 years presented as a <i>rate per 100 population</i> 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) <u>Census of Population and Housing</u> (Census). Data are collected every 5 years (Supplementary Indigenous) — <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and the <u>Australian Aboriginal Torres Strait Islander Health Survey</u> (AATSIHS – previously the NATSIHS). Data are collected on an alternating 3 yearly cycle (Supplementary non-Indigenous) <u>Survey of Education and Work</u> (SEW).

Data are collected annually

Data provider: ABS (for all data sources)

Data availability: Census — 2011 (backcast for 2006 for additional disaggregation)

NATSISS/AATSIHS — no new data available

Cross tabulations provided:

State and Territory by Indigenous status, by

- Completed study/currently studying
- Level of qualification (completed study only for Certificate level III/IV/Diploma/Advanced Diploma; Bachelor degree or above)
- Remoteness areas (2006 only).

Box 17 **Results**

For this report new data are presented for this indicator for 2011.

- Data on the population with or working towards post school qualification by State and Territory are presented in table SWD.7.1.

Data for 2006 are presented in tables SWD.7.2–3 to provide a comparable time series for the new disaggregations.

Attachment tables

Table SWD.7.1	Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2011
Table SWD.7.2	Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2006
Table SWD.7.3	Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, by remoteness areas, 2006 (per cent)

Box 18 Comment on data quality

The DQS for this 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.

- Data provide relevant information on the proportion of the 20–64 year old population with post-school qualifications of certificate III or above, and those working towards any level of post-school qualifications.
- The Census collects information on qualification levels for those who have completed studies but does not collect information on the level of current study. Therefore, data for this indicator provide an over-estimate of the proportion of the population with or working toward post school qualification of certificate III or above.
- The most recent data are 2011 Census data. Census data are available every five years. Supplementary data are available from the SEW, the National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and the Aboriginal and Torres Strait Islander Health Survey (previously NATSIHS) While there are differences in methods between the Census and the supplementary SEW, NATSISS and AATSIHS (previously NATSIHS) data, these differences do not affect their broad consistency for this indicator.
- The accuracy of the data provided is affected by the level of non-response for required data items, including Indigenous status and educational status.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data sources are available, on-line and on request.

The Steering Committee also notes the following issue.

- The Census (and the SEW, and NATSISS/NATSIHS supplementary data) does not provide information on level of current study for those working towards a qualification. This data will be available from the 2012–13 AATSIHS (anticipated to be available for the 2012-13 NIRA performance report), with corresponding data for the non-Indigenous population available as standard output from the SEW.

National Agreement for Skills and Workforce Development performance reporting — data tables

Attachment contents

NASWD Target (a)

Table SWD.PT.A.1 Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2011

Table.SWD.PT.A.2 Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2006

Table SWD.PT.A.3 Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2012

NASWD Target (b)

Table SWD.B.1 Number of higher level qualification completions (diploma and advanced diploma) by students, by course level, 2011

NASWD indicator 1

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

Table SWD.1.2 Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2011

Table SWD.1.3 Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, 2006

Table SWD.1.4 Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2006

Table SWD.1.5 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2011

Table SWD.1.6 Number of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2011

Table SWD.1.7 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2006

Table SWD.1.8 Number of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2006

Table SWD.1.9 Proportion of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2011

Table SWD.1.10 Number of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2011

Table SWD.1.11 Proportion of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2006

Table SWD.1.12 Number of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2006

Table SWD.1.13 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level and age, 2011

Table SWD.1.14 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level and age, 2006

Table SWD.1.15 Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, 2012 and 2008

Table SWD.1.16 Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2012 and 2008

Table SWD.1.17 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2012

Table SWD.1.18 Number of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2012

Attachment contents

Table SWD.1.19	Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2012
Table SWD.1.20	Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2008
NASWD Indicator 2	
NASWD Indicator 3	
Table SWD.3.1	Proportion of the population aged 20–64 years at PIACC literacy levels 1, 2, 3 and 4/5, 2011–12 (Preliminary data)
Table SWD.3.2	Proportion the population aged 20–64 years at PIACC numeracy levels 1, 2, 3 and 4/5, 2011–12 (Preliminary data)
NASWD Indicator 4	
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, by age, 2011
Table SWD.4.2	Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2006
Table SWD.4.3	Number of working aged (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	Number of working aged (20–64 year old) population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2006
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, by SEIFA IRSD, 2011
Table SWD.4.6	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, 2006
Table SWD.4.7	Number 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.4.8	Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2006
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, by Indigenous status, 2011
Table SWD.4.10	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, 2006
Table SWD.4.11	Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status, 2011
Table SWD.4.12	Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status, 2006
Table SWD.4.13	Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2011
Table SWD.4.14	Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2006

Attachment contents

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, 2012
Table SWD.4.16	Number of working aged population, 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age, 2012
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 SEIFA IRSD, 2012
Table SWD.4.18	Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2012
Table SWD.4.19	Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2012
NASWD Indicator 5	
Table SWD.5.1	Graduates aged 20–64 years with improved employment status after training, 2012
Table SWD.5.2	Graduates aged 20–64 years with improved employment status after training, 2011
Table SWD.5.3	Graduates aged 20–64 years with improved employment status after training, 2010
Table SWD.5.4	Graduates aged 20–64 years with improved employment status after training, 2009
Table SWD.5.5	Graduates aged 20–64 years with improved employment status after training, 2008
Table SWD.5.6	Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2012 (per cent)
Table SWD.5.7	Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2012 (per cent)
Table SWD.5.8	95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2012 (per cent)
Table SWD.5.9	Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011, 2010, 2009, 2008 (per cent)
Table SWD.5.10	Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011, 2010, 2009, 2008 (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, 2011, 2010, 2009, 2008 (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, 2012 (per cent)
Table SWD.5.13	Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2012 (per cent)
Table SWD.5.14	95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2012 (per cent)
Table SWD.5.15	Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2011 (per cent)

Attachment contents

Table SWD.5.16	Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2011 (per cent)
Table SWD.5.17	95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2011 (per cent)
Table SWD.5.18	Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2010 (per cent)
Table SWD.5.19	Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2010 (per cent)
Table SWD.5.20	95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2010 (per cent)
Table SWD.5.21	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	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.5.23	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.5.24	Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2008 (per cent)
Table SWD.5.25	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.5.26	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)
Table SWD.5.27	Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2012 (per cent)
Table SWD.5.28	Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2012 (per cent)
Table SWD.5.29	95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2012 (per cent)
Table SWD.5.30	Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2008 (per cent)
Table SWD.5.31	Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2008 (per cent)
Table SWD.5.32	95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2008 (per cent)
Table SWD.5.33	Proportion of graduates aged 20–64 years with improved employment status after training, by age, 2012 and 2008 (per cent)
Table SWD.5.34	Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training, by age, 2012 and 2008 (per cent)

Attachment contents

Table SWD.5.35	95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training, by age, 2012 and 2008
Table SWD.5.36	Proportion of graduates aged 20–64 years with improved employment status after training, by field of study 2012 and 2008 (per cent)
Table SWD.5.37	Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training, by field of study, 2012 and 2008 (per cent)
Table SWD.5.38	95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training, by field of study 2012 and 2008
NASWD Indicator 6	
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, 2011
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, 2011
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 remoteness (ASGS) by State and Territory, 2011
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 SEIFA IRSD, by State and Territory, 2011
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 course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011
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 course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008
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 course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011 and 2008
Table SWD.6.8	VET qualification completions by students 20–64 years with improved education/training status after training, as a per cent of course completions by students 20–64 years undertaking AQF qualifications, by State and Territory, 2011
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 completions by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2011
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 completions by students aged 20–64 years undertaking AQF qualifications, by remoteness (ASGS) by State and Territory, 2011

Attachment contents

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 completions by students aged 20–64 years undertaking AQF qualifications, by SEIFA IRSD, by State and Territory, 2011
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 completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011
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 course completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008
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 course completions by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011 and 2008
NASWD Indicator 7	
Table SWD.7.1	Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2011
Table SWD.7.2	Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2006
Table SWD.7.3	Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, by remoteness areas, 2006 (per cent)
NASWD Contextual	
Table SWD.C.1	Employed persons aged 15–64 years, level of highest education by State or Territory of usual residence, 2012
Table SWD.C.2	Employed persons aged 25–44 years highest level of educational attainment by State or Territory of usual residence, 2012
Table SWD.C.3	Number of providers and locations of VET, 2012 (number)
Table SWD.C.4	Number of providers and locations of VET, 2011, 2010, 2009, 2008 (number)
Table SWD.C.5	Number and proportion of VET students, by course level, 2012
Table SWD.C.6	Number of government funded course enrolments in VET, by funding source, 2012 (number)
Table SWD.C.7	Number of government funded course enrolments in VET, by funding source, 2011, 2010, 2009, 2008 (number)
Table SWD.C.8	VET qualifications completed by students, by course level, 2011 (number and per cent)
Table SWD.C.9	Number of government funded unit/module completions in VET, 2012 (number)
Table SWD.C.10	Number of government funded unit/module completions in VET, 2011, 2010, 2009, 2008 (number)
Table SWD.C.11	VET qualifications completed by Indigenous Australians, 2011 (number)
Table SWD.C.12	Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2012 (number)

Attachment contents

Table SWD.C.13	Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2011, 2010, 2009, 2008 (number)
Table SWD.C.14	VET participation by target age group and Indigenous status 2012 (number and per cent)
Table SWD.C.15	Number and proportion of VET students reported as Indigenous, 2012 (number and per cent)
Table SWD.C.16	VET students, all ages, by language spoken at home, 2012 (number and per cent)
Table SWD.C.17	VET students, all ages, by disability status, 2012 (number and per cent)
Table SWD.C.18	VET participation, all ages, by remoteness classification, 2012
Table SWD.C.19	VET participation, all ages, by remoteness classification, 2011

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 Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2011 (a), (b)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
20-64 year old population who do not have qualifications at or above Certificate III	no.	1 689 498	1 326 435	1 144 752	584 616	440 364	137 267	76 217	59 121	5 458 956
Total population aged 20–64 years	no.	3 794 403	3 001 407	2 379 758	1 257 939	883 251	268 053	216 315	116 067	11 918 502
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	%	44.5	44.2	48.10	46.5	49.9	51.2	35.2	50.9	45.8

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore included in the numerator and the denominator for this indicator.

(b) Not stated responses are excluded from the calculations (numerator and denominator).

(c) Australia includes 'Other Territories'.

Source : ABS (unpublished) Census of Population and Housing, 2011.

Table.SWD.PT.A.2 Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2006 (a), (b)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
20–64 year old population who do not have qualifications at or above Certificate III	no.	1 750 815	1 361 862	1 158 015	551 839	462 479	146 394	77 312	58 737	5 568 244
Total population aged 20–64 years	no.	3 504 572	2 700 394	2 123 842	1 062 298	827 313	255 486	192 784	103 256	10 771 239
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	%	50.0	50.4	54.5	51.9	55.9	57.3	40.1	56.9	51.7

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore included in the numerator and the denominator for this indicator.

(b) Not stated responses are excluded from the calculations (numerator and denominator).

(c) Australia includes 'Other Territories'.

Source : ABS (unpublished) Census of Population and Housing, 2006.

Table SWD.PT.A.3 Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2012 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Estimates and proportions										
20–64 year old population who do not have qualifications at or above Certificate III	'000	1 685.0	1 364.7	1 218.0	608.0	457.8	132.2	76.2	57.8	5 599.6
Total population aged 20–64 years	'000	4 261.6	3 385.5	2 674.5	1 434.4	973.2	287.6	230.6	128.1	13 375.5
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	%	39.5	40.3	45.5	42.4	47.0	45.9	33.0	45.1	41.9
Relative standard errors of estimates										
20–64 year old population who do not have qualifications at or above Certificate III	%	1.3	1.8	2.1	2.1	1.8	2.6	4.1	5.9	0.7
Total population aged 20–64 years	%	0.3	0.3	0.5	0.6	0.3	0.6	0.3	3.4	0.2
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	%	1.4	1.9	2.2	2.0	1.8	2.6	4.0	4.0	0.8
95 per cent confidence intervals										
20–64 year old population who do not have qualifications at or above Certificate III	±	44.1	48.7	50.5	25.4	16.2	6.8	6.1	6.7	77.6
Total population aged 20–64 years	±	22.3	20.2	28.3	16.5	5.6	3.3	1.5	8.5	44.7
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	±	1.1	1.5	1.9	1.7	1.7	2.3	2.6	3.5	0.6

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People whose level of non-school qualification was recorded as Certificate nfd or level not determined are assumed to have attained below Certificate level III and are therefore included in the numerator and the denominator for this indicator.

Source: ABS (2012) Survey of Education and Work, data cubes, 2012, Cat. no. 6227.0

**NASWD Target (b):
Double the number of higher
qualification completions (dip
and adv dip) between 2009 and
2020**

Table SWD.B.1 **Number of higher level qualification completions (diploma and advanced diploma) by students, by course level, 2011 (a), (b), (c)**

	<i>unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of VET qualifications completed										
Diploma	no.	21 302	22 338	13 032	6 193	4 960	980	1 835	274	70 914
Advanced diploma	no.	4 259	5 041	969	923	1 081	125	452	7	12 857
<i>Total Diploma and Advanced diploma</i>	no.	25 561	27 379	14 001	7 116	6 041	1 105	2 287	281	83 771
Other higher level qualification (d)	no.	122	1 061	503	25	77	–	15	–	1 803
Total	no.	25 683	28 440	14 504	7 141	6 118	1 105	2 302	281	85 574

(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 2012 are not available. Only preliminary data on 2012 qualifications completed are available from the 2012 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.

– Nil or rounded to zero.

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

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Age group (years)										
20–24	%	40.6	42.1	39.5	41.7	36.6	36.3	39.8	31.3	40.4
25–29	%	65.1	68.2	59.4	61.2	59.3	55.5	72.5	50.8	63.7
30–34	%	65.8	67.5	60.6	61.8	59.9	56.0	73.8	54.1	64.2
35–39	%	63.7	63.4	58.6	59.6	56.9	54.7	71.9	53.3	61.6
40–44	%	58.9	58.0	55.0	56.0	52.5	51.7	69.0	52.8	57.0
45–49	%	55.2	53.9	52.0	53.8	48.9	49.2	66.7	51.8	53.6
50–54	%	52.8	52.2	50.6	51.9	48.7	49.4	67.0	51.3	52.0
54–59	%	49.6	48.8	47.0	48.5	46.6	46.1	63.2	49.5	48.7
60–64	%	43.6	43.0	41.3	43.5	41.9	41.2	59.0	45.6	43.0
20–64	%	55.5	55.8	51.9	53.5	50.1	48.8	64.8	49.1	54.2

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing.

TABLE SWD.1.2

Table SWD.1.2 Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2011
(a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Persons with higher level qualifications										
Age group (years)										
20–24	no.	167 646	145 893	106 056	60 267	36 009	10 025	11 374	4 473	541 788
25–29	no.	282 411	244 679	163 565	92 963	57 859	14 620	20 793	8 247	885 206
30–34	no.	284 399	233 552	159 800	87 787	54 820	14 272	19 385	8 029	862 126
35–39	no.	288 370	226 405	166 575	87 977	55 309	15 859	18 456	7 679	866 711
40–44	no.	263 384	210 969	158 280	85 596	55 129	16 404	17 031	7 348	814 233
45–49	no.	245 408	185 987	144 646	79 158	51 543	16 068	15 618	6 567	745 082
50–54	no.	228 111	170 917	134 024	71 913	50 608	16 786	14 928	6 095	693 460
54–59	no.	190 765	142 191	111 051	59 689	44 124	14 500	12 262	4 970	579 618
60–64	no.	154 411	114 379	91 009	47 974	37 485	12 251	10 251	3 538	471 322
20–64	no.	2 104 905	1 674 972	1 235 006	673 324	442 886	130 785	140 098	56 946	6 459 546
Total population										
Age group (years)										
20–24	no.	412 601	346 213	268 672	144 644	98 415	27 639	28 566	14 308	1 341 173
25–29	no.	434 022	358 971	275 337	151 931	97 525	26 339	28 688	16 230	1 389 175
30–34	no.	432 536	345 969	263 717	142 067	91 567	25 508	26 272	14 851	1 342 619
35–39	no.	452 418	357 230	284 335	147 684	97 260	28 970	25 652	14 411	1 408 099
40–44	no.	447 273	363 780	287 832	152 868	104 974	31 757	24 685	13 912	1 427 235
45–49	no.	444 553	344 862	278 367	147 049	105 427	32 664	23 404	12 675	1 389 187
50–54	no.	431 860	327 220	264 621	138 446	104 021	33 994	22 274	11 880	1 334 483
54–59	no.	384 867	291 430	236 349	123 045	94 605	31 451	19 387	10 037	1 191 331
60–64	no.	354 273	265 732	220 529	110 206	89 455	29 731	17 387	7 763	1 095 200
20–64	no.	3 794 403	3 001 407	2 379 759	1 257 940	883 249	268 053	216 315	116 067	11 918 502

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

Table SWD.1.2 Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2011
(a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing.

TABLE SWD.1.3

Table SWD.1.3 **Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, 2006 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Age group (years)										
20–24	%	39.1	39.9	36.9	38.3	34.8	33.3	38.9	27.1	38.2
25–29	%	58.6	60.7	52.0	54.1	51.4	47.2	66.6	43.1	56.6
30–34	%	59.5	58.7	52.2	54.0	50.5	47.7	66.4	46.2	56.5
35–39	%	55.4	54.0	49.5	51.4	47.2	45.9	64.3	46.3	52.7
40–44	%	52.3	50.5	47.3	50.4	44.6	44.6	62.6	47.4	50.0
45–49	%	50.8	49.8	47.2	50.2	45.7	45.8	64.6	46.7	49.4
50–54	%	48.4	47.2	44.6	47.4	44.8	43.9	62.1	45.6	47.1
54–59	%	43.0	42.1	40.2	43.3	40.6	39.3	58.7	44.1	42.2
60–64	%	37.9	37.6	35.6	39.6	36.0	34.8	54.8	40.4	37.5
20–64	%	50.0	49.6	45.5	48.1	44.1	42.7	59.9	43.1	48.3

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

Source : ABS (unpublished) 2006 Census of Population and Housing.

TABLE SWD.1.4

Table SWD.1.4 Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2006 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Persons with higher level qualifications										
Age group (years)										
20–24	no.	150 759	122 565	89 320	46 544	31 966	8 875	9 944	3 446	463 459
25–29	no.	221 955	179 224	117 266	60 392	42 164	11 015	15 610	5 773	653 458
30–34	no.	250 487	190 755	130 851	66 359	45 214	12 693	15 580	6 427	718 419
35–39	no.	237 501	185 438	129 466	68 183	46 849	13 818	14 946	6 415	702 709
40–44	no.	227 686	168 711	123 989	67 335	45 787	14 107	14 135	6 005	667 830
45–49	no.	217 583	161 971	120 979	65 874	47 433	15 285	14 488	5 554	649 236
50–54	no.	187 225	138 389	104 181	56 908	43 002	13 619	12 758	4 787	560 925
54–59	no.	154 452	113 991	89 101	47 438	37 144	11 658	10 995	3 852	468 668
60–64	no.	106 108	77 488	60 674	31 427	25 275	8 021	7 016	2 261	318 291
20–64	no.	1 753 756	1 338 532	965 827	510 460	364 834	109 091	115 472	44 520	5 202 995
Total population										
Age group (years)										
20–24	no.	385 815	306 874	242 341	121 398	91 966	26 661	25 579	12 715	1 213 468
25–29	no.	378 763	295 462	225 441	111 530	82 024	23 355	23 446	13 383	1 153 526
30–34	no.	420 679	324 869	250 522	122 858	89 599	26 631	23 454	13 913	1 272 653
35–39	no.	428 662	343 525	261 642	132 724	99 341	30 105	23 245	13 842	1 333 264
40–44	no.	435 578	334 230	262 197	133 613	102 771	31 600	22 562	12 672	1 335 409
45–49	no.	428 542	325 103	256 415	131 261	103 898	33 361	22 432	11 888	1 313 066
50–54	no.	387 019	293 475	233 362	120 019	96 065	31 028	20 532	10 503	1 192 165
54–59	no.	359 535	270 528	221 574	109 521	91 488	29 686	18 739	8 739	1 109 951
60–64	no.	279 978	206 327	170 348	79 376	70 161	23 059	12 795	5 601	847 737
20–64	no.	3 504 571	2 700 393	2 123 842	1 062 300	827 313	255 486	192 784	103 256	10 771 239

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

TABLE SWD.1.4

Table SWD.1.4 Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2006 (a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

Source : ABS (unpublished) 2006 Census of Population and Housing.

Table SWD.1.5 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2011 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Quintile 1	%	40.4	40.3	39.2	38.7	37.4	36.5	53.5	26.2	39.4
Quintile 2	%	50.7	49.8	46.9	47.0	47.0	46.8	58.9	50.9	48.9
Quintile 3	%	55.8	55.3	51.9	52.0	52.0	54.2	58.8	55.1	54.1
Quintile 4	%	61.5	60.9	56.7	56.1	57.4	60.7	63.3	60.3	59.4
Quintile 5	%	68.5	66.8	63.7	63.0	63.0	64.3	68.6	60.7	66.2

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(e) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing.

Table SWD.1.6 Number of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2011 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Persons aged 20–64 years with higher level qualifications										
Quintile 1	no.	319 144	186 140	155 814	54 453	72 617	28 958	2 377	7 613	827 188
Quintile 2	no.	376 314	265 193	227 828	102 677	99 906	31 556	6 696	7 741	1 118 208
Quintile 3	no.	382 134	355 368	276 698	130 599	91 353	32 192	15 959	12 345	1 296 724
Quintile 4	no.	424 099	425 389	291 956	167 943	101 220	23 158	36 672	15 569	1 486 095
Quintile 5	no.	596 458	438 903	276 804	208 116	76 242	14 380	76 788	12 456	1 700 208
Total population aged 20–64 years										
Quintile 1	no.	790 167	461 613	397 300	140 741	194 312	79 432	4 446	29 081	2 097 394
Quintile 2	no.	742 572	532 141	485 790	218 597	212 456	67 497	11 375	15 212	2 286 230
Quintile 3	no.	684 449	643 155	533 411	251 294	175 697	59 391	27 132	22 405	2 397 046
Quintile 4	no.	689 383	698 369	514 914	299 171	176 442	38 144	57 964	25 802	2 500 365
Quintile 5	no.	870 611	657 300	434 794	330 398	120 955	22 375	111 855	20 523	2 568 899

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(e) Australia includes 'Other Territories'.

Source : ABS (unpublished) Census of Population and Housing, 2011.

Table SWD.1.7 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2006 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Quintile 1	%	34.9	33.7	32.9	34.2	31.8	30.0	48.9	27.1	33.6
Quintile 2	%	44.2	42.7	40.1	41.7	40.5	40.5	54.1	46.1	42.3
Quintile 3	%	49.0	48.1	44.9	45.6	45.2	48.2	54.2	50.0	47.3
Quintile 4	%	54.4	54.2	49.7	51.0	50.4	54.5	57.7	55.4	52.9
Quintile 5	%	63.4	61.6	57.2	58.2	58.8	59.7	64.6	56.5	61.0

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

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

(e) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2006 Census of Population and Housing.

TABLE SWD.1.8

Table SWD.1.8 Number of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2006 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Persons aged 20–64 years with higher level qualifications										
Quintile 1	no.	233 819	134 716	109 819	44 856	59 532	22 997	1 654	7 498	615 034
Quintile 2	no.	294 189	198 451	171 886	78 205	77 368	25 216	5 831	7 438	858 628
Quintile 3	no.	301 369	276 105	209 423	97 986	70 303	26 582	13 792	11 084	1 006 745
Quintile 4	no.	351 889	340 433	227 906	119 480	84 895	22 148	36 596	9 525	1 193 006
Quintile 5	no.	565 760	384 908	240 778	166 208	71 203	11 754	56 523	7 803	1 505 012
Total population aged 20–64 years										
Quintile 1	no.	669 620	399 895	333 580	131 025	187 428	76 581	3 380	27 698	1 829 833
Quintile 2	no.	665 713	464 930	429 040	187 473	191 032	62 313	10 787	16 120	2 027 520
Quintile 3	no.	614 637	573 466	466 875	214 752	155 450	55 179	25 441	22 157	2 128 175
Quintile 4	no.	646 859	627 810	458 446	234 297	168 410	40 614	63 465	17 197	2 257 305
Quintile 5	no.	892 332	624 548	420 849	285 720	121 050	19 684	87 529	13 815	2 465 642

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

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

(e) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2006.

Table SWD.1.9 Proportion of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2011 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Indigenous (e)	%	33.4	38.3	30.2	23.6	28.5	34.3	46.1	15.8	29.6
Non-Indigenous (e)	%	56.0	56.0	52.6	54.3	50.6	49.4	65.1	58.6	54.8

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

(e) Excludes people who did not state their Indigenous status.

Source : ABS (unpublished) Census of Population and Housing, 2011.

Table SWD.1.10 Number of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2011 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Persons aged 20–64 years with higher level qualifications										
Indigenous (e)	no.	24 601	6 477	20 266	7 040	3 798	3 084	1 199	4 032	70 541
Non-Indigenous (e)	no.	2 068 373	1 658 594	1 208 312	662 580	436 853	126 938	138 339	52 555	6 353 121
Total population aged 20–64 years										
Indigenous (e)	no.	73 620	16 920	67 217	29 837	13 309	9 002	2 599	25 548	238 166
Non-Indigenous (e)	no.	3 693 231	2 961 666	2 297 191	1 219 593	864 074	257 027	212 632	89 729	11 596 324

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

(e) Excludes people who did not state their Indigenous status.

Source: ABS (unpublished) Census of Population and Housing, 2011.

Table SWD.1.11 Proportion of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2006 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Indigenous (e)	%	27.0	31.5	24.5	18.8	22.4	28.5	41.2	11.6	23.6
Non-Indigenous (e)	%	50.5	49.8	46.1	48.8	44.5	43.2	60.1	52.2	48.8

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

(e) Excludes people who did not state their Indigenous status.

Source: ABS (unpublished) Census of Population and Housing, 2006.

Table SWD.1.12 Number of working age population with higher level qualifications (AQF Certificate III and above), by Indigenous status, 2006 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Persons aged 20–64 years with higher level qualifications										
Indigenous (e)	no.	15 239	4 004	12 953	4 470	2 392	2 142	767	2 656	44 652
Non-Indigenous (e)	no.	1 727 217	1 325 484	947 209	502 737	360 292	106 192	114 144	41 549	5 125 295
Total population aged 20–64 years										
Indigenous (e)	no.	56 354	12 696	52 963	23 748	10 660	7 508	1 861	22 953	188 857
Non-Indigenous (e)	no.	3 418 954	2 663 897	2 055 618	1 030 246	810 317	245 762	189 777	79 540	10 495 275

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

(e) Excludes people who did not state their Indigenous status.

Source: ABS (unpublished) Census of Population and Housing, 2006.

Table SWD.1.13 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level and age, 2011 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
20–24 years										
Certificate III/IV	%	17.0	16.2	19.9	20.4	18.3	23.2	12.3	19.2	17.9
Diploma/Advanced Diploma	%	7.9	8.7	6.1	6.9	4.9	3.2	6.1	3.7	7.2
Bachelor degree or above	%	15.7	17.2	13.5	14.4	13.4	9.9	21.4	8.4	15.3
25–29 years										
Certificate III/IV	%	18.8	18.1	23.1	21.9	22.0	26.4	13.8	21.8	20.1
Diploma/Advanced Diploma	%	10.4	11.3	8.5	9.0	7.5	5.6	8.9	6.8	9.7
Bachelor degree or above	%	35.9	38.8	27.8	30.3	29.9	23.6	49.8	22.3	33.9
30–34 years										
Certificate III/IV	%	17.9	16.9	22.1	20.8	20.7	24.8	13.3	21.0	19.0
Diploma/Advanced Diploma	%	10.6	10.9	9.5	9.6	8.8	7.1	10.3	8.0	10.1
Bachelor degree or above	%	37.3	39.8	29	31.4	30.4	24	50.2	25.0	35.1
35–39 years										
Certificate III/IV	%	18.5	17.3	21.6	20.5	20.3	23.5	13.7	21.3	19.2
Diploma/Advanced Diploma	%	12.0	11.4	10.7	10.8	9.7	8.8	11.4	9.6	11.2
Bachelor degree or above	%	33.2	34.6	26.2	28.3	26.9	22.5	46.8	22.3	31.1
40–44 years										
Certificate III/IV	%	18.8	18.5	21.2	20.5	20.7	22.6	13.0	22.1	19.5
Diploma/Advanced Diploma	%	12.0	11.1	11.0	10.8	10.8	9.4	12.4	10.4	11.3
Bachelor degree or above	%	28.1	28.4	22.8	24.7	21.1	19.7	43.6	20.4	26.2
45–49 years										
Certificate III/IV	%	19.8	18.8	21.7	21.3	20.1	22.1	13.1	22.0	20.0
Diploma/Advanced Diploma	%	11.1	10.6	10.7	11.1	10.3	9.2	12.2	10.3	10.8
Bachelor degree or above	%	24.4	24.6	19.6	21.4	18.5	17.9	41.5	19.5	22.8
50–54 years										
Certificate III/IV	%	18.7	18.1	21.5	20.3	19.5	21.4	12.0	20.4	19.3
Diploma/Advanced Diploma	%	10.8	10.3	10.5	11.4	10.6	9.3	12.2	10.3	10.6

Table SWD.1.13 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level and age, 2011 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Bachelor degree or above	%	23.4	23.8	18.7	20.2	18.6	18.7	42.8	20.6	22
55–59 years										
Certificate III/IV	%	17.0	16.1	19.8	18.8	17.4	18.7	11.0	18.5	17.5
Diploma/Advanced Diploma	%	10.3	10.4	9.8	10.8	10.7	9.4	11.7	10.3	10.3
Bachelor degree or above	%	22.3	22.3	17.3	18.9	18.5	18	40.5	20.7	20.8
60–64 years										
Certificate III/IV	%	16.1	14.9	18.2	17.5	16.6	16.3	10.7	18.2	16.3
Diploma/Advanced Diploma	%	9.2	9.9	8.8	10.3	9.6	9.2	11.1	9.2	9.5
Bachelor degree or above	%	18.3	18.2	14.3	15.7	15.7	15.8	37.2	18.2	17.2
Total 20–64 years										
Certificate III/IV	%	18.1	17.3	21.1	20.3	19.5	21.9	12.7	20.7	18.9
Diploma/Advanced Diploma	%	10.5	10.5	9.6	10.1	9.2	8.0	10.5	8.5	10.1
Bachelor degree or above	%	26.8	28	21.2	23.1	21.4	18.8	41.6	19.8	25.2

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2011.

Table SWD.1.14 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level and age, 2006 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
20–24 years										
Certificate III/IV	%	15.9	14.8	17.0	16.8	16.4	18.7	10.4	16.2	15.9
Diploma/Advanced Diploma	%	7.7	8.3	6.1	7.2	4.6	3.4	7.1	3.5	7.1
Bachelor degree or above	%	15.4	16.9	13.7	14.4	13.7	11.2	21.4	7.5	15.2
25–29 years										
Certificate III/IV	%	17.8	16.6	20.2	19.9	19.5	21.7	13.4	19.1	18.3
Diploma/Advanced Diploma	%	9.3	9.3	7.6	8.1	6.8	5.5	8.6	5.9	8.5
Bachelor degree or above	%	31.5	34.8	24.3	26.2	25.1	19.9	44.6	18.1	29.8
30–34 years										
Certificate III/IV	%	18.1	16.8	20.0	19.3	19.3	21.4	13.6	19.4	18.3
Diploma/Advanced Diploma	%	11.0	10.2	9.1	9.3	8.1	7.2	10.1	7.8	9.9
Bachelor degree or above	%	30.5	31.7	23.2	25.4	23	19.1	42.7	19	28.2
35–39 years										
Certificate III/IV	%	18.0	17.8	19.7	19.0	19.4	21.0	12.7	19.9	18.5
Diploma/Advanced Diploma	%	11.0	9.7	9.4	9.6	9.1	7.5	10.5	8.8	9.9
Bachelor degree or above	%	26.4	26.5	20.4	22.8	18.7	17.3	41.1	17.6	24.3
40–44 years										
Certificate III/IV	%	19.0	18.0	20.3	20.3	18.8	20.8	12.4	20.3	19.1
Diploma/Advanced Diploma	%	10.2	9.3	9.3	10.3	8.9	7.7	11.1	9.3	9.6
Bachelor degree or above	%	23	23.2	17.8	19.8	16.9	16.1	39.1	17.8	21.3
45–49 years										
Certificate III/IV	%	18.1	17.4	20.4	19.7	18.6	20.2	12.1	18.9	18.5
Diploma/Advanced Diploma	%	10.2	9.5	9.3	11.0	9.6	8.1	11.2	9.4	9.8
Bachelor degree or above	%	22.5	22.9	17.5	19.5	17.5	17.5	41.3	18.5	21.1
50–54 years										
Certificate III/IV	%	16.8	15.6	19.1	18.3	17.0	18.1	11.1	16.9	17.0
Diploma/Advanced Diploma	%	9.9	9.9	9.0	10.7	10.1	8.8	11.3	9.4	9.8

Table SWD.1.14 **Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level and age, 2006 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Bachelor degree or above	%	21.7	21.7	16.6	18.4	17.7	17	39.8	19.3	20.2
55–59 years										
Certificate III/IV	%	16.2	14.8	18.0	17.6	16.3	15.7	11.0	17.9	16.3
Diploma/Advanced Diploma	%	9.0	9.6	8.5	10.2	9.2	8.9	10.8	8.7	9.2
Bachelor degree or above	%	17.8	17.7	13.7	15.6	15.2	14.7	36.9	17.5	16.7
60–64 years										
Certificate III/IV	%	15.6	14.4	16.9	16.4	15.3	14.8	11.1	17.7	15.5
Diploma/Advanced Diploma	%	8.3	9.0	7.7	9.7	8.4	8.3	11.0	8.2	8.5
Bachelor degree or above	%	14	14.2	11.1	13.5	12.3	11.7	32.7	14.4	13.5
Total 20–64 years										
Certificate III/IV	%	17.4	16.4	19.2	18.7	17.9	19.2	12.0	18.6	17.6
Diploma/Advanced Diploma	%	9.7	9.4	8.5	9.6	8.4	7.4	10.1	7.8	9.2
Bachelor degree or above	%	22.9	23.8	17.8	19.8	17.8	16.1	37.8	16.7	21.5

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or inadequately described 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) Not stated responses are excluded from the calculations (numerator and denominator).

(d) Australia includes 'Other Territories'.

Source : ABS (unpublished) Census of Population and Housing, 2006.

Table SWD.1.15 Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, 2012 and 2008 (a), (b), (c)

<i>Unit</i>		2012	2008
Proportion of persons with higher level qualifications			
Age group (years)			
20–24	%	41.4	39.6
25–29	%	66.0	60.0
30–34	%	68.4	60.3
35–39	%	66.2	57.3
40–44	%	63.0	55.1
45–49	%	58.8	52.3
50–54	%	54.6	51.7
54–59	%	53.2	45.9
60–64	%	47.8	40.8
20–64	%	58.1	51.9
Relative Standard Errors of the proportion			
Age group (years)			
20–24	%	1.8	1.7
25–29	%	1.2	1.3
30–34	%	1.3	1.4
35–39	%	1.4	1.7
40–44	%	1.2	1.4
45–49	%	1.6	1.5
50–54	%	1.3	1.7
54–59	%	1.5	1.9
60–64	%	1.7	2.6
20–64	%	0.5	0.4
95 per cent confidence intervals			
Age group (years)			
20–24	±	1.4	1.3
25–29	±	1.5	1.6
30–34	±	1.7	1.6
35–39	±	1.9	1.9
40–44	±	1.5	1.6
45–49	±	1.8	1.5
50–54	±	1.4	1.7
54–59	±	1.6	1.7
60–64	±	1.6	2.1
20–64	±	0.6	0.5

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or level not 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.1.15 Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, 2012 and 2008 (a), (b), (c)

<i>Unit</i>	2012	2008
(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW 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 Survey of Education and Work, Additional data cubes, 2012, Cat. no. 6227.0.55.003

Table SWD.1.16 Number of working age population with higher level qualifications (AQF Certificate III and above), by age, 2012 and 2008 (a), (b), (c)

	<i>Unit</i>	2012	2008
Persons aged 20–64 years with higher level qualifications			
Age group (years)			
20–24	'000	677.2	579.7
25–29	'000	1 110.4	866.4
30–34	'000	1 078.6	854.7
35–39	'000	1 018.5	878.9
40–44	'000	1 003.0	809.0
45–49	'000	882.4	781.8
50–54	'000	794.0	693.3
54–59	'000	680.8	559.9
60–64	'000	530.9	431.9
20–64	'000	7 775.9	6 455.6
Total population of persons aged 20–64 years			
Age group (years)			
20–24	'000	1 637.1	1 462.9
25–29	'000	1 683.4	1 443.3
30–34	'000	1 577.9	1 418.0
35–39	'000	1 538.1	1 534.4
40–44	'000	1 592.5	1 468.4
45–49	'000	1 501.8	1 495.5
50–54	'000	1 454.1	1 340.7
54–59	'000	1 280.3	1 218.5
60–64	'000	1 110.3	1 058.8
20–64	'000	13 375.5	12 440.6

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or level not 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 people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population 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 Survey of Education and Work, Additional data cubes, 2012, Cat. no. 6227.0.55.003.

