# 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 for the 2012 cycle of reporting (incorporating data for 2011).

### 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 for the Review of Government Service Provision. [IGA paras. C.14-15]

The Steering Committee has overall responsibility for collating the necessary NA performance data [IGA para. C.9]. Reports from the Steering Committee to the CRC are required ideally in 3 months and no later than 6 months after the end of reporting period. Previous reports were provided by end-June (six months after the end of the reporting period). For this report the CRC requested data by end April 2014 (four months after the end of the reporting period).

### Performance reporting

The CRC has requested the Steering Committee to provide information on all performance categories in the NAs. The NASWD includes the performance categories of ‘performance indicators’ and ‘targets’. The links between the objective, outcomes and associated performance categories in the NASWD are illustrated in figure 1.

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

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

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

This is the sixth 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 and 2011 reports 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 2012‑13: Appendix* (NA Appendix) provides general contextual information about each jurisdiction, to assist with interpretation of the performance data.

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| **Attachment tables**  Data for the performance indicators in this report are presented in a separate set of attachment tables. Attachment tables are identified in references throughout this report by a ‘SWD’ prefix (for example, table SWD.3.1). |
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| Box 1 Key issues in reporting against the NASWD |
| General   * Previous Steering Committee reports were provided by end-June (six months after the end of the reporting period). For this report, the CRC requested data by end April 2014 (four months after the end of the reporting period). * 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 from the Student Outcomes Survey (SOS). The current scope of the survey does not include non-government funded activity delivered by non-government providers. COAG has agreed to the introduction of mandatory reporting of training activity by all RTOs from 2014. * 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. * Remoteness and SEIFA data (except for SEW remoteness) are derived using 2011 Census-based classifications for 2012 and 2013 data, with data for prior years based on the 2006 Census-based classifications. Following the 2011 Census, the ABS also implemented a new standard geography (changing from the Australian Standard Geographical Classification (ASGC) to the Australian Statistical Geography Standard (ASGS)). The combination of the new geography and remoteness and SEIFA classifications has implications for time series: * For data from the SEW caution should be exercised in interpreting annual change over time for SEIFA * For data from the SOS and national VET provider collection, these changes have resulted in a break in series for both remoteness and SEIFA from 2012. * Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables. This affects the following indicators: performance target (a), and performance indicators 1 and 4. The Steering Committee recommends that further analysis be conducted to determine whether future reports should include the PUW population for these indicators.   Performance targets   * The NASWD states that the performance targets are long term (out to 2020), national and aspirational.   (continued next page) |
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| Box 1 (continued) |
| * Both performance targets can be reported against. However, no new data were available for this report for the following target: * Double the number of higher level qualification completions (Diploma and Advanced Diploma) nationally between 2009 and 2020.   Performance indicators   * All seven relevant performance indicators (six NASWD and one NIRA) can be reported against. However, no new data were available for this report for one NASWD indicator: * Proportion of VET graduates with improved education/training status after training (NASWD indicator 6). * In response to a CRC recommendation, additional disaggregations are reported for national data relating to level of qualification and educational attainment, remoteness, socioeconomic status, Indigenous status, age, industry type and field of study. Additional State and Territory data are reported for age, level of qualification and Indigenous status. Details are provided in table 1. * For one indicator, final data have been provided to replace preliminary data included in the 2012 NASWD performance report: * Proportion of working age population with adequate foundation skills (literacy level 3 or above) (NASWD indicator 3). |
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## 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 fifth NASWD report to COAG (CRC 2013) and, where practicable, the Steering Committee has incorporated the CRC’s recommendations in this report. Table 1 summarises changes to indicator specifications, measures or data from the previous NASWD performance report.

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

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| Performance information category | Change |
| NASWD indicator 1 – Proportion of working age population with higher level qualifications | * In response to a CRC recommendation, additional disaggregations are reported for: level of qualification by remoteness, socioeconomic status and Indigenous status; by five year age group, and by level of qualification. * In response to a CRC recommendation, additional historical data for level of qualification by five year age groups are reported to complete the time series. |
| NASWD indicator 2 – Proportion of employers satisfied that training meets their needs | * In response to a CRC recommendation, additional disaggregations are reported for industry type. |
| NASWD indicator 3 – Proportion of working age population with adequate foundation skills (literacy level 3 or above) | * Preliminary PIAAC data included in previous reports have been replaced with final data with amended levels of literacy and numeracy achievement. * In response to a CRC recommendation, additional disaggregations are reported by: five year age group; remoteness; socioeconomic status; and highest level of educational attainment. |
| NASWD indicator 4 – Proportion of working age population with or working towards a non-school AQF qualification | * In response to a CRC recommendation, additional disaggregations are reported for, ‘completions’ and ‘currently studying’ by: remoteness; socioeconomic status; and Indigenous status. * In response to a CRC recommendation, additional data are reported for ‘currently studying’ on level of qualification. |
| NASWD indicator 5 – Proportion of VET graduates with improved employment status after training | * In response to a CRC recommendation, additional disaggregations are reported by: level of qualification; five year age group; and field of study. * Backcast historical data for socioeconomic status and remoteness are reported to address a break in time series. |
|  | (Continued next page) |

### Table 1 (continued)

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| Performance information category | Change |
| NASWD indicator 6 – Proportion of VET graduates with improved education/training status after training | * In response to a CRC recommendation, additional disaggregations are reported by: Indigenous status; five year age groups; and level of qualification. |
| NASWD indicator 7 – Proportion of Indigenous 20−64 year olds with or working towards post school qualification in AQF Certificate III or above | * Historical data are reported for disaggregations by remoteness. |

## 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

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 and encourage innovation and development in the way work is done (Buchanan 2008; AWPA 2012). Skill development is central to improved productivity and economic growth as without the right skills, people are kept at the margins of society and business and countries are unable to compete in an increasingly complex globally connected world (OECD 2013).

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; AWPA 2013; Chesters, Ryan and Shining, 2013). Information on levels of literacy and numeracy of the working age population 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 AWPA 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). Australian Bureau of Statistics (ABS) data show that employment rates improve with higher levels of qualifications (a proxy for skill levels). Figure 2 shows that, in 2013, the proportion of the 15–64 year old 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 diploma, advanced diploma, bachelor degrees and above, relative to certificate level I–IV qualifications (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, and 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, 2013**a, b, c**

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aError 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. bData 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. cSEW 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. dIncludes people whose highest level of educational attainment is Certificate III/IV, Advanced diploma/Diploma and Associate degree. eIncludes people whose highest education attainment is ‘Certificate I/II not further defined’, or ‘Certificate not further defined’, and also includes people whose highest level of school attainment could not be determined, or 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 (PC 2012) 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.

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.

### 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 Vocational Education and Training Environment in 2013

During 2013, the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) was the key decision-making body with overall responsibility for tertiary education, skills and employment. SCOTESE comprised Commonwealth, State, Territory and New Zealand Ministers. SCOTESE was 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 2013 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
* the National Centre for Vocational Education and Research (NCVER), an independent body owned by Commonwealth and State and Territory ministers, responsible for VET research and statistics and custodian of national VET administrative collections.

On 13 December 2013, following the change of Commonwealth Government, COAG considered its Council arrangements and announced that SCOTESE would be replaced by a new Council for Industry and Skills (COAG 2013).

### 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, personal benefits to Australian Apprentices and incentives to their employers. The Australian Government also funded the Productivity Places Program (PPP) (the job seeker component of the PPP was fully funded by the Australian Government, whilst the existing worker component of the PPP was jointly funded by the Australian and State and Territory governments). Responsibility for the delivery of the PPP was 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 2013 are shown in figure 3.

Figure 3 Major funding flows within the VET system, 2013

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

*Source*: SCRGSP (2014) *Report on Government Services 2014*, 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).

Figure 4 **Scope of VET profile reporting**

**Figure 5.1 - Scope of reporting. 

More details can be found within the text surrounding this image.**

*Source*: SCRGSP (2014) *Report on Government Services 2014*, Productivity Commission, Canberra.

In 2013, SCOTESE agreed to arrangements for the introduction of mandatory reporting of training activity by all RTOs from 2014, which will be reflected in future NASWD performance reporting.

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.

The most recent collection of VET provider data for this report relates to activity in 2012, and the following data were previously reported in the 2012 NASWD performance report.

#### 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**

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

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

*Source:* NCVER (unpublished) National VET provider collection; table SWD.C.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*: NCVER (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 is currently only collected on enrolments.