Table SWD.1.17 Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2012 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons aged 20-64 years with higher level qualifications										
Quintile 1	%	46.5	44.8	41.9	46.7	43.6	41.5	66.4	52.0	45.0
Quintile 2	%	54.2	53.4	50.1	51.9	49.9	52.8	67.5	50.1	52.3
Quintile 3	%	60.4	60.5	54.4	54.6	52.7	60.0	59.5	54.2	57.9
Quintile 4	%	64.4	63.6	59.5	62.1	56.3	68.8	68.6	61.9	62.5
Quintile 5	%	72.2	69.7	61.4	64.2	66.1	65.2	68.9	61.5	68.1
Relative standard error of proportion										
Quintile 1	%	3.1	3.4	4.8	6.5	4.7	4.6	10.5	8.8	1.9
Quintile 2	%	2.8	3.9	3.2	5.1	4.3	3.7	13.9	8.6	1.7
Quintile 3	%	2.0	3.1	3.5	4.1	5.6	4.8	4.7	6.6	1.5
Quintile 4	%	1.7	1.9	2.1	3.5	3.6	4.1	3.5	5.8	1.0
Quintile 5	%	1.4	1.9	3.6	3.5	2.1	4.7	3.2	6.4	0.9
95 per cent confidence intervals										
Quintile 1	±	2.9	3.0	3.9	6.0	4.0	3.8	13.7	9.0	1.7
Quintile 2	±	3.0	4.1	3.2	5.2	4.2	3.8	18.4	8.5	1.8
Quintile 3	±	2.3	3.7	3.7	4.3	5.8	5.6	5.5	7.0	1.7
Quintile 4	±	2.1	2.4	2.4	4.2	4.0	5.6	4.8	7.0	1.2
Quintile 5	±	1.9	2.6	4.3	4.4	2.8	6.1	4.4	7.7	1.2

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or level not 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 (at CD level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

Source: ABS (unpublished) Survey of Education and Work, 2012, Cat. no. 6227.0.

Table SWD.1.18 Number of working age population with higher level qualifications (AQF Certificate III level and above), by SEIFA IRSD, 2012 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Persons aged 20–64 years with higher level qualifications										
Quintile 1	'000	370.8	239.4	136.6	71.8	89.7	43.0	3.2	14.8	969.2
Quintile 2	'000	383.0	310.8	308.6	137.6	120.9	30.0	7.4	16.6	1 314.9
Quintile 3	'000	501.4	424.1	307.8	160.7	88.7	25.7	25.3	15.8	1 549.5
Quintile 4	'000	563.3	494.1	383.6	205.9	114.1	34.3	41.7	12.8	1 849.8
Quintile 5	'000	737.7	547.9	319.3	247.6	102.1	22.5	76.8	10.3	2 064.2
Total population aged 20–64 years										
Quintile 1	'000	797.9	534.1	325.6	153.7	205.4	103.7	4.9	28.4	2 153.8
Quintile 2	'000	707.1	582.2	615.6	265.0	242.3	56.8	10.9	33.1	2 512.9
Quintile 3	'000	830.1	700.5	566.3	294.5	168.3	42.8	42.5	29.2	2 674.3
Quintile 4	'000	874.4	776.6	644.5	331.6	202.7	49.8	60.7	20.6	2 961.0
Quintile 5	'000	1 022.2	786.0	520.1	385.7	154.5	34.5	111.6	16.8	3 031.4

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or level not 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 (at CD level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

Source : ABS (unpublished) Survey of Education and Work, 2012, Cat. no. 6227.0.

TABLE SWD.1.19

Table SWD.1.19 Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2012 (a), (b)

	<i>Unit</i>	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	Total 20–64
Proportion of persons with higher level qualifications											
Certificate III/IV	%	17.1	20.4	19.4	19.3	19.9	19.3	19.3	18.6	16.7	19.0
Diploma/Advanced Diploma	%	7.9	10.1	10.7	12.5	13.0	13.1	11.4	10.3	9.9	11.0
Bachelor degree or above	%	16.4	35.5	38.2	34.4	30.1	26.4	23.9	24.3	21.2	28.2
Relative standard error of proportions											
Certificate III/IV	%	3.1	3.9	3.7	3.1	2.7	3.1	3.9	4.4	4.2	1.2
Diploma/Advanced Diploma	%	5.6	5.1	5.0	4.3	4.3	5.5	5.1	5.4	7.0	1.7
Bachelor degree or above	%	3.0	2.8	2.0	3.4	2.6	2.8	3.0	2.6	4.2	1.3
95 per cent confidence intervals											
Certificate III/IV	±	1.0	1.6	1.4	1.2	1.0	1.2	1.5	1.6	1.4	0.4
Diploma/Advanced Diploma	±	0.9	1.0	1.1	1.1	1.1	1.4	1.1	1.1	1.4	0.4
Bachelor degree or above	±	0.9	1.9	1.5	2.3	1.5	1.4	1.4	1.3	1.7	0.7

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or level not 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.

Source : ABS (unpublished) Survey of Education and Work, 2012, Cat. no. 6227.0.

Table SWD.1.20 Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2008 (a), (b), (c)

	<i>Unit</i>	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	Total 20–64
Proportion of persons aged 20–64 years with higher level qualifications											
Certificate III/IV	%	15.7	18.2	18.7	18.2	19.1	19.2	17.8	16.2	14.4	17.6
Diploma/Advanced Diploma	%	7.8	9.6	9.9	10.8	10.3	10.4	10.7	10.0	9.1	9.9
Bachelor degree or above	%	16.2	32.2	31.6	28.3	25.7	22.7	23.3	19.8	17.3	24.4
Relative standard error of proportion											
Certificate III/IV	%	4.4	4.2	4.2	3.9	3.6	3.5	4.9	3.5	5.0	1.5
Diploma/Advanced Diploma	%	5.4	5.2	6.0	3.6	4.2	6.8	4.5	5.5	6.5	1.8
Bachelor degree or above	%	4.5	3.0	2.4	3.4	3.4	3.7	3.1	3.5	3.4	1.3
95 per cent confidence interval											
Certificate III/IV	±	1.3	1.5	1.5	1.4	1.3	1.3	1.7	1.1	1.4	0.5
Diploma/Advanced Diploma	±	0.8	1.0	1.2	0.8	0.8	1.4	0.9	1.1	1.2	0.3
Bachelor degree or above	±	1.4	1.9	1.5	1.9	1.7	1.6	1.4	1.3	1.2	0.6

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

(b) People whose level of non-school qualification was recorded as Certificate nfd or level not 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 people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population 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, 2008, Cat. no. 6227.0

NASWD Indicator 2:

No new data for this report. 2011 data provided for the previous report

Proportion of employers satisfied that training meets their needs

NASWD Indicator 3:

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

TABLE SWD.3.1

Table SWD.3.1 Proportion of the population aged 20–64 years at PIACC literacy levels 1, 2, 3 and 4/5, 2011–12 (Preliminary data)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of people aged 20–64 years at PIACC literacy levels										
Level 1	'000	496.4	474.2	315.1	195.1	102.4	41.7	16.4	14.4	1 655.6
Level 2	'000	1 224.7	1 010.7	707.4	427.6	307.7	94.8	47.8	30.9	3 851.6
Level 3	'000	1 739.2	1 347.8	1 119.2	559.4	380.4	108.7	97.5	41.1	5 393.3
Level 4/5	'000	799.9	555.6	533.1	227.3	173.0	48.2	66.6	21.1	2 424.8
Total	'000	4 260.1	3 388.3	2 674.8	1 409.3	963.5	293.4	228.3	107.4	13 325.2
Proportion of people aged 20–64 years at PIACC literacy levels										
Level 1	%	11.7	14.0	11.8	13.8	10.6	14.2	7.2	13.4	12.4
Level 2	%	28.7	29.8	26.4	30.3	31.9	32.3	20.9	28.7	28.9
Level 3	%	40.8	39.8	41.8	39.7	39.5	37.0	42.7	38.3	40.5
Level 4/5	%	18.8	16.4	19.9	16.1	18.0	16.4	29.2	19.6	18.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Relative standard error of proportion of people aged 20–64 years at PIACC literacy levels										
Level 1	%	10.6	8.5	10.8	10.8	12.5	16.1	35.1	23.4	4.6
Level 2	%	5.4	5.6	6.6	7.6	6.6	10.6	22.6	15.4	2.5
Level 3	%	4.1	5.1	5.1	6.0	6.2	9.3	12.1	11.6	2.5
Level 4/5	%	8.2	9.2	8.0	11.5	10.0	15.4	16.7	15.7	4.5
Total	%	–	–	–	–	–	–	–	–	–
95 per cent confidence of proportion of people aged 20–64 years at PIACC literacy levels										
Level 1	±	2.4	2.3	2.5	2.9	2.6	4.5	4.9	6.1	1.1
Level 2	±	3.0	3.3	3.4	4.5	4.1	6.7	9.3	8.7	1.4
Level 3	±	3.3	4.0	4.2	4.7	4.8	6.7	10.1	8.7	2.0
Level 4/5	±	3.0	3.0	3.1	3.7	3.5	5.0	9.5	6.1	1.6
Total	±	–	–	–	–	–	–	–	–	–

– Nil or rounded to zero.

Source: ABS (unpublished) Programme for the International Assessment of Adult Competencies, Australia, 2011–2012.

TABLE SWD.3.2

Table SWD.3.2 **Proportion the population aged 20–64 years at PIACC numeracy levels 1, 2, 3 and 4/5, 2011–12 (Preliminary data)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of people aged 20–64 years at PIACC numeracy levels										
Level 1	'000	853.0	723.1	473.4	297.2	184.3	66.8	29.3	24.1	2 651.1
Level 2	'000	1 387.3	1 083.2	838.2	459.7	320.0	96.3	56.3	32.1	4 273.1
Level 3	'000	1 413.7	1 112.8	978.7	462.1	323.4	91.4	86.1	37.4	4 505.7
Level 4/5	'000	606.1	469.3	384.5	190.2	135.9	38.8	56.6	13.9	1 895.4
Total	'000	4 260.1	3 388.3	2 674.8	1 409.3	963.5	293.4	228.3	107.4	13 325.2
Proportion of people aged 20–64 years at PIACC numeracy levels										
Level 1	%	20.0	21.3	17.7	21.1	19.1	22.8	12.8	22.4	19.9
Level 2	%	32.6	32.0	31.3	32.6	33.2	32.8	24.7	29.8	32.1
Level 3	%	33.2	32.8	36.6	32.8	33.6	31.2	37.7	34.8	33.8
Level 4/5	%	14.2	13.8	14.4	13.5	14.1	13.2	24.8	13.0	14.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Relative standard error of proportion of people aged 20–64 years at PIACC numeracy levels										
Level 1	%	7.6	7.1	8.3	8.1	10.7	11.6	23.2	14.2	3.7
Level 2	%	6.2	6.0	5.4	7.4	7.6	9.7	17.7	13.9	3.0
Level 3	%	5.6	6.7	5.3	7.6	7.0	10.0	12.6	11.7	2.7
Level 4/5	%	8.6	8.5	10.2	12.7	12.7	18.5	17.5	23.0	4.4
Total	%	–	–	–	–	–	–	–	–	–
95 per cent confidence interval of proportion of people aged 20–64 years at PIACC numeracy levels										
Level 1	±	3.0	3.0	2.9	3.4	4.0	5.2	5.8	6.2	1.5
Level 2	±	3.9	3.8	3.3	4.8	4.9	6.3	8.6	8.2	1.9
Level 3	±	3.6	4.3	3.8	4.9	4.6	6.1	9.3	8.0	1.8
Level 4/5	±	2.4	2.3	2.9	3.4	3.5	4.8	8.5	5.8	1.2
Total	±	–	–	–	–	–	–	–	–	–

– Nil or rounded to zero.

Source : ABS (unpublished) Programme for the International Assessment of Adult Competencies, Australia, 2011-2012.

NASWD Indicator 4:

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

TABLE SWD.4.1

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, by age, 2011 (a), (b), (c)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
With or working towards a non-school qualification (e)									
With non-school qualification (f)									
20–24 years	%	45.2	45.7	44.7	46.9	42.1	42.3	43.7	45.0
25–34 years	%	70.2	71.7	64.8	66.6	65.2	61.3	76.5	68.6
35–44 years	%	66.9	64.8	61.4	63.2	59.9	57.6	74.7	64.2
45–54 years	%	60.6	57.5	56.0	58.6	53.5	53.9	71.6	58.1
55–64 years	%	53.5	50.5	48.9	52.3	48.9	48.4	67.3	51.4
20–64 years	%	61.2	59.9	56.7	59.1	55.2	53.7	69.1	59.2
Currently studying for a non-school qualification (g)									
20–24 years	%	42.4	44.3	31.6	32.8	38.3	32.3	50.8	39.1
25–34 years	%	15.0	14.2	13.2	12.5	14.7	12.9	19.7	14.2
35–44 years	%	7.9	7.3	7.3	7.1	8.1	8.0	10.1	7.6
45–54 years	%	4.9	4.5	4.2	4.1	4.8	5.0	6.3	4.6
55–64 years	%	2.4	2.1	1.7	1.8	2.1	2.2	2.9	2.1
20–64 years	%	11.5	11.6	9.6	9.7	10.9	9.4	15.9	10.9
With a non-school qualification or currently studying for a non-school qualification (e)									
20–24 years	%	73.9	76.2	65.9	69.1	68.9	65.3	78.1	71.6
25–34 years	%	74.4	75.8	68.9	70.5	69.8	65.4	80.9	72.7
35–44 years	%	69.0	67.0	63.5	65.2	62.3	60.0	76.5	66.3
45–54 years	%	61.9	58.9	57.1	59.8	54.9	55.3	72.6	59.4
55–64 years	%	54.2	51.2	49.4	52.9	49.5	48.9	67.7	52.1
20–64 years	%	66.2	65.4	60.9	63.4	60.2	57.9	75.5	64.1

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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, by age, 2011 (a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.									
(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.									
(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.									
(d) Australia includes 'Other Territories'.									
(e) 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.									
(f) Includes all people aged 20–64 years who have attained a non-school qualification.									
(g) Includes all people aged 20–64 years who are currently studying, which may include people who have previously attained a non-school qualification.									

Source : ABS (unpublished) Census of Population and Housing, 2011.

TABLE SWD.4.2

Table SWD.4.2 **Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2006 (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
With or working towards a non-school qualification (e)										
With non-school qualification (f)										
20–24 years	%	44.7	44.7	43.0	44.1	41.4	40.7	43.4	34.0	43.8
25–34 years	%	65.0	64.7	57.9	59.9	57.5	53.4	71.5	50.5	62.2
35–44 years	%	60.4	57.1	53.4	56.5	51.2	50.5	68.5	52.3	57.0
45–54 years	%	56.4	53.3	50.9	54.4	50.2	50.0	69.0	51.7	53.9
55–64 years	%	47.1	44.7	42.8	47.1	43.3	42.0	63.0	47.3	45.5
20–64 years	%	56.4	54.4	50.7	53.6	49.6	48.2	65.1	48.7	53.9
Currently studying for a non-school qualification (g)										
20–24 years	%	38.1	40.4	28.7	31.2	34.1	30.2	45.8	15.0	35.6
25–34 years	%	13.2	12.3	11.3	11.5	12.9	11.7	18.5	10.1	12.5
35–44 years	%	7.3	6.6	6.7	6.8	7.8	7.9	10.3	8.2	7.1
45–54 years	%	4.5	4.1	4.0	4.0	4.7	4.8	6.3	6.0	4.3
55–64 years	%	2.1	1.8	1.5	1.7	2.1	2.2	3.0	2.6	1.9
20–64 years	%	10.5	10.4	8.7	9.1	10.0	9.0	15.0	8.3	10.0
With a non-school qualification or currently studying for a non-school qualification (e)										
20–24 years	%	70.4	72.7	62.5	65.3	64.5	61.6	75.5	44.1	68.1
25–34 years	%	69.1	68.6	62.0	64.1	62.1	57.8	76.2	54.3	66.3
35–44 years	%	62.7	59.2	55.8	58.7	53.9	53.3	70.8	54.7	59.2
45–54 years	%	57.9	54.6	52.2	55.7	51.7	51.6	70.1	53.3	55.2
55–64 years	%	47.9	45.3	43.3	47.6	44.1	42.7	63.5	48.1	46.1
20–64 years	%	61.2	59.4	54.8	58.0	54.3	52.4	71.4	52.1	58.5

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

Table SWD.4.2 Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2006 (a), (b), (c)

<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>(d)</i>

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

(d) Australia includes 'Other Territories'.

(e) 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.

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

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

Source : ABS (unpublished) Census of Population and Housing, 2006.

TABLE SWD.4.3

Table SWD.4.3 Number of working aged (20–64 year old) population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2011 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
With or working towards a non-school qualification (e)										
With non-school qualification (f)										
20–24 years	no.	187 556	159 299	120 441	67 961	41 579	11 705	12 513	5 266	606 371
25–34 years	no.	608 073	505 669	349 107	195 653	123 347	31 715	42 096	17 771	1 873 595
35–44 years	no.	600 638	466 128	350 484	189 385	120 774	34 824	37 560	16 367	1 816 351
45–54 years	no.	528 642	385 028	302 552	166 682	111 461	35 742	32 637	13 761	1 576 687
55–64 years	no.	393 146	279 421	222 119	121 334	89 454	29 316	24 661	9 267	1 168 817
20–64 years	no.	2 318 055	1 795 545	1 344 703	741 015	486 615	143 302	149 467	62 432	7 041 821
Currently studying for a non-school qualification (g)										
20–24 years	no.	175 650	154 478	85 088	47 490	37 868	8 944	14 543	2 298	526 367
25–34 years	no.	130 317	100 245	70 920	36 658	27 715	6 672	10 854	3 583	386 987
35–44 years	no.	70 523	52 257	41 596	21 314	16 407	4 839	5 089	2 472	214 522
45–54 years	no.	42 839	30 067	22 816	11 682	10 046	3 291	2 868	1 410	125 035
55–64 years	no.	17 393	11 545	7 681	4 063	3 899	1 304	1 055	474	47 417
20–64 years	no.	436 722	348 592	228 101	121 207	95 935	25 050	34 409	10 237	1 300 328
With a non-school qualification or currently studying for a non-school qualification (e)										
20–24 years	no.	306 417	265 372	177 344	100 132	68 070	18 077	22 387	6 761	964 621
25–34 years	no.	644 224	534 830	371 391	206 904	131 904	33 863	44 502	18 942	1 986 730
35–44 years	no.	618 745	481 562	362 457	195 591	125 488	36 268	38 468	17 096	1 875 872
45–54 years	no.	540 225	394 281	308 813	169 895	114 419	36 644	33 112	14 117	1 611 697
55–64 years	no.	398 485	283 259	224 323	122 513	90 610	29 641	24 829	9 368	1 183 130
20–64 years	no.	2 508 096	1 959 304	1 444 328	795 035	530 491	154 493	163 298	66 284	7 622 050
Total number of 20-64 year olds										
20–24 years	no.	414 493	348 477	269 292	144 814	98 866	27 692	28 656	14 293	1 346 700
25–34 years	no.	866 465	705 202	538 788	293 635	189 071	51 747	55 001	31 035	2 731 205
35–44 years	no.	897 346	719 131	570 603	299 850	201 561	60 426	50 298	28 255	2 827 764

TABLE SWD.4.3

Table SWD.4.3 **Number of working aged (20–64 year old) population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
45–54 years	no.	873 037	669 289	540 727	284 250	208 504	66 260	45 606	24 455	2 712 480
55–64 years	no.	734 639	553 411	453 988	231 801	182 870	60 588	36 669	17 704	2 271 953
20–64 years	no.	3 785 980	2 995 510	2 373 398	1 254 350	880 872	266 713	216 230	115 742	11 890 102

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

- (a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.
- (c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.
- (d) Australia includes 'Other Territories'.
- (e) 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.
- (f) Includes all people aged 20–64 years who have attained a non-school qualification.
- (g) Includes all people aged 20–64 years who are currently studying, which may include people who have previously attained a non-school qualification.

Source : ABS (unpublished) Census of Population and Housing, 2011.

TABLE SWD.4.4

Table SWD.4.4 Number of working aged (20–64 year old) population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2006 (a), (b), (c)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (d)
With or working towards a non-school qualification (e)										
With non-school qualification (f)										
20–24 years	no.	173 197	138 137	104 393	53 708	38 184	10 839	11 159	4 293	533 961
25–34 years	no.	519 023	400 588	274 498	139 940	98 465	26 556	33 515	13 705	1 506 429
35–44 years	no.	519 870	385 023	278 384	149 566	102 825	30 900	31 311	13 759	1 511 827
45–54 years	no.	457 314	327 615	247 635	135 786	99 752	31 961	29 535	11 482	1 341 226
55–64 years	no.	298 517	210 706	165 978	88 017	69 346	21 847	19 762	6 714	880 950
20–64 years	no.	1 967 921	1 462 069	1 070 888	567 017	408 572	122 103	125 282	49 953	5 774 393
Currently studying for a non-school qualification (g)										
20–24 years	no.	147 752	124 839	69 707	38 004	31 443	8 039	11 773	1 899	433 483
25–34 years	no.	105 608	76 205	53 758	26 911	22 106	5 806	8 665	2 746	301 825
35–44 years	no.	62 669	44 397	35 139	17 889	15 666	4 828	4 712	2 169	187 486
45–54 years	no.	36 742	25 017	19 301	9 958	9 419	3 083	2 710	1 324	107 566
55–64 years	no.	13 501	8 430	5 988	3 089	3 379	1 121	957	373	36 850
20–64 years	no.	366 272	278 888	183 893	95 851	82 013	22 877	28 817	8 511	1 067 210
With a non-school qualification or currently studying for a non-school qualification (e)										
20–24 years	no.	273 070	224 578	151 640	79 459	59 515	16 414	19 392	5 563	829 696
25–34 years	no.	551 546	424 406	294 079	149 667	106 196	28 736	35 736	14 724	1 605 237
35–44 years	no.	539 184	399 181	290 751	155 562	108 345	32 615	32 372	14 401	1 572 608
45–54 years	no.	469 087	335 428	253 989	139 056	102 775	32 950	30 020	11 841	1 375 296
55–64 years	no.	303 267	213 800	168 008	89 084	70 534	22 242	19 940	6 827	893 771
20–64 years	no.	2 136 154	1 597 393	1 158 467	612 828	447 365	132 957	137 460	53 356	6 276 608
Total number of 20-64 year olds										
20–24 years	no.	387 812	308 895	242 709	121 728	92 266	26 657	25 688	12 621	1 218 495
25–34 years	no.	798 032	619 038	474 432	233 643	171 110	49 741	46 886	27 115	2 420 245

TABLE SWD.4.4

Table SWD.4.4 Number of working aged (20–64 year old) population with a non-school qualification or who are currently studying for a non-school qualification, by age, 2006 (a), (b), (c)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (d)
35–44 years	no.	860 078	674 079	520 990	264 863	200 907	61 243	45 727	26 319	2 654 566
45–54 years	no.	810 866	614 512	486 627	249 833	198 730	63 887	42 827	22 224	2 489 838
55–64 years	no.	633 335	471 724	388 112	187 068	160 107	52 058	31 379	14 196	1 938 208
20–64 years	no.	3 490 123	2 688 248	2 112 870	1 057 135	823 120	253 586	192 507	102 475	10 721 352

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

- (a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.
- (c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.
- (d) Australia includes 'Other Territories'.
- (e) 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.
- (f) Includes all people aged 20–64 years who have attained a non-school qualification.
- (g) Includes all people aged 20–64 years who are currently studying, which may include people who have previously attained a non-school qualification.

Source: ABS (unpublished) Census of Population and Housing, 2006.

TABLE SWD.4.5

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, by SEIFA IRSD, 2011 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Quintile 1	%	51.9	51.3	48.7	49.4	48.3	46.0	65.4	35.0	50.2
Quintile 2	%	61.7	59.9	55.9	57.1	57.1	55.4	70.2	59.5	59.0
Quintile 3	%	66.4	64.5	60.8	61.7	61.6	63.2	68.9	63.0	63.7
Quintile 4	%	71.8	69.9	65.4	65.7	67.1	69.6	73.1	68.1	68.8
Quintile 5	%	78.6	75.8	72.2	72.7	72.7	73.1	78.7	68.8	75.6

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

(d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(e) Australia includes 'Other Territories'.

Source : ABS (unpublished) Census of Population and Housing, 2011.

TABLE SWD.4.6

Table SWD.4.6 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, 2006 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Quintile 1	%	46.4	44.2	42.2	44.5	42.2	39.7	65.9	35.8	44.2
Quintile 2	%	55.6	52.5	49.4	51.6	50.7	49.8	66.5	55.8	52.6
Quintile 3	%	60.2	57.8	54.2	55.3	55.2	58.3	65.1	59.6	57.4
Quintile 4	%	65.2	63.7	59.0	60.7	60.6	64.4	68.8	64.2	62.8
Quintile 5	%	74.2	71.4	66.5	68.2	69.1	69.5	75.5	65.1	71.2

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

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

(e) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2006.

Table SWD.4.7 Number 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), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Number of 20–64 year olds with non-school qualification or who are currently studying for a non-school qualification										
Quintile 1	no.	407 808	235 710	192 416	69 065	93 438	36 198	2 908	10 127	1 047 778
Quintile 2	no.	456 925	317 808	270 395	124 251	120 944	37 216	7 978	9 014	1 344 863
Quintile 3	no.	453 696	413 947	323 441	154 607	108 011	37 441	18 657	14 081	1 523 964
Quintile 4	no.	494 610	487 536	336 085	196 010	118 164	26 516	42 348	17 531	1 718 899
Quintile 5	no.	683 670	497 901	313 623	239 741	87 868	16 347	88 038	14 102	1 941 352
Total number of 20–64 year olds										
Quintile 1	no.	786 409	459 808	394 997	139 905	193 319	78 712	4 446	28 963	2 086 864
Quintile 2	no.	740 583	530 839	484 041	217 693	211 849	67 138	11 361	15 157	2 279 247
Quintile 3	no.	682 874	641 644	532 196	250 605	175 223	59 199	27 077	22 368	2 391 296
Quintile 4	no.	688 603	697 476	514 154	298 502	176 206	38 085	57 931	25 729	2 496 862
Quintile 5	no.	870 286	656 921	434 490	329 944	120 887	22 356	111 854	20 496	2 567 321

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

(d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least

(e) Australia includes 'Other Territories'.

Source : ABS (unpublished) Census of Population and Housing, 2011.

Table SWD.4.8 Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2006 (a), (b), (c), (d)

<i>Unit</i>		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Number of 20–64 year olds with non-school qualification or who are currently studying for a non-school qualification										
Quintile 1	no.	308 433	175 418	139 316	57 765	78 293	29 985	2 214	9 774	801 407
Quintile 2	no.	368 179	242 605	210 313	96 079	96 391	30 791	7 161	8 941	1 060 512
Quintile 3	no.	368 312	329 773	251 949	118 069	85 461	31 982	16 508	13 138	1 215 308
Quintile 4	no.	420 768	398 744	269 420	141 707	101 753	26 059	43 552	10 992	1 413 147
Quintile 5	no.	661 531	444 842	279 387	194 409	83 468	13 651	66 025	8 975	1 752 376
Total number of 20–64 year olds										
Quintile 1	no.	664 343	396 562	330 394	129 843	185 736	75 624	3 360	27 307	1 813 786
Quintile 2	no.	662 244	462 071	426 142	186 174	189 983	61 861	10 769	16 020	2 015 378
Quintile 3	no.	612 235	570 680	464 473	213 694	154 781	54 885	25 376	22 060	2 118 400
Quintile 4	no.	644 884	625 770	456 778	233 360	167 881	40 475	63 346	17 129	2 249 832
Quintile 5	no.	891 058	623 453	420 116	285 075	120 831	19 641	87 460	13 785	2 461 533

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

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

(e) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2006.

TABLE SWD.4.9

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, by Indigenous status, 2011 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Indigenous	%	45.4	50.9	40.7	34.0	41.2	45.6	59.5	25.4	40.8
Non-Indigenous	%	66.7	65.6	61.5	64.1	60.6	58.4	75.8	66.3	64.6

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

- (a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.
- (c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.
- (d) Excludes people who did not state their Indigenous status.
- (e) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2011.

Table SWD.4.10 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, 2006 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Indigenous	%	39.5	45.0	35.6	29.4	36.3	40.6	54.1	20.3	35.2
Non-Indigenous	%	61.6	59.6	55.4	58.7	54.6	52.8	71.6	61.1	59.0

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

(d) Excludes people who did not state their Indigenous status.

(e) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2006.

Table SWD.4.11 Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status, 2011 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Number of 20-64 year old population										
Indigenous	no.	33 157	8 521	27 124	10 023	5 447	4 058	1 545	6 457	96 385
Non-Indigenous	no.	2 459 205	1 937 772	1 409 108	780 211	522 024	149 463	161 053	59 382	7 478 878
Total number of 20-64 year olds										
Indigenous	no.	72 953	16 747	66 658	29 517	13 208	8 901	2 597	25 407	236 102
Non-Indigenous	no.	3 685 807	2 956 125	2 291 669	1 216 425	861 871	255 840	212 569	89 543	11 571 029

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

(d) Excludes people who did not state their Indigenous status.

(e) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2011.

Table SWD.4.12 Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status, 2006 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Number of 20–64 year old population										
Indigenous	no.	21 952	5 654	18 596	6 857	3 836	2 999	1 001	4 561	65 505
Non-Indigenous	no.	2 098 893	1 579 651	1 132 563	601 747	440 649	128 975	135 730	48 407	6 167 191
Total number of 20–64 year olds										
Indigenous	no.	55 613	12 556	52 223	23 350	10 573	7 387	1 850	22 506	186 170
Non-Indigenous	no.	3 405 802	2 652 412	2 045 735	1 025 642	806 415	244 054	189 532	79 225	10 449 973

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) The Census does not collect level of current study, therefore all people identified as studying are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

(d) Excludes people who did not state their Indigenous status.

(e) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2006.

Table SWD.4.13 **Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2011 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Number of 20–64 year olds with a non-school qualification										
With non-school qualification										
Certificate level I/II	no.	59 013	36 731	36 803	17 975	15 506	5 274	2 540	2 482	176 352
Certificate level III/IV	no.	687 579	519 053	502 017	255 754	172 565	58 836	27 443	24 043	2 247 551
Diploma/Advanced Diploma	no.	400 171	316 221	227 327	126 423	81 517	21 529	22 747	9 919	1 205 976
Bachelor degree or above	no.	1 017 154	839 702	505 665	291 150	188 805	50 421	89 905	22 984	3 006 022
Total number of 20-64 year olds										
Population of 20-64 year olds	no.	3 794 402	3 001 409	2 379 758	1 257 941	883 249	268 053	216 314	116 069	11 918 502
Proportion of 20–64 year olds with a non-school qualification										
With non-school qualification										
Certificate level I/II	%	1.6	1.2	1.5	1.4	1.8	2.0	1.2	2.1	1.5
Certificate level III/IV	%	18.1	17.3	21.1	20.3	19.5	21.9	12.7	20.7	18.9
Diploma/Advanced Diploma	%	10.5	10.5	9.6	10.0	9.2	8.0	10.5	8.5	10.1
Bachelor degree or above	%	26.8	28.0	21.2	23.1	21.4	18.8	41.6	19.8	25.2

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People whose level of non-school qualification was recorded as Certificate nfd or level inadequately described are not included in any of the non-school qualification categories for this indicator.

(b) People who did not state their level of non-school qualification have been excluded from the calculations (numerator and denominator) for this indicator.

(c) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2011.

Table SWD.4.14 Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2006 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Number of 20–64 year olds with a non-school qualification										
With non-school qualification										
Certificate level I/II	no.	55 648	32 649	29 939	14 200	12 942	4 175	2 407	2 015	153 999
Certificate level III/IV	no.	609 335	442 536	406 975	198 785	148 282	49 075	23 217	19 217	1 897 656
Diploma/Advanced Diploma	no.	340 624	254 343	180 171	101 608	69 204	18 782	19 381	8 042	992 243
Bachelor degree or above	no.	803 794	641 656	378 682	210 065	147 339	41 233	72 875	17 264	2 313 090
Total number of 20-64 year olds										
Population of 20-64 year olds	no.	3 504 571	2 700 394	2 123 843	1 062 298	827 313	255 487	192 782	103 257	10 771 239
Proportion of 20–64 year olds with a non-school qualification										
With non-school qualification										
Certificate level I/II	%	1.6	1.2	1.4	1.3	1.6	1.6	1.2	2.0	1.4
Certificate level III/IV	%	17.4	16.4	19.2	18.7	17.9	19.2	12.0	18.6	17.6
Diploma/Advanced Diploma	%	9.7	9.4	8.5	9.6	8.4	7.4	10.1	7.8	9.2
Bachelor degree or above	%	22.9	23.8	17.8	19.8	17.8	16.1	37.8	16.7	21.5

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People whose level of non-school qualification was recorded as Certificate nfd or level inadequately described are not included in any of the non-school qualification categories for this indicator.

(b) People who did not state their level of non-school qualification have been excluded from the calculations (numerator and denominator) for this indicator.

(c) Australia includes 'Other Territories'.

Source: ABS (unpublished) Census of Population and Housing, 2006.

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, 2012

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Proportion										
With or working towards a non-school qualification										
With non-school qualification										
20–24 years	%	48.7	47.5	47.6	49.0	41.0	39.5	44.2	33.5	47.3
25–34 years	%	74.4	75.0	66.7	71.9	68.8	67.6	79.5	62.2	72.2
35–44 years	%	74.2	70.8	65.3	69.1	68.4	65.5	78.0	64.3	70.4
45–54 years	%	66.9	63.3	59.1	64.1	58.1	64.0	74.1	64.2	63.5
55–64 years	%	57.2	58.1	58.4	58.2	52.3	55.4	69.6	56.8	57.5
20–64 years	%	66.5	65.1	60.9	64.3	59.6	60.3	71.7	59.0	64.2
Currently studying for a non-school qualification										
20–24 years	%	45.9	44.1	33.2	32.6	36.6	36.7	53.1	17.4	40.5
25–34 years	%	16.7	14.7	12.2	14.0	16.8	13.8	21.3	14.8	15.0
35–44 years	%	7.9	8.6	8.6	8.3	10.6	9.7	9.0	9.5	8.5
45–54 years	%	5.5	4.9	5.5	4.9	5.6	8.4	8.0	6.6	5.4
55–64 years	%	2.6	2.2	3.0	3.2	1.7	2.4	1.2	3.0	2.5
20–64 years	%	13.2	12.6	10.8	11.0	12.1	11.6	16.6	10.2	12.3
With a non-school qualification or currently studying for a non-school qualification (a)										
20–24 years	%	79.7	76.6	69.8	70.1	66.7	64.2	82.2	47.1	74.4
25–34 years	%	78.3	78.3	69.7	75.7	73.8	70.7	83.0	66.7	75.9
35–44 years	%	75.2	72.6	66.9	70.5	70.5	68.3	79.7	66.2	71.8
45–54 years	%	67.8	64.4	60.5	65.3	59.0	66.1	75.0	65.5	64.6
55–64 years	%	57.6	58.5	59.2	58.9	52.6	56.5	69.6	57.3	58.0
20–64 years	%	71.8	70.3	65.1	68.5	64.5	65.1	78.2	62.6	69.1

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, 2012

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Relative standard errors										
With or working towards a non-school qualification										
With non-school qualification										
20–24 years	%	3.3	4.3	4.0	4.9	5.1	9.9	6.1	12.9	1.6
25–34 years	%	1.7	1.5	2.0	2.0	2.4	3.9	2.8	5.7	1.0
35–44 years	%	1.6	1.8	2.5	1.9	2.9	3.4	2.5	4.4	0.8
45–54 years	%	1.3	2.0	3.0	2.3	3.3	3.4	3.2	4.4	0.9
55–64 years	%	2.0	2.5	3.3	3.2	3.1	4.2	3.8	7.9	1.0
20–64 years	%	0.8	1.1	1.4	1.3	1.5	2.0	1.7	3.1	0.5
Currently studying for a non-school qualification										
20–24 years	%	3.9	4.1	6.0	6.8	7.3	13.7	8.9	19.2	2.3
25–34 years	%	5.1	7.2	6.9	7.4	8.2	13.5	14.1	14.3	2.7
35–44 years	%	8.1	6.7	7.7	12.0	9.2	12.1	18.7	16.1	4.5
45–54 years	%	10.8	13.3	10.6	14.3	15.7	13.4	16.9	18.4	4.7
55–64 years	%	14.9	17.9	20.5	21.8	29.3	34.9	56.6	32.6	9.7
20–64 years	%	3.2	3.2	3.2	4.2	4.1	6.4	7.5	7.7	1.7
With a non-school qualification or currently studying for a non-school qualification (a)										
20–24 years	%	1.9	2.0	2.6	2.7	3.7	7.3	4.0	7.8	1.1
25–34 years	%	1.6	1.4	1.8	1.8	2.1	3.6	2.7	5.5	0.9
35–44 years	%	1.4	1.6	2.4	1.6	2.7	3.1	2.5	4.5	0.7
45–54 years	%	1.2	1.8	3.1	2.2	3.4	3.4	3.2	4.0	0.8
55–64 years	%	2.1	2.5	3.4	3.2	3.2	4.4	3.8	7.5	1.0
20–64 years	%	0.7	1.0	1.4	1.1	1.3	2.2	1.7	2.7	0.4

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, 2012

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
95 per cent confidence intervals										
With or working towards a non-school qualification										
With non-school qualification										
20–24 years	±	3.2	4.0	3.7	4.7	4.1	7.7	5.3	8.4	1.5
25–34 years	±	2.5	2.2	2.6	2.8	3.2	5.1	4.3	6.9	1.4
35–44 years	±	2.3	2.4	3.2	2.5	3.9	4.4	3.9	5.6	1.1
45–54 years	±	1.7	2.4	3.4	2.9	3.8	4.2	4.7	5.5	1.1
55–64 years	±	2.3	2.9	3.8	3.7	3.2	4.6	5.1	8.8	1.2
20–64 years	±	1.0	1.4	1.7	1.7	1.8	2.4	2.4	3.5	0.6
Currently studying for a non-school qualification										
20–24 years	±	3.5	3.5	3.9	4.3	5.2	9.9	9.3	6.6	1.8
25–34 years	±	1.7	2.1	1.6	2.0	2.7	3.7	5.9	4.1	0.8
35–44 years	±	1.3	1.1	1.3	1.9	1.9	2.3	3.3	3.0	0.8
45–54 years	±	1.2	1.3	1.2	1.4	1.7	2.2	2.6	2.4	0.5
55–64 years	±	0.7	0.8	1.2	1.4	1.0	1.7	1.3	1.9	0.5
20–64 years	±	0.8	0.8	0.7	0.9	1.0	1.5	2.4	1.5	0.4
With a non-school qualification or currently studying for a non-school qualification										
20–24 years	±	3.0	3.0	3.5	3.7	4.9	9.2	6.4	7.2	1.5
25–34 years	±	2.4	2.1	2.4	2.7	3.0	4.9	4.4	7.2	1.3
35–44 years	±	2.1	2.2	3.2	2.2	3.7	4.1	3.9	5.9	1.1
45–54 years	±	1.6	2.3	3.6	2.8	3.9	4.4	4.8	5.2	1.1
55–64 years	±	2.3	2.9	4.0	3.6	3.3	4.8	5.1	8.4	1.2
20–64 years	±	1.0	1.3	1.8	1.5	1.6	2.8	2.6	3.4	0.6

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

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, 2012

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>

Source : ABS (unpublished) SEW 2012.