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**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| Diploma or abovec | 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 lowerd | 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 |

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

*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 |
| Completions | 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**

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

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

aRefer 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. cIncludes 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

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**

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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 (2012) Australian Demographic Statistics, preliminary (30 June data), Cat. no. 3101.0; table SWD.C.14.

##### Equity target groups

The VET system provides a range of training opportunities for all Australians, and enables people from a range of backgrounds and varying degrees of disadvantage to gain skills and participate in personal or professional development (Rothman et al 2013). 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 2014).

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, 3.0 per cent of the Australian population were estimated as being Indigenous as at 30 June 2011.

Table 8 Proportion of VET students reported as Indigenous 2012**a, b**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| 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 estimated as Indigenous c, d | 2.9 | 0.9 | 4.2 | 3.8 | 2.3 | 4.7 | 1.7 | 29.8 | 3.0 |

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. c Population estimates for Indigenous are based on the 2011 Census as at 30 June 2011. d Rates may vary from previous reports due to revised population data used for denominators.

*Source*: NCVER (unpublished) National VET provider collection; ABS (2013) Estimates of Aboriginal and Torres Strait Islander Australians, June 2011, Cat.no 3238.0; 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, d, e**

|  |
| --- |
|  |

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. c The non-response rates for Indigenous status are presented in the National VET Provider Collection Data Quality Statement. d Population estimates for Indigenous people are based on the 2011 Census as at 30 June 2011. e Rates may vary from previous reports due to revised population data used for denominators.

*Source*: NCVER (unpublished) National VET provider collection; ABS (2013) Estimates of Aboriginal and Torres Strait Islander Australians, June 2011 Cat. no. 3238.0; (2012) Australian Demographic Statistics, 30 June (preliminary data), Cat. no. 3101.0; 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 influenced by 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**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| **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 at least one 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**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| Reported as having at least one 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*: NCVER (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, f**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
| Major cities | 6.1 | 9.8 | 5.8 | 6.1 | 7.9 | .. | 6.5 | .. | 7.2 |
| Inner regional | 10.7 | 15.3 | 7.5 | 8.4 | 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 | 21.6 | 29.7 | 12.2 | 12.0 | 12.7 | 23.1 | .. | 11.7 | 13.1 |

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. f Rates may vary from previous reports due to revised population data used for denominators.**..** Not applicable.

*Source*: NCVER (unpublished) National VET provider collection; ABS (2013*) 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 and 2011 are available in tables SWD.C.18-19.

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

Data on the employers’ use and views about VET are available through the NCVER biennial Survey of Employers’ Use and Views of the VET system (SEUV).

Data on the reported difficulty of recruiting staff provide information on employers’ perceptions of skills shortages. By extension, this provides some indication of whether the national training environment is responsive to labour market demand. Data on the reported difficulty in recruiting staff in 2013 are available for this report and provided in table SWD.C.20.

## 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: | 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 |
| 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:   * *numerator* — people aged 20–64 years who have not attained post school qualifications at or above AQF Certificate level III * *denominator* — total population of people aged 20–64 years   and is expressed as a *percentage*.  ‘Certificate III or above’ includes Certificate III, IV, Diploma, Advanced Diploma, 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 included in the calculations (numerator and denominator) for this indicator  Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for this indicator  Excludes persons whose level of education was not stated (only applicable to Census data)  SEW Data: Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables. |
| Data source: | *(Main)* Census of Population and Housing (Census). Data are collected every five years  *(Supplementary)* Survey of Education and Work (SEW). Data are collected annually |
| Data provider: | ABS |
| Data availability: | SEW — 2013 |
| Cross tabulations provided: | State and Territory |

|  |
| --- |
| Box 2 Results |
| For this report, new supplementary survey data for this target are available for 2013.   * Data by State and Territory are presented in table SWD.PT.A.1.   Main data from the 2011 Census and 2006 Census are available in the 2012 NASWD performance report.  Additional supplementary survey data for: 2012 are available in the 2012 NASWD performance report; 2011 and 2010 are available in the 2011 NASWD performance report; and 2009 and 2008 are available in the 2009 NASWD performance report. |
|  |
|  |

#### Attachment tables

|  |  |
| --- | --- |
| **Table SWD.PT.A.1** | Proportion of population aged 20–64 years without a formal qualification at Certificate III level or above, 2013 |

|  |
| --- |
| Box 3 Comment on data quality |
| The DQSs for this performance target have been prepared by the ABS and are included in their original form in the section of 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 level III 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 Survey of Education and Work (SEW) (supplementary data source). For this report, data are available for 2013 from the SEW. * There are differences between Census data and SEW in scope, coverage, timing and collection methods. Additional information are available in the 2012 NASWD performance report. * The SEW is generally able to measure small changes in performance at the national level but is not designed to measure changes at the jurisdictional level with the same level of accuracy. Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided. * 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. * Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables. * Detailed explanatory notes are publicly available to assist in the interpretation of results. * Additional data from the data source are available online, and on request.   The Steering Committee also notes the following issues:   * The Steering Committee recommends that further analysis be conducted to determine whether future reports should include the PUW population for this indicator. * 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 new data available for this cycle of reporting following the change in reporting date from June to April (two months earlier than previous cycles). |
| Outcome: | The skill levels of the working age population are increased to meet the changing needs of the economy |
| Measure: | Number of diploma and advanced diplomas completed in reference year  The measure is defined as:   * Number of diplomas and advanced diplomas completed in the calendar year   and is expressed as a *number*  Includes:   * courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification * government and non-government funded VET activity |
| Data source: | *Numerator* — National VET Provider Collection. Data are collected annually. Excludes people who did not undertake publicly funded VET |
| Data provider: | NCVER |
| Data availability: | No new data available [2012 data (2011 completions) provided for the 2012 NASWD performance report] |
| Cross tabulations provided: | State and Territory |

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| --- |
| Box 4 Comment on data quality |
| No new data are available for reporting against this target for the 2013 report.  Data for 2012 (2011 completions) are available in the 2012 NASWD performance report. Data for 2011 (2010 completions) are available in the 2011 NASWD performance report. Data for 2010 (2009 completions) are available in the 2010 NASWD performance report. Data for 2009 (2008 completions) and 2008 (2007 completions) are available in the 2009 NASWD performance report. |
|  |
|  |

## 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**

|  |  |
| --- | --- |
| Performance indicator | Page no. in this report |
| Proportion of working age population with higher level qualifications (Certificate III and above) | 33 |
| Proportion of employers satisfied that training meets their needs | 40 |
| Proportion of working age population with adequate foundation skills (literacy level 3 or above) | 43 |
| Proportion of working age population with or working towards a non-school AQF qualification | 46 |
| Proportion of VET graduates with improved employment status after training | 52 |
| Proportion of VET graduates with improved education/training status after training | 58 |

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**

|  |  |
| --- | --- |
| Performance Indicator | Page no. in this report |
| Proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate level III or above | 62 |

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: | In response to a CRC recommendation, additional disaggregations are reported. |
| 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 (Certificate III and above) |
| Measure: | Proportion of people aged 20–64 years with qualifications at or above AQF Certificate level III  The measure is defined as:   * *numerator* — people aged 20–64 years who have attained post school qualifications at or above AQF Certificate level III * *denominator* — total population of people aged 20–64 years   and is expressed as a percentage  ‘Certificate III or above’ includes Certificate III, IV, Diploma, Advanced Diploma, 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 excluded from the numerator, but are included in the denominator, for this indicator  Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but are included in the denominator, for this indicator  Excludes persons whose level of education was not stated (only applicable to Census data)  SEW data: Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables. |
| Data sources: | *(Main)* Census of Population and Housing (Census). Data are collected every five years  *(Supplementary — total, SES, non-Indigenous)* Survey of Education and Work (SEW). Data are collected annually  *(Supplementary Indigenous)* — National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and the National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) component of the Australian Aboriginal Torres Strait Islander Health Survey (AATSIHS). Data are collected on an alternating three-yearly cycle. |
| Data provider: | ABS |
| Data availability: | SEW — 2013 (Total, SES) (additional data for 2007, 2008, 2009, 2010, 2011 and 2012 for additional disaggregations\* and additional 2007, 2009, 2010 and 2011 for previous disaggregations to complete time series\*\*)  SEW — 2012 (non-Indigenous); NATSIHS component of the AATSIHS 2012‑13 (Indigenous) (SEW 2008 and 2007‑08 NATSIHS for Indigenous disaggregations) |
| Cross tabulations provided: | National (SEW) by:   * \*\*Level of qualification (Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above) by age group (20–24, 25–29,  30–34, 35–39, 40–44, 45–49, 50–54, 55–59, 60–64, total 20–64) * \*Level of qualification (Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above) by remoteness (combined remote/very remote areas) [available for 2010 onwards only] * \*Level of qualification (Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above) by SES (SEIFA IRSD quintiles) [available for 2008 onwards only] * \*Level of qualification (Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above) by Indigenous status [SEW and AATSIHS data]   State and Territory (SEW), by:   * \*Age group (20–24, 25–29, 30–34, 35–39, 40–44, 45–49, 50–54,  55–59, 60–64, total 20–64) * \*Level of qualification (Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above)   [Data disaggregations subject to availability and reliability of estimates] |

|  |
| --- |
| Box 5 Results |
| For this report, new supplementary survey data for this indicator are available for 2013 and by Indigenous status for 2012-13:   * Data by qualification level by age are presented in table SWD.1.1. * Data by qualification level by remoteness are presented in table SWD.1.6. * Data by qualification level by socioeconomic status (SES) are presented in table SWD.1.10. * Data by Indigenous status by qualification level are presented in table SWD.1.16. * Data by State and Territory by age are presented in table SWD.1.18. * Data by State and Territory by qualification level are presented in table SWD.1.25.   Additional supplementary data have been reported to provide a comparable time series:   * Data by qualification level by age are presented in tables SWD.1.2−5 (2011, 2010, 2009, 2007 data). * Data by qualification level by remoteness are presented in tables SWD.1.7−9 (2012, 2011 and 2010 data). * Data by qualification level by SES are presented in tables SWD.1.11-15 (2012, 2011, 2010, 2009, 2008 data). * Data by qualification level by Indigenous status are presented in table SWD.1.17 (2008 data only). * Data by State and Territory by age are presented in tables SWD.1.19−24 (2012, 2011, 2010, 2009, 2008 and 2007 data). * Data by State and Territory by qualification level are presented in tables SWD.1.26−31 (2012, 2011, 2010, 2009, 2008 and 2007 data).   Data from the 2011 Census and 2006 Census are available in the 2012 NASWD performance report. Supplementary survey data for 2012 and 2008 are also available in the 2012 NASWD performance report. |
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|  |

#### Attachment tables

|  |  |
| --- | --- |
| **Table SWD.1.1** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2013 |
| **Table SWD.1.2** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2011 |
| **Table SWD.1.3** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2010 |
| **Table SWD.1.4** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2009 |
| **Table SWD.1.5** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2007 |
| **Table SWD.1.6** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by remoteness, 2013 |
| **Table SWD.1.7** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by remoteness, 2012 |
| **Table SWD.1.8** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by remoteness, 2011 |
| **Table SWD.1.9** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by remoteness, 2010 |
| **Table SWD.1.10** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by SES (SEIFA IRSD), 2013 |
| **Table SWD.1.11** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by SES (SEIFA IRSD), 2012 |
| **Table SWD.1.12** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by SES (SEIFA IRSD), 2011 |
| **Table SWD.1.13** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by SES (SEIFA IRSD), 2010 |
| **Table SWD.1.14** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by SES (SEIFA IRSD), 2009 |
| **Table SWD.1.15** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by SES (SEIFA IRSD), 2008 |
| **Table SWD.1.16** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by Indigenous status, 2012-13 |
| **Table SWD.1.17** | Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by Indigenous status, 2008 |
| **Table SWD.1.18** | Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, by State and Territory, 2013 |
| **Table SWD.1.19** | Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, by State and Territory, 2012 |
| **Table SWD.1.20** | Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, by State and Territory, 2011 |
| **Table SWD.1.21** | Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, by State and Territory, 2010 |
| **Table SWD.1.22** | Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, by State and Territory, 2009 |
| **Table SWD.1.23** | Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, by State and Territory, 2008 |
| **Table SWD.1.24** | Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, by State and Territory, 2007 |
| **Table SWD.1.25** | Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level, by State and Territory, 2013 |
| **Table SWD.1.26** | Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level, by State and Territory, 2012 |
| **Table SWD.1.27** | Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level, by State and Territory, 2011 |
| **Table SWD.1.28** | Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level, by State and Territory, 2010 |
| **Table SWD.1.29** | Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level, by State and Territory, 2009 |
| **Table SWD.1.30** | Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level, by State and Territory, 2008 |
| **Table SWD.1.31** | Proportion of working age population with higher level qualifications (AQF Certificate III level and above), by qualification level, by State and Territory, 2007 |

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| Box 6 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 of 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 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 (SEW) (supplementary data source). For this report, data are available for 2013 from the SEW. * Data are available by State and Territory by Indigenous status and socioeconomic status. * The SEW is generally able to measure small changes in performance at the national level but is not designed to measure changes at the jurisdictional level with the same level of accuracy. Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided. * 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. * Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables. * Data for Indigenous people are available for 2012-13 from the NATSIHS component of the AATSIHS. Comparator data for non-Indigenous people are available for 2012 from the SEW. While there are a range of differences between these two collections, these differences do not affect their broad comparability for this performance indicator. * Caution should be exercised in comparing SEW data in this report with Census data in previous reports, as the two collections have differences in scope, coverage, timing and collection methods. Additional information is available in the 2012 NASWD performance report. * 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.   (continued next page) |
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| Box 6 (continued) |
| The Steering Committee also notes the following issues:   * The Steering Committee recommends that further analysis be conducted to determine whether future reports should include the PUW population for this indicator. * Data reported by socioeconomic status from 2012 onwards are based on the 2011 SEIFA classification (data for prior years were based on the 2006 SEIFA classification). Caution should be used in interpreting change over time. * 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. * NATSIHS data in this report are preliminary. Final data are anticipated to be available in June 2014. |
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### Indicator 2 — Proportion of employers satisfied that training meets their needs

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| Key amendments from previous cycle: | In response to a CRC recommendation, additional disaggregations are reported. |
| Outcome: | The skill levels of the working age population are increased to meet the changing needs of the economy |
| Performance indicator: | Proportion of employers satisfied that training meets their needs |
| Measure: | Proportion of employers satisfied that training meets their needs  The measure is defined as:   * *numerator* — Employers (by employer type) who responded that they were satisfied or very satisfied with training as a way of meeting their skill needs * *denominator* — Employers engaged with the VET system (by employer type)   and is expressed as a *percentage*  ‘Employer type’ includes:   * Employers with vocational qualifications as a job requirement * Employers with apprentices/trainees * Employers using nationally recognised training   Does not include employers for whom a response to the satisfaction question was not stated  Does not include employer satisfaction with unaccredited training or informal training. |
| Data source: | Survey of Employer Use and Views (SEUV). Data are collected every two years |
| Data provider: | NCVER |
| Data availability: | SEUV — 2013 (additional data disaggregations by industry type for 2007, 2009 and 2011) |
| Cross tabulations provided: | National, by:   * Industry type   State and Territory, by:   * type of training (formal vocational qualifications; apprenticeships or traineeships; nationally recognised training; total) |

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| Box 7 Results |
| For this report, new data for this indicator are available for 2013:   * Data by State and Territory are presented in table SWD.2.1. * Data by industry type are presented in table SWD.2.2−4.   Additional data for 2011, 2009 and 2007 are reported in tables 2.2−4 to provide a comparable time series.  Data for 2011 are available in the 2011 NASWD performance report. Data for 2009, 2007 and 2005 are available in the 2010 NASWD performance report. |
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#### Attachment tables

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| **Table SWD.2.1** | Proportion of employers satisfied that training meets their needs, 2013 |
| **Table SWD.2.2** | Proportion of employers who are satisfied that training meets their needs, by industry type, 2013, 2011, 2009, 2007 |
| **Table SWD.2.3** | Relative standard error of proportion of employers who are satisfied that training meets their needs, by industry type, 2013, 2011, 2009, 2007 |
| **Table SWD.2.4** | 95 per cent confidence intervals of proportion of employers who are satisfied that training meets their needs, by industry type, 2013, 2011, 2009, 2007 |

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| Box 8 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 of this report titled ‘Data Quality Statements’. Key points from the DQS are summarised below.   * The data provide relevant information on the proportion of employers engaged in the VET system who are satisfied that training meets their needs. * Data are of acceptable accuracy at the State and Territory level. * Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2013. * 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 issue:   * Following a review of the 2011 SEUV, changes were made to the 2013 survey content and methodology to improve the reliability of data for reporting against key survey measures, including an increased sample size to achieve target confidence intervals. However, for the satisfaction component of the survey, target confidence intervals were not achieved. Robust jurisdiction level estimates for the satisfaction component are important and should be a priority consideration for the 2015 SEUV design. |
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### Indicator 3 — Proportion of working age population with adequate foundation skills (literacy level 3 or above)