Table SWD.4.16 Number of working aged population, 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age, 2012

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Number of 20–64 year olds with or working towards a non-school qualification										
With or working towards a non-school qualification										
With non-school qualification										
20–24 years	'000	253.5	199.1	156.3	86.1	47.5	12.8	13.4	5.0	773.7
25–34 years	'000	784.3	630.1	429.4	254.1	149.0	38.3	48.8	21.4	2 355.5
35–44 years	'000	737.6	565.2	414.3	233.0	149.7	42.0	40.9	20.0	2 202.7
45–54 years	'000	625.5	465.4	352.1	203.5	131.5	44.7	35.6	18.0	1 876.2
55–64 years	'000	432.8	344.2	275.8	145.6	102.3	35.7	26.7	11.1	1 374.2
20–64 years	'000	2 833.7	2 203.9	1 627.9	922.3	580.0	173.5	165.4	75.6	8 582.4
Currently studying for a non-school qualification										
20–24 years	'000	239.3	184.8	109.1	57.2	42.4	11.9	16.2	2.6	663.4
25–34 years	'000	175.8	124.0	78.6	49.4	36.4	7.8	13.1	5.1	490.3
35–44 years	'000	78.4	68.9	54.6	27.8	23.1	6.2	4.7	3.0	266.7
45–54 years	'000	51.4	35.9	33.0	15.6	12.7	5.9	3.8	1.9	160.2
55–64 years	'000	19.4	12.9	13.9	8.1	3.4	1.6	0.5	0.6	60.2
20–64 years	'000	564.3	426.4	289.3	158.1	118.1	33.4	38.2	13.1	1 640.8
With a non-school qualification or currently studying for a non-school qualification (a)										
20–24 years	'000	415.3	320.9	229.1	123.1	77.3	20.8	25.0	7.0	1 218.5
25–34 years	'000	825.3	658.6	448.7	267.7	159.7	40.1	51.0	23.0	2 474.2
35–44 years	'000	747.7	579.0	424.3	237.6	154.2	43.8	41.8	20.6	2 249.0
45–54 years	'000	634.1	473.2	360.3	207.4	133.5	46.2	36.0	18.3	1 908.9
55–64 years	'000	435.5	347.0	279.6	147.5	102.9	36.4	26.7	11.2	1 386.8
20–64 years	'000	3 057.9	2 378.7	1 742.0	983.3	627.5	187.3	180.4	80.2	9 237.3
Total number of 20-64 year olds										
20–24 years	'000	520.8	418.9	328.2	175.7	115.8	32.4	30.4	14.8	1 637.1
25–34 years	'000	1 054.3	840.6	643.7	353.5	216.5	56.7	61.4	34.5	3 261.3

Table SWD.4.16 Number of working aged population, 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age, 2012

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
35–44 years	'000	994.2	798.0	634.7	337.2	218.8	64.2	52.4	31.1	3 130.6
45–54 years	'000	935.6	735.1	595.3	317.6	226.4	69.9	48.0	28.0	2 955.9
55–64 years	'000	756.7	592.9	472.6	250.4	195.7	64.4	38.3	19.6	2 390.6
20–64 years	'000	4 261.6	3 385.5	2 674.5	1 434.4	973.2	287.6	230.6	128.1	13 375.5

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

Source: ABS (unpublished) SEW 2012.

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 SEIFA IRSD, 2012 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Quintile 1	%	59.0	57.9	55.2	58.9	54.9	52.9	76.0	61.4	57.6
Quintile 2	%	65.8	64.2	60.9	61.1	61.5	64.1	79.5	58.7	63.3
Quintile 3	%	71.7	70.8	63.4	66.1	64.2	69.4	69.8	61.2	68.5
Quintile 4	%	74.9	73.8	69.2	72.5	68.6	78.1	78.8	68.1	72.7
Quintile 5	%	83.2	78.9	73.4	75.9	76.7	79.7	81.2	68.0	78.9
Relative standard errors										
Quintile 1	%	2.1	2.9	3.3	5.0	3.9	4.3	8.3	7.2	1.5
Quintile 2	%	2.3	3.3	2.9	4.1	3.2	3.7	8.1	6.7	1.4
Quintile 3	%	2.0	2.1	2.6	3.1	3.9	4.0	5.2	5.2	1.3
Quintile 4	%	1.5	1.6	1.6	2.7	3.2	2.9	3.7	5.0	0.7
Quintile 5	%	1.0	1.4	2.8	2.5	1.8	4.4	2.0	4.9	0.7
95 per cent confidence intervals										
Quintile 1	±	2.4	3.3	3.6	5.7	4.2	4.4	12.4	8.7	1.7
Quintile 2	±	3.0	4.2	3.4	4.9	3.9	4.6	12.6	7.8	1.8
Quintile 3	±	2.7	2.9	3.2	4.0	5.0	5.5	7.1	6.3	1.8
Quintile 4	±	2.1	2.4	2.2	3.8	4.3	4.5	5.6	6.7	1.0
Quintile 5	±	1.6	2.2	4.0	3.6	2.8	6.9	3.1	6.5	1.0

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

Source: ABS (unpublished) SEW, 2012.

Table SWD.4.18 Number of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2012 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of 20–64 year olds with non-school qualification or who are currently studying for a non-school qualification										
Quintile 1	'000	471.0	309.4	179.9	90.6	112.8	54.9	3.7	17.4	1 239.6
Quintile 2	'000	465.3	373.8	375.1	161.9	149.0	36.4	8.7	19.5	1 589.6
Quintile 3	'000	595.5	496.2	359.0	194.6	108.1	29.7	29.7	17.9	1 830.6
Quintile 4	'000	654.5	573.2	445.8	240.6	139.1	38.9	47.8	14.0	2 153.9
Quintile 5	'000	850.2	620.5	381.7	292.7	118.6	27.5	90.5	11.4	2 393.2
Total number of 20–64 year olds										
Quintile 1	'000	797.9	534.1	325.6	153.7	205.4	103.7	4.9	28.4	2 153.8
Quintile 2	'000	707.1	582.2	615.6	265.0	242.3	56.8	10.9	33.1	2 512.9
Quintile 3	'000	830.1	700.5	566.3	294.5	168.3	42.8	42.5	29.2	2 674.3
Quintile 4	'000	874.4	776.6	644.5	331.6	202.7	49.8	60.7	20.6	2 961.0
Quintile 5	'000	1 022.2	786.0	520.1	385.7	154.5	34.5	111.6	16.8	3 031.4

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

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

Source: ABS (unpublished) SEW, 2012.

Table SWD.4.19 Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2012 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number										
Certificate level I/II	'000	155.9	97.1	96.1	47.4	38.5	13.1	5.1	2.3	455.6
Certificate level III/IV	'000	814.3	564.6	539.9	294.3	201.2	65.1	32.9	23.2	2 535.5
Diploma/Advanced Diploma	'000	485.6	402.2	273.7	155.8	98.6	23.7	19.4	14.4	1 473.3
Bachelor degree or above	'000	1 276.8	1 053.9	642.9	376.4	215.6	66.7	102.2	32.7	3 767.0
Proportion										
Certificate level I/II	%	3.7	2.9	3.6	3.3	4.0	4.6	2.2	1.8	3.4
Certificate level III/IV	%	19.1	16.7	20.2	20.5	20.7	22.6	14.3	18.1	19.0
Diploma/Advanced Diploma	%	11.4	11.9	10.2	10.9	10.1	8.2	8.4	11.2	11.0
Bachelor degree or above	%	30.0	31.1	24.0	26.2	22.1	23.2	44.3	25.5	28.2
Relative standard error of proportion										
Certificate level I/II	%	5.7	7.4	7.0	8.8	7.5	9.7	21.7	20.4	3.7
Certificate level III/IV	%	2.7	2.6	3.4	3.9	3.3	3.1	8.6	6.0	1.2
Diploma/Advanced Diploma	%	2.7	3.0	4.2	4.3	4.6	6.1	11.1	10.3	1.7
Bachelor degree or above	%	2.2	2.8	3.6	2.8	3.5	5.4	4.2	6.8	1.4
95 per cent confidence interval for proportion										
Certificate level I/II	±	0.4	0.4	0.5	0.6	0.6	0.9	0.9	0.7	0.3
Certificate level III/IV	±	1.0	0.9	1.3	1.5	1.3	1.5	2.4	2.1	0.4
Diploma/Advanced Diploma	±	0.6	0.7	0.8	0.9	0.9	1.0	1.8	2.1	0.4
Bachelor degree or above	±	1.3	1.6	1.7	1.5	1.5	2.4	3.7	3.4	0.7

Table SWD.4.19 Number and proportion of 20–64 year old population with a non-school qualification, by level of qualification, 2012 (a)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People whose level of non-school qualification was recorded as Certificate nfd or level not determined are not included in any of the non-school qualification categories for this indicator.

Source: ABS (unpublished) SEW, 2012.

NASWD Indicator 5:

Proportion of VET graduates with improved employment status after training

TABLE SWD.5.1

Table SWD.5.1 **Graduates aged 20–64 years with improved employment status after training, 2012 (a), (b) (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportions										
Not employed before training to employed after training	%	11.5	13.2	15.2	11.3	11.6	13.7	10.7	7.9	12.5
Employed at a higher skill level after training	%	11.3	9.9	13.5	14.6	11.5	13.1	13.4	10.9	11.7
Received a job-related benefit	%	58.4	56.0	64.0	67.4	63.8	66.1	62.4	64.7	60.3
Total with improved employment status after training	%	61.5	60.8	67.6	69.8	66.3	67.7	65.6	68.2	63.8
Relative standard errors										
Not employed before training to employed after training	%	5.6	8.1	8.6	7.7	11.3	14.3	17.6	18.5	3.5
Employed at a higher skill level after training	%	6.3	8.4	8.0	7.4	10.1	14.2	14.7	15.3	3.4
Received a job-related benefit	%	1.7	2.6	2.5	1.9	2.9	3.8	4.2	4.2	1.0
Total with improved employment status after training	%	1.6	2.4	2.3	1.8	2.8	3.6	3.9	3.9	1.0
95 per cent confidence intervals										
Not employed before training to employed after training	±	1.3	2.1	2.6	1.7	2.6	3.9	3.7	2.8	0.9
Employed at a higher skill level after training	±	1.4	1.6	2.1	2.1	2.3	3.7	3.8	3.3	0.8
Received a job-related benefit	±	2.0	2.9	3.1	2.5	3.7	4.9	5.1	5.4	1.2
Total with improved employment status after training	±	1.9	2.9	3.0	2.5	3.6	4.8	5.0	5.2	1.2
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

Table SWD.5.1 **Graduates aged 20–64 years with improved employment status after training, 2012 (a), (b) (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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

(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 2011.

(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.

Source : NCVER (unpublished) Student Outcomes Survey, 2012.

TABLE SWD.5.2

Table SWD.5.2 **Graduates aged 20–64 years with improved employment status after training, 2011 (a), (b) (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportions										
Not employed before training to employed after training	%	10.5	12.5	14.5	10.2	13.0	10.5	6.4	8.4	11.7
Employed at a higher skill level after training	%	11.7	14.0	14.8	14.1	13.1	16.0	15.2	14.0	13.4
Received a job-related benefit	%	58.8	63.6	64.6	63.5	58.9	65.0	67.3	69.0	61.9
Total with improved employment status after training	%	61.7	66.5	67.9	66.7	62.9	67.5	70.7	70.8	65.0
Relative standard errors										
Not employed before training to employed after training	%	3.7	4.1	3.3	4.5	4.9	8.3	14.0	15.9	1.8
Employed at a higher skill level after training	%	3.7	3.2	3.3	3.9	5.0	6.9	8.8	11.1	1.6
Received a job-related benefit	%	1.0	1.0	1.0	1.1	1.6	2.1	2.4	3.1	0.5
Total with improved employment status after training	%	1.0	1.0	0.9	1.0	1.5	2.0	2.2	3.0	0.5
95 per cent confidence intervals										
Not employed before training to employed after training	±	0.8	1.0	0.9	0.9	1.3	1.7	1.8	2.6	0.4
Employed at a higher skill level after training	±	0.8	0.9	1.0	1.1	1.3	2.2	2.6	3.0	0.4
Received a job-related benefit	±	1.2	1.3	1.2	1.4	1.8	2.7	3.2	4.2	0.6
Total with improved employment status after training	±	1.2	1.3	1.2	1.3	1.8	2.6	3.1	4.1	0.6
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

Table SWD.5.2 **Graduates aged 20–64 years with improved employment status after training, 2011 (a), (b) (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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

(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) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.

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

TABLE SWD.5.3

Table SWD.5.3 **Graduates aged 20–64 years with improved employment status after training, 2010 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportions										
Not employed before training to employed after training	%	10.7	13.0	10.7	10.6	10.5	13.0	8.5	8.1	11.2
Employed at a higher skill level after training	%	12.3	13.9	16.9	17.5	11.2	17.3	15.8	16.1	14.2
Received a job-related benefit	%	54.8	60.4	62.2	66.7	56.7	65.8	65.2	66.5	59.3
Total with improved employment status after training	%	59.0	64.0	64.8	68.9	60.2	68.0	68.1	68.7	62.7
Relative standard errors										
Not employed before training to employed after training	%	5.5	6.1	7.5	8.9	11.3	11.5	19.7	24.2	3.1
Employed at a higher skill level after training	%	5.5	5.9	5.6	6.5	11.7	9.3	12.0	15.5	2.7
Received a job-related benefit	%	1.7	1.8	1.8	1.9	3.9	2.8	3.4	4.9	0.9
Total with improved employment status after training	%	1.6	1.7	1.7	1.8	3.6	2.7	3.3	4.4	0.8
95 per cent confidence intervals										
Not employed before training to employed after training	±	1.1	1.6	1.6	1.9	2.3	2.9	3.3	3.9	0.7
Employed at a higher skill level after training	±	1.3	1.6	1.9	2.2	2.6	3.1	3.7	4.9	0.8
Received a job-related benefit	±	1.9	2.1	2.2	2.5	4.3	3.6	4.3	6.3	1.0
Total with improved employment status after training	±	1.8	2.1	2.1	2.5	4.3	3.6	4.4	5.9	1.0
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

Table SWD.5.3 **Graduates aged 20–64 years with improved employment status after training, 2010 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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

(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) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.

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

TABLE SWD.5.4

Table SWD.5.4 **Graduates aged 20–64 years with improved employment status after training, 2009 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportions										
Not employed before training to employed after training	%	10.1	11.0	10.3	9.1	10.3	12.6	6.9	5.8	10.2
Employed at a higher skill level after training	%	14.6	16.4	19.8	20.1	17.0	17.5	18.7	18.7	16.8
Received a job-related benefit	%	58.0	62.4	69.2	66.7	61.1	63.2	65.3	74.4	62.3
Total with improved employment status after training	%	61.4	65.8	71.2	69.4	65.3	65.7	67.4	77.0	65.4
Relative standard errors										
Not employed before training to employed after training	%	4.0	4.2	4.5	6.3	6.6	10.1	13.3	17.6	2.1
Employed at a higher skill level after training	%	3.2	3.3	3.2	4.1	4.6	8.7	7.8	10.6	1.6
Received a job-related benefit	%	1.1	1.1	1.0	1.3	1.7	2.9	2.3	2.8	0.5
Total with improved employment status after training	%	1.0	1.0	0.9	1.2	1.6	2.7	2.2	2.5	0.5
95 per cent confidence intervals										
Not employed before training to employed after training	±	0.8	0.9	0.9	1.1	1.3	2.5	1.8	2.0	0.4
Employed at a higher skill level after training	±	0.9	1.0	1.2	1.6	1.5	3.0	2.8	3.9	0.5
Received a job-related benefit	±	1.2	1.4	1.3	1.7	2.0	3.6	3.0	4.0	0.7
Total with improved employment status after training	±	1.2	1.3	1.3	1.6	2.0	3.5	2.9	3.8	0.6
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

Table SWD.5.4 **Graduates aged 20–64 years with improved employment status after training, 2009 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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

(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) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.

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

TABLE SWD.5.5

Table SWD.5.5 **Graduates aged 20–64 years with improved employment status after training, 2008 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportions										
Not employed before training to employed after training	%	11.5	13.3	12.0	12.3	16.4	9.8	7.2	6.7	12.3
Employed at a higher skill level after training	%	13.1	18.1	18.9	15.9	16.7	18.2	18.9	19.6	16.0
Received a job-related benefit	%	61.8	66.6	69.3	67.2	72.4	65.3	64.6	71.7	65.6
Total with improved employment status after training	%	64.7	70.3	72.5	70.7	74.5	67.1	66.5	72.5	68.7
Relative standard errors										
Not employed before training to employed after training	%	6.2	6.6	7.4	10.0	12.7	14.2	20.5	26.8	3.4
Employed at a higher skill level after training	%	6.0	5.9	6.3	8.8	11.4	10.3	10.0	11.4	3.0
Received a job-related benefit	%	1.7	1.8	1.9	2.6	3.2	3.3	3.6	3.7	0.9
Total with improved employment status after training	%	1.6	1.6	1.7	2.4	3.0	3.2	3.5	3.6	0.8
95 per cent confidence intervals										
Not employed before training to employed after training	±	1.4	1.7	1.7	2.4	4.1	2.7	2.9	3.5	0.8
Employed at a higher skill level after training	±	1.5	2.1	2.3	2.7	3.7	3.7	3.7	4.4	0.9
Received a job-related benefit	±	2.1	2.3	2.6	3.5	4.5	4.3	4.6	5.2	1.2
Total with improved employment status after training	±	2.0	2.2	2.5	3.4	4.4	4.2	4.5	5.1	1.1
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

Table SWD.5.5 **Graduates aged 20–64 years with improved employment status after training, 2008 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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

(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) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.

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

TABLE SWD.5.6

Table SWD.5.6 **Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous graduates										
Not employed before training to employed after training	%	5.9	18.9	20.6	9.5	np	np	–	10.6	12.1
Employed at a higher skill level after training	%	9.0	np	11.9	16.9	np	–	np	np	9.4
Received a job-related benefit	%	48.4	43.8	64.2	62.0	52.9	49.9	54.7	68.6	54.4
Total with improved employment status after training	%	49.0	43.6	70.2	57.2	52.9	53.9	54.7	72.1	55.7
Non-Indigenous graduates										
Not employed before training to employed after training	%	11.7	13.2	15.0	11.3	11.6	13.5	11.0	7.5	12.6
Employed at a higher skill level after training	%	11.4	10.1	13.5	14.5	11.4	13.9	13.5	11.8	11.8
Received a job-related benefit	%	58.7	56.4	64.0	67.5	64.4	67.5	63.0	65.6	60.6
Total with improved employment status after training	%	61.9	61.4	67.4	70.3	66.9	68.8	66.2	68.9	64.2

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.7 and SWD.5.8

- (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 2011.
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (c) Relative standard errors (RSE) for the proportions data are included in table SWD.5.7. 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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.

np Not published. – Nil or rounded to zero.

Source : NCVER (unpublished) Student Outcomes Survey, 2012.

Table SWD.5.7 Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2012 (per cent) (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous graduates										
Not employed before training to employed after training	%	28.0	44.8	36.1	36.4	np	np	–	41.8	18.6
Employed at a higher skill level after training	%	51.8	np	38.4	36.5	np	–	np	np	23.8
Received a job-related benefit	%	11.2	29.9	12.1	12.8	16.8	22.4	31.5	12.1	6.3
Total with improved employment status after training	%	11.1	29.4	10.0	15.1	16.8	20.8	31.5	11.2	6.2
Non-Indigenous graduates										
Not employed before training to employed after training	%	5.7	8.2	8.9	7.9	11.6	15.0	17.6	21.0	3.6
Employed at a higher skill level after training	%	6.3	8.4	8.2	7.5	10.3	14.1	14.8	15.7	3.5
Received a job-related benefit	%	1.7	2.6	2.5	1.9	3.0	3.8	4.2	4.1	1.0
Total with improved employment status after training	%	1.6	2.4	2.3	1.8	2.8	3.7	3.9	3.7	1.0

(a) See table NASWD.5.6 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

np Not published. – Nil or rounded to zero.

Source: NCVER (unpublished) Student Outcomes Survey, 2012.

Table SWD.5.8 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2012 (per cent) (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous graduates										
Not employed before training to employed after training	±	3.2	16.6	14.5	6.8	np	np	–	8.7	4.4
Employed at a higher skill level after training	±	9.1	np	9.0	12.1	np	–	np	np	4.4
Received a job-related benefit	±	10.7	25.7	15.2	15.5	17.4	21.9	33.8	16.3	6.7
Total with improved employment status after training	±	10.7	25.1	13.8	16.9	17.4	22.0	33.8	15.9	6.7
Non-Indigenous graduates										
Not employed before training to employed after training	±	1.3	2.1	2.6	1.8	2.6	4.0	3.8	3.1	0.9
Employed at a higher skill level after training	±	1.4	1.7	2.2	2.2	2.3	3.8	3.9	3.6	0.8
Received a job-related benefit	±	2.0	2.9	3.2	2.5	3.8	5.0	5.2	5.3	1.2
Total with improved employment status after training	±	2.0	2.9	3.1	2.5	3.7	4.9	5.0	5.1	1.2

(a) See table NASWD.5.6 for detailed footnotes

np Not published. – Nil or rounded to zero.

Source: NCVER (unpublished) Student Outcomes Survey, 2012.

Table SWD.5.9 Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011, 2010, 2009, 2008 (per cent) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Indigenous graduates										
Not employed before training to employed after training	%	9.5	18.1	18.8	21.4	11.9	np	np	11.8	13.9
Employed at a higher skill level after training	%	12.1	15.2	9.8	10.9	10.2	10.3	np	9.3	11.2
Received a job-related benefit	%	58.0	53.1	55.3	61.8	59.8	54.9	73.5	64.8	57.8
Total with improved employment status after training	%	59.3	58.6	59.2	65.2	61.8	55.8	71.1	65.2	60.3
Non-Indigenous graduates										
Not employed before training to employed after training	%	10.5	12.5	14.3	9.9	13.0	10.7	6.5	7.3	11.7
Employed at a higher skill level after training	%	11.8	14.1	15.2	14.3	13.2	16.4	15.4	15.4	13.5
Received a job-related benefit	%	58.8	63.7	65.1	63.7	58.7	65.5	67.3	70.5	62.0
Total with improved employment status after training	%	61.8	66.6	68.3	67.0	62.8	68.0	71.1	72.6	65.2
2010										
Indigenous graduates										
Not employed before training to employed after training	%	7.8	np	13.5	11.7	np	16.8	np	16.0	9.3
Employed at a higher skill level after training	%	15.2	12.7	14.9	np	np	16.5	np	np	14.0
Received a job-related benefit	%	51.1	63.0	52.4	61.6	43.7	82.0	61.8	40.9	53.5
Total with improved employment status after training	%	54.6	67.0	56.6	66.1	44.0	82.2	61.8	46.4	56.7

Table SWD.5.9 Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011, 2010, 2009, 2008 (per cent) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates										
Not employed before training to employed after training	%	10.7	13.1	10.6	10.6	10.9	12.8	8.8	6.5	11.2
Employed at a higher skill level after training	%	12.3	14.0	17.1	17.8	11.0	17.4	15.1	18.7	14.2
Received a job-related benefit	%	54.9	60.5	62.7	66.8	57.4	64.8	65.5	71.7	59.5
Total with improved employment status after training	%	59.1	64.2	65.2	69.0	60.9	67.1	68.5	73.2	63.0
2009										
Indigenous graduates										
Not employed before training to employed after training	%	10.7	5.4	7.7	11.2	20.2	25.4	np	np	10.4
Employed at a higher skill level after training	%	15.2	11.7	13.7	25.3	13.4	np	np	6.3	14.2
Received a job-related benefit	%	58.7	62.4	61.4	70.3	57.3	51.7	48.5	83.8	61.7
Total with improved employment status after training	%	61.6	63.7	61.8	70.3	63.2	51.7	48.5	83.1	63.4
Non-Indigenous graduates										
Not employed before training to employed after training	%	10.1	11.0	10.4	9.1	10.2	12.1	7.0	6.2	10.3
Employed at a higher skill level after training	%	14.6	16.5	20.0	19.9	17.1	18.0	18.9	21.9	16.9
Received a job-related benefit	%	57.9	62.4	69.5	66.7	61.1	63.8	65.6	71.9	62.3
Total with improved employment status after training	%	61.3	65.8	71.5	69.5	65.2	66.4	67.8	75.3	65.4

Table SWD.5.9 Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2011, 2010, 2009, 2008 (per cent) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Indigenous graduates										
Not employed before training to employed after training	%	6.5	np	16.1	17.8	25.0	np	np	8.7	12.0
Employed at a higher skill level after training	%	np	19.3	20.0	np	np	np	np	np	13.3
Received a job-related benefit	%	52.8	80.0	68.7	39.1	24.1	84.9	np	59.8	58.6
Total with improved employment status after training	%	55.0	78.3	70.0	57.5	39.7	84.9	np	60.1	62.3
Non-Indigenous graduates										
Not employed before training to employed after training	%	11.7	13.3	11.7	12.3	16.3	9.4	7.2	6.3	12.3
Employed at a higher skill level after training	%	13.3	18.1	18.9	16.1	16.9	18.0	19.0	22.6	16.2
Received a job-related benefit	%	62.1	66.7	69.3	68.1	73.1	64.4	64.5	73.9	65.9
Total with improved employment status after training	%	65.1	70.4	72.4	71.2	74.9	66.4	66.9	74.9	68.9

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 during the survey reference year.
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.10. 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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.

np Not published.

Source: NCVER (unpublished) Student Outcomes Survey, 2011, 2010, 2009, 2008.

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, 2011, 2010, 2009, 2008 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Indigenous graduates										
Not employed before training to employed after training	%	20.8	22.5	14.0	19.3	23.7	np	np	33.2	8.7
Employed at a higher skill level after training	%	18.8	25.6	19.0	24.9	26.1	37.4	np	38.9	10.1
Received a job-related benefit	%	5.7	9.9	5.6	7.5	8.2	11.3	15.6	9.9	3.0
Total with improved employment status after training	%	5.5	8.9	5.2	7.0	7.8	11.1	16.8	9.8	2.8
Non-Indigenous graduates										
Not employed before training to employed after training	%	3.8	4.2	3.4	4.6	5.1	8.4	14.3	18.4	1.9
Employed at a higher skill level after training	%	3.7	3.2	3.4	3.9	5.1	7.0	8.8	11.1	1.7
Received a job-related benefit	%	1.1	1.1	1.0	1.1	1.6	2.2	2.5	3.0	0.5
Total with improved employment status after training	%	1.0	1.0	0.9	1.0	1.5	2.0	2.2	2.9	0.5
2010										
Indigenous graduates										
Not employed before training to employed after training	%	34.8	np	35.1	27.1	np	39.8	np	52.4	17.8
Employed at a higher skill level after training	%	27.0	49.6	29.6	np	np	46.7	np	np	16.9
Received a job-related benefit	%	10.5	15.1	11.7	13.2	25.4	7.2	22.4	22.2	5.7
Total with improved employment status after training	%	9.8	13.5	10.7	12.1	25.4	7.2	22.4	15.5	5.3

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, 2011, 2010, 2009, 2008 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates										
Not employed before training to employed after training	%	5.6	6.2	7.8	9.2	11.5	12.0	19.7	23.4	3.2
Employed at a higher skill level after training	%	5.6	6.0	5.7	6.5	11.2	9.3	12.0	16.0	2.8
Received a job-related benefit	%	1.8	1.8	1.8	1.9	3.9	3.0	3.5	4.3	0.9
Total with improved employment status after training	%	1.6	1.7	1.7	1.9	3.7	2.9	3.4	4.2	0.8
2009										
Indigenous graduates										
Not employed before training to employed after training	%	23.2	48.5	27.2	36.1	33.6	32.0	np	np	12.8
Employed at a higher skill level after training	%	21.1	32.3	22.4	21.7	45.1	np	np	41.8	11.6
Received a job-related benefit	%	7.6	9.8	6.6	7.0	14.4	18.1	23.0	5.8	3.7
Total with improved employment status after training	%	7.1	9.5	6.5	7.0	12.7	18.1	23.0	5.9	3.5
Non-Indigenous graduates										
Not employed before training to employed after training	%	4.1	4.2	4.5	6.4	6.7	10.7	13.6	18.5	2.2
Employed at a higher skill level after training	%	3.3	3.3	3.2	4.2	4.6	8.8	7.8	10.5	1.6
Received a job-related benefit	%	1.1	1.1	1.0	1.3	1.7	3.0	2.4	3.1	0.5
Total with improved employment status after training	%	1.0	1.0	1.0	1.2	1.6	2.8	2.2	2.8	0.5

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, 2011, 2010, 2009, 2008 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Indigenous graduates										
Not employed before training to employed after training	%	47.0	np	33.6	45.2	60.9	np	np	43.2	19.1
Employed at a higher skill level after training	%	np	50.6	43.0	np	np	np	np	np	27.4
Received a job-related benefit	%	14.9	9.6	10.8	23.5	60.5	8.7	np	13.5	7.0
Total with improved employment status after training	%	14.1	10.1	10.6	17.5	46.9	8.7	np	13.2	6.6
Non-Indigenous graduates										
Not employed before training to employed after training	%	6.3	6.6	7.5	10.1	13.0	14.8	20.9	30.8	3.5
Employed at a higher skill level after training	%	6.0	6.0	6.4	8.8	11.5	10.7	10.1	11.7	3.0
Received a job-related benefit	%	1.7	1.8	1.9	2.6	3.2	3.5	3.7	3.9	0.9
Total with improved employment status after training	%	1.6	1.6	1.8	2.5	3.0	3.3	3.5	3.8	0.8

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

np Not published.

Source: NCVER (unpublished) Student Outcomes Survey, 2011, 2010, 2009, 2008.

TABLE SWD.5.11

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, 2011, 2010, 2009, 2008 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Indigenous graduates										
Not employed before training to employed after training	±	3.9	8.0	5.1	8.1	5.5	np	np	7.7	2.4
Employed at a higher skill level after training	±	4.5	7.6	3.6	5.3	5.2	7.6	np	7.1	2.2
Received a job-related benefit	±	6.5	10.3	6.1	9.0	9.6	12.1	22.4	12.6	3.4
Total with improved employment status after training	±	6.4	10.2	6.0	8.9	9.4	12.1	23.4	12.6	3.3
Non-Indigenous graduates										
Not employed before training to employed after training	±	0.8	1.0	1.0	0.9	1.3	1.8	1.8	2.6	0.4
Employed at a higher skill level after training	±	0.9	0.9	1.0	1.1	1.3	2.3	2.6	3.3	0.4
Received a job-related benefit	±	1.2	1.3	1.3	1.4	1.9	2.8	3.3	4.2	0.6
Total with improved employment status after training	±	1.2	1.3	1.2	1.4	1.9	2.7	3.1	4.1	0.6
2010										
Indigenous graduates										
Not employed before training to employed after training	±	5.3	np	9.3	6.2	np	13.1	np	16.5	3.3
Employed at a higher skill level after training	±	8.0	12.3	8.7	np	np	15.1	np	np	4.6
Received a job-related benefit	±	10.5	18.6	12.0	16.0	21.8	11.7	27.1	17.8	6.0
Total with improved employment status after training	±	10.4	17.7	11.9	15.6	21.9	11.5	27.1	14.1	5.9

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, 2011, 2010, 2009, 2008 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates										
Not employed before training to employed after training	±	1.2	1.6	1.6	1.9	2.5	3.0	3.4	3.0	0.7
Employed at a higher skill level after training	±	1.4	1.6	1.9	2.3	2.4	3.2	3.6	5.8	0.8
Received a job-related benefit	±	1.9	2.2	2.2	2.5	4.4	3.8	4.4	6.1	1.0
Total with improved employment status after training	±	1.9	2.1	2.2	2.5	4.4	3.7	4.5	6.0	1.0
2009										
Indigenous graduates										
Not employed before training to employed after training	±	4.8	5.2	4.1	7.9	13.3	15.9	np	np	2.6
Employed at a higher skill level after training	±	6.3	7.4	6.0	10.8	11.8	np	np	5.1	3.2
Received a job-related benefit	±	8.8	12.0	7.9	9.7	16.1	18.3	21.9	9.5	4.5
Total with improved employment status after training	±	8.6	11.9	7.9	9.6	15.7	18.3	21.9	9.5	4.4
Non-Indigenous graduates										
Not employed before training to employed after training	±	0.8	0.9	0.9	1.1	1.3	2.5	1.9	2.3	0.4
Employed at a higher skill level after training	±	0.9	1.1	1.3	1.6	1.5	3.1	2.9	4.5	0.5
Received a job-related benefit	±	1.2	1.4	1.4	1.7	2.1	3.7	3.0	4.4	0.7
Total with improved employment status after training	±	1.2	1.3	1.3	1.7	2.0	3.6	2.9	4.2	0.6

TABLE SWD.5.11

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, 2011, 2010, 2009, 2008 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Indigenous graduates										
Not employed before training to employed after training	±	6.0	np	10.6	15.7	29.8	np	np	7.4	4.5
Employed at a higher skill level after training	±	np	19.1	16.9	np	np	np	np	np	7.1
Received a job-related benefit	±	15.4	15.0	14.5	18.0	28.6	14.5	np	15.8	8.0
Total with improved employment status after training	±	15.2	15.5	14.5	19.7	36.5	14.5	np	15.6	8.0
Non-Indigenous graduates										
Not employed before training to employed after training	±	1.4	1.7	1.7	2.4	4.2	2.7	2.9	3.8	0.8
Employed at a higher skill level after training	±	1.6	2.1	2.4	2.8	3.8	3.8	3.8	5.2	1.0
Received a job-related benefit	±	2.1	2.3	2.6	3.5	4.5	4.4	4.6	5.7	1.2
Total with improved employment status after training	±	2.1	2.2	2.5	3.4	4.4	4.3	4.6	5.6	1.1

(a) See table NASWD.5.9 for detailed footnotes

np Not published.