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| Key amendments from previous cycle: | * PIAAC data have been revised as final data are now available to update preliminary data included in the previous report, along with amended levels of literacy and numeracy achievement * In response to a CRC recommendation, additional disaggregations are reported * A measure of ‘adequate’ foundation skills has yet to be determined for the PIAAC data. The previous measure for this indicator was based on an assessment of the 2006 Adult Literacy and Life Skills 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:   * *numerator* — total number of people aged 20–64 years at PIACC literacy and numeracy levels [X]\* or above * *denominator* — total population of all people aged 20–64 years   and expressed as a percentage  \*Measure to be determined post further analysis of the remodelled ALLS data. |
| Data source: | Programme for the International Assessment of Adult competencies (PIAAC). |
| Data provider: | ABS |
| Data availability: | PIAAC – 2011 |
| Cross tabulations provided: | For each of literacy and numeracy - National, by literacy level, by:   * Age group (20-24, 25-29, 30-34, 35-49, 40-44, 45-49, 50-54, 55-59, 60-64, total 20-64) * remoteness (combined remote/very remote) * SES (SEIFA IRSD quintiles) * highest level of educational attainment |

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| Box 9 Results |
| For this report final data for this indicator are available for 2011-12.   * Data by State and Territory by literacy and numeracy levels are presented in tables SWD.3.1-3.2. * Data by age group by literacy and numeracy levels are presented in tables SWD.3.3-3.4. * Data by socioeconomic status by literacy and numeracy levels are presented in tables SWD.3.5-3.6. * Data by remoteness by literacy and numeracy levels are presented in tables SWD.3.7-3.8. * Data by level of educational attainment by literacy and numeracy levels are presented in tables SWD.3.9-3.10.   Data from the 2006 Adult Literacy and Life Skills Survey are available in the 2008 baseline NASWD report. |
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#### Attachment tables

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| **Table SWD.3.1** | Proportion the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by State and Territory, 2011–12 |
| **Table SWD.3.2** | Proportion the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by State and Territory, 2011–12 |
| **Table SWD.3.3** | Proportion the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by age 2011–12 |
| **Table SWD.3.4** | Proportion the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by age 2011–12 |
| **Table SWD.3.5** | Proportion the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by SES (SEIFA IRSD) 2011–12 |
| **Table SWD.3.6** | Proportion the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by SES (SEIFA IRSD) 2011–12 |
| **Table SWD.3.7** | Proportion the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by remoteness 2011–12 |
| **Table SWD.3.8** | Proportion the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by remoteness 2011–12 |
| **Table SWD.3.9** | Proportion the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by highest level of educational attainment 2011–12 |
| **Table SWD.3.10** | Proportion the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by highest level of educational attainment 2011–12 |

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| 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 of 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 by literacy and numeracy level. * Data are available by State and Territory. Data are available by socioeconomic status and remoteness, but are not available by Indigenous status. * The literacy and numeracy scores for earlier surveys (the 1996 Survey of Aspects of Literacy (SAL) and the 2006 Adult Literacy and Life skills Survey (ALLS)) have been remodelled to assist comparisons with scores from PIAAC. However, the ABS recommends that time series comparisons not be made at this stage. Further work needs to be undertaken to determine whether there has been a break in series. * The PIACC survey sample included only private dwellings from states and territories (excluding Indigenous communities or people in very remote areas). * 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, with the next survey proposed to be conducted in 2021. Depending on the anticipated speed of change, more frequent data may be required to monitor this indicator. * Further analysis of the remodelled ALLS data against PIAAC data is a priority to ensure accurate time series comparisons. |
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### Indicator 4 — Proportion of working age population with or working towards a non-school AQF qualification

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| Key amendments from previous cycle: | In response to a CRC recommendation, additional disaggregations are reported. |
| Outcome: | All working age Australians have the opportunity to develop skills |
| Performance indicator: | Proportion of working age population with or working towards a non−school AQF qualification |
| Measure: | Proportion of people aged 20–64 years with or working towards a non−school qualification  The measure is defined as:   * *numerator* — people aged 20–64 years who have attained or are working towards a non-school qualification * *denominator* — total population of people aged 20–64 years   and is expressed as a percentage  For persons 'with' a non-school qualification:   * Census data exclude persons whose level of education was not stated (not applicable to survey data as there are no 'not stated' responses)   For persons 'working towards' a non-school qualification:   * Level of qualification is not available for people 'working towards' post school qualifications. Therefore, people working towards any non-school qualification are included in the calculations for this indicator * Census data include persons where ‘institution’ is stated but ‘full/part time status’ is not stated (excludes persons where ‘institution’ and ‘full/part time status’ are both not stated.   SEW data: Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables. |
| Data source: | *(Main)* Census of Population and Housing (Census). Data are collected every 5 years  (*Supplementary — total, SES, non-Indigenous*) — Survey of Education and Work (SEW). Data are collected annually  (*Supplementary Indigenous*) — National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) component of the Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS). Data are collected three yearly. |
| Data provider: | ABS |
| Data availability: | SEW — 2013 (total, SES) (additional data for 2007, 2008, 2009, 2010, 2011 and 2012 for additional disaggregations\*)  SEW — 2012 (non-Indigenous); NATSIHS component of the AATSIHS - 2012‑13 (Indigenous) (SEW 2008 and 2007‑08 NATSIHS for Indigenous disaggregation) |
| Cross tabulations provided: | National, by:   * \*Completed study/currently studying/total, by remoteness (combined remote/very remote) [available for 2010 onwards] * \*Completed study/currently studying/total, by SES (SEIFA IRSD quintiles)   State and Territory, by:   * \*Completed study/currently studying/total, by Indigenous status   State and Territory, by:   * \*(currently studying only) Level of non-school qualification (Certificate level I/II; Certificate level III/IV; Diploma/Advanced Diploma; Bachelor degree or above) |

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| Box 11 Results |
| For this report, new supplementary survey data are available for 2013 and by Indigenous status for 2012-13.   * Data by socioeconomic status (SES) are presented in table SWD.4.1. * Data by remoteness are presented in table SWD.4.7. * Data by State and Territory by qualification level are presented in table SWD.4.11. * Data by Indigenous status are presented in table SWD.4.18. * Data by State and Territory are presented in table SWD.4.20.   Additional data for 2012, 2011, 2010, 2009, 2008 and 2007 are reported to ensure a comparable time series:   * Data by SES are presented in tables SWD.4.2−6 (2007 not available) * Data by remoteness are presented in table SWD.4.8−10 (2012, 2011, 2010 data) * Data by State and Territory by qualification level are presented in tables SWD.4.12−17. * Data by Indigenous status are presented in table SWD.4.19 (2008 only).   Main data from the 2011 and 2006 Census are available in the 2012 NASWD performance report.  Supplementary survey data for: 2012 are available in the 2012 NASWD performance report; and for 2011, 2010, 2009 and 2008 (total population) and 2008 (Indigenous population) are available in the 2011 NASWD performance report. |
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#### Attachment tables

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| **Table SWD.4.1** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2013 |
| **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 SEIFA IRSD, 2012 |
| **Table SWD.4.3** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2011 |
| **Table SWD.4.4** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by SEIFA IRSD, 2010 |
| **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, 2009 |
| **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, 2008 |
| **Table SWD.4.7** | Proportion of 20–64 year old population with a non-school qualification or currently studying for a non-school qualification, by remoteness, 2013 |
| **Table SWD.4.8** | Proportion of 20–64 year old population with a non-school qualification or currently studying for a non-school qualification, by remoteness, 2012 |
| **Table SWD.4.9** | Proportion of 20–64 year old population with a non-school qualification or currently studying for a non-school qualification, by remoteness, 2011 |
| **Table SWD.4.10** | Proportion of 20–64 year old population with a non-school qualification or currently studying for a non-school qualification, by remoteness, 2010 |
| **Table SWD.4.11** | Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2013 |
| **Table SWD.4.12** | Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2012 |
| **Table SWD.4.13** | Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2011 |
| **Table SWD.4.14** | Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2010 |
| **Table SWD.4.15** | Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2009 |
| **Table SWD.4.16** | Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2008 |
| **Table SWD.4.17** | Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2007 |
| **Table SWD.4.18** | 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, 2012-13 |
| **Table SWD.4.19** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status, 2008 |
| **Table SWD.4.20** | Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by State and Territory, 2013 |

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| Box 12 Comment on data quality |
| The DQS for this performance indicator has been prepared by the ABS and is included in its original form in the section of 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 (SEW) (supplementary data source). For this report, data are available for 2013 from the SEW. * The SEW is generally able to measure small changes in performance at the national level but is not designed to measure changes at the jurisdictional level with the same level of accuracy. Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided. * 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. * Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables. * Data for Indigenous people are available for 2012-13 from the NATSIHS component of the AATSIHS. Comparator data for non-Indigenous people are available for 2012 from the SEW. While there are a range of differences between these two collections, these differences do not affect their broad comparability for this performance indicator. * Caution should be exercised in comparing SEW data in this report with Census data in previous reports, as the two collections have differences in scope, coverage, timing and collection methods. Additional information is available in the 2012 NASWD performance report. * Detailed explanatory notes are available to assist 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 Steering Committee recommends that further analysis be conducted to determine whether future reports should include the PUW population for this indicator. * Data reported by socioeconomic status from 2012 onwards are based on the 2011 SEIFA classification (data for prior years were based on the 2006 SEIFA classification). Caution should be used in interpreting change over time.   (continued next page) |
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| Box 12 (continued) |
| * NATSIHS data in this report are preliminary. Final data are anticipated to be available in June 2014. * 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. |
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### Indicator 5 — Proportion of VET graduates with improved employment status after training

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| Key amendments from previous cycle: | In response to a CRC recommendation, additional disaggregations are reported.  Historical data for socioeconomic status and remoteness are reported due to break in series for earlier years |
| Outcome: | Training delivers the skills and capabilities needed for improved economic participation for working age Australians |
| Performance indicator: | The proportion of VET graduates with improved employment status after training |
| Measure: | Proportion of VET graduates aged 20–64 years with improved employment status after training  The measure is defined as:   * *numerator* — VET graduates aged 20–64 years with an improved employment status after training * *denominator* — total VET graduates aged 20–64 years   and is expressed as a *percentage*  ‘Graduate’ is defined as: a past student who was awarded a qualification during the survey reference year. This excludes those students who left their training before completing a qualification  ‘Improved employment status’ is defined as any one of the following:   * employment status changing from not employed before training (both unemployed and not in labour force) to employed after training (both full time and part time employed) * employed at a higher skill level after training (regardless of full time or part time employment status before and after training) * received one of the following job related benefits: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits after completing their training |
| Data source: | Student Outcomes Survey (SOS). Data are collected annually  Data source includes:   * Publicly funded VET activity (all providers) * Privately funded VET activity delivered by TAFE institutions, ACE providers and other government providers   Data source 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 |
| Data provider: | NCVER |
| Data availability: | SOS — 2013 (outcomes in 2013 of students who were awarded a qualification in 2012) (data for 2007, 2008, 2009, 2010, 2011 and 2012 for additional disaggregations\*) |
| Cross tabulations provided: | State and Territory, by type of improved employment circumstance, by:   * Indigenous status * SES (SEIFA IRSD quintiles) (provided for 2013 and 2012 only due to break in series for earlier years) * \*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) * remoteness (ASGS and combined remote/very remote categories) (provided for 2013 and 2012 only due to break in series for earlier years)   [Data disaggregations based on availability and reliability of estimates] |

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| Box 13 Results |
| For this report, new data are available for 2013.   * Data by State and Territory are presented in table SWD.5.1. * Data by State and Territory by Indigenous status are presented in tables SWD.5.2−4. * Data by State and Territory, by socioeconomic status (SES) are presented in tables SWD.5.5−7. * Data by State and Territory, by level of study are presented in tables SWD.5.11−13. * Data by age groups are presented in tables SWD.5.32−34. * Data by field of study are presented in tables SWD.5.35−37. * Data by remoteness are presented in tables SWD.5.38.   For this report, to ensure a comparable time series, data for 2012, 2011, 2010, 2009, 2008 and 2007 are reported:   * State and Territory by level of study are presented in tables SWD.5.14−31. * Data by five year age groups are presented in tables SWD.5.32−34. * Data by field of study are presented in tables SWD.5.35−37. * Data by State and Territory by SES are presented in tables SWD.5.8−10 (2012 only). * Data by remoteness are presented in tables SWD.5.39 (2012 only). |
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#### Attachment tables

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| **Table SWD.5.1** | Graduates aged 20–64 years with improved employment status after training, 2013 |
| **Table SWD.5.2** | Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2013 (per cent) |
| **Table SWD.5.3** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2013 (per cent) |
| **Table SWD.5.4** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2013 (per cent) |
| **Table SWD.5.5** | Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2013 (per cent) |
| **Table SWD.5.6** | Relative standard errors for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2013 (per cent) |
| **Table SWD.5.7** | 95 per cent confidence intervals for the proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2013 (per cent) |
| **Table SWD.5.8** | Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2012 (per cent) |
| **Table SWD.5.9** | 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.5.10** | 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.5.11** | Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2013 (per cent) |
| **Table SWD.5.12** | Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2013 (per cent) |
| **Table SWD.5.13** | 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 2013 (per cent) |
| **Table SWD.5.14** | Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2012 (per cent) |
| **Table SWD.5.15** | 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.5.16** | 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.5.17** | Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2011 (per cent) |
| **Table SWD.5.18** | Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2011 (per cent) |
| **Table SWD.5.19** | 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 2011 (per cent) |
| **Table SWD.5.20** | Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2010 (per cent) |
| **Table SWD.5.21** | Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2010 (per cent) |
| **Table SWD.5.22** | 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 2010 (per cent) |
| **Table SWD.5.23** | Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2009 (per cent) |
| **Table SWD.5.24** | Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2009 (per cent) |
| **Table SWD.5.25** | 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 2009 (per cent) |
| **Table SWD.5.26** | Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2008 (per cent) |
| **Table SWD.5.27** | 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.5.28** | 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.5.29** | Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2007 (per cent) |
| **Table SWD.5.30** | Relative standard errors of the proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level 2007 (per cent) |
| **Table SWD.5.31** | 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 2007 (per cent) |
| **Table SWD.5.32** | Proportion of graduates aged 20–64 years with improved employment status after training, by age, 2013, 2012, 2011, 2010, 2009, 2008 and 2007 (per cent) |
| **Table SWD.5.33** | Relative standard error of proportion of graduates aged 20–64 years with improved employment status after training, by age, 2013, 2012, 2011, 2010, 2009, 2008 and 2007 (per cent) |
| **Table SWD.5.34** | 95 per cent confidence intervals of proportion of graduates aged 20–64 years with improved employment status after training, by age, 2013, 2012, 2011, 2010, 2009, 2008 and 2007 (per cent) |
| **Table SWD.5.35** | Proportion of graduates aged 20–64 years with improved employment status after training, by field of study, 2007 to 2013 (per cent) |
| **Table SWD.5.36** | Relative standard error of proportion of graduates aged 20–64 years with improved employment status after training, by field of study, 2007 to 2013 (per cent) |
| **Table SWD.5.37** | 95 per cent confidence interval of proportion of graduates aged 20–64 years with improved employment status after training, by field of study, 2007 to 2013 (per cent) |
| **Table SWD.5.38** | Graduates aged 20–64 years with improved employment status after training, by remoteness, 2013 |
| **Table SWD.5.39** | Graduates aged 20–64 years with improved employment status after training, by remoteness, 2012 |

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| Box 14 Comment on data quality |
| The DQS for this indicator has been prepared by the NCVER and is included in its original form in the section of 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 (SOS). The most recent available data are for 2013 (outcomes in 2013 of students who completed qualifications in 2012). Data are available by State and Territory, by Indigenous status and socioeconomic status (SES). * The survey does not include privately funded VET delivered by private providers. * The response rate to this survey was 41.9 per cent in 2013. 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, SES and remoteness 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. * Data reported by socioeconomic status from 2012 onwards are based on the 2011 SEIFA classification (data for prior years were based on the 2006 SEIFA classification). In addition, a new ABS geography was also incorporated into the SOS from 2012 onwards. In combination, these changes have resulted in a break in series for SES data from 2012. Comparable time series data are available for 2012 and 2013. * Data disaggregated by remoteness are included in this report for the first time. Comparable time series data are available for 2012 and 2013. |
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### Indicator 6 — Proportions of VET graduates with improved education/training status after training

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| Key amendments from previous cycle: | * No new data available for this cycle of reporting following the change in reporting date from June to April (two months earlier than previous cycles). * In response to a CRC recommendation, additional disaggregations are reported for historical years data. |
| 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 |
| Main 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* |
| Supplementary 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: | No new data available [2012 data (2011 completions) provided for the 2012 NASWD performance report]  (data for, 2007, 2008, 2009, 2010, 2011 and 2012 (completions in 2006, 2007, 2008, 2009, 2010 and 2011)) |
| Cross tabulations provided: | State and Territory, by   * Indigenous status (2007 data only as other years previously provided) * 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). |