Source: NCVER (unpublished) Student Outcomes Survey, 2011, 2010, 2009, 2008.

Table SWD.5.12 **Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2012 (per cent) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	12.8	17.6	18.2	10.7	11.1	11.1	–	np	14.3
Employed at a higher skill level after training	%	8.3	5.2	12.7	13.0	11.0	13.9	–	np	9.2
Received a job-related benefit	%	53.8	51.2	59.4	59.9	57.4	61.1	np	51.1	55.2
Total with improved employment status after training	%	56.2	55.4	63.6	62.0	59.6	62.4	np	53.7	58.2
Quintile 2										
Not employed before training to employed after training	%	9.1	11.9	15.4	10.6	11.8	22.3	32.6	12.0	11.6
Employed at a higher skill level after training	%	11.9	10.1	15.6	14.5	10.1	12.2	np	13.2	12.1
Received a job-related benefit	%	59.1	55.0	61.3	64.5	63.4	63.7	76.2	68.6	59.4
Total with improved employment status after training	%	62.5	59.0	69.2	67.2	65.7	69.4	79.7	75.5	63.6
Quintile 3										
Not employed before training to employed after training	%	10.9	14.3	13.5	12.0	12.2	9.4	np	np	12.5
Employed at a higher skill level after training	%	14.0	8.2	13.0	13.7	12.8	17.4	17.5	11.7	12.2
Received a job-related benefit	%	58.7	55.8	66.9	70.7	66.4	67.6	59.1	72.9	61.6
Total with improved employment status after training	%	62.3	61.9	68.8	73.8	68.5	69.2	59.1	72.7	65.3
Quintile 4										
Not employed before training to employed after training	%	12.1	10.1	15.2	11.1	14.5	16.1	7.3	9.4	12.0

Table SWD.5.12 Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2012 (per cent) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employed at a higher skill level after training	%	13.9	13.7	12.7	14.1	10.2	9.7	12.1	11.3	13.2
Received a job-related benefit	%	62.8	58.5	65.8	68.5	67.3	76.9	63.0	65.4	63.2
Total with improved employment status after training	%	65.2	62.2	67.9	70.8	69.6	75.9	64.5	68.5	65.8
Quintile 5										
Not employed before training to employed after training	%	12.2	13.3	12.6	11.5	6.3	np	11.6	np	12.0
Employed at a higher skill level after training	%	10.4	11.8	12.7	16.9	18.7	np	14.0	13.4	12.6
Received a job-related benefit	%	60.2	59.6	67.2	69.0	67.9	73.7	63.5	68.0	63.0
Total with improved employment status after training	%	63.9	66.8	68.9	71.0	73.7	73.7	68.1	69.8	67.1

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 2011.
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were
- (c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged). Data presented here use ABS SEIFA IRSD (2011), which marks a change from previously published data, which was disaggregated by ABS SEIFA IRSD (2006).
- (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.
- (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. Therefore, the subgroups may add to more than the total.

np Not published. – Nil or rounded to zero.

Source: NCVER (unpublished) Student Outcomes Survey, 2012.

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, 2012 (per cent) (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	10.3	19.5	17.0	22.2	23.3	23.2	–	np	7.8
Employed at a higher skill level after training	%	14.0	27.7	18.6	23.6	18.9	22.1	–	np	8.4
Received a job-related benefit	%	3.9	7.4	6.0	7.2	6.1	6.4	np	14.4	2.6
Total with improved employment status after training	%	3.7	6.9	5.5	6.9	5.7	6.2	np	13.8	2.4
Quintile 2										
Not employed before training to employed after training	%	12.2	18.4	20.8	16.1	23.0	25.6	40.4	23.9	8.1
Employed at a higher skill level after training	%	13.2	17.2	17.8	16.4	22.2	32.8	np	27.7	7.5
Received a job-related benefit	%	3.5	5.8	6.2	4.5	6.2	9.6	13.0	6.8	2.3
Total with improved employment status after training	%	3.2	5.3	5.1	4.6	5.9	8.5	11.7	5.5	2.1
Quintile 3										
Not employed before training to employed after training	%	12.9	15.5	18.7	16.4	26.9	41.3	np	np	7.8
Employed at a higher skill level after training	%	13.5	20.7	16.2	16.5	24.7	27.6	39.3	45.8	7.7
Received a job-related benefit	%	4.0	5.6	4.5	3.6	6.8	8.7	15.2	9.8	2.2
Total with improved employment status after training	%	3.6	5.0	4.3	3.2	6.4	8.4	15.2	9.6	2.1
Quintile 4										
Not employed before training to employed after training	%	13.4	16.0	18.4	17.2	20.8	31.7	43.1	41.1	7.6

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, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employed at a higher skill level after training	%	15.0	14.2	16.3	16.3	25.0	38.3	29.9	28.9	7.4
Received a job-related benefit	%	3.8	4.9	5.0	3.9	7.0	6.3	8.0	8.3	2.2
Total with improved employment status after training	%	3.6	4.6	4.8	3.7	6.7	6.4	7.7	7.7	2.0
Quintile 5										
Not employed before training to employed after training	%	15.9	18.6	21.4	15.5	46.1	np	22.1	np	8.6
Employed at a higher skill level after training	%	14.1	20.0	22.0	13.5	25.5	np	19.1	30.9	7.6
Received a job-related benefit	%	3.9	6.0	5.8	3.6	9.0	24.1	5.7	8.3	2.3
Total with improved employment status after training	%	3.6	5.1	5.6	3.4	7.8	24.1	5.1	8.0	2.0

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

np Not published. – Nil or rounded to zero.

Source: NCVET (unpublished) Student Outcomes Survey, 2012.

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, 2012 (per cent) (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	±	2.6	6.7	6.0	4.7	5.1	5.0	–	np	2.2
Employed at a higher skill level after training	±	2.3	2.8	4.6	6.0	4.1	6.0	–	np	1.5
Received a job-related benefit	±	4.1	7.5	7.0	8.5	6.8	7.7	np	14.4	2.8
Total with improved employment status after training	±	4.1	7.5	6.9	8.4	6.7	7.6	np	14.6	2.7
Quintile 2										
Not employed before training to employed after training	±	2.2	4.3	6.3	3.4	5.3	11.2	25.8	5.6	1.8
Employed at a higher skill level after training	±	3.1	3.4	5.5	4.7	4.4	7.9	np	7.2	1.8
Received a job-related benefit	±	4.0	6.2	7.5	5.7	7.7	12.0	19.4	9.1	2.7
Total with improved employment status after training	±	4.0	6.2	6.9	6.0	7.6	11.6	18.2	8.2	2.6
Quintile 3										
Not employed before training to employed after training	±	2.8	4.3	5.0	3.9	6.4	7.6	np	np	1.9
Employed at a higher skill level after training	±	3.7	3.3	4.1	4.4	6.2	9.4	13.5	10.5	1.8
Received a job-related benefit	±	4.6	6.2	5.9	4.9	8.8	11.6	17.6	14.0	2.7
Total with improved employment status after training	±	4.4	6.1	5.8	4.7	8.6	11.4	17.6	13.6	2.6
Quintile 4										
Not employed before training to employed after training	±	3.2	3.2	5.5	3.7	5.9	10.0	6.2	7.6	1.8

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, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employed at a higher skill level after training	±	4.1	3.8	4.1	4.5	5.0	7.3	7.1	6.4	1.9
Received a job-related benefit	±	4.7	5.7	6.5	5.3	9.2	9.5	9.8	10.6	2.7
Total with improved employment status after training	±	4.6	5.6	6.4	5.1	9.2	9.6	9.8	10.3	2.6
Quintile 5										
Not employed before training to employed after training	±	3.8	4.8	5.3	3.5	5.7	np	5.0	np	2.0
Employed at a higher skill level after training	±	2.9	4.6	5.5	4.5	9.3	np	5.2	8.1	1.9
Received a job-related benefit	±	4.6	7.1	7.6	4.9	12.0	34.9	7.1	11.1	2.8
Total with improved employment status after training	±	4.5	6.7	7.5	4.7	11.3	34.9	6.7	10.9	2.7

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

np Not published. – Nil or rounded to zero.

Source: NCVER (unpublished) Student Outcomes Survey, 2012.

Table SWD.5.15 **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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	10.5	15.9	15.2	8.6	15.6	10.8	np	5.4	13.0
Employed at a higher skill level after training	%	10.1	13.2	14.3	13.6	10.0	16.1	np	17.2	12.0
Received a job-related benefit	%	54.3	57.1	60.4	67.3	52.0	64.8	81.2	64.0	57.0
Total with improved employment status after training	%	56.6	58.7	63.3	70.0	56.7	66.9	82.9	67.7	59.5
Quintile 2										
Not employed before training to employed after training	%	10.3	12.6	13.7	10.7	11.9	10.1	np	11.4	11.5
Employed at a higher skill level after training	%	10.1	12.5	14.5	13.2	14.1	16.4	np	19.3	12.2
Received a job-related benefit	%	57.4	63.4	66.3	60.6	58.7	63.6	69.3	78.5	60.8
Total with improved employment status after training	%	59.9	66.3	69.0	64.6	62.9	66.1	69.3	80.1	63.7
Quintile 3										
Not employed before training to employed after training	%	10.7	10.9	14.7	10.0	13.3	7.5	8.2	7.6	11.4
Employed at a higher skill level after training	%	12.5	15.1	14.1	13.0	17.5	21.8	5.8	11.9	13.6
Received a job-related benefit	%	60.7	64.9	64.1	62.6	64.6	65.2	68.2	70.0	62.8
Total with improved employment status after training	%	63.9	66.7	67.7	65.6	69.0	68.7	68.8	71.0	65.9

Table SWD.5.15 **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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	%	9.4	11.4	14.4	10.0	11.4	11.2	5.9	10.5	11.3
Employed at a higher skill level after training	%	14.6	14.4	15.0	15.6	11.4	11.8	17.6	14.3	14.5
Received a job-related benefit	%	60.5	66.1	65.6	64.5	57.2	66.9	64.3	67.4	63.7
Total with improved employment status after training	%	63.9	69.0	69.0	67.8	60.3	69.4	67.1	68.7	66.9
Quintile 5										
Not employed before training to employed after training	%	11.2	12.8	14.4	10.2	13.5	np	6.2	6.6	11.8
Employed at a higher skill level after training	%	12.2	14.1	16.9	15.7	13.9	np	14.5	13.0	14.1
Received a job-related benefit	%	60.8	62.5	64.6	64.7	66.8	35.7	67.5	73.8	63.2
Total with improved employment status after training	%	64.3	66.9	68.6	67.8	70.6	48.1	71.8	76.8	67.1

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.16 and SWD.5.17

- (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) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (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.5.16. 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. Therefore, the subgroups may add to more than the total.

np Not published.

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

Table SWD.5.16 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)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	9.4	10.6	8.3	25.5	8.6	15.0	np	40.1	4.6
Employed at a higher skill level after training	%	10.5	9.8	9.3	17.0	11.8	11.9	np	21.5	4.8
Received a job-related benefit	%	2.9	3.5	2.9	4.4	3.7	3.9	13.1	8.0	1.5
Total with improved employment status after training	%	2.8	3.4	2.7	4.1	3.4	3.7	12.7	7.3	1.4
Quintile 2										
Not employed before training to employed after training	%	7.0	9.5	7.6	11.7	9.3	14.2	np	34.9	3.9
Employed at a higher skill level after training	%	7.3	7.3	7.3	10.9	8.6	12.2	np	32.7	3.6
Received a job-related benefit	%	2.0	2.5	2.0	3.2	2.9	3.7	13.5	7.4	1.1
Total with improved employment status after training	%	1.9	2.4	1.9	2.9	2.7	3.5	13.5	7.2	1.0
Quintile 3										
Not employed before training to employed after training	%	8.1	10.1	7.1	7.4	14.8	27.4	44.2	35.1	4.1
Employed at a higher skill level after training	%	7.3	7.1	7.4	6.7	13.1	17.4	57.9	20.8	3.5
Received a job-related benefit	%	2.2	2.6	2.2	1.9	4.2	6.1	11.4	6.1	1.1
Total with improved employment status after training	%	2.0	2.5	2.0	1.8	3.7	5.6	11.3	6.0	1.0

Table SWD.5.16 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)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	%	9.5	7.7	6.5	9.1	11.7	19.5	24.0	29.7	3.8
Employed at a higher skill level after training	%	8.6	5.7	6.5	7.4	11.5	18.6	15.6	22.6	3.3
Received a job-related benefit	%	2.5	1.7	1.8	2.2	3.7	4.7	4.8	5.9	1.0
Total with improved employment status after training	%	2.3	1.6	1.7	2.0	3.5	4.4	4.5	5.7	0.9
Quintile 5										
Not employed before training to employed after training	%	8.7	8.7	8.4	10.3	16.5	np	19.8	39.2	4.4
Employed at a higher skill level after training	%	8.7	7.3	8.0	8.6	14.9	np	12.0	29.5	3.8
Received a job-related benefit	%	2.4	2.3	2.5	2.5	3.8	39.0	3.3	7.0	1.1
Total with improved employment status after training	%	2.2	2.1	2.3	2.3	3.4	30.3	2.9	6.5	1.0

(a) See table SWD.5.15 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

np Not published.

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

Table SWD.5.17 **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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	±	1.9	3.3	2.5	4.3	2.6	3.2	np	4.3	1.2
Employed at a higher skill level after training	±	2.1	2.6	2.6	4.5	2.3	3.8	np	7.3	1.1
Received a job-related benefit	±	3.1	3.9	3.4	5.8	3.8	4.9	20.9	10.0	1.7
Total with improved employment status after training	±	3.1	3.9	3.4	5.6	3.7	4.9	20.7	9.7	1.7
Quintile 2										
Not employed before training to employed after training	±	1.4	2.3	2.0	2.4	2.2	2.8	np	7.8	0.9
Employed at a higher skill level after training	±	1.4	1.8	2.1	2.8	2.4	3.9	np	12.4	0.9
Received a job-related benefit	±	2.2	3.1	2.6	3.8	3.4	4.6	18.3	11.5	1.3
Total with improved employment status after training	±	2.2	3.1	2.6	3.7	3.3	4.6	18.3	11.4	1.3
Quintile 3										
Not employed before training to employed after training	±	1.7	2.2	2.0	1.5	3.9	4.0	7.1	5.2	0.9
Employed at a higher skill level after training	±	1.8	2.1	2.0	1.7	4.5	7.4	6.6	4.8	0.9
Received a job-related benefit	±	2.6	3.3	2.7	2.3	5.3	7.7	15.2	8.4	1.3
Total with improved employment status after training	±	2.5	3.3	2.6	2.3	5.0	7.6	15.2	8.4	1.3

Table SWD.5.17 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)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	±	1.8	1.7	1.8	1.8	2.6	4.3	2.8	6.1	0.8
Employed at a higher skill level after training	±	2.5	1.6	1.9	2.3	2.5	4.3	5.4	6.3	0.9
Received a job-related benefit	±	3.0	2.2	2.4	2.7	4.1	6.1	6.1	7.8	1.2
Total with improved employment status after training	±	2.9	2.2	2.3	2.7	4.1	6.0	5.9	7.7	1.2
Quintile 5										
Not employed before training to employed after training	±	1.9	2.2	2.4	2.1	4.4	np	2.4	5.1	1.0
Employed at a higher skill level after training	±	2.1	2.0	2.6	2.6	4.1	np	3.4	7.5	1.1
Received a job-related benefit	±	2.9	2.8	3.2	3.1	5.0	27.3	4.3	10.2	1.4
Total with improved employment status after training	±	2.8	2.7	3.1	3.1	4.7	28.6	4.1	9.7	1.4

(a) See table SWD.5.15 for detailed footnotes.

np Not published.

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

Table SWD.5.18 **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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	10.1	17.4	12.4	np	5.8	10.6	–	np	11.0
Employed at a higher skill level after training	%	10.0	10.4	13.9	16.6	9.8	20.0	np	20.9	11.6
Received a job-related benefit	%	45.6	56.6	60.6	60.7	54.5	71.8	44.8	63.7	53.5
Total with improved employment status after training	%	49.6	60.9	61.2	60.7	58.2	73.5	44.8	64.9	56.6
Quintile 2										
Not employed before training to employed after training	%	11.1	14.7	11.0	14.4	8.7	11.4	np	np	11.8
Employed at a higher skill level after training	%	11.5	12.4	14.9	15.6	12.5	17.1	np	np	12.8
Received a job-related benefit	%	55.1	61.6	61.3	65.1	55.1	60.2	68.3	51.4	58.1
Total with improved employment status after training	%	60.0	65.1	64.6	66.6	59.9	63.5	77.0	54.0	62.2
Quintile 3										
Not employed before training to employed after training	%	10.1	10.2	9.2	11.5	11.5	9.3	np	6.7	10.2
Employed at a higher skill level after training	%	14.7	16.3	20.4	17.3	15.2	10.3	20.1	15.9	16.5
Received a job-related benefit	%	55.1	61.6	62.8	66.0	55.5	61.2	70.1	65.1	60.0
Total with improved employment status after training	%	59.1	66.0	66.2	69.7	57.1	62.8	71.8	68.1	63.8

Table SWD.5.18 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)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	%	11.2	11.6	9.0	9.8	14.3	14.5	10.7	14.0	11.0
Employed at a higher skill level after training	%	11.0	15.3	17.2	20.5	11.1	18.9	13.6	13.9	15.0
Received a job-related benefit	%	57.5	60.6	62.3	70.5	67.1	67.0	64.8	75.9	62.3
Total with improved employment status after training	%	60.4	63.6	64.6	71.9	70.3	67.8	68.0	75.4	64.9
Quintile 5										
Not employed before training to employed after training	%	10.8	13.5	11.3	8.8	16.0	71.0	6.8	np	11.5
Employed at a higher skill level after training	%	14.5	13.5	17.2	16.4	7.3	np	15.2	21.3	14.6
Received a job-related benefit	%	59.5	59.7	63.1	64.8	46.0	71.0	66.2	66.1	60.6
Total with improved employment status after training	%	64.0	63.1	65.9	66.4	48.2	83.8	68.0	73.4	64.0

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.19 and SWD.5.20

- (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) Graduates are comprised of students who either a) completed all the requirements for a qualification, or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (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.5.19. 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. Therefore, the subgroups may add to more than the total.

np Not published. – Nil or rounded to zero.

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

Table SWD.5.19 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)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	15.3	16.0	22.2	np	24.9	20.2	–	np	8.9
Employed at a higher skill level after training	%	16.3	18.9	17.3	33.5	22.1	16.0	np	26.9	8.2
Received a job-related benefit	%	5.5	5.9	5.6	9.9	7.2	4.5	36.4	9.1	2.8
Total with improved employment status after training	%	5.1	5.4	5.5	9.9	6.8	4.4	36.4	9.0	2.6
Quintile 2										
Not employed before training to employed after training	%	9.7	12.4	15.9	21.7	27.6	21.7	np	np	6.3
Employed at a higher skill level after training	%	10.3	12.7	12.6	20.1	24.2	17.7	np	np	6.1
Received a job-related benefit	%	3.2	3.6	4.2	5.5	7.6	6.0	18.8	24.3	1.9
Total with improved employment status after training	%	2.9	3.3	3.9	5.3	6.9	5.6	15.1	22.9	1.7
Quintile 3										
Not employed before training to employed after training	%	10.9	15.5	16.8	14.0	28.7	32.0	np	41.7	6.6
Employed at a higher skill level after training	%	11.1	12.2	10.9	11.5	33.0	27.4	47.9	35.1	5.6
Received a job-related benefit	%	3.8	4.0	3.9	3.5	12.3	9.8	12.9	8.8	1.9
Total with improved employment status after training	%	3.4	3.5	3.6	3.2	11.9	9.5	12.3	8.2	1.7

Table SWD.5.19 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)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	%	15.1	13.3	15.5	18.1	19.4	26.9	38.2	37.7	6.8
Employed at a higher skill level after training	%	15.9	12.1	11.7	12.7	17.7	21.7	26.5	30.4	5.9
Received a job-related benefit	%	4.5	3.6	3.4	3.5	6.0	6.7	6.6	6.0	1.8
Total with improved employment status after training	%	4.2	3.4	3.2	3.5	5.7	6.6	7.0	6.2	1.7
Quintile 5										
Not employed before training to employed after training	%	13.7	13.3	17.0	22.7	30.1	25.6	26.0	np	7.3
Employed at a higher skill level after training	%	11.9	14.0	14.7	16.5	30.9	np	15.1	35.9	6.4
Received a job-related benefit	%	3.9	4.4	4.4	4.9	14.7	25.6	4.4	13.3	2.1
Total with improved employment status after training	%	3.5	4.1	4.0	4.7	14.2	17.8	4.2	10.1	2.0

(a) See table SWD.5.18 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

np Not published. – Nil or rounded to zero.

Source: NCVER (unpublished) Student Outcomes Survey, 2012.

Table SWD.5.20 **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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	±	3.0	5.5	5.4	np	2.8	4.2	–	np	1.9
Employed at a higher skill level after training	±	3.2	3.9	4.7	10.9	4.2	6.3	np	11.1	1.9
Received a job-related benefit	±	4.9	6.6	6.6	11.8	7.7	6.4	31.9	11.4	2.9
Total with improved employment status after training	±	5.0	6.5	6.6	11.8	7.8	6.3	31.9	11.4	2.9
Quintile 2										
Not employed before training to employed after training	±	2.1	3.6	3.4	6.1	4.7	4.8	np	np	1.4
Employed at a higher skill level after training	±	2.3	3.1	3.7	6.1	5.9	5.9	np	np	1.5
Received a job-related benefit	±	3.4	4.4	5.1	7.0	8.2	7.1	25.2	24.4	2.2
Total with improved employment status after training	±	3.4	4.3	5.0	6.9	8.1	7.0	22.7	24.3	2.1
Quintile 3										
Not employed before training to employed after training	±	2.2	3.1	3.0	3.2	6.5	5.8	np	5.5	1.3
Employed at a higher skill level after training	±	3.2	3.9	4.4	3.9	9.8	5.5	18.8	10.9	1.8
Received a job-related benefit	±	4.1	4.8	4.8	4.5	13.4	11.7	17.7	11.2	2.2
Total with improved employment status after training	±	4.0	4.5	4.7	4.4	13.3	11.7	17.3	11.0	2.2

Table SWD.5.20 **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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	±	3.3	3.0	2.7	3.5	5.4	7.6	8.0	10.3	1.5
Employed at a higher skill level after training	±	3.4	3.6	4.0	5.1	3.9	8.0	7.1	8.3	1.7
Received a job-related benefit	±	5.0	4.3	4.1	4.9	7.9	8.8	8.4	8.9	2.1
Total with improved employment status after training	±	5.0	4.2	4.0	4.9	7.8	8.7	9.3	9.2	2.1
Quintile 5										
Not employed before training to employed after training	±	2.9	3.5	3.8	3.9	9.4	35.6	3.5	np	1.6
Employed at a higher skill level after training	±	3.4	3.7	5.0	5.3	4.4	np	4.5	15.0	1.8
Received a job-related benefit	±	4.6	5.2	5.4	6.2	13.2	35.6	5.7	17.2	2.5
Total with improved employment status after training	±	4.4	5.1	5.2	6.1	13.4	29.2	5.7	14.6	2.4

(a) See table SWD.5.18 for detailed footnotes.

np Not published. – Nil or rounded to zero.

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

Table SWD.5.21 **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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	9.9	10.4	11.9	9.2	10.5	13.4	np	10.6	10.6
Employed at a higher skill level after training	%	11.0	14.4	18.5	20.4	13.8	20.1	np	23.6	13.6
Received a job-related benefit	%	48.7	56.2	67.6	68.5	54.7	63.2	70.5	64.7	54.1
Total with improved employment status after training	%	51.7	60.0	69.1	72.0	59.1	65.5	74.1	69.7	57.4
Quintile 2										
Not employed before training to employed after training	%	12.2	11.7	9.8	12.8	12.4	10.9	np	np	11.9
Employed at a higher skill level after training	%	15.3	15.6	18.0	19.5	17.5	20.3	12.3	26.3	16.3
Received a job-related benefit	%	58.7	61.8	70.6	66.7	60.6	63.1	60.8	78.7	61.1
Total with improved employment status after training	%	62.4	64.6	71.8	69.4	65.1	66.1	64.7	82.5	64.5
Quintile 3										
Not employed before training to employed after training	%	11.0	11.4	8.2	8.3	8.7	10.6	np	4.3	10.2
Employed at a higher skill level after training	%	13.6	15.6	21.3	17.5	14.2	8.7	15.2	19.3	15.3
Received a job-related benefit	%	61.2	65.7	66.4	64.8	67.4	67.4	66.7	78.1	63.9
Total with improved employment status after training	%	64.0	68.3	70.2	67.1	69.2	67.4	69.4	80.9	66.6

Table SWD.5.21 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)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	%	6.4	10.7	8.7	8.7	8.7	14.5	3.7	8.1	8.8
Employed at a higher skill level after training	%	15.1	18.1	20.5	21.2	19.3	13.1	19.6	17.5	17.9
Received a job-related benefit	%	58.5	63.7	67.5	68.9	63.7	62.1	66.4	72.0	63.4
Total with improved employment status after training	%	61.7	66.9	69.6	71.6	67.3	65.0	67.2	73.9	66.4
Quintile 5										
Not employed before training to employed after training	%	8.5	10.8	9.4	9.4	9.4	–	7.5	np	9.2
Employed at a higher skill level after training	%	18.1	16.6	19.0	23.8	20.4	np	19.2	11.5	18.6
Received a job-related benefit	%	61.4	61.4	66.3	66.8	65.6	np	64.7	65.0	63.1
Total with improved employment status after training	%	65.6	66.2	68.7	70.3	69.9	np	67.2	65.0	67.0

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.22 and SWD.5.23

- (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) Graduates are comprised of students who either a) completed all the requirements for a qualification, or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (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.5.22. 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. Therefore, the subgroups may add to more than the total.

np Not published. – Nil or rounded to zero.

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

Table SWD.5.22 **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)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	9.8	12.7	19.2	35.1	13.2	17.4	np	35.9	5.9
Employed at a higher skill level after training	%	9.7	10.3	15.4	21.2	10.9	14.8	np	25.3	5.2
Received a job-related benefit	%	3.1	3.8	4.5	7.0	4.4	5.5	15.2	9.6	1.8
Total with improved employment status after training	%	3.0	3.4	4.3	6.3	4.1	5.2	14.1	8.5	1.7
Quintile 2										
Not employed before training to employed after training	%	7.3	8.5	14.2	14.3	11.3	18.1	np	np	4.5
Employed at a higher skill level after training	%	6.1	7.4	10.9	11.1	8.2	13.2	44.0	27.2	3.6
Received a job-related benefit	%	2.1	2.4	3.6	3.5	3.3	4.6	13.7	7.4	1.2
Total with improved employment status after training	%	2.0	2.2	3.5	3.3	3.0	4.4	12.7	5.8	1.2
Quintile 3										
Not employed before training to employed after training	%	8.2	9.2	16.2	11.1	21.9	34.7	np	37.6	5.1
Employed at a higher skill level after training	%	7.4	7.4	10.3	7.4	16.0	41.4	35.1	20.6	3.9
Received a job-related benefit	%	2.2	2.4	3.7	2.3	4.6	7.7	10.7	5.0	1.2
Total with improved employment status after training	%	2.1	2.3	3.4	2.1	4.4	7.7	10.0	4.1	1.2

Table SWD.5.22 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)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	%	12.3	8.3	11.2	13.5	13.8	20.9	30.2	31.9	5.0
Employed at a higher skill level after training	%	8.3	5.9	7.4	8.4	9.5	20.8	13.2	20.5	3.3
Received a job-related benefit	%	2.8	2.1	2.4	2.6	3.7	6.5	4.4	5.3	1.2
Total with improved employment status after training	%	2.6	2.0	2.3	2.4	3.4	6.1	4.2	5.1	1.1
Quintile 5										
Not employed before training to employed after training	%	10.2	10.3	15.3	13.9	23.2	–	17.2	np	5.6
Employed at a higher skill level after training	%	6.9	7.7	9.9	8.6	13.4	np	10.4	36.2	3.7
Received a job-related benefit	%	2.5	2.7	3.1	3.1	5.0	np	3.0	11.2	1.3
Total with improved employment status after training	%	2.3	2.5	2.9	2.9	4.3	np	2.9	11.2	1.2

(a) See table SWD.5.21 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

np Not published. – Nil or rounded to zero.

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

Table SWD.5.23 **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)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	±	1.9	2.6	4.5	6.3	2.7	4.6	np	7.5	1.2
Employed at a higher skill level after training	±	2.1	2.9	5.6	8.5	2.9	5.8	np	11.7	1.4
Received a job-related benefit	±	3.0	4.1	6.0	9.4	4.8	6.8	21.0	12.1	1.9
Total with improved employment status after training	±	3.0	4.1	5.9	8.9	4.8	6.7	20.5	11.7	1.9
Quintile 2										
Not employed before training to employed after training	±	1.7	2.0	2.7	3.6	2.8	3.9	np	np	1.1
Employed at a higher skill level after training	±	1.8	2.3	3.8	4.2	2.8	5.3	10.6	14.0	1.2
Received a job-related benefit	±	2.4	2.9	5.0	4.6	3.9	5.7	16.3	11.4	1.5
Total with improved employment status after training	±	2.4	2.8	4.9	4.5	3.8	5.7	16.2	9.4	1.5
Quintile 3										
Not employed before training to employed after training	±	1.8	2.0	2.6	1.8	3.7	7.2	np	3.2	1.0
Employed at a higher skill level after training	±	2.0	2.3	4.3	2.5	4.4	7.0	10.5	7.8	1.2
Received a job-related benefit	±	2.6	3.1	4.8	2.9	6.0	10.1	14.0	7.6	1.5
Total with improved employment status after training	±	2.6	3.0	4.7	2.8	5.9	10.1	13.6	6.5	1.5

Table SWD.5.23 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)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	±	1.6	1.8	1.9	2.3	2.4	5.9	2.2	5.1	0.9
Employed at a higher skill level after training	±	2.5	2.1	3.0	3.5	3.6	5.3	5.1	7.1	1.2
Received a job-related benefit	±	3.2	2.6	3.2	3.6	4.6	7.9	5.8	7.4	1.4
Total with improved employment status after training	±	3.1	2.6	3.2	3.4	4.5	7.8	5.5	7.3	1.4
Quintile 5										
Not employed before training to employed after training	±	1.7	2.2	2.8	2.6	4.2	–	2.5	np	1.0
Employed at a higher skill level after training	±	2.5	2.5	3.7	4.0	5.4	np	3.9	8.1	1.4
Received a job-related benefit	±	3.0	3.3	4.1	4.1	6.4	np	3.9	14.3	1.6
Total with improved employment status after training	±	3.0	3.2	4.0	3.9	5.8	np	3.8	14.3	1.6

(a) See table SWD.5.21 for detailed footnotes.

np Not published. – Nil or rounded to zero.

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

Table SWD.5.24 **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)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	11.0	20.0	10.4	13.7	16.2	14.7	–	11.1	13.5
Employed at a higher skill level after training	%	9.4	18.0	17.0	8.4	12.1	18.1	np	10.7	12.9
Received a job-related benefit	%	57.0	66.1	61.0	74.7	67.6	63.1	np	59.2	61.4
Total with improved employment status after training	%	58.6	72.2	63.8	77.8	69.1	64.1	np	59.2	64.1
Quintile 2										
Not employed before training to employed after training	%	13.9	14.0	11.4	18.2	15.7	9.6	np	np	13.8
Employed at a higher skill level after training	%	11.1	17.5	19.2	4.2	21.3	16.1	np	np	14.5
Received a job-related benefit	%	61.9	68.3	71.3	66.4	73.9	63.1	79.8	72.2	66.0
Total with improved employment status after training	%	64.7	70.2	74.8	70.1	77.0	67.3	79.8	72.2	68.8
Quintile 3										
Not employed before training to employed after training	%	11.9	12.2	14.1	12.0	11.6	np	–	np	12.1
Employed at a higher skill level after training	%	14.6	17.0	19.3	16.3	14.4	18.9	np	18.8	16.2
Received a job-related benefit	%	62.6	65.8	71.9	64.0	78.5	70.0	63.4	65.6	65.7
Total with improved employment status after training	%	65.3	68.9	74.8	68.7	78.8	70.3	72.1	67.5	68.8

Table SWD.5.24 **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
Quintile 4										
Not employed before training to employed after training	%	10.1	12.5	14.5	10.8	14.5	7.4	3.4	np	11.8
Employed at a higher skill level after training	%	16.7	19.8	16.9	22.6	14.6	18.8	18.1	15.5	18.1
Received a job-related benefit	%	63.1	66.6	73.7	73.1	68.8	67.2	63.5	72.5	67.9
Total with improved employment status after training	%	67.1	70.4	76.4	74.5	69.8	68.1	66.8	73.7	70.9
Quintile 5										
Not employed before training to employed after training	%	8.4	10.7	7.4	9.8	24.9	–	9.9	np	10.0
Employed at a higher skill level after training	%	15.5	17.9	22.9	18.0	18.6	–	18.1	27.9	18.0
Received a job-related benefit	%	65.0	65.2	63.5	65.8	80.5	np	65.1	80.6	65.9
Total with improved employment status after training	%	68.5	69.4	67.1	69.5	83.6	np	65.7	81.5	69.3

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.25 and SWD.5.26

- (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) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (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.5.25. 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. Therefore, the subgroups may add to more than the total.

np Not published. – Nil or rounded to zero.

Table SWD.5.24 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)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>

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

Table SWD.5.25 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)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	15.7	15.0	18.5	40.9	26.3	21.0	–	36.4	8.5
Employed at a higher skill level after training	%	17.1	17.4	18.5	22.3	23.7	20.7	np	40.2	8.7
Received a job-related benefit	%	4.9	5.2	6.3	9.0	7.7	6.5	np	10.4	2.7
Total with improved employment status after training	%	4.7	4.4	6.0	8.2	7.5	6.4	np	10.4	2.6
Quintile 2										
Not employed before training to employed after training	%	10.9	14.4	15.2	21.3	24.2	25.1	np	np	7.0
Employed at a higher skill level after training	%	13.3	12.7	13.7	39.1	18.2	20.3	np	np	6.9
Received a job-related benefit	%	3.3	3.6	4.0	7.0	5.4	6.2	11.8	8.9	1.9
Total with improved employment status after training	%	3.1	3.5	3.5	6.3	4.9	5.6	11.8	8.9	1.8
Quintile 3										
Not employed before training to employed after training	%	12.1	14.6	16.9	16.8	46.8	np	–	np	7.3
Employed at a higher skill level after training	%	11.1	14.5	14.7	14.0	47.5	28.6	np	28.6	6.5
Received a job-related benefit	%	3.4	3.8	3.9	4.5	7.8	8.5	18.8	11.8	1.9
Total with improved employment status after training	%	3.2	3.5	3.6	4.0	7.7	8.4	14.6	11.3	1.7

Table SWD.5.25 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)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	%	15.5	14.3	12.7	21.4	29.0	35.5	41.7	np	7.4
Employed at a higher skill level after training	%	14.5	11.2	13.0	15.9	26.6	25.3	22.1	41.3	6.3
Received a job-related benefit	%	4.2	3.6	3.3	4.9	7.7	7.6	7.0	8.6	1.9
Total with improved employment status after training	%	3.8	3.3	3.1	4.7	7.6	7.4	6.5	8.4	1.7
Quintile 5										
Not employed before training to employed after training	%	21.3	15.7	21.8	26.3	27.5	–	23.5	np	9.5
Employed at a higher skill level after training	%	12.6	13.0	12.1	18.9	27.4	–	12.9	37.6	6.2
Received a job-related benefit	%	4.3	4.4	5.3	6.6	7.0	np	5.0	6.7	2.2
Total with improved employment status after training	%	3.9	4.0	4.9	6.1	6.4	np	4.9	6.5	2.0

(a) See table SWD.5.24 for detailed footnotes. Estimates with RSEs greater than 25 per cent should be used with caution.

np Not published. – Nil or rounded to zero.

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

Table SWD.5.26 **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)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	±	3.4	5.9	3.8	11.0	8.3	6.0	–	7.9	2.3
Employed at a higher skill level after training	±	3.2	6.1	6.2	3.7	5.6	7.3	np	8.4	2.2
Received a job-related benefit	±	5.5	6.8	7.5	13.2	10.3	8.1	np	12.1	3.3
Total with improved employment status after training	±	5.4	6.2	7.5	12.6	10.2	8.0	np	12.1	3.2
Quintile 2										
Not employed before training to employed after training	±	3.0	4.0	3.4	7.6	7.5	4.7	np	np	1.9
Employed at a higher skill level after training	±	2.9	4.4	5.2	3.2	7.6	6.4	np	np	2.0
Received a job-related benefit	±	4.0	4.9	5.6	9.1	7.9	7.6	18.4	12.6	2.5
Total with improved employment status after training	±	3.9	4.8	5.1	8.6	7.4	7.3	18.4	12.6	2.4
Quintile 3										
Not employed before training to employed after training	±	2.8	3.5	4.7	3.9	10.6	np	–	np	1.7
Employed at a higher skill level after training	±	3.2	4.8	5.6	4.5	13.4	10.6	np	10.6	2.1
Received a job-related benefit	±	4.1	4.9	5.5	5.6	12.0	11.7	23.4	15.2	2.4
Total with improved employment status after training	±	4.0	4.8	5.3	5.4	11.9	11.6	20.7	15.0	2.3

TABLE SWD.5.26

Table SWD.5.26 **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)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 4										
Not employed before training to employed after training	±	3.1	3.5	3.6	4.5	8.2	5.2	2.8	np	1.7
Employed at a higher skill level after training	±	4.8	4.3	4.3	7.0	7.6	9.3	7.8	12.5	2.2
Received a job-related benefit	±	5.2	4.7	4.8	7.0	10.4	10.0	8.7	12.2	2.5
Total with improved employment status after training	±	5.0	4.6	4.6	6.8	10.4	9.9	8.5	12.1	2.4
Quintile 5										
Not employed before training to employed after training	±	3.5	3.3	3.2	5.1	13.4	–	4.5	np	1.9
Employed at a higher skill level after training	±	3.8	4.6	5.4	6.7	10.0	–	4.6	20.6	2.2
Received a job-related benefit	±	5.4	5.6	6.6	8.5	11.1	np	6.3	10.5	2.8
Total with improved employment status after training	±	5.3	5.5	6.4	8.3	10.4	np	6.3	10.3	2.8

(a) See table SWD.5.24 for detailed footnotes.

np Not published. – Nil or rounded to zero.

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

Table SWD.5.27 Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2012 (per cent) (a), (b), (c), (d)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Certificate level I/II										
Not employed before training to employed after training	%	13.5	21.8	25.7	15.0	15.4	13.8	np	15.2	18.7
Employed at a higher skill level after training	%	4.5	7.1	8.0	10.9	10.6	7.1	–	np	7.0
Received a job-related benefit	%	42.3	43.4	40.7	53.9	39.6	43.2	33.7	43.2	42.9
Total with improved employment status after training	%	46.3	48.7	50.8	57.8	44.6	45.5	37.1	49.8	48.7
Certificate level III/IV										
Not employed before training to employed after training	%	12.2	13.1	14.7	11.5	12.8	15.4	12.3	6.9	12.9
Employed at a higher skill level after training	%	12.7	9.7	13.4	15.7	11.9	14.8	14.1	13.6	12.4
Received a job-related benefit	%	61.5	58.0	69.4	69.4	68.4	70.9	65.6	70.3	63.6
Total with improved employment status after training	%	64.3	62.9	71.7	71.8	70.3	72.7	68.1	73.4	66.7
Diploma and above										
Not employed before training to employed after training	%	9.0	8.2	7.3	8.7	6.1	np	8.2	–	8.2
Employed at a higher skill level after training	%	10.5	12.3	18.3	13.1	10.8	12.9	16.4	np	12.5
Received a job-related benefit	%	57.0	57.7	65.2	67.8	63.6	71.5	66.0	64.1	60.3
Total with improved employment status after training	%	60.4	62.0	67.9	69.8	66.6	71.5	70.5	64.1	63.6

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.28 and SWD.5.29

Table SWD.5.27 Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2012 (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) 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 2011.									
(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.28. 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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.									
np Not published. – Nil or rounded to zero.									

Source: NCVET (unpublished) Student Outcomes Survey, 2012.

Table SWD.5.28 Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2012 (per cent) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	16.5	20.1	17.2	21.3	24.2	34.4	np	27.4	9.4
Employed at a higher skill level after training	%	29.8	27.7	34.0	26.9	29.8	45.5	–	np	13.9
Received a job-related benefit	%	7.3	10.6	11.7	8.7	13.0	15.0	23.9	14.9	4.6
Total with improved employment status after training	%	6.6	9.4	9.5	7.9	11.8	14.3	22.1	13.1	4.1
Certificate level III/IV										
Not employed before training to employed after training	%	6.9	9.7	10.8	9.2	13.7	16.4	21.5	24.2	4.3
Employed at a higher skill level after training	%	7.5	10.9	9.7	8.9	12.3	16.6	19.4	16.1	4.2
Received a job-related benefit	%	2.0	3.2	2.7	2.2	3.2	4.2	5.0	4.4	1.2
Total with improved employment status after training	%	1.9	2.9	2.6	2.1	3.0	4.0	4.7	4.0	1.1
Diploma and above										
Not employed before training to employed after training	%	11.2	15.9	18.2	18.9	29.5	np	35.7	–	7.2
Employed at a higher skill level after training	%	12.0	14.4	13.9	13.8	21.7	32.0	21.4	np	6.5
Received a job-related benefit	%	3.4	4.5	4.0	3.9	6.9	7.4	7.2	14.2	2.0
Total with improved employment status after training	%	3.2	4.1	3.8	3.7	6.5	7.4	6.6	14.2	1.8

(a) See table NASWD.5.27 for detailed footnotes.

np Not published. – Nil or rounded to zero.

Source: NCVET (unpublished) Student Outcomes Survey, 2012.

Table SWD.5.29 95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2012 (per cent) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	±	4.3	8.6	8.6	6.2	7.3	9.3	np	8.2	3.5
Employed at a higher skill level after training	±	2.6	3.8	5.3	5.8	6.2	6.3	–	np	1.9
Received a job-related benefit	±	6.0	9.0	9.4	9.2	10.1	12.7	15.8	12.6	3.9
Total with improved employment status after training	±	6.0	9.0	9.5	8.9	10.3	12.8	16.1	12.7	3.9
Certificate level III/IV										
Not employed before training to employed after training	±	1.7	2.5	3.1	2.1	3.4	4.9	5.2	3.3	1.1
Employed at a higher skill level after training	±	1.9	2.1	2.6	2.7	2.9	4.8	5.4	4.3	1.0
Received a job-related benefit	±	2.4	3.7	3.7	3.0	4.2	5.8	6.5	6.0	1.5
Total with improved employment status after training	±	2.4	3.6	3.6	2.9	4.2	5.6	6.3	5.8	1.5
Diploma and above										
Not employed before training to employed after training	±	2.0	2.6	2.6	3.2	3.5	np	5.8	–	1.2
Employed at a higher skill level after training	±	2.5	3.5	5.0	3.5	4.6	8.1	6.9	np	1.6
Received a job-related benefit	±	3.8	5.1	5.1	5.2	8.7	10.4	9.3	17.9	2.3
Total with improved employment status after training	±	3.8	5.0	5.0	5.1	8.5	10.4	9.1	17.9	2.3

(a) See table NASWD.5.27 for detailed footnotes.

np Not published. – Nil or rounded to zero.

Source: NCVER (unpublished) Student Outcomes Survey, 2012.

Table SWD.5.30 Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2008 (per cent) (a), (b), (c), (d)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Certificate level I/II										
Not employed before training to employed after training	%	12.7	18.8	19.1	14.5	25.1	14.6	np	10.0	15.8
Employed at a higher skill level after training	%	5.1	8.2	4.9	5.6	6.9	12.1	6.0	np	6.2
Received a job-related benefit	%	44.1	59.9	54.9	62.1	46.3	49.7	38.4	58.9	50.8
Total with improved employment status after training	%	46.8	62.5	60.2	66.0	51.3	53.1	40.7	60.1	54.1
Certificate level III/IV										
Not employed before training to employed after training	%	11.1	13.0	12.5	13.2	14.8	9.1	8.4	6.8	12.1
Employed at a higher skill level after training	%	15.0	18.6	19.9	16.5	17.9	21.2	19.5	20.6	17.2
Received a job-related benefit	%	66.0	70.7	72.2	67.5	76.1	70.7	68.7	72.9	69.2
Total with improved employment status after training	%	68.7	73.6	74.4	71.0	77.8	72.4	69.0	73.9	71.7
Diploma and above										
Not employed before training to employed after training	%	11.9	10.8	6.4	7.4	14.8	np	5.8	np	10.0
Employed at a higher skill level after training	%	14.3	22.2	24.7	23.6	20.3	16.2	24.0	35.0	20.1
Received a job-related benefit	%	64.5	60.5	70.6	70.7	80.4	69.4	67.6	82.7	66.5
Total with improved employment status after training	%	68.6	66.9	74.5	74.2	82.2	69.4	73.1	82.7	70.9

Relative Standard Errors and Confidence Intervals for these proportions are provided in tables SWD.5.31 and SWD.5.32

(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.

Table SWD.5.30 Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2008 (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.31. 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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.									
np Not published.									

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

Table SWD.5.31 Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2008 (per cent) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	13.4	13.8	14.2	23.2	20.3	23.0	np	34.7	7.0
Employed at a higher skill level after training	%	20.9	20.8	26.4	33.8	37.1	20.9	45.9	np	10.7
Received a job-related benefit	%	5.3	5.2	6.3	7.1	12.5	9.2	16.2	11.1	2.8
Total with improved employment status after training	%	4.9	4.9	5.7	6.4	11.4	8.6	15.4	10.7	2.6
Certificate level III/IV										
Not employed before training to employed after training	%	7.9	8.5	9.2	12.1	17.7	19.0	25.7	34.3	4.4
Employed at a higher skill level after training	%	7.2	7.6	7.7	10.6	13.9	12.4	13.0	21.4	3.7
Received a job-related benefit	%	2.0	2.1	2.2	3.2	3.6	3.8	4.6	4.9	1.1
Total with improved employment status after training	%	1.9	1.9	2.1	3.0	3.5	3.7	4.6	4.8	1.0
Diploma and above										
Not employed before training to employed after training	%	14.7	15.2	21.5	28.7	29.2	np	30.9	np	8.6
Employed at a higher skill level after training	%	11.7	10.5	11.3	16.7	23.3	30.5	16.7	41.9	5.7
Received a job-related benefit	%	4.1	4.2	4.1	5.6	6.4	7.7	6.1	7.6	2.0
Total with improved employment status after training	%	3.8	3.6	3.6	5.1	6.1	7.7	5.2	7.6	1.8

(a) See table NASWD.5.30 for detailed footnotes.

np Not published.

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

Table SWD.5.32 95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2008 (per cent) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	±	3.3	5.1	5.3	6.6	10.0	6.6	np	6.8	2.2
Employed at a higher skill level after training	±	2.1	3.3	2.5	3.7	5.0	5.0	5.4	np	1.3
Received a job-related benefit	±	4.6	6.1	6.8	8.6	11.4	9.0	12.2	12.8	2.8
Total with improved employment status after training	±	4.5	6.0	6.7	8.3	11.4	8.9	12.3	12.7	2.8
Certificate level III/IV										
Not employed before training to employed after training	±	1.7	2.2	2.3	3.1	5.2	3.4	4.2	4.5	1.0
Employed at a higher skill level after training	±	2.1	2.8	3.0	3.4	4.9	5.1	5.0	8.6	1.3
Received a job-related benefit	±	2.6	2.9	3.1	4.2	5.4	5.3	6.2	7.1	1.4
Total with improved employment status after training	±	2.5	2.8	3.0	4.2	5.3	5.2	6.3	7.0	1.4
Diploma and above										
Not employed before training to employed after training	±	3.4	3.2	2.7	4.2	8.5	np	3.5	np	1.7
Employed at a higher skill level after training	±	3.3	4.6	5.5	7.7	9.3	9.7	7.8	28.7	2.2
Received a job-related benefit	±	5.2	5.0	5.7	7.7	10.1	10.5	8.0	12.4	2.7
Total with improved employment status after training	±	5.1	4.8	5.3	7.3	9.9	10.5	7.5	12.4	2.6

(a) See Table NASWD.5.30 for detailed footnotes.

np Not published.

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

Table SWD.5.33 Proportion of graduates aged 20–64 years with improved employment status after training, by age, 2012 and 2008 (per cent) (a), (b), (c), (d)

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
Not employed before training to employed after training			
20–24 year olds	%	16.5	14.2
25–29 year olds	%	11.0	10.7
30–34 year olds	%	13.3	11.0
35–39 year olds	%	11.6	11.2
40–44 year olds	%	11.6	16.9
45–49 year olds	%	10.2	10.3
50–54 year olds	%	7.6	6.4
55–59 year olds	%	9.4	9.2
60–64 year olds	%	7.2	9.5
20–64 year olds	%	12.5	12.3
Employed at a higher skill level after training			
20–24 year olds	%	17.7	24.9
25–29 year olds	%	13.2	17.5
30–34 year olds	%	9.9	12.4
35–39 year olds	%	8.9	10.6
40–44 year olds	%	7.8	11.2
45–49 year olds	%	7.4	10.5
50–54 year olds	%	9.6	7.4
55–59 year olds	%	4.6	5.4
60–64 year olds	%	3.8	3.1
20–64 year olds	%	11.7	16.0
Received a job-related benefit			
20–24 year olds	%	63.2	71.2
25–29 year olds	%	57.3	68.3
30–34 year olds	%	59.3	64.1
35–39 year olds	%	58.9	63.1
40–44 year olds	%	61.4	61.3
45–49 year olds	%	59.5	63.5
50–54 year olds	%	60.7	61.0
55–59 year olds	%	57.0	54.1
60–64 year olds	%	54.2	50.1
20–64 year olds	%	60.3	65.6
Total with improved employment status after training			
20–24 year olds	%	68.3	75.5
25–29 year olds	%	61.2	71.5
30–34 year olds	%	61.9	67.6
35–39 year olds	%	61.5	65.0
40–44 year olds	%	63.8	64.4
45–49 year olds	%	62.8	65.1
50–54 year olds	%	62.1	62.0
55–59 year olds	%	59.3	56.1

Table SWD.5.33 Proportion of graduates aged 20–64 years with improved employment status after training, by age, 2012 and 2008 (per cent) (a), (b), (c), (d)

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
60–64 year olds	%	57.3	51.0
20–64 year olds	%	63.8	68.7

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.34 and SWD.5.35.

- (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 during the survey reference
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.34. 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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit. Therefore, the subgroups may add to more than the total.

Source : NCVER (unpublished) Student Outcomes Survey, 2012, 2008.

Table SWD.5.34 **Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training, by age, 2012 and 2008 (per cent) (a)**

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
Not employed before training to employed after training			
20–24 year olds	%	6.0	5.8
25–29 year olds	%	10.5	11.4
30–34 year olds	%	11.4	11.4
35–39 year olds	%	10.2	10.1
40–44 year olds	%	9.8	8.5
45–49 year olds	%	11.1	10.8
50–54 year olds	%	14.1	15.2
55–59 year olds	%	17.1	15.9
60–64 year olds	%	25.7	22.5
20–64 year olds	%	3.5	3.4
Employed at a higher skill level after training			
20–24 year olds	%	5.2	4.1
25–29 year olds	%	9.1	8.1
30–34 year olds	%	11.4	11.5
35–39 year olds	%	12.3	10.3
40–44 year olds	%	11.2	10.1
45–49 year olds	%	12.0	14.2
50–54 year olds	%	12.9	16.7
55–59 year olds	%	21.6	22.9
60–64 year olds	%	29.1	40.7
20–64 year olds	%	3.4	3.0
Received a job-related benefit			
20–24 year olds	%	1.9	1.5
25–29 year olds	%	3.2	2.4
30–34 year olds	%	3.3	3.0
35–39 year olds	%	3.2	2.8
40–44 year olds	%	2.9	2.9
45–49 year olds	%	2.9	2.9
50–54 year olds	%	3.2	3.5
55–59 year olds	%	4.4	4.9
60–64 year olds	%	6.8	8.2
20–64 year olds	%	1.0	0.9
Total with improved employment status after training			
20–24 year olds	%	1.7	1.3
25–29 year olds	%	2.9	2.3
30–34 year olds	%	3.1	2.7
35–39 year olds	%	3.0	2.7
40–44 year olds	%	2.7	2.7
45–49 year olds	%	2.7	2.8
50–54 year olds	%	3.1	3.5
55–59 year olds	%	4.2	4.7

Table SWD.5.34 **Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training, by age, 2012 and 2008 (per cent) (a)**

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
60–64 year olds	%	6.3	8.0
20–64 year olds	%	1.0	0.8

(a) See Table NASWD.5.33 for detailed footnotes.

Source : NCVER (unpublished) Student Outcomes Survey, 2012, 2008.

Table SWD.5.35 **95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training, by age, 2012 and 2008 (a)**

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
Not employed before training to employed after training			
20–24 year olds	±	1.9	1.6
25–29 year olds	±	2.3	2.4
30–34 year olds	±	3.0	2.4
35–39 year olds	±	2.3	2.2
40–44 year olds	±	2.2	2.8
45–49 year olds	±	2.2	2.2
50–54 year olds	±	2.1	1.9
55–59 year olds	±	3.2	2.9
60–64 year olds	±	3.6	4.2
20–64 year olds	±	0.9	0.8
Employed at a higher skill level after training			
20–24 year olds	±	1.8	2.0
25–29 year olds	±	2.4	2.8
30–34 year olds	±	2.2	2.8
35–39 year olds	±	2.1	2.1
40–44 year olds	±	1.7	2.2
45–49 year olds	±	1.8	2.9
50–54 year olds	±	2.4	2.4
55–59 year olds	±	1.9	2.4
60–64 year olds	±	2.1	2.5
20–64 year olds	±	0.8	0.9
Received a job-related benefit			
20–24 year olds	±	2.4	2.1
25–29 year olds	±	3.6	3.3
30–34 year olds	±	3.8	3.7
35–39 year olds	±	3.7	3.5
40–44 year olds	±	3.5	3.4
45–49 year olds	±	3.4	3.6
50–54 year olds	±	3.8	4.2
55–59 year olds	±	4.9	5.2
60–64 year olds	±	7.2	8.1
20–64 year olds	±	1.2	1.2
Total with improved employment status after training			
20–24 year olds	±	2.3	2.0
25–29 year olds	±	3.5	3.2
30–34 year olds	±	3.8	3.6
35–39 year olds	±	3.6	3.4
40–44 year olds	±	3.4	3.4
45–49 year olds	±	3.3	3.6
50–54 year olds	±	3.8	4.2
55–59 year olds	±	4.8	5.1

Table SWD.5.35 **95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training, by age, 2012 and 2008 (a)**

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
60–64 year olds	±	7.1	8.0
20–64 year olds	±	1.2	1.1

(a) See Table NASWD.5.33 for detailed footnotes.

Source : NCVER (unpublished) Student Outcomes Survey, 2012, 2008.

Table SWD.5.36 Proportion of graduates aged 20–64 years with improved employment status after training, by field of study 2012 and 2008 (per cent) (a), (b), (c), (d)

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
Not employed before training to employed after training			
Natural and physical sciences	%	18.4	21.3
Information technology	%	14.9	15.3
Engineering and related technologies	%	11.7	10.4
Architecture and building	%	15.2	14.9
Agriculture, environmental and related studies	%	13.7	9.2
Health	%	8.6	10.2
Education	%	5.8	7.0
Management and commerce	%	10.2	10.7
Society and culture	%	18.6	16.9
Creative arts	%	13.1	11.9
Food, hospitality and personal services	%	14.4	10.3
Mixed field programmes	%	17.5	23.2
Employed at a higher skill level after training			
Natural and physical sciences	%	10.0	16.5
Information technology	%	8.8	9.8
Engineering and related technologies	%	16.2	20.5
Architecture and building	%	22.6	27.6
Agriculture, environmental and related studies	%	8.9	10.9
Health	%	18.6	29.5
Education	%	5.9	9.1
Management and commerce	%	8.6	14.1
Society and culture	%	10.2	12.8
Creative arts	%	12.3	18.3
Food, hospitality and personal services	%	15.4	19.4
Mixed field programmes	%	2.9	2.4
Received a job-related benefit			
Natural and physical sciences	%	49.2	59.1
Information technology	%	34.8	49.6
Engineering and related technologies	%	68.9	76.1
Architecture and building	%	75.7	87.9
Agriculture, environmental and related studies	%	65.5	59.0
Health	%	66.9	80.0
Education	%	66.3	64.9
Management and commerce	%	54.2	61.6
Society and culture	%	62.0	65.8
Creative arts	%	34.3	38.5
Food, hospitality and personal services	%	62.9	66.5
Mixed field programmes	%	32.2	34.9

Table SWD.5.36 Proportion of graduates aged 20–64 years with improved employment status after training, by field of study 2012 and 2008 (per cent) (a), (b), (c), (d)

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
Total with improved employment status after training			
Natural and physical sciences	%	53.6	62.3
Information technology	%	46.2	53.1
Engineering and related technologies	%	72.2	77.9
Architecture and building	%	79.6	90.5
Agriculture, environmental and related studies	%	70.2	63.6
Health	%	68.8	81.9
Education	%	66.6	66.8
Management and commerce	%	58.3	65.4
Society and culture	%	64.5	68.3
Creative arts	%	41.6	48.9
Food, hospitality and personal services	%	68.1	68.8
Mixed field programmes	%	35.9	38.8

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.37 and SWD.5.38

- (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 the year prior to the survey being conducted.
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.37. 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, eg they may have been employed at a higher skill level after training and received at least one job-related benefit. Therefore, the subgroups may add to more than the total.

Source : NCVER (unpublished) Student Outcomes Survey, various years.

Table SWD.5.37 Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training, by field of study, 2012 and 2008 (per cent) (a)

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
Not employed before training to employed after training			
Natural and physical sciences	%	23.4	28.8
Information technology	%	22.7	24.5
Engineering and related technologies	%	9.4	9.5
Architecture and building	%	16.3	13.2
Agriculture, environmental and related studies	%	21.2	21.8
Health	%	12.6	14.6
Education	%	11.9	16.3
Management and commerce	%	7.0	6.8
Society and culture	%	6.4	6.6
Creative arts	%	14.5	19.6
Food, hospitality and personal services	%	16.4	15.2
Mixed field programmes	%	20.8	13.0
Employed at a higher skill level after training			
Natural and physical sciences	%	30.4	37.9
Information technology	%	27.1	20.5
Engineering and related technologies	%	7.1	6.6
Architecture and building	%	10.2	8.9
Agriculture, environmental and related studies	%	25.4	19.0
Health	%	8.7	8.7
Education	%	13.9	13.6
Management and commerce	%	7.8	6.1
Society and culture	%	9.3	7.9
Creative arts	%	17.8	13.8
Food, hospitality and personal services	%	14.1	12.3
Mixed field programmes	%	41.0	30.7
Received a job-related benefit			
Natural and physical sciences	%	13.0	12.4
Information technology	%	13.9	9.0
Engineering and related technologies	%	2.5	1.8
Architecture and building	%	3.7	1.9
Agriculture, environmental and related studies	%	4.8	5.7
Health	%	3.0	2.5
Education	%	2.7	3.1
Management and commerce	%	2.1	1.9
Society and culture	%	2.2	2.1
Creative arts	%	8.7	8.7
Food, hospitality and personal services	%	4.7	3.7
Mixed field programmes	%	12.1	8.8

Table SWD.5.37 Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training, by field of study, 2012 and 2008 (per cent) (a)

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
Total with improved employment status after training			
Natural and physical sciences	%	12.0	11.7
Information technology	%	10.6	8.3
Engineering and related technologies	%	2.4	1.7
Architecture and building	%	3.1	1.6
Agriculture, environmental and related studies	%	4.1	5.2
Health	%	2.9	2.3
Education	%	2.7	3.0
Management and commerce	%	1.9	1.7
Society and culture	%	2.1	2.0
Creative arts	%	7.7	7.1
Food, hospitality and personal services	%	4.1	3.5
Mixed field programmes	%	10.7	8.0

(a) See Table NASWD.5.36 for detailed footnotes.

Source: NCVER (unpublished) Student Outcomes Survey, various years.

Table SWD.5.38 95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training, by field of study 2012 and 2008 (a)

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
Not employed before training to employed after training			
Natural and physical sciences	±	8.4	12.0
Information technology	±	6.6	7.4
Engineering and related technologies	±	2.1	1.9
Architecture and building	±	4.9	3.9
Agriculture, environmental and related studies	±	5.7	3.9
Health	±	2.1	2.9
Education	±	1.4	2.2
Management and commerce	±	1.4	1.4
Society and culture	±	2.3	2.2
Creative arts	±	3.7	4.6
Food, hospitality and personal services	±	4.6	3.0
Mixed field programmes	±	7.1	5.9
Employed at a higher skill level after training			
Natural and physical sciences	±	5.9	12.3
Information technology	±	4.7	3.9
Engineering and related technologies	±	2.2	2.7
Architecture and building	±	4.5	4.8
Agriculture, environmental and related studies	±	4.4	4.1
Health	±	3.2	5.0
Education	±	1.6	2.4
Management and commerce	±	1.3	1.7
Society and culture	±	1.9	2.0
Creative arts	±	4.3	4.9
Food, hospitality and personal services	±	4.2	4.7
Mixed field programmes	±	2.3	1.4
Received a job-related benefit			
Natural and physical sciences	±	12.5	14.4
Information technology	±	9.5	8.7
Engineering and related technologies	±	3.4	2.7
Architecture and building	±	5.4	3.3
Agriculture, environmental and related studies	±	6.2	6.6
Health	±	3.9	3.9
Education	±	3.5	3.9
Management and commerce	±	2.3	2.3
Society and culture	±	2.7	2.7
Creative arts	±	5.8	6.5
Food, hospitality and personal services	±	5.8	4.8
Mixed field programmes	±	7.6	6.0

Table SWD.5.38 95 per cent confidence intervals of the proportion of graduates aged 20–64 years with improved employment status after training, by field of study 2012 and 2008 (a)

	<i>Unit</i>	<i>2012</i>	<i>2008</i>
Total with improved employment status after training			
Natural and physical sciences	±	12.6	14.3
Information technology	±	9.6	8.6
Engineering and related technologies	±	3.4	2.6
Architecture and building	±	4.8	2.9
Agriculture, environmental and related studies	±	5.6	6.5
Health	±	3.9	3.8
Education	±	3.5	3.9
Management and commerce	±	2.2	2.2
Society and culture	±	2.6	2.6
Creative arts	±	6.2	6.8
Food, hospitality and personal services	±	5.5	4.7
Mixed field programmes	±	7.6	6.0

(a) See Table NASWD.5.36 for detailed footnotes.

Source: NCVER (unpublished) Student Outcomes Survey, various years.

NASWD Indicator 6:

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

TABLE SWD.6.1

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, 2011

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students, at a higher education level than their previous highest education level	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
AQF VET course enrolments by students	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
Proportion	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1

Source: NCVER (unpublished) National VET provider collection, 2012.

TABLE SWD.6.2

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, 2011

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Indigenous	no.	2 154	896	2 433	1 097	716	184	112	789	8 381
Non-Indigenous	no.	49 400	81 661	37 280	15 895	14 939	4 580	2 769	1 599	208 123
AQF VET course <u>enrolments</u> for students aged 20–64 years										
Indigenous	no.	16 526	5 344	16 442	12 087	4 264	1 510	487	7 937	64 597
Non-Indigenous	no.	308 911	431 304	202 321	94 153	75 365	38 626	18 620	10 783	1 180 083
Proportion										
Indigenous	%	13.0	16.8	14.8	9.1	16.8	12.2	23.0	9.9	13.0
Non-Indigenous	%	16.0	18.9	18.4	16.9	19.8	11.9	14.9	14.8	17.6

Source: NCVER (unpublished) National VET provider collection, 2012

TABLE SWD.6.3

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 remoteness (ASGS) by State and Territory, 2011 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Major cities	no.	33 120	54 377	24 892	11 572	10 344	33	3 218	63	137 619
Inner regional	no.	12 421	20 184	10 395	1 772	1 768	3 062	287	20	49 909
Outer regional	no.	4 086	6 080	6 809	1 712	2 148	1 501	40	1 253	23 629
Remote	no.	395	181	1 124	879	534	173	5	519	3 810
Very remote	no.	127	48	1 010	621	154	6	np	375	2 344
Outside Australia	no.	1 231	3 138	729	1 015	230	49	285	143	6 820
Not known	no.	1 017	1 016	176	48	1 140	5	92	40	3 534
AQF VET course <u>enrolments</u> for students aged 20–64 years										
Major cities	no.	205 661	287 760	128 570	79 632	48 246	549	19 140	193	769 751
Inner regional	no.	78 328	111 713	56 406	13 861	8 820	24 725	1 427	71	295 351
Outer regional	no.	30 965	29 962	41 979	14 008	11 249	13 002	277	7 521	148 963
Remote	no.	3 596	1 182	7 797	8 851	2 614	2 086	28	5 591	31 745
Very remote	no.	1 250	189	7 006	6 912	893	178	np	4 913	21 342
Outside Australia	no.	6 902	16 708	7 892	6 046	1 870	433	1 693	325	41 869
Not known	no.	7 018	1 550	3 352	756	9 417	92	969	286	23 440
Proportion										
Major cities	%	16.1	18.9	19.4	14.5	21.4	6.0	16.8	32.6	17.9
Inner regional	%	15.9	18.1	18.4	12.8	20.0	12.4	20.1	28.2	16.9
Outer regional	%	13.2	20.3	16.2	12.2	19.1	11.5	14.4	16.7	15.9
Remote	%	11.0	15.3	14.4	9.9	20.4	8.3	17.9	9.3	12.0
Very remote	%	10.2	25.4	14.4	9.0	17.2	3.4	np	7.6	11.0
Outside Australia	%	17.8	18.8	9.2	16.8	12.3	11.3	16.8	44.0	16.3
Not known	%	14.5	65.5	5.3	6.3	12.1	5.4	9.5	14.0	15.1

(a) The remoteness categories are based on the students usual residence postcode.

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 remoteness (ASGS) by State and Territory, 2011 (a)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>

np Not published.

Source : NCVER (unpublished) National VET provider collection, 2012

TABLE SWD.6.4

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 SEIFA IRSD, by State and Territory, 2011 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Quintile 1	no.	14 173	15 622	10 701	2 162	4 436	2 332	109	595	50 130
Quintile 2	no.	13 125	17 683	8 879	3 609	4 399	780	131	587	49 193
Quintile 3	no.	8 454	17 904	10 674	3 926	2 291	807	311	158	44 525
Quintile 4	no.	6 957	19 462	9 043	3 133	2 593	736	1 141	494	43 559
Quintile 5	no.	7 358	10 190	4 913	3 718	1 226	120	1 856	395	29 776
AQF VET course <u>enrolments</u> for students aged 20–64 years										
Quintile 1	no.	89 874	90 787	58 804	15 761	21 901	19 192	520	6 434	303 273
Quintile 2	no.	82 815	92 302	48 688	28 632	20 924	6 608	755	5 284	286 008
Quintile 3	no.	53 450	93 941	57 658	29 278	10 863	6 615	1 791	972	254 568
Quintile 4	no.	44 650	100 035	49 421	21 380	12 058	6 901	6 437	2 711	243 593
Quintile 5	no.	48 616	53 648	27 001	28 100	6 056	1 214	11 304	2 884	178 823
Proportion										
Quintile 1	%	15.8	17.2	18.2	13.7	20.3	12.2	21.0	9.2	16.5
Quintile 2	%	15.8	19.2	18.2	12.6	21.0	11.8	17.4	11.1	17.2
Quintile 3	%	15.8	19.1	18.5	13.4	21.1	12.2	17.4	16.3	17.5
Quintile 4	%	15.6	19.5	18.3	14.7	21.5	10.7	17.7	18.2	17.9
Quintile 5	%	15.1	19.0	18.2	13.2	20.2	9.9	16.4	13.7	16.7

(a) The SEIFA IRSD categories are based on the students usual residence postcode.

Source: NCVER (unpublished) National VET provider collection, 2012

TABLE SWD.6.5

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 course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24 year olds	no.	17 474	27 120	13 701	6 235	4 649	1 843	1 525	629	73 176
25–29 year olds	no.	7 118	11 204	6 393	2 718	2 355	619	632	415	31 454
30–34 year olds	no.	5 277	8 554	4 957	1 934	1 783	488	448	326	23 767
35–39 year olds	no.	5 379	8 655	4 710	1 837	1 665	501	371	294	23 412
40–44 year olds	no.	5 405	9 028	4 799	1 694	1 739	441	322	234	23 662
45–49 year olds	no.	4 934	8 108	4 226	1 417	1 665	406	282	222	21 260
50–54 year olds	no.	3 655	6 420	3 437	1 036	1 345	312	199	173	16 577
55–59 year olds	no.	2 190	4 031	1 997	526	797	149	110	85	9 885
60–64 year olds	no.	965	1 904	915	222	320	70	41	35	4 472
20–64 year olds	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
AQF VET course <u>enrolments</u> for students aged 20–64 years										
20–24 year olds	no.	84 604	124 850	62 981	32 027	20 977	9 527	7 030	3 975	345 971
25–29 year olds	no.	51 942	67 217	38 967	21 992	12 776	5 619	4 011	3 432	205 956
30–34 year olds	no.	41 908	53 055	31 980	17 877	10 366	4 579	3 169	2 740	165 674
35–39 year olds	no.	40 237	50 526	30 790	16 296	9 718	4 831	2 560	2 440	157 398
40–44 year olds	no.	36 198	48 438	28 619	14 262	9 327	4 809	2 308	2 045	146 006
45–49 year olds	no.	31 778	42 000	24 560	11 602	8 288	4 447	1 906	1 767	126 348
50–54 year olds	no.	24 537	32 234	18 808	8 505	6 141	3 742	1 399	1 345	96 711
55–59 year olds	no.	15 145	20 361	11 205	5 013	3 777	2 378	833	773	59 485
60–64 year olds	no.	7 371	10 383	5 092	2 492	1 739	1 133	319	383	28 912
20–64 year olds	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
Proportion										
20–24 year olds	%	20.7	21.7	21.8	19.5	22.2	19.3	21.7	15.8	21.2
25–29 year olds	%	13.7	16.7	16.4	12.4	18.4	11.0	15.8	12.1	15.3

TABLE SWD.6.5

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 course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34 year olds	%	12.6	16.1	15.5	10.8	17.2	10.7	14.1	11.9	14.3
35–39 year olds	%	13.4	17.1	15.3	11.3	17.1	10.4	14.5	12.0	14.9
40–44 year olds	%	14.9	18.6	16.8	11.9	18.6	9.2	14.0	11.4	16.2
45–49 year olds	%	15.5	19.3	17.2	12.2	20.1	9.1	14.8	12.6	16.8
50–54 year olds	%	14.9	19.9	18.3	12.2	21.9	8.3	14.2	12.9	17.1
55–59 year olds	%	14.5	19.8	17.8	10.5	21.1	6.3	13.2	11.0	16.6
60–64 year olds	%	13.1	18.3	18.0	8.9	18.4	6.2	12.9	9.1	15.5
20–64 year olds	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1

Source: NCVER (unpublished) National VET provider collection, 2012

TABLE SWD.6.6

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 course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24 year olds	no.	14 940	13 018	11 205	5 587	4 279	1 805	1 111	400	52 345
25–29 year olds	no.	5 119	4 279	4 044	1 720	1 662	591	421	249	18 085
30–34 year olds	no.	3 649	3 565	3 109	1 317	1 195	462	276	173	13 746
35–39 year olds	no.	3 848	3 828	3 256	1 371	1 362	566	245	171	14 647
40–44 year olds	no.	3 687	3 883	3 135	1 174	1 270	545	227	150	14 071
45–49 year olds	no.	3 471	3 636	3 143	957	1 192	492	236	148	13 275
50–54 year olds	no.	2 357	2 520	2 101	622	760	314	159	86	8 919
55–59 year olds	no.	1 230	1 418	1 210	332	462	161	75	51	4 939
60–64 year olds	no.	610	592	476	137	177	48	24	25	2 089
20–64 year olds	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
AQF VET course <u>enrolments</u> for students aged 20–64 years										
20–24 year olds	no.	73 006	83 848	54 084	27 466	16 861	9 420	5 552	3 497	273 734
25–29 year olds	no.	40 004	45 215	31 361	16 439	9 211	5 677	3 132	2 920	153 959
30–34 year olds	no.	31 818	36 295	26 622	13 529	7 771	4 837	2 171	2 632	125 675
35–39 year olds	no.	30 586	35 889	27 714	13 235	8 020	5 416	2 087	2 398	125 345
40–44 year olds	no.	27 137	32 098	24 859	10 994	7 169	4 870	1 818	2 065	111 010
45–49 year olds	no.	24 699	28 880	22 625	9 074	6 187	4 610	1 631	1 616	99 322
50–54 year olds	no.	17 192	20 159	16 172	6 199	4 272	3 246	1 087	1 194	69 521
55–59 year olds	no.	10 173	12 496	10 396	3 811	2 509	2 076	621	710	42 792
60–64 year olds	no.	5 353	5 869	4 975	1 875	1 056	962	262	326	20 678
20–64 year olds	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036
Proportion										
20–24 year olds	%	20.5	15.5	20.7	20.3	25.4	19.2	20.0	11.4	19.1
25–29 year olds	%	12.8	9.5	12.9	10.5	18.0	10.4	13.4	8.5	11.7

TABLE SWD.6.6

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 course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34 year olds	%	11.5	9.8	11.7	9.7	15.4	9.6	12.7	6.6	10.9
35–39 year olds	%	12.6	10.7	11.7	10.4	17.0	10.5	11.7	7.1	11.7
40–44 year olds	%	13.6	12.1	12.6	10.7	17.7	11.2	12.5	7.3	12.7
45–49 year olds	%	14.1	12.6	13.9	10.5	19.3	10.7	14.5	9.2	13.4
50–54 year olds	%	13.7	12.5	13.0	10.0	17.8	9.7	14.6	7.2	12.8
55–59 year olds	%	12.1	11.3	11.6	8.7	18.4	7.8	12.1	7.2	11.5
60–64 year olds	%	11.4	10.1	9.6	7.3	16.8	5.0	9.2	7.7	10.1
20–64 year olds	%	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, 2009.