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| Box 15 Results |
| For this report, no new data are available for this performance indicator.  Additional historical data are reported for 2012, 2011, 2010, 2009, 2008 and 2007 (completions in 2011, 2010, 2009, 2008, 2007 and 2006) to provide a comparable time series:   * Data by State and Territory by age are presented in tables SWD.6.1−6 and SWD.6.9−14. * Data by State and Territory by level of qualification (single category of AQF Certificate III or above) are presented in tables SWD.6.7 and SWD.6.15 * Data by State and Territory by Indigenous status are presented in tables SWD.6.8 and SWD.6.16 (2006 completions only as remaining time series previously reported).   Data for 2012 (2011 completions) are available in the 2012 NASWD performance report. Data for 2011, 2010, 2009, 2008 and 2007 (completions in 2010, 2009, 2008, 2007, and 2006) are available in the 2011 NASWD performance report. |
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#### Attachment tables

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| **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 age, 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 age, by State and Territory, 2010 |
| **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 age, by State and Territory, 2009 |
| **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 age, by State and Territory, 2008 |
| **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, 2007 |
| **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, 2006 |
| **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, 2010, 2009, 2008, 2007 and 2006 |
| **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 enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2006 |
| **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 age, 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 age, by State and Territory, 2010 |
| **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 age, by State and Territory, 2009 |
| **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, 2008 |
| **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, 2007 |
| **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 age, by State and Territory, 2006 |
| **Table SWD.6.15** | VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of 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, 2010, 2009, 2008, 2007 and 2006 |
| **Table SWD.6.16** | VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2006 |

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| Box 16 Comment on data quality |
| The DQS for this indicator has been prepared by the NCVER and is included in its original form in the section of 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. * 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 form 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 a 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. Mandatory reporting of training activity by all RTOs has been agreed to commence in 2014. * Disaggregation by remoteness and SES are based on 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 used to attribute geographic location. * Data reported by socioeconomic status for this indicator in the 2012 NASWD performance reported are based on the 2011 SEIFA classification (data for prior years were based on the 2006 SEIFA classification). In addition, a new ABS geography was also incorporated into the SEUV for data in the 2012 NASWD performance report. In combination, these changes have resulted in a break in series for SES data from 2012 (2011 completions). |
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### [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]

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| Key amendments from previous cycle: | Historical data have been supplied for disaggregation by remoteness |
| 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 qualifications in Australian Qualifications Framework (AQF) Certificate level III or above by Indigenous status.  The measure is defined as:   * *numerator* — 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 * *denominator* — total population of people aged 20−64 years   presented as a *rate per 100 population*  For persons 'with' a non-school qualification:   * People whose level of education was inadequately described are excluded from the calculation (numerator and denominator) if they were not identified as having completed year 12 or attained Certificate level II or above. * The Census measure excludes people whose highest level of schooling or level of non-school qualification is not stated or inadequately described if they were not identified as having completed year 12 or attained Certificate level II or above. * For persons ‘working towards’ a non-school qualification: * Level of qualification is not available for people ‘working towards; post school qualification. therefore, people working towards any non-school qualification are included in the calculations for this indicator. * Total population excludes people whose highest level of schooling and/or level of non-schooling qualification was not stated. |
| Data source: | *(Main)* Numerator and denominator — Census of Population and Housing (Census) — Data are collected every five years  *(Supplementary Indigenous)* Numerator and denominator —  (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and the National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) component of the Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) — Data are collected on an alternating three yearly cycle.  (*Supplementary non-Indigenous*) Survey of Education and Work (SEW) for the non-Indigenous population comparator. Data are available annually |
| Data provider: | ABS |
| Data availability: | Main data source  2011 Census [supplied for remoteness only]  Supplementary data source  2012‑13 (Indigenous) – NATSIHS component of the AATSIHS (supplied for 2007‑08 for remoteness)  2012 (non-Indigenous) – SEW (supplied for 2008 for additional disaggregation by completed study/currently studying) |
| Cross tabulations provided: | State/territory by Indigenous status, by completed study/currently studying, by:   * level of study (completed study only) * remoteness areas (Census only) (based on ASGS)   National by Indigenous status by:   * remoteness areas (2011 based on ASGS, previous years data based on ASGC) |

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| Box 17 Results |
| For this report, new supplementary data are available for 2012-13.   * Data on the population with or working towards post school qualification by State and Territory are presented in table SWD.7.1. * Data on the population with or working towards post school qualification by remoteness areas are presented in table SWD.7.2.   Additional historical data to provide a comparable time series are provided:   * Data by remoteness are presented in tables SWD.7.3 and SWD.7.5. * Data by completed study/currently studying by Indigenous status are presented in table SWD.7.4.   Historical data from the 2011 and 2006 Census are available in the 2012 NASWD performance report. Historical supplementary survey data from the 2008 NATSISS/SEW are available in the baseline 2009 NASWD performance report. |
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#### Attachment tables

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| **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, 2012-13 |
| **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, by remoteness areas, 2012-13 (per cent) |
| **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, 2011 and 2006 (per cent) |
| **Table SWD.7.4** | Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2008 |
| **Table SWD.7.5** | Proportion of 20–64 year old Indigenous population with or working towards post school qualification in Certificate III or above, by remoteness areas, 2008 (per cent) |

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| Box 18 Comment on data quality |
| The DQSs for this indicator have been prepared by the ABS and are included in their original form in the section of this report titled ‘Data Quality Statements’. Key points from the DQSs are summarised below.   * The data provide relevant information on the proportion of 20–64 year olds with or working towards a post school qualification at AQF III level or above. * Data are available by State and Territory. * Data for Indigenous people are available for 2012-13 from the NATSIHS component of the AATSIHS. Comparator data for non-Indigenous people are available for 2012 from the SEW. While there are a range of differences between these two collections, these differences do not affect their broad comparability for this performance indicator. * 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 size of some standard errors means that data from the NATSIHS component of the AATSIHS and the SEW data may not be adequate for measuring change over time. Small year to year movements may be difficult to detect if the size of the standard errors is large compared to the difference between the estimates. * Caution should be exercised in comparing SEW data in this report with Census data in previous reports, as the two collections have differences in scope, coverage, timing and collection methods. Additional information is available in the 2012 NASWD performance report. * NATSIHS data in this report are preliminary. Final data are anticipated to be available in June 2014. |
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## Data Quality Statements

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

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

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

|  |  |
| --- | --- |
| Performance target | Page no. in this report |
| 1. Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020 | 307, 331 |
| 1. Double the number of higher level qualification completions (diploma and advanced diploma) nationally between 2009 and 2020 | .. |

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**

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| --- | --- |
| Performance indicator | Page no. in this report |
| 1. Proportion of working age population with higher level qualifications (Certificate III and above) | 309, 331 |
| 1. Proportion of employers satisfied that training meets their needs | 312, 338 |
| 1. Proportion of working age population with adequate foundation skills (literacy level 3 or above) | 315 |
| 1. Proportion of working age population with or working towards a non-school AQF qualification | 318, 331 |
| 1. Proportion of VET graduates with improved employment status after training | 321, 334 |
| 1. Proportion of VET graduates with improved education/training status after training | 325, 340 |

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**

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| Performance indicator | Page no. in this report |
| 1. Proportion of Indigenous 20–64 year olds with or working towards post school qualification | 328 |

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 (SEW data)

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| **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.   * *numerator*: Number of persons aged 20–64 years without a formal qualification at Certificate III level or above (includes Certificate n.f.d. and level not determined). * *denominator*: Total population of persons aged 20–64 years.   Excludes people whose educational attainment is not stated (only applicable to Census data). |
| **Data source/s** | * *Numerator and denominator*: Data from the 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 2013 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 2013 survey were released in November 2013. |
| **Accuracy** | The 2013 SEW response rate was 94 per cent which constituted 43 600 completed interviews. The 2013 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.  Prior to the 2013 SEW, people who were permanently unable to work were excluded from the in-scope population. In 2013, the SEW scope was expanded to include people permanently unable to work. However, to ensure that the indicator measure presented here is comparable over time, the permanently unable to work population has been excluded from these tables.  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 2013 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 from 2001 to 2011. The survey microdata are also been released through the 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 — Indicator 1 — Proportion of working age population with higher level qualifications (Certificate III and above)