TABLE SWD.6.7

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 course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III or above only), by State and Territory, 2011 and 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level (AQF Certificate III or above only)										
2011	no.	47 503	75 961	38 690	15 796	14 460	4 148	3 692	1 850	202 100
2008	no.	33 790	31 753	28 826	11 279	9 992	4 190	2 600	1 099	123 529
AQF VET course <u>enrolments</u> for students aged 20–64 years										
2011	no.	273 613	351 599	199 093	94 323	65 390	29 722	20 840	11 127	1 045 707
2008	no.	198 880	214 916	170 501	67 142	44 415	27 158	15 738	9 751	748 501
Proportion										
2011	%	17.4	21.6	19.4	16.7	22.1	14.0	17.7	16.6	19.3
2008	%	17.0	14.8	16.9	16.8	22.5	15.4	16.5	11.3	16.5

Source: NCVER (unpublished) National VET provider collection, various years.

TABLE SWD.6.8

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 course completions by students aged 20–64 years undertaking AQF qualifications, by State and Territory, 2011

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students, at a higher education level than their previous highest education level	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
AQF VET course completions by students	no.	113 440	122 840	80 970	35 975	29 655	8 308	8 726	4 318	404 232
Proportion	%	46.2	69.2	55.7	49.0	55.0	58.1	45.0	55.9	56.3

Source: NCVER (unpublished) National VET provider collection, 2012.

TABLE SWD.6.9

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 completions by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2011

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Indigenous	no.	2 154	896	2 433	1 097	716	184	112	789	8 381
Non-Indigenous	no.	49 400	81 661	37 280	15 895	14 939	4 580	2 769	1 599	208 123
AQF VET course completions for students aged 20–64 years										
Indigenous	no.	3 835	1 193	3 952	1 548	1 173	294	186	1 234	13 415
Non-Indigenous	no.	102 482	117 281	64 753	28 202	27 299	7 871	6 554	3 040	357 482
Proportion										
Indigenous	%	56.2	75.1	61.6	70.9	61.0	62.6	60.2	63.9	62.5
Non-Indigenous	%	48.2	69.6	57.6	56.4	54.7	58.2	42.2	52.6	58.2

Source: NCVER (unpublished) National VET provider collection, 2012.

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 completions by students aged 20–64 years undertaking AQF qualifications, by remoteness (ASGS) by State and Territory, 2011

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students 20–64 years, at a higher education level than their previous highest education level										
Major cities	no.	33 120	54 377	24 892	11 572	10 344	33	3 218	63	137 619
Inner regional	no.	12 421	20 184	10 395	1 772	1 768	3 062	287	20	49 909
Outer regional	no.	4 086	6 080	6 809	1 712	2 148	1 501	40	1 253	23 629
Remote	no.	395	181	1 124	879	534	173	5	519	3 810
Very remote	no.	127	48	1 010	621	154	6	3	375	2 344
Outside Australia	no.	1 231	3 138	729	1 015	230	49	285	143	6 820
Not known	no.	1 017	1 016	176	48	1 140	5	92	40	3 534
AQF VET course completions for students aged 20–64 years										
Major cities	no.	72 747	79 357	43 839	23 470	18 994	63	6 997	96	245 563
Inner regional	no.	24 790	28 022	17 851	3 450	3 258	5 341	562	28	83 302
Outer regional	no.	7 855	7 885	11 975	3 283	3 700	2 444	98	2 238	39 478
Remote	no.	748	272	2 034	1 758	890	277	9	961	6 949
Very remote	no.	223	65	1 776	1 106	253	13	3	750	4 189
Outside Australia	no.	4 845	5 346	3 093	2 810	516	156	772	157	17 695
Not known	no.	2 232	1 893	402	98	2 044	14	285	88	7 056
Proportion										
Major cities	%	45.5	68.5	56.8	49.3	54.5	52.4	46.0	65.6	56.0
Inner regional	%	50.1	72.0	58.2	51.4	54.3	57.3	51.1	71.4	59.9
Outer regional	%	52.0	77.1	56.9	52.1	58.1	61.4	40.8	56.0	59.9
Remote	%	52.8	66.5	55.3	50.0	60.0	62.5	55.6	54.0	54.8
Very remote	%	57.0	73.8	56.9	56.1	60.9	46.2	100.0	50.0	56.0
Outside Australia	%	25.4	58.7	23.6	36.1	44.6	31.4	36.9	91.1	38.5
Not known	%	45.6	53.7	43.8	49.0	55.8	35.7	32.3	45.5	50.1

(a) The remoteness categories are based on the students usual residence postcode.

Source: NCVER (unpublished) National VET provider collection, 2012.

TABLE SWD.6.11

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 completions by students aged 20–64 years undertaking AQF qualifications, by SEIFA IRSD, by State and Territory, 2011 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Quintile 1	no.	14 173	15 622	10 701	2 162	4 436	2 332	109	595	50 130
Quintile 2	no.	13 125	17 683	8 879	3 609	4 399	780	131	587	49 193
Quintile 3	no.	8 454	17 904	10 674	3 926	2 291	807	311	158	44 525
Quintile 4	no.	6 957	19 462	9 043	3 133	2 593	736	1 141	494	43 559
Quintile 5	no.	7 358	10 190	4 913	3 718	1 226	120	1 856	395	29 776
AQF VET course <u>completions</u> for students aged 20–64 years										
Quintile 1	no.	28 439	21 782	18 471	3 935	7 742	3 792	218	1 106	85 485
Quintile 2	no.	26 733	24 172	15 162	7 039	7 853	1 302	285	1 038	83 584
Quintile 3	no.	17 929	25 567	18 777	7 674	4 252	1 395	602	304	76 500
Quintile 4	no.	15 409	28 279	16 023	6 412	4 836	1 412	2 382	877	75 630
Quintile 5	no.	17 714	15 781	9 015	7 982	2 409	237	4 143	747	58 028
Proportion										
Quintile 1	%	49.8	71.7	57.9	54.9	57.3	61.5	50.0	53.8	58.6
Quintile 2	%	49.1	73.2	58.6	51.3	56.0	59.9	46.0	56.6	58.9
Quintile 3	%	47.2	70.0	56.8	51.2	53.9	57.8	51.7	52.0	58.2
Quintile 4	%	45.1	68.8	56.4	48.9	53.6	52.1	47.9	56.3	57.6
Quintile 5	%	41.5	64.6	54.5	46.6	50.9	50.6	44.8	52.9	51.3

(a) The SEIFA IRSD categories are based on the students usual residence postcode.

Source : NCVET (unpublished) National VET provider collection, 2012.

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 completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24 year olds	no.	17 474	27 120	13 701	6 235	4 649	1 843	1 525	629	73 176
25–29 year olds	no.	7 118	11 204	6 393	2 718	2 355	619	632	415	31 454
30–34 year olds	no.	5 277	8 554	4 957	1 934	1 783	488	448	326	23 767
35–39 year olds	no.	5 379	8 655	4 710	1 837	1 665	501	371	294	23 412
40–44 year olds	no.	5 405	9 028	4 799	1 694	1 739	441	322	234	23 662
45–49 year olds	no.	4 934	8 108	4 226	1 417	1 665	406	282	222	21 260
50–54 year olds	no.	3 655	6 420	3 437	1 036	1 345	312	199	173	16 577
55–59 year olds	no.	2 190	4 031	1 997	526	797	149	110	85	9 885
60–64 year olds	no.	965	1 904	915	222	320	70	41	35	4 472
20–64 year olds	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
AQF VET course <u>completions</u> for students aged 20–64 years										
20–24 year olds	no.	29 016	35 977	20 587	9 772	7 869	2 532	2 541	863	109 157
25–29 year olds	no.	16 391	17 132	11 659	5 860	4 412	1 143	1 578	705	58 880
30–34 year olds	no.	13 429	13 316	9 707	4 561	3 369	892	1 120	622	47 016
35–39 year olds	no.	13 462	13 085	9 232	4 202	3 248	934	928	553	45 644
40–44 year olds	no.	12 667	13 233	9 202	3 951	3 211	861	828	494	44 447
45–49 year olds	no.	11 473	11 755	8 196	3 313	2 963	801	732	444	39 677
50–54 year olds	no.	8 849	9 427	6 619	2 374	2 414	627	546	356	31 212
55–59 year olds	no.	5 582	6 045	3 936	1 363	1 522	364	311	193	19 316
60–64 year olds	no.	2 571	2 870	1 832	579	647	154	142	88	8 883
20–64 year olds	no.	113 440	122 840	80 970	35 975	29 655	8 308	8 726	4 318	404 232
Proportion										
20–24 year olds	%	60.2	75.4	66.6	63.8	59.1	72.8	60.0	72.9	67.0
25–29 year olds	%	43.4	65.4	54.8	46.4	53.4	54.2	40.1	58.9	53.4

TABLE SWD.6.12

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 completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34 year olds	%	39.3	64.2	51.1	42.4	52.9	54.7	40.0	52.4	50.6
35–39 year olds	%	40.0	66.1	51.0	43.7	51.3	53.6	40.0	53.2	51.3
40–44 year olds	%	42.7	68.2	52.2	42.9	54.2	51.2	38.9	47.4	53.2
45–49 year olds	%	43.0	69.0	51.6	42.8	56.2	50.7	38.5	50.0	53.6
50–54 year olds	%	41.3	68.1	51.9	43.6	55.7	49.8	36.4	48.6	53.1
55–59 year olds	%	39.2	66.7	50.7	38.6	52.4	40.9	35.4	44.0	51.2
60–64 year olds	%	37.5	66.3	49.9	38.3	49.5	45.5	28.9	39.8	50.3
20–64 year olds	%	46.2	69.2	55.7	49.0	55.0	58.1	45.0	55.9	56.3

Source : NCVER (unpublished) National VET provider collection, 2012.

TABLE SWD.6.13

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 course completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24 year olds	no.	14 940	13 018	11 205	5 587	4 279	1 805	1 111	400	52 345
25–29 year olds	no.	5 119	4 279	4 044	1 720	1 662	591	421	249	18 085
30–34 year olds	no.	3 649	3 565	3 109	1 317	1 195	462	276	173	13 746
35–39 year olds	no.	3 848	3 828	3 256	1 371	1 362	566	245	171	14 647
40–44 year olds	no.	3 687	3 883	3 135	1 174	1 270	545	227	150	14 071
45–49 year olds	no.	3 471	3 636	3 143	957	1 192	492	236	148	13 275
50–54 year olds	no.	2 357	2 520	2 101	622	760	314	159	86	8 919
55–59 year olds	no.	1 230	1 418	1 210	332	462	161	75	51	4 939
60–64 year olds	no.	610	592	476	137	177	48	24	25	2 089
20–64 year olds	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
AQF VET course <u>completions</u> for students aged 20–64 years										
20–24 year olds	no.	25 130	20 289	13 989	8 548	7 189	2 390	1 745	542	79 822
25–29 year olds	no.	12 809	9 223	6 474	3 734	2 966	1 062	968	370	37 606
30–34 year olds	no.	10 120	7 302	5 297	3 032	2 278	869	685	291	29 874
35–39 year olds	no.	10 279	7 444	5 553	3 097	2 515	1 026	622	295	30 831
40–44 year olds	no.	9 298	7 224	5 221	2 647	2 354	974	577	264	28 559
45–49 year olds	no.	8 385	6 664	5 082	2 126	2 189	895	572	256	26 169
50–54 year olds	no.	5 859	4 701	3 612	1 420	1 622	650	403	169	18 436
55–59 year olds	no.	3 209	2 848	2 189	766	1 020	373	226	96	10 727
60–64 year olds	no.	1 550	1 118	972	313	402	131	87	40	4 613
20–64 year olds	no.	86 639	66 813	48 389	25 683	22 535	8 370	5 885	2 323	266 637
Proportion										
20–24 year olds	%	59.5	64.2	80.1	65.4	59.5	75.5	63.7	73.8	65.6
25–29 year olds	%	40.0	46.4	62.5	46.1	56.0	55.6	43.5	67.3	48.1

TABLE SWD.6.13

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 course completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34 year olds	%	36.1	48.8	58.7	43.4	52.5	53.2	40.3	59.5	46.0
35–39 year olds	%	37.4	51.4	58.6	44.3	54.2	55.2	39.4	58.0	47.5
40–44 year olds	%	39.7	53.8	60.0	44.4	54.0	56.0	39.3	56.8	49.3
45–49 year olds	%	41.4	54.6	61.8	45.0	54.5	55.0	41.3	57.8	50.7
50–54 year olds	%	40.2	53.6	58.2	43.8	46.9	48.3	39.5	50.9	48.4
55–59 year olds	%	38.3	49.8	55.3	43.3	45.3	43.2	33.2	53.1	46.0
60–64 year olds	%	39.4	53.0	49.0	43.8	44.0	36.6	27.6	62.5	45.3
20–64 year olds	%	44.9	55.0	65.5	51.5	54.8	59.5	47.1	62.5	53.3

Source: NCVER (unpublished) National VET provider collection, 2009.

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 course completions by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011 and 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level (AQF Certificate III or above only)										
2011	no.	47 503	75 961	38 690	15 796	14 460	4 148	3 692	1 850	202 100
2008	no.	33 790	31 753	28 826	11 279	9 992	4 190	2 600	1 099	123 529
AQF VET course completions for students aged 20–64 years										
2011	no.	95 668	104 803	63 793	30 096	24 953	6 638	7 379	3 087	336 417
2008	no.	67 614	53 815	40 916	19 492	17 059	6 616	4 780	1 607	211 899
Proportion										
2011	%	49.7	72.5	60.6	52.5	57.9	62.5	50.0	59.9	60.1
2008	%	50.0	59.0	70.5	57.9	58.6	63.3	54.4	68.4	58.3

Source: NCVER (unpublished) National VET provider collection, various years.

NASWD [NIRA] Indicator 7:

**Proportion of Indigenous
20 to 64 year olds with or
working towards post school
qualification in AQF
Certificate III or above**

TABLE SWD.7.1

Table SWD.7.1 **Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2011 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Indigenous										
Total 20–64 year old population with post school qualifications in Certificate III level or above or working towards a non-school qualification	no.	29 119	7 661	23 178	8 266	4 628	3 562	1 416	5 017	82 895
20–64 year old population with qualifications at Certificate III level or above	no.	24 602	6 475	20 266	7 039	3 799	3 085	1 200	4 032	70 540
Cert. III, Cert IV, Diploma and Advanced Diploma	no.	19 129	4 795	16 215	5 540	3 006	2 537	684	3 291	55 229
Bachelors degree or above	no.	5 473	1 680	4 051	1 499	793	548	516	741	15 311
20–64 year olds population currently studying a non-school qualification (d)	no.	4 517	1 186	2 912	1 227	829	477	216	985	12 355
Total 20–64 year old population (e)	no.	71 853	16 530	65 877	29 070	13 035	8 786	2 559	25 184	233 004
Proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	40.5	46.3	35.2	28.4	35.5	40.5	55.3	19.9	35.6
Non-Indigenous										
Total 20–64 year old population with post school qualifications in Certificate III level or above or working towards a non-school qualification	no.	2 267 156	1 828 031	1 312 413	719 218	482 996	138 534	152 844	55 779	6 957 576
20–64 year old population with qualifications at Certificate III level or above	no.	2 068 372	1 658 592	1 208 314	662 583	436 850	126 938	138 339	52 555	6 353 120
Cert. III, Cert IV, Diploma and Advanced Diploma	no.	1 061 404	824 572	708 697	374 088	249 593	77 308	49 237	30 427	3 375 679
Bachelors degree or above	no.	1 006 968	834 020	499 617	288 495	187 257	49 630	89 102	22 128	2 977 441
20–64 year olds population currently studying a non-school qualification (d)	no.	198 784	169 439	104 099	56 635	46 146	11 596	14 505	3 224	604 456
Total 20–64 year old population (e)	no.	3 614 193	2 922 556	2 263 268	1 191 825	851 813	252 943	209 482	88 332	11 395 570

Table SWD.7.1 **Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2011 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	62.7	62.5	58.0	60.3	56.7	54.8	73.0	63.1	61.1

(a) This table reports on all persons aged 20-64 with a qualification at Certificate III or above and those currently studying (at any level)

(b) This table excludes those people for whom Indigenous status is 'not stated' and overseas visitors.

(c) Australia includes Other Territories.

(d) Comprises people who do not have a qualification at Certificate III or above but who are currently studying (at any level).

(e) Total 20–64 year old population, excluding persons whose level of education or attendance status was not stated.

Source: ABS (unpublished) 2011 Census of Population and Housing.

TABLE SWD.7.2

Table SWD.7.2 **Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2006 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Indigenous										
Total 20–64 year old population with post school qualifications in Certificate III level or above or working towards a non-school qualification	no.	18 909	4 939	15 702	5 636	3 165	2 566	907	3 527	55 388
20–64 year old population with qualifications at Certificate III level or above	no.	15 240	4 005	12 951	4 470	2 389	2 142	767	2 656	44 651
Cert. III, Cert IV, Diploma and Advanced Diploma	no.	11 712	2 955	10 217	3 384	1 858	1 716	400	2 154	34 422
Bachelors degree or above	no.	3 528	1 050	2 734	1 086	531	426	367	502	10 229
20–64 year olds population currently studying a non-school qualification (d)	no.	3 669	934	2 751	1 166	776	424	140	871	10 737
Total 20–64 year old population (e)	no.	54 560	12 328	51 433	23 025	10 384	7 274	1 820	22 206	183 140
Proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	34.7	40.1	30.5	24.5	30.5	35.3	49.8	15.9	30.2
Non-Indigenous										
Total 20–64 year old population with post school qualifications in Certificate III level or above or working towards a non-school qualification	no.	1 904 357	1 466 068	1 038 259	550 676	401 451	117 480	127 087	44 446	5 650 329
20–64 year old population with qualifications at Certificate III level or above	no.	1 727 216	1 325 483	947 211	502 736	360 291	106 191	114 144	41 547	5 125 291
Cert. III, Cert IV, Diploma and Advanced Diploma	no.	931 106	688 236	572 951	294 749	214 167	65 605	41 916	24 869	2 833 894
Bachelors degree or above	no.	796 110	637 247	374 260	207 987	146 124	40 586	72 228	16 678	2 291 397
20–64 year olds population currently studying a non-school qualification (d)	no.	177 141	140 585	91 048	47 940	41 160	11 289	12 943	2 899	525 038
Total 20–64 year old population (e)	no.	3 335 820	2 611 046	2 013 027	1 007 253	794 187	240 195	186 553	77 899	10 267 109

Table SWD.7.2 Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2006 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	57.1	56.1	51.6	54.7	50.5	48.9	68.1	57.1	55.0

(a) This table reports on all persons aged 20-64 with a qualification at Certificate III or above and those currently studying (at any level).

(b) This table excludes those people for whom Indigenous status is 'not stated' and overseas visitors.

(c) Australia includes Other Territories.

(d) Comprises people who do not have a qualification at Certificate III or above but who are currently studying (at any level).

(e) Total 20–64 year old population, excluding persons whose level of education or attendance status was not stated.

Source: ABS (unpublished) 2006 Census of Population and Housing.

Table NASWD.7.3 Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, by remoteness areas, 2006 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Indigenous										
Proportion of 20-64 year old people living in <u>major cities</u> with or working towards post school qualification in Certificate III level or above	%	39.2	44.7	39.5	33.5	38.5	na	49.8	na	39.4
Proportion of 20-64 year old people living in <u>inner regional areas</u> with or working towards post school qualification in Certificate III level or above	%	35.2	38.0	31.5	31.3	32.4	38.5	100.0	na	34.7
Proportion of 20-64 year old people living in <u>outer regional areas</u> with or working towards post school qualification in Certificate III level or above	%	26.8	28.2	28.6	23.8	26.5	31.7	na	32.8	28.3
Proportion of 20-64 year old people living in <u>remote areas</u> with or working towards post school qualification in Certificate III level or above	%	20.2	45.8	20.5	25.5	29.4	29.1	na	19.2	21.5
Proportion of 20-64 year old people living in <u>very remote areas</u> with or working towards post school qualification in Certificate III level or above	%	17.9	na	20.8	11.7	12.0	32.4	na	9.4	13.3
Non-Indigenous										
Proportion of 20-64 year old people living in <u>major cities</u> with or working towards post school qualification in Certificate III level or above	%	59.5	58.4	54.9	57.7	53.5	na	68.1	na	58.0
Proportion of 20-64 year old people living in <u>inner regional areas</u> with or working towards post school qualification in Certificate III level or above	%	51.9	50.0	46.2	46.3	45.5	52.5	67.6	na	49.5
Proportion of 20-64 year old people living in <u>outer regional areas</u> with or working towards post school qualification in Certificate III level or above	%	44.5	44.2	47.3	45.1	38.4	42.2	na	56.6	45.3
Proportion of 20-64 year old people living in <u>remote areas</u> with or working towards post school qualification in Certificate III level or above	%	39.8	39.1	41.5	46.9	41.3	39.3	na	58.6	44.8

Table NASWD.7.3 Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, by remoteness areas, 2006 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Proportion of 20-64 year old people living in <u>very remote areas</u> with or working towards post school qualification in Certificate III level or above	%	38.7	na	40.8	51.1	39.5	47.4	na	58.5	46.6

(a) See table 7.1 for details of exclusions.

(b) Excludes people for whom a remoteness area cannot be determined.

(c) Australia includes Other Territories.

na Not available.

Source: ABS (unpublished) 2006 Census of Population and Housing.

NASWD Contextual information

TABLE SWD.C.1

Table SWD.C.1 **Employed persons aged 15–64 years, level of highest education by State or Territory of usual residence, 2012**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
		Number								
Bachelor or above	'000	1 083.8	886.3	551.8	331.6	184.4	55.9	89.1	29.5	3 212.5
Certificate III or above (a)	'000	1 085.0	809.2	684.0	391.0	252.8	73.8	46.4	34.9	3 377.0
Year 12	'000	644.8	547.3	514.7	247.5	153.3	26.9	43.5	20.3	2 198.3
Year 10/11	'000	533.2	423.8	428.4	245.3	167.3	56.0	19.8	25.8	1 899.5
Below Year 10 (b)	'000	156.0	125.1	82.0	32.2	28.2	13.8	4.5	5.4	447.2
Total employed persons aged 15–64 years	'000	3 502.9	2 791.8	2 260.8	1 247.5	785.8	226.4	203.3	116.0	11 134.5
		Relative standard error of estimate								
Bachelor or above	%	2.2	3.1	4.0	2.9	3.6	5.6	4.8	7.1	1.6
Certificate III or above (a)	%	1.9	2.4	2.8	2.8	3.7	3.6	7.0	6.8	1.0
Year 12	%	2.2	2.0	3.3	5.1	2.9	8.3	5.0	9.6	1.1
Year 10/11	%	3.2	4.0	3.7	2.7	3.9	4.4	9.3	7.9	1.7
Below Year 10 (b)	%	4.8	8.3	8.5	16.8	10.1	9.1	22.0	13.4	4.1
Total employed persons aged 15–64 years	%	0.7	0.7	1.0	0.9	1.2	2.0	1.4	3.5	0.4
		Employment to population ratio (per cent)								
Bachelor or above	%	84.8	84.1	85.8	88.0	85.5	83.9	87.3	90.3	85.3
Certificate III or above (a)	%	82.4	82.1	82.2	85.2	83.5	82.1	86.8	91.0	82.8
Year 12	%	71.0	72.1	73.9	76.6	71.5	63.9	74.3	81.5	72.6
Year 10/11	%	61.8	64.9	66.2	67.5	61.8	62.4	64.6	72.0	64.3
Below Year 10 (b)	%	43.1	43.4	49.4	49.8	37.1	42.2	49.3	56.0	44.3
Total employed persons aged 15–64 years	%	74.1	74.7	75.7	78.6	72.8	70.5	80.1	82.0	75.1

TABLE SWD.C.1

Table SWD.C.1 **Employed persons aged 15–64 years, level of highest education by State or Territory of usual residence, 2012**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Relative standard errors (Employment to population ratio per cent)										
Bachelor or above	%	1.0	1.1	1.3	1.1	1.2	1.6	1.7	1.6	0.5
Certificate III or above (a)	%	0.9	1.2	1.1	1.3	1.7	1.7	1.7	2.1	0.5
Year 12	%	1.5	1.2	1.6	1.9	1.9	6.0	3.8	3.5	0.6
Year 10/11	%	2.0	1.8	2.2	1.3	2.5	3.5	6.2	3.5	0.9
Below Year 10 (b)	%	4.3	5.3	5.0	9.5	7.8	8.4	15.9	8.4	3.1
Total employed persons aged 15–64 years	%	0.6	0.5	0.8	0.7	1.1	1.6	1.5	1.5	0.3
95 per cent confidence intervals (per cent)										
Bachelor or above	±	1.7	1.8	2.1	2.0	2.0	2.6	3.0	2.8	0.8
Certificate III or above (a)	±	1.4	1.9	1.8	2.1	2.7	2.7	2.9	3.7	0.8
Year 12	±	2.0	1.7	2.4	2.9	2.7	7.6	5.5	5.5	0.9
Year 10/11	±	2.4	2.3	2.8	1.7	3.1	4.3	7.9	5.0	1.1
Below Year 10 (b)	±	3.6	4.5	4.8	9.3	5.6	6.9	15.3	9.2	2.7
Total employed persons aged 15–64 years	±	0.9	0.8	1.2	1.1	1.6	2.3	2.4	2.5	0.5

(a) Includes people whose highest level of educational attainment is Certificate III/IV and Advanced diploma/Diploma.

(b) Includes people whose highest educational attainment is Certificate I/II, Certificate not further defined, level not determined, and also includes people who have no educational attainment.

Source : ABS (unpublished) Survey of Education and Work, 2012.

Table SWD.C.2 **Employed persons aged 25–44 years highest level of educational attainment by State or Territory of usual residence, 2012**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Estimate ('000)										
Bachelor or above	'000	647.3	537.0	327.8	190.8	100.5	28.3	51.8	16.2	1899.7
Certificate III or above (a)	'000	556.1	405.7	322.5	191.2	131.3	33.2	25.2	19.7	1684.9
Year 12	'000	251.8	229.4	213.9	98.3	60.6	10.7	15.8	9.8	890.2
Year 10/11	'000	166.4	119.2	136.0	86.0	53.3	18.8	4.9	9.7	594.3
Below Year 10 (b)	'000	30.8	26.4	25.1	8.1	4.8	2.4	1.2	1.4	100.1
Total employed persons aged 25–44 years	'000	1652.4	1317.7	1025.2	574.4	350.4	93.3	98.9	56.8	5169.1
Relative standard errors (estimate per cent)										
Bachelor or above	%	2.7	3.4	5.5	3.8	4.8	6.9	5.5	8.0	1.9
Certificate III or above (a)	%	2.6	3.1	3.9	3.9	5.5	4.9	9.5	8.1	1.7
Year 12	%	3.9	3.1	4.6	7.3	5.4	12.8	10.6	9.8	2.1
Year 10/11	%	6.0	7.1	5.7	6.1	9.0	7.0	21.8	11.4	2.8
Below Year 10 (b)	%	13.8	15.8	12.0	23.7	19.3	27.9	30.9	38.3	7.3
Total employed persons aged 25–44 years	%	0.7	0.9	0.9	1.0	1.2	2.0	1.5	3.9	0.3
Employment to population ratio (per cent)										
Bachelor or above	%	85.5	85.1	86.9	87.8	84.9	87.7	90.1	90.1	86.0
Certificate III or above (a)	%	84.0	83.3	82.7	85.3	87.6	83.9	89.0	94.3	84.2
Year 12	%	78.3	77.3	75.6	80.0	77.7	68.6	80.1	82.2	77.5
Year 10/11	%	69.3	69.2	73.7	76.7	70.5	65.6	71.9	78.8	71.4
Below Year 10 (b)	%	45.4	51.1	57.3	57.3	34.8	48.0	76.8	54.2	50.0
Total employed persons aged 25–44 years	%	80.7	80.4	80.2	83.2	80.5	77.2	86.8	86.5	80.9
Relative standard errors (employment to population ratio per cent)										
Bachelor or above	%	1.2	1.2	1.3	1.8	1.6	2.5	1.6	2.4	0.6
Certificate III or above (a)	%	1.5	1.3	1.7	1.9	1.6	2.4	2.6	2.0	0.7
Year 12	%	1.9	2.0	2.2	3.0	3.0	7.2	5.7	4.7	0.9
Year 10/11	%	2.8	4.0	4.0	2.4	2.8	6.1	12.9	3.9	1.8

Table SWD.C.2 **Employed persons aged 25–44 years highest level of educational attainment by State or Territory of usual residence, 2012**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Below Year 10 (b)	%	9.7	8.0	7.6	15.1	19.6	18.7	19.1	24.1	4.1
Total employed persons aged 25–44 years	%	0.6	0.8	0.8	0.9	1.1	1.8	1.4	1.5	0.3
95 per cent confidence intervals										
Bachelor or above	±	2.0	2.0	2.3	3.1	2.7	4.3	2.8	4.2	1.1
Certificate III or above (a)	±	2.5	2.1	2.7	3.2	2.7	4.0	4.6	3.6	1.1
Year 12	±	2.9	3.0	3.3	4.7	4.6	9.7	8.9	7.6	1.4
Year 10/11	±	3.8	5.5	5.7	3.6	3.9	7.8	18.2	6.0	2.5
Below Year 10 (b)	±	8.7	8.1	8.6	16.9	13.4	17.6	28.7	25.7	4.0
Total employed persons aged 25–44 years	±	0.9	1.2	1.3	1.5	1.7	2.8	2.5	2.5	0.5

(a) Includes people whose highest level of educational attainment is Certificate III/IV and Advanced diploma/Diploma.

(b) Includes people whose highest educational attainment is Certificate I/II, Certificate not further defined, level not determined, and also includes people who have no educational attainment.

Source: ABS (unpublished) Survey of Education and Work, 2012.

Table SWD.C.3 Number of providers and locations of VET, 2012 (number) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Providers										
TAFE providers	no.	11	18	13	11	3	2	1	2	61
TAFE and other government providers (c)	no.	12	18	14	19	3	2	1	2	71
Other registered providers	no.	616	580	592	346	381	121	80	102	2 818
Total (d)	no.	628	598	606	365	384	123	81	104	2 889
Locations										
TAFE provider locations	no.	137	416	319	129	43	45	7	290	1 386
TAFE and other government provider locations (c)	no.	277	416	332	196	43	45	7	290	1 606
Other registered provider locations	no.	3 646	5 238	7 693	2 055	1 516	457	138	410	21 153
Total (d)	no.	3 923	5 654	8 025	2 251	1 559	502	145	700	22 759

(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) Other government providers include 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 : NCVET (unpublished) National VET provider collection.

TABLE SWD.C.4

Table SWD.C.4 Number of providers and locations of VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Providers										
TAFE providers	no.	11	18	13	11	3	2	1	2	61
TAFE and other government providers (d)	no.	12	18	14	17	3	2	1	2	69
Other registered providers	no.	620	735	549	351	370	123	104	105	2 957
Total (e)	no.	632	753	563	368	373	125	105	107	3 026
Locations										
TAFE provider locations	no.	136	305	343	127	45	49	7	263	1 275
TAFE and other government provider locations (c)	no.	293	305	346	198	45	49	7	263	1 506
Other registered provider locations	no.	3 490	4 046	7 076	2 095	956	446	197	391	18 697
Total (e)	no.	3 783	4 351	7 422	2 293	1 001	495	204	654	20 203
2010										
Providers										
TAFE providers	no.	11	18	13	10	3	2	1	2	60
TAFE and other government providers (d)	no.	13	18	14	15	3	2	1	2	68
Other registered providers	no.	564	662	455	333	325	124	110	96	2 669
Total (e)	no.	577	680	469	348	328	126	111	98	2 737
Locations										
TAFE provider locations	no.	137	281	326	126	212	43	6	227	1 358
TAFE and other government provider locations (c)	no.	291	281	328	170	212	43	6	227	1 558
Other registered provider locations	no.	3 181	2 608	5 609	2 095	778	399	162	351	15 183
Total (e)	no.	3 472	2 889	5 937	2 265	990	442	168	578	16 741
2009										
Providers										
TAFE providers	no.	11	18	13	10	3	2	1	2	60
TAFE and other government providers (d)	no.	13	18	14	16	3	2	1	2	69
Other registered providers	no.	516	567	360	300	299	118	96	87	2 343

Table SWD.C.4 Number of providers and locations of VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total (e)	no.	529	585	374	316	302	120	97	89	2 412
Locations										
TAFE provider locations	no.	136	308	388	118	198	32	7	236	1 423
TAFE and other government provider locations (c)	no.	275	308	389	175	198	32	7	236	1 620
Other registered provider locations	no.	2 996	1 853	4 858	1 973	753	359	147	334	13 273
Total (e)	no.	3 271	2 161	5 247	2 148	951	391	154	570	14 893
2008										
Providers	no.									
TAFE providers	no.	11	19	13	10	1	1	1	2	58
TAFE and other government providers (d)	no.	13	19	14	15	1	1	1	2	66
Other registered providers	no.	468	552	292	202	263	105	89	67	2 038
Total (e)	no.	481	571	306	217	264	106	90	69	2 104
Locations										
TAFE provider locations	no.	135	287	415	130	220	16	7	221	1 431
TAFE and other government provider locations (c)	no.	276	287	416	171	220	16	7	221	1 614
Other registered provider locations	no.	3 008	1 407	4 171	1 480	673	323	126	237	11 425
Total (e)	no.	3 284	1 694	4 587	1 651	893	339	133	458	13 039

(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) Data for 2008-2011 have been revised from previous reports to correct inconsistencies across the time series. As a result, NSW Workplace Training is reported under provider type 'other registered providers' consistently over all years.

(d) Other government providers include Adult Migrant English Services (AMES), agricultural colleges, colleges, some universities, national art schools and workplace assessment.

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

Source: NCVER (unpublished) National VET provider collection.

Table SWD.C.5 Number and proportion of VET students, by course level, 2012 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma or above (d)	no.	78 697	97 321	42 208	19 260	18 745	4 936	6 117	1 002	268 286
AQF Certificate III or IV	no.	253 105	352 811	177 862	90 416	70 756	24 637	17 190	11 321	998 098
AQF Certificate I, II or lower (e)	no.	133 362	115 102	52 300	45 836	32 251	11 685	2 495	8 952	401 983
Other (f)	no.	133 318	80 496	19 583	11 746	20 732	1 711	4 266	2 976	274 828
All students	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
Diploma or above (d)	%	13.1	15.1	14.5	11.5	13.2	11.5	20.3	4.1	13.8
AQF Certificate III or IV	%	42.3	54.6	60.9	54.1	49.7	57.3	57.2	46.7	51.4
AQF Certificate I, II or lower (e)	%	22.3	17.8	17.9	27.4	22.6	27.2	8.3	36.9	20.7
Other (f)	%	22.3	12.5	6.7	7.0	14.6	4.0	14.2	12.3	14.1
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.

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

(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.6 Number of government funded course enrolments in VET, by funding source, 2012 (number) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	492 992	622 629	286 202	155 674	115 702	31 964	27 207	19 782	1 752 152
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	43 392	6 400	38 451	6 171	29 348	7 433	2 195	2 912	136 302
<i>PPP only</i>	no.	26 117	..	–	..	25 986	6 007	282	1 891	60 283
<i>Other Commonwealth SP</i>	no.	17 275	6 400	38 451	6 171	3 362	1 426	1 913	1 021	76 019
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	7 291	–	40	20 361	105	397	2 610	160	30 964
All	no.	543 675	629 029	324 693	182 206	145 155	39 794	32 012	22 854	1 919 418
Indigenous enrolments (d)										
Funded from Commonwealth and State general funding (code 11)	no.	31 723	8 092	20 230	12 545	6 138	1 767	971	9 159	90 625
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	4 157	12	3 201	18	1 284	375	35	608	9 690
<i>PPP only</i>	no.	1 204	..	–	..	1 172	262	7	312	2 957
<i>Other Commonwealth SP</i>	no.	2 953	12	3 201	18	112	113	28	296	6 733
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	1 520	–	4	5 572	8	27	162	32	7 325
All	no.	37 400	8 104	23 435	18 135	7 430	2 169	1 168	9 799	107 640

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

(b) It was 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) did not have a field to specifically capture this activity. In addition, there were variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general funding', while others reported it as '13 - Commonwealth specific 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 now reported as a subset of funding source '13 - Commonwealth specific funding'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity.

Table SWD.C.6 Number of government funded course enrolments in VET, by funding source, 2012 (number) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>

(c) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

(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.

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

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.7 Number of government funded course enrolments in VET, by funding source, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	482 898	518 732	288 334	153 764	87 476	33 111	27 651	20 791	1 612 757
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	46 974	6 040	66 516	8 568	24 841	6 646	2 830	2 658	165 073
<i>PPP only</i>	no.	36 751	..	61 030	..	19 858	5 471	466	1 661	125 237
<i>Other Commonwealth SP</i>	no.	10 223	6 040	5 486	8 568	4 983	1 175	2 364	997	39 836
Funded from State specific funding (no Commonwealth funding)(code 15)	no.	7 506	152	35	21 636	–	282	1 552	20	31 183
All	no.	537 378	524 924	354 885	183 968	112 317	40 039	32 033	23 469	1 809 013
Indigenous enrolments (e)										
Funded from Commonwealth and State general funding (code 11)	no.	30 524	7 187	22 060	12 293	4 807	1 782	835	9 624	89 112
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	4 436	24	4 388	175	1 217	258	55	905	11 458
<i>PPP only</i>	no.	1 325	..	3 614	..	890	226	31	448	6 534
<i>Other Commonwealth SP</i>	no.	3 111	24	774	175	327	32	24	457	4 924
Funded from State specific funding (no Commonwealth funding)(code 15)	no.	1 459	2	5	5 779	–	33	82	1	7 361
All	no.	36 419	7 213	26 453	18 247	6 024	2 073	972	10 530	107 931
2010										
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	464 827	388 366	278 321	150 945	99 587	31 233	31 193	21 022	1 465 494
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	63 141	5 414	44 976	6 223	15 813	6 850	1 940	2 257	146 614
<i>PPP only</i>	no.	46 597	..	35 473	..	12 484	5 809	619	1 356	102 338

Table SWD.C.7 Number of government funded course enrolments in VET, by funding source, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Other Commonwealth SP</i>	no.	16 544	5 414	9 503	6 223	3 329	1 041	1 321	901	44 276
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	8 049	517	–	23 115	–	64	255	29	32 029
All	no.	536 017	394 297	323 297	180 283	115 400	38 147	33 388	23 308	1 644 137
Indigenous enrolments (e)										
Funded from Commonwealth and State general funding (code 11)	no.	28 345	6 226	20 803	11 375	5 501	1 621	948	9 805	84 624
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	6 719	44	2 849	118	847	176	27	594	11 374
<i>PPP only</i>	no.	1 424	..	1 942	..	596	160	11	234	4 367
<i>Other Commonwealth SP</i>	no.	5 295	44	907	118	251	16	16	360	7 007
Funded from State specific funding (no Commonwealth funding)(code 15)	no.	1 668	3	–	5 484	–	5	6	12	7 178
All	no.	36 732	6 273	23 652	16 977	6 348	1 802	981	10 411	103 176
2009										
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	463 537	327 112	287 219	144 762	80 197	31 763	29 446	22 347	1 386 383
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	38 879	9 912	12 029	5 501	8 889	4 472	1 061	1 313	82 056
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	38 879	9 912	12 029	5 501	8 889	4 472	1 061	1 313	82 056
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	8 016	9 434	3	22 712	–	108	64	115	40 452
All	no.	510 432	346 458	299 251	172 975	89 086	36 343	30 571	23 775	1 508 891
Indigenous enrolments (e)										
Funded from Commonwealth and State general funding (code 11)	no.	25 292	5 745	20 672	10 220	4 148	1 434	600	10 486	78 597

Table SWD.C.7 **Number of government funded course enrolments in VET, by funding source, 2011, 2010, 2009, 2008 (number) (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	5 364	142	961	1	318	114	110	584	7 594
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	5 364	142	961	1	318	114	110	584	7 594
Funded from State specific funding (no Commonwealth funding)(code 15)	no.	1 511	63	–	5 316	–	21	36	87	7 034
All	no.	32 167	5 950	21 633	15 537	4 466	1 569	746	11 157	93 225
2008										
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	472 519	321 301	284 304	133 979	108 044	36 661	27 058	22 442	1 406 308
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	15 350	9 327	10 481	6 179	4 531	2 031	649	1 156	49 704
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	15 350	9 327	10 481	6 179	4 531	2 031	649	1 156	49 704
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	9 522	1 725	34	20 517	–	–	40	5	31 843
All	no.	497 391	332 353	294 819	160 675	112 575	38 692	27 747	23 603	1 487 855
Indigenous enrolments (e)										
Funded from Commonwealth and State general funding (code 11)	no.	25 397	5 991	19 080	9 755	5 575	1 416	527	9 919	77 660
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	3 974	59	856	178	149	127	23	668	6 034
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	3 974	59	856	178	149	127	23	668	6 034
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	1 751	50	19	4 247	–	–	–	3	6 070
All	no.	31 122	6 100	19 955	14 180	5 724	1 543	550	10 590	89 764

Table SWD.C.7 Number of government funded course enrolments in VET, by funding source, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Refer to the National VET Provider Collection Data Quality Statement for information on data quality.										
(b) It was 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) did not have a field to specifically capture this activity. In addition, there were variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general funding', while others reported it as '13 - Commonwealth specific 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 now reported as a subset of funding source '13 - Commonwealth specific funding'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity.										
(c) Data for 2008-2011 have been revised from previous reports.										
(d) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.										
(e) 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.										

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

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.8 **VET qualifications completed by students, by course level, 2011 (number and per cent) (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of VET qualifications completed										
Diploma or above (d)	no.	25 683	28 440	14 504	7 141	6 118	1 105	2 302	281	85 574
Diploma	no.	21 302	22 338	13 032	6 193	4 960	980	1 835	274	70 914
Advanced diploma	no.	4 259	5 041	969	923	1 081	125	452	7	12 857
Certificate III or IV	no.	86 234	95 750	63 627	29 743	21 532	6 575	5 956	3 119	312 536
Certificate I or II or lower (e)	no.	26 902	35 534	30 357	15 116	8 090	3 174	1 820	2 452	123 445
All qualifications	no.	138 819	159 724	108 488	52 000	35 740	10 854	10 078	5 852	521 555
Proportion of qualifications completed										
Diploma or above	%	18.5	17.8	13.4	13.7	17.1	10.2	22.8	4.8	16.4
Diploma	%	15.3	14.0	12.0	11.9	13.9	9.0	18.2	4.7	13.6
Advanced Diploma	%	3.1	3.2	0.9	1.8	3.0	1.2	4.5	0.1	2.5
Certificate III or IV	%	62.1	59.9	58.6	57.2	60.2	60.6	59.1	53.3	59.9
Certificate I or II or lower (e)	%	19.4	22.2	28.0	29.1	22.6	29.2	18.1	41.9	23.7
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 2012 are not available. Only preliminary data on 2012 qualifications completed are available from the 2012 VET Provider Collection.

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

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

Source: NCVET (unpublished) National VET Provider Collection.

TABLE SWD.C.9

Table SWD.C.9 Number of government funded unit/module completions in VET, 2012 (number) (a), (b), (c), (d)

	Unit	NSW	Vic	Qld (e)	WA	SA	Tas	ACT	NT	Aust
Funded from Commonwealth and State general funding (code 11)	no.	2 606 259	4 224 382	1 398 413	880 425	637 691	167 325	120 301	82 338	10 117 134
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	233 466	18 680	231 766	19 267	151 508	34 902	10 663	19 322	719 574
<i>PPP only</i>	no.	182 481	..	–	..	138 965	31 365	45	16 457	369 313
<i>Other Commonwealth SP</i>	no.	50 985	18 680	231 766	19 267	12 543	3 537	10 618	2 865	350 261
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	15 287	–	95	57 031	246	943	23 658	661	97 921
All	no.	2 855 012	4 243 062	1 630 274	956 723	789 445	203 170	154 622	102 321	10 934 629

(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 (11 Commonwealth and State general funding, 13 Commonwealth specific funding, 15 State specific

(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 was 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) did not have a field to specifically capture this activity. In addition, there were variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general funding', while others reported it as '13 - Commonwealth specific 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 now reported as a subset of funding source '13 - Commonwealth specific funding'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity.

(e) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

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

Source : NCVER (unpublished) National VET Provider Collection.

Table SWD.C.10 **Number of government funded unit/module completions in VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Funded from Commonwealth and State general funding (code 11)	no.	2 614 616	3 304 219	1 361 371	881 670	489 461	170 996	121 576	84 064	9 027 973
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	307 314	22 393	432 102	21 898	144 047	28 489	11 584	16 115	983 942
<i>PPP only</i>	no.	275 113	..	416 087	..	122 975	24 881	2 256	13 718	855 030
<i>Other Commonwealth SP</i>	no.	32 201	22 393	16 015	21 898	21 072	3 608	9 328	2 397	128 912
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	18 882	607	29	64 767	–	311	13 504	72	98 172
All	no.	2 940 812	3 327 219	1 793 502	968 335	633 508	199 796	146 664	100 251	10 110 087
2010										
Funded from Commonwealth and State general funding (code 11)	no.	2 552 552	2 399 778	1 311 433	884 601	516 201	166 043	145 526	91 836	8 067 970
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	357 334	25 319	263 264	16 443	99 441	24 379	6 301	12 810	805 291
<i>PPP only</i>	no.	305 558	..	239 237	..	80 652	21 617	1 387	10 277	658 728
<i>Other Commonwealth SP</i>	no.	51 776	25 319	24 027	16 443	18 789	2 762	4 914	2 533	146 563
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	21 094	2 506	–	66 559	–	134	1 103	118	91 514
All	no.	2 930 980	2 427 603	1 574 697	967 603	615 642	190 556	152 930	104 764	8 964 775
2009										
Funded from Commonwealth and State general funding (code 11)	no.	2 592 402	1 939 194	1 380 259	826 112	538 972	170 643	144 058	91 577	7 683 217
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	179 179	66 435	34 197	14 014	67 144	18 318	4 791	4 153	388 231
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	179 179	66 435	34 197	14 014	67 144	18 318	4 791	4 153	388 231

Table SWD.C.10 **Number of government funded unit/module completions in VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	32 140	39 582	26	69 638	–	163	588	338	142 475
All	no.	2 803 721	2 045 211	1 414 482	909 764	606 116	189 124	149 437	96 068	8 213 923
2008										
Funded from Commonwealth and State general funding (code 11)	no.	2 742 562	1 838 937	1 338 316	715 661	541 761	191 309	110 209	90 999	7 569 754
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	44 565	59 437	21 834	11 867	32 052	11 223	791	3 505	185 274
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	44 565	59 437	21 834	11 867	32 052	11 223	791	3 505	185 274
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	24 110	4 786	228	65 461	–	–	112	70	94 767
All	no.	2 811 237	1 903 160	1 360 378	792 989	573 813	202 532	111 112	94 574	7 849 795

(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 (11 Commonwealth and State general funding, 13 Commonwealth specific funding, 15 State specific 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 was 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) did not have a field to specifically capture this activity. In addition, there were variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general funding', while others reported it as '13 - Commonwealth specific 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 now reported as a subset of funding source '13 - Commonwealth specific funding'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity.

(e) Data for 2008-2011 have been revised from previous reports.

Table SWD.C.10 Number of government funded unit/module completions in VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>

(f) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

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

Source : NCVET (unpublished) National VET Provider Collection.

Table SWD.C.11 VET qualifications completed by Indigenous Australians, 2011 (number) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous course completions	no.	5 343	1 615	5 590	2 568	1 469	431	246	1 688	18 950

(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 2012 are not available. Only preliminary data on 2012 qualifications completed are available from the 2012 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.12 Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2012 (number) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Funded from Commonwealth and State general funding (code 11)	no.	12 625	4 135	10 330	4 606	1 905	793	455	2 594	37 443
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	1 318	8	1 466	12	715	223	33	427	4 202
<i>PPP only</i>	no.	757	..	–	..	705	202	6	262	1 932
<i>Other Commonwealth SP</i>	no.	561	8	1 466	12	10	21	27	165	2 270
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	92	–	4	91	2	5	74	24	292
All	no.	14 035	4 143	11 800	4 709	2 622	1 021	562	3 045	41 937

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

(b) It was 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) did not have a field to specifically capture this activity. In addition, there were variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general funding', while others reported it as '13 - Commonwealth specific 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 now reported as a subset of funding source '13 - Commonwealth specific funding'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity.

(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) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

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

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.13 Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Funded from Commonwealth and State general funding (code 11)	no.	11 830	3 577	9 854	4 223	1 385	761	346	2 547	34 523
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	1 688	14	2 069	133	744	208	49	480	5 385
<i>PPP only</i>	no.	1 047	..	1 743	..	643	183	29	215	3 860
<i>Other Commonwealth SP</i>	no.	641	14	326	133	101	25	20	265	1 525
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	98	2	5	39	–	4	21	1	170
All	no.	13 616	3 593	11 928	4 395	2 129	973	416	3 028	40 078
2010										
Funded from Commonwealth and State general funding (code 11)	no.	9 961	2 750	8 863	3 550	1 304	667	443	2 402	29 940
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	1 998	16	1 199	99	381	117	19	258	4 087
<i>PPP only</i>	no.	1 166	..	973	..	342	112	7	154	2 754
<i>Other Commonwealth SP</i>	no.	832	16	226	99	39	5	12	104	1 333
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	65	3	–	88	–	1	5	10	172
All	no.	12 024	2 769	10 062	3 737	1 685	785	467	2 670	34 199
2009										
Funded from Commonwealth and State general funding (code 11)	no.	8 094	2 584	8 269	3 074	1 088	662	268	2 397	26 436
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	1 074	69	252	–	187	52	82	227	1 943
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	1 074	69	252	–	187	52	82	227	1 943

Table SWD.C.13 Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	191	27	–	200	–	–	20	–	438
All	no.	9 359	2 680	8 521	3 274	1 275	714	370	2 624	28 817
2008										
Funded from Commonwealth and State general funding (code 11)	no.	8 214	2 367	8 147	3 114	1 095	724	276	2 535	26 472
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	553	33	221	121	23	35	22	370	1 378
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	553	33	221	121	23	35	22	370	1 378
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	176	8	–	145	–	–	–	–	329
All	no.	8 943	2 408	8 368	3 380	1 118	759	298	2 905	28 179

- (a) Refer to the National VET Provider Collection Data Quality Statement for information on data quality.
- (b) It was 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) did not have a field to specifically capture this activity. In addition, there were variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general funding', while others reported it as '13 - Commonwealth specific 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 now reported as a subset of funding source '13 - Commonwealth specific funding'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity.
- (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) Data for 2008-2011 have been revised from previous reports.
- (f) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

Table SWD.C.13 Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>

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

Source : NCVET (unpublished) National VET Provider Collection.

Table SWD.C.14 VET participation by target age group and Indigenous status 2012 (number and per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of students by age										
All students total	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
All students 18–24 year olds	no.	156 326	203 384	83 361	46 478	39 408	11 978	10 461	5 755	557 151
All students 20–64 year olds	no.	420 209	481 210	205 849	119 549	110 055	32 981	23 938	18 392	1 412 183
All students 15–64 year olds	no.	581 858	634 012	285 195	164 603	139 133	42 383	29 592	23 507	1 900 283
Indigenous students total	no.	32 695	7 728	17 268	12 814	6 392	2 010	851	10 120	89 878
Indigenous students 18–24 year olds	no.	9 828	2 759	5 206	3 613	1 893	728	306	2 368	26 701
Indigenous students 20–64 year olds	no.	20 026	5 207	11 375	9 263	4 582	1 280	570	7 705	60 008
Indigenous students 15–64 year olds	no.	31 818	7 602	16 914	12 674	6 236	1 989	841	9 766	87 840
Population										
Total	no.	7 290 345	5 623 492	4 560 059	2 430 252	1 654 778	512 019	374 658	234 836	22 683 573
18–24 year olds	no.	689 385	559 692	451 421	245 385	158 004	45 092	44 379	25 665	2 219 344
20–64 year olds	no.	4 374 889	3 435 700	2 745 244	1 508 173	986 958	297 771	241 219	151 727	13 743 978
15–64 year olds	no.	4 837 600	3 791 273	3 050 692	1 665 082	1 092 113	331 605	265 369	167 966	15 204 166
Indigenous total	no.	172 374	38 565	169 280	79 153	31 696	21 077	4 942	71 054	588 401
Indigenous 18–24 year olds	no.	24 389	5 770	23 964	11 127	4 706	3 134	722	9 652	83 492
Indigenous 20–64 year olds	no.	85 905	19 711	84 263	41 714	16 271	10 894	2 646	38 137	299 685
Indigenous 15–64 year olds	no.	105 356	23 997	103 163	50 082	19 823	13 305	3 185	45 240	364 314
Participation rate by age (d)										
All students total	%	8.2	11.5	6.4	6.9	8.6	8.4	8.0	10.3	8.6
All students 18–24 year olds	%	22.7	36.3	18.5	18.9	24.9	26.6	23.6	22.4	25.1
All students 20–64 year olds	%	9.6	14.0	7.5	7.9	11.2	11.1	9.9	12.1	10.3
All students 15–64 year olds	%	12.0	16.7	9.3	9.9	12.7	12.8	11.2	14.0	12.5
Indigenous students total	%	19.0	20.0	10.2	16.2	20.2	9.5	17.2	14.2	15.3
Indigenous students 18–24 year olds	%	40.3	47.8	21.7	32.5	40.2	23.2	42.4	24.5	32.0
Indigenous students 20–64 year olds	%	23.3	26.4	13.5	22.2	28.2	11.7	21.5	20.2	20.0
Indigenous students 15–64 year olds	%	30.2	31.7	16.4	25.3	31.5	14.9	26.4	21.6	24.1

Table SWD.C.14 VET participation by target age group and Indigenous status 2012 (number and per cent) (a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>

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

(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

(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

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.15 Number and proportion of VET students reported as Indigenous, 2012 (number and per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of students										
Reported as Indigenous	no.	32 695	7 728	17 268	12 814	6 392	2 010	851	10 120	89 878
Reported as non-Indigenous	no.	548 849	629 133	238 219	125 478	131 849	40 222	27 264	13 901	1 754 915
Indigenous status not reported	no.	16 938	8 869	36 466	28 966	4 243	737	1 953	230	98 402
Total students (all ages)	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
Proportion of VET students, all ages										
Reported as Indigenous	%	5.5	1.2	5.9	7.7	4.5	4.7	2.8	41.7	4.6
Reported as non-Indigenous	%	91.7	97.4	81.6	75.0	92.5	93.6	90.7	57.3	90.3
Indigenous status not reported	%	2.8	1.4	12.5	17.3	3.0	1.7	6.5	0.9	5.1
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	6.8	9.3	4.6	4.8	3.0	42.1	4.9
Reported as non-Indigenous	%	94.4	98.8	93.2	90.7	95.4	95.2	97.0	57.9	95.1
Indigenous population	no.	172 374	38 565	169 280	79 153	31 696	21 077	4 942	71 054	588 401
Total population	no.	7 290 345	5 623 492	4 560 059	2 430 252	1 654 778	512 019	374 658	234 836	22 683 573
Proportion of total population reported as Indigenous										
Proportion of people	%	2.4	0.7	3.7	3.3	1.9	4.1	1.3	30.3	2.6

(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; Population by Age and Sex, Australian States and Territories, (30 June data for various years), Cat. no. 3201.0.

Table SWD.C.16 **VET students, all ages, by language spoken at home, 2012 (number and per cent) (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students										
Speaking a language other than English (LOTE) at home	no.	105 692	122 898	25 437	23 194	15 960	2 128	3 590	7 665	306 564
Speaking English at home	no.	456 770	508 973	246 315	108 696	100 473	39 636	21 076	14 913	1 496 852
Language spoken at home not reported	no.	36 020	13 859	20 201	35 368	26 051	1 205	5 402	1 673	139 779
Total students	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
Proportion of VET students										
Speaking a language other than English (LOTE) at home	%	17.7	19.0	8.7	13.9	11.2	5.0	11.9	31.6	15.8
Speaking English at home	%	76.3	78.8	84.4	65.0	70.5	92.2	70.1	61.5	77.0
Language spoken at home not reported	%	6.0	2.1	6.9	21.1	18.3	2.8	18.0	6.9	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)										
Speaking a language other than English (LOTE) at home	%	18.8	19.4	9.4	17.6	13.7	5.1	14.6	33.9	17.0
Speaking English at home	%	81.2	80.6	90.6	82.4	86.3	94.9	85.4	66.1	83.0
Total population	no.	7 290 345	5 623 492	4 560 059	2 430 252	1 654 778	512 019	374 658	234 836	22 683 573
Estimated proportion of all people speaking a LOTE at home that are studying VET (e)	%	7.2	10.2	6.4	9.0	8.5	9.9	6.8	14.5	8.4
Total population, 2011 (f)										
Speaking a language other than English (LOTE) at home	no.	1 554 335	1 235 434	423 838	325 052	229 551	22 149	64 673	56 680	3 912 937
Speaking English at home	no.	5 013 344	3 874 860	3 675 958	1 775 947	1 303 064	45 119	278 041	133 015	16 509 290
Language spoken at home not	no.	349 980	243 746	232 939	138 172	63 955	19 083	14 509	22 248	1 085 492

Table SWD.C.16 **VET students, all ages, by language spoken at home, 2012 (number and per cent) (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total	no.	6 917 659	5 354 040	4 332 735	2 239 171	1 596 570	495 351	357 223	211 943	21 507 719
Proportion of total population										
Speaking a language other than English (LOTE) at home	%	22.5	23.1	9.8	14.5	14.4	4.5	18.1	26.7	18.2
Speaking English at home	%	72.5	72.4	84.8	79.3	81.6	9.1	77.8	62.8	76.8
Language spoken at home not stated	%	5.1	4.6	5.4	6.2	4.0	3.9	4.1	10.5	5.0
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	%	23.7	24.2	10.3	15.5	15.0	4.7	18.9	29.9	19.2
Speaking English at home	%	76.3	75.8	89.7	84.5	85.0	9.5	81.1	70.1	80.8

(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 2011 Census data (adjusted for not stated).

(f) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2011 Census data.

Source: NCVER (unpublished) National VET provider collection; ABS (2012) *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex*, Cat. no. 2005.0, Canberra; ABS (various years), *Population by Age and Sex, Australian States and Territories*, (30 June data for various years), Cat. no. 3201.0;

Table SWD.C.17 VET students, all ages, by disability status, 2012 (number and per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of students										
Reported as having disability	no.	42 193	42 880	15 047	8 181	9 363	4 004	1 889	1 255	124 812
Reported as not having disability	no.	494 070	602 850	165 108	128 029	133 121	38 130	27 654	21 776	1 610 738
Disability status not reported	no.	62 219	–	111 798	31 048	–	835	525	1 220	207 645
Total students	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
Proportion of VET students										
Reported as having disability	%	7.1	6.6	5.2	4.9	6.6	9.3	6.3	5.2	6.4
Reported as not having disability	%	82.6	93.4	56.6	76.5	93.4	88.7	92.0	89.8	82.9
Disability status not reported	%	10.4	–	38.3	18.6	–	1.9	1.7	5.0	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)										
Reported as having disability	%	7.9	6.6	8.4	6.0	6.6	9.5	6.4	5.4	7.2
Reported as not having disability	%	92.1	93.4	91.6	94.0	93.4	90.5	93.6	94.6	92.8

(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).

– Nil or rounded to zero.

Source: NCVER (unpublished) National VET provider collection.

Table SWD.C.18 VET participation, all ages, by remoteness classification, 2012 (a), (b), (c), (d)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Other (e)	Aust (f)
Number of students											
Major cities	no.	327 520	419 702	163 092	114 548	96 459	..	24 505	..	–	1 145 826
Inner regional	no.	150 613	165 642	69 147	18 469	19 398	26 820	66	..	19	450 174
Outer regional	no.	61 687	41 096	50 662	18 297	22 618	15 533	..	12 280	–	222 173
Remote and very remote	no.	8 434	1 402	16 904	19 882	7 654	2 488	..	12 095	102	68 961
Unknown, unallocated or	no.	–	–	–	–	–	–	–	1	56 060	56 061
Total students	no.	548 254	627 842	299 805	171 196	146 129	44 841	24 571	24 376	56 181	1 943 195
Number of people											
Major cities	no.	5 395 212	4 291 705	2 824 102	1 860 348	1 212 757	..	373 993	..	..	15 958 117
Inner regional	no.	1 411 527	1 081 461	923 908	217 334	179 258	335 731	665	..	..	4 150 274
Outer regional	no.	444 247	245 596	672 561	184 642	202 178	165 510	..	131 678	..	2 046 412
Remote and very remote	no.	39 359	4 730	139 488	167 928	60 585	10 778	..	103 158	..	528 770
Total population	no.	7 290 345	5 623 492	4 560 059	2 430 252	1 654 778	512 019	374 658	234 836	..	22 683 573
Participation rate (g)											
Major cities	%	6.1	9.8	5.8	6.2	8.0	..	6.6	..	..	7.2
Inner regional	%	10.7	15.3	7.5	8.5	10.8	8.0	9.9	..	..	10.8
Outer regional	%	13.9	16.7	7.5	9.9	11.2	9.4	..	9.3	..	10.9
Remote and very remote	%	21.4	29.6	12.1	11.8	12.6	23.1	..	11.7	..	13.0
All students	%	7.5	11.2	6.6	7.0	8.8	8.8	6.6	10.4	..	8.6
Proportion of students in each remoteness category											
Major cities	%	59.7	66.8	54.4	66.9	66.0	–	99.7	–	–	59.0
Inner regional	%	27.5	26.4	23.1	10.8	13.3	59.8	0.3	–	–	23.2
Outer regional	%	11.3	6.5	16.9	10.7	15.5	34.6	–	50.4	–	11.4
Remote and very remote	%	1.5	0.2	5.6	11.6	5.2	5.5	–	49.6	0.2	3.5

(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.

Table SWD.C.18 VET participation, all ages, by remoteness classification, 2012 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Other (e)</i>	<i>Aust (f)</i>

(c) VET student participation data by remoteness region and state and territory are based on students' home statistical area (ASGS SA2) 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 remote or very remote areas or outer regional areas in the ACT. There are no major cities or inner regional areas in the NT.

(e) 'Other' includes students with a statistical area of not known, not collected, outside Australia, Christmas Island, Cocos Islands, and Jervis Bay.

(f) The Australia total incorporates students with an ARIA+ region of 'other.'

(g) The participation rate for students from the various regions is the number of students participating in VET (based on students' home statistical area) as a proportion of the population that resides in that region.

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

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

Table SWD.C.19 VET participation, all ages, by remoteness classification, 2011 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Other (f)	Aust (g)
Number of students											
Major cities	no.	330 301	376 865	164 325	111 153	69 602	..	23 637	..	–	1 075 883
Inner regional	no.	149 471	154 648	71 612	17 993	14 829	28 844	92	..	3	437 492
Outer regional	no.	61 501	40 427	51 802	18 204	18 879	16 441	..	11 572	–	218 826
Remote and very remote	no.	8 451	1 399	17 219	19 396	6 205	2 818	..	13 341	127	68 956
Unknown, unallocated or	no.	–	–	–	–	–	–	–	–	80 744	80 744
Total students	no.	549 724	573 339	304 958	166 746	109 515	48 103	23 729	24 913	80 874	1 881 901
Number of people											
Major cities	no.	5 327 695	4 214 469	2 767 344	1 797 336	1 199 324	..	367 144	..	..	15 673 312
Inner regional	no.	1 401 348	1 070 317	907 773	209 612	177 128	334 969	608	..	..	4 102 142
Outer regional	no.	443 112	244 962	661 086	181 414	201 543	165 317	..	129 062	..	2 026 496
Remote and very remote	no.	39 313	4 778	137 895	163 853	60 237	10 909	..	102 269	..	521 983
Total population	no.	7 211 468	5 534 526	4 474 098	2 352 215	1 638 232	511 195	367 752	231 331	..	22 323 933
Participation rate (h)											
Major cities	%	6.2	8.9	5.9	6.2	5.8	..	6.4	..	..	6.9
Inner regional	%	10.7	14.4	7.9	8.6	8.4	8.6	15.1	..	..	10.7
Outer regional	%	13.9	16.5	7.8	10.0	9.4	9.9	..	9.0	..	10.8
Remote and very remote	%	21.5	29.3	12.5	11.8	10.3	25.8	..	13.0	..	13.2
All students	%	7.6	10.4	6.8	7.1	6.7	9.4	6.5	10.8	..	8.4
Proportion of students in each remoteness category											
Major cities	%	60.1	65.7	53.9	66.7	63.6	–	99.6	–	–	57.2
Inner regional	%	27.2	27.0	23.5	10.8	13.5	60.0	0.4	–	–	23.2
Outer regional	%	11.2	7.1	17.0	10.9	17.2	34.2	–	46.4	–	11.6
Remote and very remote	%	1.5	0.2	5.6	11.6	5.7	5.9	–	53.6	0.2	3.7

(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.19 VET participation, all ages, by remoteness classification, 2011 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Other (f)</i>	<i>Aust (g)</i>
(c) VET student participation data by remoteness region and state and territory are based on students' home statistical area (ASGS SA2) 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 remote or very remote areas or outer regional areas in the ACT. There are no major cities or inner regional areas in the NT.											
(e) Data by remoteness structure (ARIA+) have been revised for 2011 from data contained in the 2011 Census of Population and Housing. ARIA+ is now based on Australian Standard Geographical Classification Statistical Areas (ASGC SA2). ARIA+ for years prior to 2011 continues to be based on the 2006 Census.											
(f) 'Other' includes students with a statistical area of not known, not collected, outside Australia, Christmas Island, Cocos Islands, and Jervis Bay.											
(g) The Australia total incorporates students with an ARIA+ region of 'other.'											
(h) The participation rate for students from the various regions is the number of students participating in VET (based on students' home statistical area) as a proportion of the population that resides in that region.											
.. Not applicable. – Nil or rounded to zero.											

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

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

<i>Performance target</i>	<i>Page no. in this report</i>
(a) Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020	271
(b) Double the number of higher level qualification completions (diploma and advanced diploma) nationally between 2009 and 2020	275

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

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

<i>Performance indicator</i>	<i>Page no. in this report</i>
1. Proportion of working age population with higher level qualifications (Certificate III and above)	278, 280, 300 302
2. Proportion of employers satisfied that training meets their needs	..
3. Proportion of working age population with adequate foundation skills (literacy level 3 or above)	282
4. Proportion of working age population with or working towards a non-school AQF qualification	285, 288, 300, 302
5. Proportion of VET graduates with improved employment status after training	290, 305
6. Proportion of VET graduates with improved education/training status after training	294, 309

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

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

<i>Performance indicator</i>	<i>Page no. in this report</i>
7. Proportion of Indigenous 20–64 year olds with or working towards post school qualification	297

^a The performance indicator presented in this table refers to the performance indicator in the NIRA (COAG 2012c).

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 (Census data)

Target/Outcome	Proportion of 20–64 year olds who do not have qualifications at or above a Certificate III.
Measure (computation)	Persons aged 20–64 years without a formal qualification at Certificate III level or above. • <i>Numerator</i> — Number of persons aged 20–64 years without a formal qualification at Certificate III level or above (includes Certificate nfd and level of education inadequately described). • <i>Denominator</i> — Total population of persons aged 20–64 years. The Census measure excludes people whose educational attainment is not stated.
Data source/s	• <i>Numerator and denominator</i> — ABS Census of Population and Housing (Census). Data are available every five years. This DQS applies to SWD measures based on 2006 and 2011 Census data. Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national and state/territory level. A separate DQS is provided for SWD measures based on SEW data.
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.
Relevance	Census data are available by state/territory. The Census collects information on highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (cat. no. 1272.0). The Census form may be completed by one household member on behalf of others in the household. While this is a standard methodology, answers to some questions may occasionally differ from those that would have been supplied had each person completed the Census form themselves.
Timeliness	The Census is conducted every five years in August.
Accuracy	The Post Enumeration Survey, which is run a month after each Census is completed, found a net undercount of 1.7 per cent for the 2011 Census and of 2.7 per cent for the 2006 Census. The Census is self-enumerated, and respondents sometimes do not return

a Census form or fail to answer every applicable question. Persons are imputed into dwellings for which no form was returned, together with some demographic characteristics for these people. These same demographic characteristics are imputed if not provided by respondents on a returned form. However, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item.

This indicator uses the Census data item – Non-School Qualification: Level of Education (for AQF Certificate level III or above). For information on the Level of Education variable used in this indicator see: [Non-School Qualification: Level of Education](#).

For further information see specific [data quality statements](#) and the [non-response rate quality statement](#).

Coherence

Both the numerator and denominator come from the Census. The Census and all ABS surveys, including the Survey of Education and Work, use Australian standard classifications, where available and appropriate, to provide data comparability across collections. The [Australian Standard Classification of Education \(ASCED\) \(cat. no. 1272.0\)](#) has been used in all surveys with education items since 2001 and allows the education and training items among different surveys to be compared.

The [Survey of Education and Work \(cat. no. 6227.0\)](#), the [National Aboriginal and Torres Strait Islander Social Survey \(cat no. 4714\)](#), and the [National Aboriginal and Torres Strait Islander Health Survey \(cat. no. 4715.0\)](#) also provide information on educational attainment for this indicator.

Accessibility

An extensive range of Census online products are available from the [Data & Analysis page](#). Additional data are available at cost upon request through the [National Information Referral Service \(NIRS\)](#).

Interpretability

The [2011 Census Dictionary \(cat. no. 2901.0\)](#) and the [2006 Census Dictionary \(cat. no. 2901.0\)](#) are comprehensive reference guides designed to assist users to determine and specify their data requirements, and to understand the concepts underlying the data. The guides provide details of classifications used and a glossary of definitions of Census terms.

A number of other resources can be accessed from the [Data quality](#) page, including data quality statements for these data items and Fact sheets.

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 (SEW data)

Target/Outcome	Proportion of 20–64 year olds who do not have qualifications at or above a Certificate III.
Measure (computation)	Persons aged 20–64 years without a formal qualification at Certificate III level or above. • <i>numerator</i> — Number of persons aged 20–64 years without a formal qualification at Certificate III level or above (includes Certificate nfd and level not determined). • <i>denominator</i> — Total population of persons aged 20–64 years. Excludes people whose educational attainment is not stated (only applicable to Census data).
Data source/s	• <i>Numerator and denominator</i> — Survey of Education and Work (SEW) are provided annually to inform this measure at the state/territory national level. ABS Census of Population and Housing (Census). Data are available every five years. This DQS applies to SWD measures based on 2012 SEW data.
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.
Relevance	SEW data are available by state/territory. The SEW does not collect data from people in Indigenous communities in very remote areas. 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). 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 2012 survey were released in November 2012.
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The 2012 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.

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 2012 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey.

The [Australian Standard Classification of Education \(ASCED\) \(cat. no. 1272.0\)](#) 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 \(cat. no. 4235.0\)](#) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication [Education and Work, Australia \(cat. no. 6227.0\)](#). 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). A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently for 2011. The survey microdata have also been released through the Survey TableBuilder product, [Microdata: Education and Work, Australia \(cat. no. 6227.0.30.001\)](#).

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see [Explanatory Notes](#) in Education and Work, Australia (cat. no. 6227.0).

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/Outcome	Double the number of higher level qualification completions (diploma and advanced diploma) nationally between 2009 and 2020
Measure (computation)	Number of diplomas and advanced diplomas completed in the calendar year and is expressed as a number
Data source/s	• <i>Numerator</i> — 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 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 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 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 2012 data is expected to be released in the first week of July 2013 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 2012, data comply with release 6.1 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/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.

Data quality statement — Indicator 1 — Proportion of working age population with higher level qualifications (Certificate III and above) (Census data)

Outcome	The skill levels of the working age population are increased to meet the changing needs of the economy.
Indicator	Proportion of working age population with higher level qualifications (Certificate III and above)
Measure (computation)	Persons aged 20–64 years with a formal qualification at Certificate III level or above. • <i>numerator</i> — Number of persons aged 20–64 years with a formal qualification at Certificate III level or above (excludes Certificate nfd and level of education inadequately described). • <i>denominator</i> — Total population of persons aged 20–64 years. The Census measure excludes people whose educational attainment is not stated.
Data source/s	• <i>numerator and denominator</i> — ABS Census of Population and Housing (Census). Data are available every five years. This DQS applies to NASWD 1 measures based on 2006 and 2011 Census data. Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national and state/territory level. A separate DQS is provided for NASWD 1 measures based on SEW data.
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.
Relevance	Census data are available by state/territory. The Census collects information on highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (cat. no. 1272.0). The Census form may be completed by one household member on behalf of others in the household. While this is a standard methodology, answers to some questions may occasionally differ from those that would have been supplied had each person completed the Census form themselves.
Timeliness	The Census is conducted every five years in August.
Accuracy	The 2011 Post Enumeration Survey, which is run a month after each Census is completed, found a net undercount for the Census of 1.7 per cent. This was an improvement of 1 per cent on the undercount

from 2006.