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| **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.   * *numerator —* Number of persons aged 20–64 years with a formal qualification at Certificate III level or above (excludes Certificate n.f.d. and level not determined). * *denominator —* Total population of persons aged 20–64 years.   Excludes people whose educational attainment is not stated (only applicable to Census data). |
| **Data source/s** | * *numerator and denominator*: 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 2007−13 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 2013 survey were released in November 2013. |
| **Accuracy** | The 2013 SEW response rate was 94 per cent which constituted 43 600 completed interviews. The 2013 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.  Prior to the 2013 SEW, people who were permanently unable to work were excluded from the in-scope population. In 2013, the SEW scope was expanded to include people permanently unable to work. However, to ensure that the indicator measure presented here is comparable over time, the permanently unable to work population has been excluded from these tables.  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 2013 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey.  The Indigenous estimates provided in this cycle are based on the 2012-13 AATSIHS (NATSIHS component). From June 2014 estimates will be available the 2012-13 AATSIHS 2012-13 (Core component). The core component comprises estimates based on the combined NATSIHS and the National Aboriginal and Torres Strait Islander Nutrition and Physical Activity Survey (NATSINPAS) samples.  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 from 2001 to 2011. The survey microdata are also been released through the 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 in this cycle, SEIFA quintiles are derived using the ABS 2006 SEIFA IRSD (at CD level) for data from SEW 08-11, and ABS 2011 SEIFA IRSD (at SA1 level) for data from SEW 12-13. |

### Data quality statement — Indicator 2 — Proportion of employers satisfied that training meets their need

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| **Outcome** | The supply of skills provided by the national training system responds to meet changing labour market need |
| **Indicator** | Employers who are satisfied that training meets their needs |
| **Measure (computation)** | Proportion of employers who are satisfied with training as a way of meeting their skill needs by type of training.  The measure is defined as:   * *numerator* — Employers who reported as being satisfied or very satisfied with the VET system in meeting their skill needs * *denominator* — Number of employers engaged with the VET system (less those with the numerator variable not stated).   An ‘employer’ is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An ‘employee’ is defined as ‘a person working in, or operating from, this organisation including full-time, part-time and casual employees’.  The measure is calculated separately for the number of employers who in the 12 months preceding the interview:   1. had employees undertaking apprenticeships/traineeships, or   (b) arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or  (c) had employees with formal vocational qualifications as a requirement of their job.  Proportion of employers who are satisfied with vocational education and training.  The measure is defined as:   * *numerator* — Employers engaged with the VET system who were satisfied with formal vocational qualifications in providing employee(s) with the skills required for their job] (or missing) AND satisfied with apprenticeships and/or traineeships in meeting skill needs (or missing) AND satisfied with nationally recognised training in providing employee(s) with the skills required for their job (or missing). * *denominator* — Number of employers engaged with the VET system (less those with the numerator variable not stated)   ‘Missing’ refers to an employer who has not engaged with that aspect of the VET system |
| **Data source/s** | All data are derived from the Survey of Employer Use and Views of the VET System (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs. |
| **Institutional environment** | The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.  NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.  For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html> |
| **Relevance** | The Survey of Employers’ Use and Views of the VET System collects information on employers’ use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.  Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.  The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as “a person working in, or operating from, this organisation including full time, part time and casual employees.” An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.  The following organisations are out of scope of the survey:   * self-employed and not employing staff * private households employing staff * foreign diplomatic missions * consulates in Australia * defence force establishments * superannuation funds. |
| **Timeliness** | The Survey of Employers’ Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers’ training experiences in the 12 months preceding their interview. Results from the 2013 survey were released on the NCVER website on 28 October 2013. |
| **Accuracy** | The survey is designed to produce estimates at the state, industry and employer size levels, with the approximate relative standard errors:   * Less than 8 per cent for state-level estimates * Less than 16 per cent for industry-level estimates * Less than 6 per cent for employer-size level estimates * Less than 3 per cent for Australia level estimates.   Employers in scope of the survey were randomly selected and stratified by:   * State (each of the 8 states and territories) * Industry (19 ANZSIC divisions) * Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).   Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data.  In 2013, a total of 9 052 interviews were conducted. Response rates to the 2013 survey are shown in table 1.  **Table 1: Response rates to the 2013 Survey of Employers’ Use and Views of VET by state**   |  |  | | --- | --- | | **State/Territory** | **Response rate (%)** | | NSW | 73.3 | | Vic | 71.0 | | QLD | 74.7 | | SA | 75.7 | | WA | 75.8 | | Tas | 82.0 | | NT | 82.4 | | ACT | 79.7 | | Australia | 75.2 |   The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs). |
| **Coherence** | This is the fifth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007, 2009 and 2011. The majority of data items in the 2013 survey are directly comparable with those of the previous four surveys. |
| **Accessibility** | Results of the survey are available free of charge on NCVER’s website at: http://www.ncver.edu.au/statistic/21066.html. Requests for more detailed statistical information or further information about the Survey of Employers’  Use and Views of the VET System can be made to:  NCVER on (08) 8230 8400 or surveys\_req@ncver.edu.au  A charge will be generally made by the NCVER for more complex requests for information. See NCVER’s fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html> |
| **Interpretability** | To aid interpretation of the data, information on the Survey of Employers’ Use and Views of the VET System is available on the NCVER website.  The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC). |

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

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| **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 Below 1/1,2,3 and 4/5.   * *numerator* — Number of persons aged 20–64 years with literacy or numeracy skills at levels Below 1/1, 2, 3 and 4/5. * *denominator —* Total population of persons aged 20–64 years. |
| **Data source/s** | * *Numerator and denominator —* 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 or people 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 Life skills Survey (ALLS), have been remodelled to allow comparisons with scores from PIAAC. However, ABS recommends that time series not be used for National Agreement reporting at this stage. |
| **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.  While it was intended that data from PIAAC would be comparable with ALLS (literacy and numeracy) and SAL (literacy) data (following those surveys being rescored), analysis undertaken by the ABS and internationally has shown that in some cases the observed trend is difficult to reconcile with other known factors and is not fully explained by sampling variability. Further work needs to be undertaken to determine whether this constitutes a break in series. ABS recommends that caution be used when comparing results from PIAAC with earlier surveys, and recommends that a time series not be used for National Agreement reporting at this stage.  Some respondents were unable to complete the background questionnaire as they were unable to speak or read the language of the assessment, in Australia's case, English; had difficulty reading or writing; or had a learning or mental disability. Their records were weighted but not given plausible scores for PIAAC. These records are shown as ‘missing’ in the tables. A few records for people who completed the background questionnaire but did not undertake the assessment were weighted and given plausible scores for PIAAC. However, all similar records were treated as non-respondents for ALLS and SAL. |
| **Accessibility** | 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). International results are available from the OECD website at [www.oecd.org](http://www.oecd.org). |
| **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).  The literacy and numeracy scores based on a model with a RP value of 0.67. The value was used in PIAAC to achieve consistency with the OECD survey Programme for International Student Assessment (PISA), in the description of what it means to be performing at a particular level of proficiency. |

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

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| **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.   * *Numerator —* Number of persons aged 20–64 years who state they have a non-school qualification or who are currently studying for a non-school qualification. * *Denominator —* Total population of persons aged 20–64 years.   Excludes people whose educational attainment is not stated (only applicable to Census data). |
| **Data source/s** | * *Numerator and denominator*: 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 4 measures based on 2007-13 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 2013 survey were released in November 2013. |
| **Accuracy** | The 2013 SEW response rate was 94 per cent which constituted 43 600 completed interviews. The 2013 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.  Prior to the 2013 SEW, people who were permanently unable to work were excluded from the in-scope population. In 2013, the SEW scope was expanded to include people permanently unable to work. However, to ensure that the indicator measure presented here is comparable over time, the permanently unable to work population has been excluded from these tables.  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 2013 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey.  The Indigenous estimates provided in this cycle are based on the 2012-13 AATSIHS (NATSIHS component). From June 2014 estimates will be available the 2012-13 AATSIHS 2012-13 (Core component). The core component comprises estimates based on the combined NATSIHS and the National Aboriginal and Torres Strait Islander Nutrition and Physical Activity Survey (NATSINPAS) samples.  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 from 2001 to 2011. The survey microdata are also been released through the 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 in this cycle, SEIFA quintiles are derived using the ABS 2006 SEIFA IRSD (at CD level) for data from SEW 2008−11, and ABS 2011 SEIFA IRSD (at SA1 level) for data from SEW 2012−13. |