The Census is self-enumerated, and respondents sometimes do not return a Census form or fail to answer every applicable question. Persons are imputed into dwellings for which no form was returned, together with some demographic characteristics for these people. These same demographic characteristics are imputed if not provided by respondents on a returned form. However, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item.

This indicator uses the Census data item Non-School Qualification: Level of Education (for AQF Certificate level III or above). For information on the Level of Education variable used in this indicator see: [Non-School Qualification: Level of Education](#).

The Indigenous Status item is used to ascertain Indigenous status of persons. The non-response rate for this variable was 4.9 per cent in 2011 (down from 5.7 per cent in 2006).

For further information see specific [data quality statements](#) and the [non-response rate quality statement](#).

Coherence

Both the numerator and denominator come from the Census.

The Census and all ABS surveys, including the Survey of Education and Work, use Australian standard classifications, where available and appropriate, to provide data comparability across collections. The [Australian Standard Classification of Education \(ASCED\) \(cat. no. 1272.0\)](#) has been used in all surveys with education items since 2001 and allows the education and training items among different surveys to be compared.

The [Survey of Education and Work \(cat. no. 6227.0\)](#), the [National Aboriginal and Torres Strait Islander Social Survey](#), and the [National Aboriginal and Torres Strait Islander Health Survey](#) also provide information on educational attainment for this indicator.

Accessibility

An extensive range of Census online products are available from the [Data & Analysis page](#). Additional data are available at cost upon request through the [National Information Referral Service \(NIRS\)](#).

Interpretability

The [2011 Census Dictionary \(cat. no. 2901.0\)](#) is a comprehensive reference guide designed to assist users to determine and specify their data requirements, and to understand the concepts underlying the data. It provides details of classifications used and a glossary of definitions of Census terms.

A number of other resources can be accessed from the [Data quality](#) page, including data quality statements for these data items and Fact sheets. 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 SEIFA can be found on the ABS website: www.abs.gov.au/census.

Data quality statement — Indicator 1 — Proportion of working age population with higher level qualifications (Certificate III and above) (Survey of Education and Work data)

Outcome	The skill levels of the working age population are increased to meet the changing needs of the economy.
Indicator	Proportion of working age population with higher level qualifications (Certificate III and above)
Measure (computation)	Persons aged 20–64 years with a formal qualification at Certificate III level or above. • <i>numerator</i> - number of persons aged 20–64 years with a formal qualification at Certificate III level or above (excludes Certificate nfd and level not determined). • <i>denominator</i> - total population of persons aged 20–64 years. Excludes people whose educational attainment is not stated (only applicable to Census data).
Data source/s	• <i>numerator and denominator</i> - ABS Census of Population and Housing (Census). Data are available every five years. Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national and state/territory level. This DQS applies to NASWD 1 measures based on 2012 and 2008 SEW data.
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.
Relevance	SEW data are available by state/territory. The SEW does not collect data from people in Indigenous communities in very remote areas. 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). 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 2012 survey were released

in November 2012.

Accuracy

The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The 2012 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.

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 2012 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey.

The [Australian Standard Classification of Education \(ASCED\) \(cat. no. 1272.0\)](#) 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 \(cat. no. 4235.0\)](#) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication [Education and Work, Australia \(cat. no. 6227.0\)](#).

Additional data are available at cost upon request through the [National Information Referral Service \(NIRS\)](#). A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently for 2011. The survey microdata have also been released through the Survey TableBuilder product, [Microdata: Education and Work, Australia \(cat. no. 6227.0.30.001\)](#).

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see [Explanatory Notes](#) 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 SEIFA can be found on the ABS website: www.abs.gov.au. For tables using data from SEW in this cycle, SEIFA IRSD is based on the 2006 Census.

Data quality statement — Indicator 3 — Proportion of working age population with adequate foundation skills (literacy level 3 or above) (Census data)

Outcome	All working age Australians have the opportunity to develop skills
Indicator	Proportion of Working Age Population with Adequate Foundation Skills (Literacy Level 3 or Above)
Measure (computation)	Persons aged 20–64 years with PIAAC Literacy and Numeracy Levels 1,2,3 and 4/5 (preliminary data). Final scoring and interpretation of levels will be provided by OECD when the PIAAC international report is scheduled to be published on 8 October 2013. • <i>Numerator</i> — Number of persons aged 20–64 years with literacy or numeracy skills at levels 1, 2, 3 and 4/5. • <i>Denominator</i> — Total population of persons aged 20–64 years.
Data source/s	• <i>Numerator and denominator</i> — The Australian component of the Programme for the International Assessment of Adult Competencies (PIAAC). PIAAC is an international survey (being conducted in 24 countries) coordinated by the Organisation for Economic Cooperation and Development (OECD)
Institutional environment	PIAAC in Australia was 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.
Relevance	PIAAC data are available by state/territory. The PIAAC did not collect data from people in Indigenous communities in very remote areas. The levels describe the skills of the population in key foundation skills including literacy and numeracy.
Timeliness	PIAAC was conducted from October 2011 to March 2012. OECD proposes to undertake the PIAAC survey internationally every 10 years. The literacy and numeracy scores for the earlier surveys, the 1996 Survey of Aspects of Literacy (SAL) and the 2006 Adult Literacy and Lifeskills Survey (ALLS) are to be remodelled to allow comparisons with scores from PIAAC.
Accuracy	PIAAC was designed to provide reliable estimates at the national level and for each state and territory. Dwellings in each state and territory were selected at random using a multi-stage area sample. The sample included only private dwellings from the geographic areas covered by the survey.

The initial sample for PIAAC consisted of 14 442 private dwellings. Of the 11 532 households that remained in the survey after sample loss, 8 446 (73 per cent) were fully responding or provided sufficient detail for scores to be determined.

Data were collected by trained ABS interviewers who conducted computer-assisted personal interviews. An in-scope household respondent was randomly selected to be interviewed and asked background information before undertaking a self-enumeration exercise on their literacy, numeracy and problem solving skills in technology-rich environments. Respondents either completed the exercise on the notebook computer or on paper. Respondents who passed the core stage proceeded to the main exercise. Those who failed the core stage were directed to the Reading Components booklet, which was designed to measure basic reading skills.

To minimise respondent burden, respondents completed exercise tasks in only one or two of the skill domains. PIAAC then used multiple imputation methodology to obtain proficiency scores for each respondent for the skill domains for which the respondent was not required to do an exercise.

Two initial weighting adjustment factors were applied:

- A literacy-related non-response adjustment to ensure that people who could not complete the questionnaire for a literacy or language reason.
- A non-literacy-related non-response adjustment to adjust for people who were not able to complete the questionnaire for other reasons.

The weights were then adjusted to align with independent estimates of the population.

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.

PIAAC estimates include significant imputation variability, due to the use of multiple possible assessment modules and the complex literacy scaling procedures. The effect of the plausible scoring methodology on the estimation is included in the calculated RSEs. For more detail see the [technical note on data quality statement](#) in the PIAAC publication (cat. no. 4228.0).

Coherence

Both the numerator and denominator come from PIAAC. The literacy and numeracy scores for the earlier surveys, the 1996 Survey of Aspects of Literacy (SAL) and the 2006 Adult Literacy and Lifeskills Survey (ALLS) are to be remodelled to allow comparisons with scores from PIAAC. These are expected to be available from October 2013.

Accessibility

Preliminary data for PIAAC are available via the ABS website in the publication [Programme for the International Assessment of Adult Competencies, 2011-12 \(cat. no. 4228.0\)](#). The OECD proposes to publish international results on 8 October 2013, and these will be available from the OECD website at www.oecd.org. Detailed results from Australia will be released to coincide with the international report.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see [Explanatory Notes](#) in Programme for the International Assessment of Adult Competencies, 2011-12 (cat. no. 4228.0). PIAAC data at this stage (April 2013) is preliminary only. Final scoring and interpretation of levels will be provided by OECD when the PIAAC international report is published in October 2013.

Data quality statement — Indicator 4 — Proportion of working age population with or working towards a non-school AQF qualification (Census data)

Outcome	All working age Australians have the opportunity to develop skills
Indicator	Proportion of working age population with or working towards a non-school AQF qualification.
Measure (computation)	Persons aged 20–64 years with a non-school qualification or who are currently studying for a non-school qualification. • <i>Numerator</i> — Number of persons aged 20–64 years who state they have a non-school qualification or who are currently studying. • <i>Denominator</i> — Total population of persons aged 20–64 years. The Census measure excludes people whose educational attainment is not stated and people whose student status is not known if they failed to meet the indicator criteria for either variable.
Data source/s	• <i>Numerator and denominator</i> — ABS Census of Population and Housing (Census). Data are available every five years. This DQS applies to NASWD 4 measures based on 2006 and 2011 Census data. Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national and state/territory level. A separate DQS is provided for NASWD 4 measures based on SEW data.
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.
Relevance	Census data are available by state/territory. The Census collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (cat. no. 1272.0). The Census form may be completed by one household member on behalf of others in the household. While this is a standard methodology, answers to some questions may occasionally differ from those that would have been supplied had each person completed the Census form themselves.

Timeliness

The Census is conducted every five years in August.

Accuracy

The 2011 Post Enumeration Survey, which is run a month after each Census is completed, found a net undercount for the Census of 1.7 per cent. This means over 98 per cent of all people in Australia on census night were counted; this was an improvement of 1 per cent on the undercount from 2006.

The Census is self-enumerated, and respondents sometimes do not return a Census form or fail to answer every applicable question. Persons are imputed into dwellings for which no form was returned, together with some demographic characteristics for these people. These same demographic characteristics are imputed if not provided by respondents on a returned form. However, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item.

This indicator uses the Census items:

- Non-School Qualification: Level of Education (QALLP)
- Full-Time/Part-Time Students Status (STUP)

For information on the Level of Education variable used in this indicator see: [Non-School Qualification: Level of Education](#).

The non-response rate for the variable STUP was 6.2 per cent in 2011 compared with 7.5 per cent in 2006. The non-response rates for STUP include a small proportion of people (0.2 per cent) who did not indicate whether they were students at the Full-Part Time Student Status question (question 24 on the Census Household Form) but went on to state Type of Education Institution Attending (TYPP; question 25). These people, who are not stated to STUP but are stated to TYPP, have been included as studying for this indicator.

The Indigenous Status item is used to ascertain Indigenous status of persons. The non-response rate for this variable was 4.9 per cent (down from 5.7 per cent in 2006).

For further information see specific [data quality statements](#) and the [non-response rate quality statement](#).

Coherence

Both the numerator and denominator come from the Census.

The Census and all ABS surveys, including the Survey of Education and Work, use Australian standard classifications, where available and appropriate, to provide data comparability across collections. The [Australian Standard Classification of Education \(ASCED\) \(cat. no. 1272.0\)](#) has been used in all surveys with education items since 2001 and allows the education and training items among different surveys to be compared.

The [Survey of Education and Work \(cat. no. 6227.0\)](#), the [National Aboriginal and Torres Strait Islander Social Survey](#), and the [National Aboriginal and Torres Strait Islander Health Survey](#) also provide information on educational attainment for this indicator.

Accessibility An extensive range of Census online products are available from the [Data & Analysis page](#). Additional data are available at cost upon request through the [National Information Referral Service \(NIRS\)](#).

Interpretability The [2011 Census Dictionary \(cat. no. 2901.0\)](#) is a comprehensive reference guide designed to assist users to determine and specify their data requirements, and to understand the concepts underlying the data. It provides details of classifications used and a glossary of definitions of Census terms.

A number of other resources can be accessed from the [Data quality](#) page, including data quality statements for these data items and Fact sheets.

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 SEIFA can be found on the ABS website: www.abs.gov.au/census.

Data quality statement — Indicator 4 — Proportion of working age population with or working towards a non-school AQF qualification (SEW data)

Outcome	All working age Australians have the opportunity to develop skills
Indicator	Proportion of working age population with or working towards a non-school AQF qualification.
Measure (computation)	Persons aged 20–64 years with a non-school qualification or who are currently studying for a non-school qualification. • <i>numerator</i> — 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. • <i>denominator</i> — Total population of persons aged 20–64 years. Excludes people whose educational attainment is not stated (only applicable to Census data).
Data source/s	• <i>numerator and denominator</i> — Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national and state/territory level. ABS Census of Population and Housing (Census). Data are available every five years. This DQS applies to NASWD 4 measures based on 2012 SEW data.
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.
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). 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 2012 survey were released in November 2012.
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The 2012 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. 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. The Australian Standard Classification of Education (ASCED) (cat. no. 1272.0) 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) also provide information on educational attainment.
Accessibility	The data for the SEW are available via the ABS website in the publication Education and Work, Australia (cat. no. 6227.0). Additional data are available at cost upon request through the National Information Referral Service (NIRS). A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently for 2011. The survey microdata have also been released through the Survey TableBuilder product, Microdata: Education and Work, Australia (cat. no. 6227.0.30.001).
Interpretability	Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes 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 SEIFA can be found on the ABS website: www.abs.gov.au. For tables using data from SEW in this cycle, SEIFA IRSD is based on the 2006 Census.

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

Outcome	Training delivers the skills and capabilities needed for improved economic participation for working age Australians
Indicator	The 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 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 VET nationally. It is Australia's principal provider of VET research and statistics.

Relevance

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

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 (Table 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, Adult and Community Education (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.

Table 1: Scope of the 2012 Student Outcomes Survey^a

Funding type	Provider Type		
	TAFE and other Government providers	Private providers	Community Education Providers
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^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 2012 survey (for students who completed their training in 2011) were released on the NCVER website in December 2012.

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 2012 survey are shown in table 2.

Table 2: Response rates for graduates to the 2012 Student Outcomes Survey

State/Territory	Response rate (per cent)
NSW	47.7
VIC	46.5
QLD	47.1
SA	47.7
WA	45.9
Tas	50.8
NT	45.4
ACT	45.2
Australia	47.0

For 2012, the indicator has acceptable (less than 25 per cent) 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 per cent 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.

Improvements have been made to the classification of graduates and module completers (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series.

Accessibility

Results of the survey are available free of charge on NCVER's website at: <http://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 <http://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 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
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no. 1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.
- Census of Population and Housing: Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD) (ABS cat. no. 2033.0.55.001) to summarise information about the economic and social conditions of people and households within an area. The index is based on information from the five-yearly Census. The ABS has assigned a SEIFA IRSD score to each a Statistical Area 2 (SA2) and the distribution of scores is divided into ten equal groups (deciles). Then, a simple matching exercise is undertaken for each student where their postcode and location in the VET Provider Collection are mapped to a SA2. The deciles are converted to quintiles for reporting.

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 employment status after training

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 (main)	The measure is defined as: • <i>Numerator</i> — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level • <i>Denominator</i> — AQF VET course qualification <u>enrolments</u> by students aged 20–64 years and is expressed as a percentage.
Measure supplementary	The measure is defined as: • <i>Numerator</i> — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level • <i>Denominator</i> — AQF VET course qualification <u>completions</u> 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/s	All data are derived from the National VET Provider Collection, which collects information relating to students, courses, qualifications, training providers and funding in Australia’s publicly funded vocational education and training (VET) system. For information on the scope and coverage of the survey, 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 VET nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://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 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 2012 data is expected to be released in the first week of July 2013 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 <http://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 Training.gov.au listing
- Inappropriate training organisation delivery locations
- The number of qualifications/courses that do not match the Training.gov.au listing
- The number of modules/units of competency that do not match the Training.gov.au 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. For 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>

Accessibility

Summary information is available free of charge in [Students and Courses](#) on NCVER's website at: <http://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.

Interpretability

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

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.
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no. 1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.
- Census of Population and Housing: Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD) (ABS cat. no. 2033.0.55.001) to summarise information about the economic and social conditions of people and households within an area. The index is based on information from the five-yearly Census. The ABS has assigned a SEIFA IRSD score to each Statistical Area 2 (SA2) and the distribution of scores is divided into ten equal groups (deciles). Then, a simple matching exercise is undertaken for each student where their postcode and location in the VET Provider Collection are mapped to a SA2. The deciles are converted to quintiles for reporting.

Data quality statement — Indicator 7 [NIRA Indicator 15] – Proportion of Indigenous 20-64 year olds with or working towards post school qualification in AQF Certificate III or above

Outcome	All working age Australians have the opportunity to develop skills
Indicator	Proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate III or above
Measure (computation)	Proportion of people aged 20–64 years with, or working towards, post-school qualifications in Australian Qualifications Framework (AQF) Certificate level III or above. • <i>Numerator</i> — people aged 20–64 years who have attained or are working towards post-school qualifications at AQF Certificate level III or above. For the Census, level of current study is not collected. The numerator comprises all persons aged 20–64 years who have attained a qualification at Certificate III level or above plus all remaining persons in this age range who are currently studying at any level. • <i>Denominator</i> — Total population of persons aged 20–64 years. For the Census, the denominator excludes people whose educational attainment is not stated and overseas visitors.
Data source/s	• <i>Numerator and denominator</i> — ABS Census of Population and Housing (Census). Data are available every five years and the 2011 Census is used for this cycle. Data for this indicator are also available from the National Aboriginal and Torres Strait Islander Social Survey and National Aboriginal and Torres Strait Islander Health Survey (now AATSIHS) on a broadly three-yearly cycle, together with the Survey of Education and Work for Non-Indigenous comparisons.
Institutional environment	The Census is 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.
Relevance	Census data are available by state/territory and by statistical areas. The Census collects data from all people in Australia on Census night, except foreign diplomats and their families. Norfolk Island is outside the scope of the Census. The Census collects information on the highest level of non-school

qualification and student status. The classification used is the Australian Standard Classification of Education (ASCED) (cat. no. 1272.0).

Timeliness

The Census is conducted every five years in August. Results from the 2011 Census are being released in three phases – the first two took place on 21 June and 30 October 2012; the release of highly specialised products will take place progressively in 2013.

Accuracy

The 2011 Post Enumeration Survey, which is run a month after each Census is completed, found a net undercount for the 2011 Census of 1.7 per cent. This means over 98 per cent of all people in Australia on Census night were counted; this was an improvement of 1 per cent on the undercount from 2006. The Census is self-enumerated; respondents sometimes do not return a Census form or fail to answer every applicable question. While some data is imputed, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item.

This indicator uses four Census data items.

Non-School Qualification: Level of Education is used to ascertain level of highest qualification (for qualifications at or above Certificate III level). Non-response rate for this variable in the 2011 Census was 2.6 per cent (down from 3.8 per cent in 2006).

Level of current study isn't collected in Census. The broad category of Full-Time/Part-Time Student Status (for all students) is used in this indicator. Overall, this variable had a non-response rate of 6.2 per cent in 2011 compared with 7.5 per cent in 2006.

The Indigenous Status item is used to ascertain Indigenous status of persons. The non-response rate for this variable was 4.9 per cent (down from 5.7 per cent in 2006).

For further information see specific data quality statements and the non-response rate quality statement.

Coherence

It is important for Census data to be comparable and compatible with previous Censuses and also with other data produced by the ABS and wider community. The ABS, and the Census, uses Australian standard classifications, where available and appropriate, to provide data comparability across statistical collections.

The Australian Standard Classification of Education (ASCED) (cat. no. 1272.0) 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 National Aboriginal and Torres Strait Islander Social Survey, National Aboriginal and Torres Strait Islander Health Survey and Survey of Education and Work (cat. no. 6227.0) also provide information on educational attainment for this indicator.

Accessibility

An extensive range of Census online products are available from the Data & Analysis page. This will be supplemented by the addition of SEIFA tables and Census 1 per cent (Basic) and 5 per cent (Expanded) Sample Files in 2013.

If the Census information you require is not available as a standard product or service, then ABS Consultancy Services can help you with customised services to suit your needs. Contact 1300 135 070 from within Australia or +61 2 9268 4909 from overseas for all your Census and other information needs. Alternatively, please email client.services@abs.gov.au.

Interpretability

The 2011 Census Dictionary (cat. no. 2901.0) is a comprehensive reference guide designed to assist users to determine and specify their data requirements, and to understand the concepts underlying the data. It provides details of classifications used and a glossary of definitions of Census terms.

A number of other resources can be accessed from the Data quality page, including data quality statements for these data items and Fact sheets.

Data quality statement — 2011 Census

Indicator	NASWD indicators 1, 4, 7
Measure (computation)	Census
Institutional environment	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 .
Relevance	The Australian Census of Population and Housing is the official count of population and dwellings and collects details of age, sex and other characteristics of the population. The Census aims to measure the number and key characteristics of people in Australia on Census Night. All people in Australia on Census Night are in scope, except foreign diplomats and their families. Visitors to Australia are counted regardless of how long they have been in the country or how long they plan to stay. Australian residents not in the country on Census Night are out of scope of the Census. Topics collected by the Census change from time to time. There must be a demonstrated national need for Census data for policy development, planning and program monitoring. Details on the changing content of Censuses from 1911 to 2011 can be found in Appendix 4 of How Australia Takes a Census (cat. no. 2903.0). A copy of the 2011 Census Household Form is included in the Appendix to the 2011 Census Dictionary (cat. no. 2901.0). Minimal changes were made to the 2011 Census questions, however there were some major changes in some of the classifications used. The largest of these is the change around geographical units used to output Census data. The Australian Statistical Geography Standard (ASGS) will be used for the 2011 Census for the first time. Other revised classifications have been used for the coding of occupation, industry, cultural and ethnic groups, language, religion and countries. For more detail see the 2011 Census Dictionary (cat. no. 2901.0) entry What's new for 2011?
Timeliness	The Census and Statistics Act 1905 requires the Australian Statistician to conduct a Census on a regular basis. Since 1961, a Census has been held every 5 years. The 2011 Census was the 16th national Census, and marked the centenary of national Censuses in Australia. It was held on 9 August 2011. For the 2011 Census, first release data was available on the ABS website on 21 June 2012, and second release data on 30 October 2012 and third release data on 28 March 2013. Products are being released progressively until the end of 2013.
Accuracy	The ABS aims to produce high quality data from the Census. To achieve this, extensive effort is put into Census form design, collection procedures

and processing. There are four principal sources of error in Census data which quality management aims to reduce as much as possible; they are respondent error, processing error, partial or non-response and undercount. For more detail, see 2011 Census Dictionary (cat. no. 2901.0) entry [Managing Census Quality](#).

The Census is self-enumerated, and respondents sometimes do not return a Census form or fail to answer every applicable question. Persons are imputed into dwellings for which no form was returned, together with some demographic characteristics for these people. These same demographic characteristics are imputed if not provided by respondents on a returned form. However, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item. [Data quality statements](#) are produced for each Census data item and include the non-response rate for each variable and a brief outline of any known data quality problems. These can be accessed through the Data quality statements. Fact sheets comparing non-response rates over the past two Censuses are also available, see [Fact sheets](#).

Coherence

It is important for Census data to be comparable and compatible with previous Censuses and also with other data produced by the ABS and wider community. The ABS, and the Census, uses Australian standard classifications, where available and appropriate, to provide data comparability across statistical collections. These include, for example, standards for occupation and geographic areas. For more details regarding classifications used in the Census, see the 2011 Census Dictionary (cat. no. 2901.0) entry [About Census Classifications](#), and the relevant entries for each classification.

Accessibility

An extensive range of online products are available on the [Data & Analysis](#) page.

If the Census information you require is not available as a standard product or service, then ABS Consultancy Services can help you with customised services to suit your needs. Contact 1300 135 070 from within Australia or +61 2 9268 4909 from overseas for all your Census and other information needs. Alternatively, please email client.services@abs.gov.au.

Interpretability

The Census provides a wealth of data about the Australian community through a suite of standard products and data customised for individual requirements. The [2011 Census Dictionary \(cat. no. 2901.0\)](#) is a comprehensive reference guide designed to assist users to determine and specify their data requirements, and to understand the concepts underlying the data. It provides details of classifications used and a glossary of definitions of Census terms.

A number of other resources can be accessed from the [Data quality](#) page, including Data quality statements, Non-response rates and Fact sheets.

Data quality statement — Survey of Education and Work (SEW)

Indicator	NASWD indicators 1, 4, 7
Measure (computation)	SEW
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.
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) 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) 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 2012 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 39 500. This sample was achieved by obtaining a response rate of 95 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)

Coherence

The indicators for COAG national agreement reporting that are based on the 2012 SEW are consistent with those supplied from previous cycles of this survey.

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 2011 and 2012.

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](http://www.abs.gov.au) <<http://www.abs.gov.au>>. For users who wish to undertake more detailed analysis of the survey data, the survey microdata will be released through the Survey TableBuilder product in 2013. For more details, refer to the Survey TableBuilder information, [Microdata: Education and Work, Australia \(cat. no. 6227.0.30.001\)](#).

Additional data are available at cost upon request through the [National Information Referral Service \(NIRS\)](#). 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.

Data quality statement — Student Outcomes Survey (SOS)

Indicator	NASWD indicator 5
Measure (computation)	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 http://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 (Table 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.

Table 1: Scope of the 2012 Student Outcomes Survey^a

Funding type	Provider Type		
	TAFE and other Government providers	Private providers	Community Education Providers
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 2012 survey were released on 5 December 2012, 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 (per cent)	Achieved RSEs on estimates of proportion (per cent)
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 2012, 42 908 students responded to the survey (after taking into account scope exclusions), 20 345 of whom were graduates. Response rates to the 2012 survey are shown in table 2.

Table 2: Response rates for graduates to the 2012 Student Outcomes Survey

State/Territory	Response rate (per cent)
NSW	47.7
VIC	46.5
QLD	47.1
SA	47.7
WA	45.9
Tas	50.8
NT	45.4
ACT	45.2
Australia	47.0

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.

Improvements have been made to the classification of graduates and module completers (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series.

Accessibility

Results of the survey are available free of charge on NCVER's website at: <http://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 <http://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 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
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no. 1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.
- Census of Population and Housing: Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD) (ABS cat. no. 2033.0.55.001) to summarise information about the economic and social conditions of people and households within an area. The index is based on information from the five-yearly Census. The ABS has assigned a SEIFA IRSD score to each Statistical Area 2 (SA2) and the distribution of scores is divided into ten equal groups (deciles). Then, a simple matching exercise is undertaken for each student where their postcode and location in the VET Provider Collection are mapped to a SA2. The deciles are converted to quintiles for reporting.

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 — National VET Provider Collection

Indicator	NASWD target (b), indicator 6
Measure (computation)	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 http://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 2012 data is expected to be released in the first week of July 2013 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 <http://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 training.gov.au listing
- inappropriate training organisation delivery locations
- the number of qualifications/courses that do not match the Training.gov.au listing
- the number of modules/units of competency that do not match the Training.gov.au listing
- duplicate client identification
- duplicate qualifications completed
- reporting scopes
- funding sources
- outcome identifiers.

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 (per cent)

	2008	2009	2010	2011	2012
Indigenous status	10.0	9.8	8.4	7.2	5.0
Disability status	13.4	13.2	13.6	12.8	10.6
Non-English speaking background	10.7	10.5	8.2	7.4	7.1

Coherence

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. For 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

Accessibility

Summary information is available free of charge in Students and Courses on NCVER's website at: <http://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 <http://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.
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no. 1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.
- Census of Population and Housing: Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD) (ABS cat. no. 2033.0.55.001) to summarise information about the economic and social conditions of people and households within an area. The index is based on information from the five-yearly Census. The ABS has assigned a SEIFA IRSD score to each Statistical Area 2 (SA2) and the distribution of scores is divided into ten equal groups (deciles). Then, a simple matching exercise is undertaken for each student where their postcode and location in the VET Provider Collection are mapped to a SA2. The deciles are converted to quintiles for reporting.

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. 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.
2. From 2011, the Northern Territory training provider no longer provides accredited training associated with adult and community education (ACE). In 2010, NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.
3. From 2009, Victoria has submitted one consolidated submission, 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 from 2009 onward compared with previous years.
4. From 2009, the South Australian submission does not include data from the Workers Education Association (WEA). In 2008, WEA

-
- reported 6397 students, 7993 subject enrolments and 135 312 nationally agreed nominal hours and 188 full-year training equivalents.
5. From 2009, 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 TAFEs being replaced by the Tasmanian Academy, the Tasmanian Polytechnic and the Tasmanian Skills Institute.
 6. 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 2011 from data contained in the 2011 Census of Population and Housing. The index for previous years continues to be based on the 2006 Census.
 7. New versions of the SEIFA indexes were released by the Australian Bureau of Statistics (ABS) in March 2013. NCVER has backdated SEIFA to 2011 using these new versions. SEIFA for years prior to 2011 continues to be reported using the old indexes, which are based on the 2006 Census.
 8. Data for qualifications completed in 2012 are based on preliminary data submissions. Preliminary estimates indicate that there was a total of 540 800 qualifications completed in 2012 (compared with a preliminary estimate of 444 600 qualifications completed in 2011). The 2012 data will be revised upwards in the 2013 VET Provider Collection to accommodate further notification of qualifications completed.
 9. In 2012, NCVER revised its derivation of course and student highest funding source to ensure consistency of reporting. The change involved the removal of subject outcome '53 – Recognition of current competency – granted' from the derivation process. The new derivations have been back cast historically.

References

- ABS (Australian Bureau of Statistics) 2010a, 'The labour market during recent economic downturns', *Australian Social Trends March 2010*, Cat. no. 4102.0, Canberra.
- 2010b, 'Are Young People Learning Or Earning?', *Australian Social Trends March 2010*, Cat. no. 4102.0, Canberra.
- Access Economics 2009, *Economic Modelling of Skills Demand, Report for Skills Australia*, www.skillsaustralia.gov.au/national-workforce-development-strategy/Australian-Workforce-Futures/documents/AE_Skills_Demand.pdf (accessed 4 April 2012).
- AWPA (Australian Workforce and Productivity Agency) 2013, *Future focus: 2013 National Workforce Development Strategy*, <http://www.awpa.gov.au/our-work/national-workforce-development-strategy/2013-workforce-development-strategy/Documents/FutureFocus2013NWDS.pdf> (accessed 24 April 2013).
- AWPA 2012, *Australia's skills and workforce development needs, discussion paper*, www.awpa.gov.au/publications/documents/Future-Focus-Australias-skills-and-workforce-development-needs-Discussion-Paper.pdf (accessed 22 April 2013)
- Anlezark, A. 2011, *Young People in an Economic Downturn, Longitudinal Surveys of Australian Youth*, Briefing Paper 2.3, NCVER, Adelaide.
- Australian Qualifications Framework Council 2013, *Australian Qualifications Framework*, www.aqf.edu.au (accessed 8 April 2013).
- Bradley, D., Noonan, P., Nugent, H. and Scales, B. 2008, *Review of Australian Higher Education: Final Report*, www.voced.edu.au/content/ngv32134 (accessed 22 April 2013).
- Buchanan, J. 2008, 'Workforce development and the use of skills', Seminar paper presented at The Labour Market, Skills Demand and Skills Formation Seminar, Skills Australia and the Academy of the Social Sciences in Australia, www.skillsaustralia.gov.au/PDFs_RTFS/Skills_demand_skills_formation_paper.pdf (accessed 10 June 2011).
- COAG (Council of Australian Governments) 2009a, *COAG Communiqué 30 April 2009*, www.coag.gov.au/node/288 (accessed 22 April 2013)
- 2009b, *National Agreement for Skills and Workforce Development*, www.federalfinancialrelations.gov.au/content/npa/skills/skills-reform/national_agreement_superseded.pdf (accessed 22 April 2013).

-
- 2011a, *COAG Communiqué 19 August 2011*, www.coag.gov.au/node/76 (accessed 22 April 2013).
- 2011b, *COAG Communiqué 13 February 2011*, www.coag.gov.au/node/77 (accessed 22 April 2013).
- 2012a, *COAG Communiqué 13 April 2012*, www.coag.gov.au/node/313 (accessed 22 April 2013).
- 2012b, www.federalfinancialrelations.gov.au/content/npa/skills/skills-reform/national_agreement.pdf (accessed 29 April 2013).
- 2012c, *COAG Communiqué 13 April 2012*, <http://www.coag.gov.au/sites/default/files/2012-13-04.pdf> (accessed 29 April 2013).
- Considine, G., Watson, I. and Hall, R. 2005, *Who's missing out? Access and Equity in Vocational Education and Training*, NCVER, Adelaide.
- Hillman, K., Marks, G. and McKenzie, P. 2002, *Rural and Urban Differences in Australian Education*, Australian Council for Educational Research (ACER), Melbourne.
- Hunter, B. 2010, *Pathways for Indigenous School Leavers to Undertake Training or Gain Employment*, Resource sheet No. 2, Closing the Gap Clearinghouse, AIHW, Canberra.
- International Labour Office 2008, *Skills for Improved Productivity, Employment Growth and Development*, Report V, International Labour Conference, 97th Session, www.ilo.org/wcmsp5/groups/public/@ed_norm/@relconf/documents/meetingdocument/wcms_092054.pdf (accessed 26 April 2013).
- Industry Skills Council, 2011, *No More Excuses: an Industry Response to The Language, Literacy and Numeracy Challenge*, www.isc.org.au/pdf/NoMoreExcuses_FINAL%20single%20page.pdf (accessed 10 June 2011)
- Lowry, D., Molloy, S. and McGlennon, S. 2008, *Future Skill Needs: Projections and Employers' Views*, National Institute of Labour Studies, Flinders University, NCVER.
- Mavromaras, K., McGuinness, S. and Fok, Y.K. 2010, *The Incidence and Wage Effects of Overskilling Among Employed VET Graduates*, NCVER Monograph Series 03/2009.
- Mavromaras, K. and Polidano, C. 2011, *Improving the Employment Rates of People with Disabilities Through Vocational Education*, Working Paper No. 3/11, Melbourne Institute of Applied Economic and Social Research, The University of Melbourne.

-
- NCVER (National Centre for Vocational Education Research) 2010, *Indigenous VET students 2010*, www.ncver.edu.au/publications/2393.html (accessed 26 April 2013).
- 2012a, Research messages 2011, www.ncver.edu.au/publications/2453.html (accessed 22 April 2013)
- 2012b, Indigenous participation in VET, www.indigenoustvet.edu.au/IndigenousParticipationInVET (accessed 22 April 2013).
- OECD (Organisation for Economic Co-Operation and Development) 2010, *OECD Reviews of Vocational Education and Training — Learning for Jobs*, www.oecd.org/edu/learningforjobs (accessed 29 April 2013).
- Payne, J. 2010, *Skill Utilisation: Towards a Measurement and Evaluation Framework*, SKOPE Research Paper No. 93. www.skope.ox.ac.uk/sites/default/files/RP93.pdf (accessed 29 April 2013).
- PC (Productivity Commission) 2011, *Vocational Education and Training Workforce*, Research Report, Canberra.
- 2012, *Impact of COAG Reforms: Business Regional and VET*, Research Report, Canberra.
- Saunders, J., Jones, M., Bowman, K., Loveder, P. and Brooks, L. 2003, *Indigenous People in Vocational Education and Training: A Statistical Review of Progress*, NCVER.
- Scottish Government Social Research 2008, *Skills Utilisation Literature Review*, Education Analytical Services, Lifelong Learning Research, Scottish Government.
- SCRGSP (Steering Committee for the Review of Government Service Provision) 2011, *National Agreement performance information 2010: National Agreement for Skills and Workforce Development*, Productivity Commission, Canberra.
- 2013, *Report on Government Services 2013*, Productivity Commission, Canberra.
- Shah, C., and Burke, G. 2003, *Skills Shortages: Concepts, Measurement and Implications*, Working paper no. 52, Centre for the Economics of Education and Training, Monash University www.education.monash.edu.au/centres/ceet/docs/workingpapers/wp52nov03shah.pdf (accessed 29 April 2013).
- Universities Australia 2008, *Advancing Equity and Participation in Australian Higher Education*, www.universitiesaustralia.edu.au/page/media-centre/2008-media-releases/equity-and-participation-in-higher-education/ (accessed 29 April 2013).

Watson, I. 2008, *Skills in Use: Labour Market and Workplace Trends in Skills Use in Australia*, paper presented to New Directions in Skills Policy and Practice NSW DET Conference, Sydney, 26 May 2008.

Watson, I 2011 *Education, Earnings and the Labour Market, Report for Skills Australia*,
www.awpa.gov.au/publications/documents/education_earnings%20and%20the%20labour%20market%20report_final_30may2011.pdf (accessed 29 April 2013).

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
AWPA	Australian Workforce and Productivity Agency
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
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 IRSD	Socioeconomic Indexes for Areas Index of Relative Social Disadvantage
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
WAP	Working age population
WEA	Workers Education Association

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 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.
Working age population	For the purposes of NASWD performance reporting, the working aged population refers to those people aged 20-64 years.