### Data quality statement — Indicator 5 — Proportion of VET graduates with improved employment status after training

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| **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 with an improved employment status after training * *denominator* — total VET graduates aged 20−64 (less those with all three numerator variables not stated).   ‘Graduate’ is defined as a past student who was awarded a qualification from a vocational education and training (VET) provider in Australia. This excludes those students who left their training before completing a qualification.  ‘Improved employment status’ is defined as any one of the following:   * employment status changing from not employed before training (both unemployed and not in labour force) to employed after training (both full time and part time employed) * employed at a higher skill level (based on ANZSCO) after training (regardless of full time or part time employment status before and after training) * received one of the following job related benefits: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits after completing their training. |
| **Data source/s** | All data are derived from the Student Outcomes Survey, which is an annual survey of students who successfully complete VET in Australia. It has been conducted by the National Centre for Vocational Education and Research (NCVER) since 1997.  For information on the scope and coverage of the survey, see the Student Outcomes Quality Statement.  The sample for the survey is drawn from the National VET Provider Collection. For further information, see the National VET Provider Collection Quality Statement. |
| **Institutional environment** | The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.  NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.  For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html> |
| **Relevance** | The Student Outcomes Survey collects information on students’ employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey online.  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 (table1).  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 2013 Student Outcomes Surveya   |  |  |  |  | | --- | --- | --- | --- | |  | Provider Type | | | | Funding 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 2013 survey (for students who completed their training in 2012) were released on the NCVER website in December 2013. |
| **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.   Table 2: Response rates for graduates to  the 2013 Student Outcomes Survey   |  |  | | --- | --- | | **State/Territory** | **Response rate (per cent)** | | NSW | 43.4 | | VIC | 40.9 | | QLD | 41.3 | | SA | 46.1 | | WA | 40.4 | | Tas | 44.7 | | NT | 38.8 | | ACT | 41.0 | | Australia | 41.9 |   For 2013, 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), some 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. |
| **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 Portal.  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 — Indicator 6 — Proportion of VET graduates with improved employment status after training

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| **Outcome** | Training delivers the skills and capabilities needed for improved economic participation for working age Australians |
| **Indicator** | Proportion of VET graduates with improved education/training status after training |
| **Measure (main)** | The measure is defined as:   * *numerator* — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level * *denominator* — AQF VET course enrolments by students aged 20–64 years and is expressed as a percentage |
| **Measure supplementary** | The measure is defined as:   * *numerator* — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level * *denominator* — AQF VET course qualification completions by students aged 20–64 years and is expressed as a percentage.   For both measures, the hierarchy for highest level of education as follows:   * Bachelor degree/Higher degree level * Advanced diploma/Associate degree * Diploma * Certificate IV * Certificate III * Certificate II * Year 12 * Certificate I * Year 11 * Year 10 * Year 9 or lower * Miscellaneous education * Did not go to school.   ‘  Not stated’ responses have been excluded from the computation |
| **Data source/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. |
| **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 was released on 12 July 2013. |
| **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.  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. |

### 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

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| **Outcome** | Halving the gap in employment for Indigenous people and non-Indigenous Australians within a decade (by 2018) |
| **Indicator** | Proportion of Indigenous 20 to 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 III or above by Indigenous status.   * *Numerator* – People aged 20-64 years who have attained post school qualifications in AQF Certificate III or above, or are currently studying a non-school qualification. * *Denominator* – total population of people aged 20-64 years |
| **Data source/s** | For the Aboriginal and/or Torres Strait Islander population: the Australian Bureau of Statistics (ABS) 2012-13 Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) comprises three surveys — the National Aboriginal and Torres Strait Islander Health Survey (NATSIHS), the National Aboriginal and Torres Strait Islander Nutrition and Physical Activity Survey (NATSINPAS) and the National Aboriginal and Torres Strait Islander Health Measurements Survey (NATSIHMS). Data for proportion of Indigenous 20 to 64 year olds with or working towards post school qualification in AQF Certificate III or above is sourced from the NATSIHS component of AATSIHS.  For the non-Indigenous population: the ABS Survey of Education and Work (SEW). Data is available annually.  These surveys are weighted to benchmarks for the total in-scope population derived from the Estimated Resident Population (ERP). |
| **Institutional environment** | The SEW and the NATSIHS were collected, processed and published by the ABS. The ABS operates within a framework that includes the Census and Statistics Act 1905 and the Australian Bureau of Statistics Act 1975. These ensure the independence from political influence and impartiality of the ABS and the confidentiality of respondents.  For more information on the institutional environment of the 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 SEW collects information on level of highest non-school qualification and level of current study. 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 (referred to as Any Responsible Adult), such as a parent, partner or unrelated 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.  While Indigenous status is collected in the SEW, the survey sample and methodology are not designed to provide output that separately identifies Aboriginal and/or Torres Strait Islander people. The SEW can, however be used for providing non-Indigenous comparisons.  The SEW and NATSIHS collect information on current study, level of current study and qualifications. |
| **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.  The 2012-13 NATSIHS was conducted from May 2012 to February 2013. Results were released in November 2013. The previous NATSIHS was conducted in 2004-05. |
| **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 2012-13 NATSIHS was conducted in all states and territories, including very remote areas. Non-private dwellings such as hotels, motels, hospitals, nursing homes and short-stay caravan parks were excluded from the survey. The final response rate for the 2012-13 NATSIHS component was 80 per cent.  The NATSIHS and SEW are weighted to account for non-response.  As they are drawn from a sample survey, data for the indicator are subject to sampling error. Sampling error occurs because only a small proportion of the population is used to produce estimates that represent the whole population. Sampling error can be reliably estimated as it is calculated based on the scientific methods used to design surveys. Rates should be considered with reference to their Relative Standard Error (RSE). Estimates with RSEs between 25 per cent and 50 per cent should be used with caution. Estimates with RSEs greater than 50 per cent are generally considered too unreliable for general use. |
| **Coherence** | Both the numerator and denominator for non-Indigenous persons come from the SEW. Measures based on the 2012 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey.  Prior to 2009 all persons in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope. It includes persons in very remote areas but continues to exclude 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.  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 (ABS cat. no. 4235.0) also provide information on educational attainment.  Both the numerator and the denominator for Aboriginal and/or Torres Strait Islander persons come from the NATSIHS. Measures based on the 2012-13 NATSIHS are consistent with those supplied for COAG reporting from previous cycles of this survey.  The data items used to construct the measures in the AATSIHS and SEW are consistent and comparable, and support assessment of change over time. While there are a range of differences between the scope, coverage, timing and collection methodologies of the collections, these issues do not affect their broad consistency for this measure. |
| **Accessibility** | The data for the SEW are available from the ABS website in the publication Education and Work, Australia (ABS cat. no. 6227.0) This measure is also released as part of a SEW detailed education data cube.  Additional data are available at cost upon request through the National Information Referral Service. A Confidentialised Unit Record File (CURF) was produced for every second cycle of the SEW from 2001 to 2011. The survey microdata have also been released through the TableBuilder product, Microdata: Education and Work, Australia (ABS cat. no. 6227.0.30.001).  The data for the NATSIHS are available from the ABS website in the publication Australian Aboriginal and Torres Strait Islander Health Survey: First Results, 2012-13 (ABS cat. no. 4727.0.55.001). Other information from the survey is available on request. |
| **Interpretability** | Information on how to interpret and use the data appropriately is available from the Australian Aboriginal and Torres Strait Islander Health Survey: Users’ Guide, 2012-13 (ABS cat. No. 4727.0.55.002) and Explanatory Notes in Education and Work, Australia (ABS cat. no. 6227.0). |

### Data quality statement — Survey of Education and Work

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| **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 15–74 years.  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, institutionalised persons and boarding school pupils. Persons permanently unable to work were included for the first time in 2013. 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 2013 as a supplement to the monthly LFS. The 2013 sample size was approximately 10 per cent larger than the 2012 sample due to the larger in-scope population. 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 43 600. This sample was achieved by obtaining a response rate of 94 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.  Prior to the 2013 SEW, people who were permanently unable to work were excluded from the in-scope population. In 2013, the SEW scope was expanded to include people permanently unable to work. However, to ensure that the indicator measure presented here is comparable over time, the permanently unable to work population has been excluded from these tables.  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. This sample for the SEW 2013 comprised of two rotation groups based on the new 2011 Census based sample and five rotation groups based on the 2006 Census based sample. Overall, the 2011 sample design generally maintains standard errors at the levels targeted under the 2006 sample design. For more information see Information Paper: Labour Force Survey Sample Design, May 2013 (cat. no. 6269.0). |
| **Coherence** | The indicators for COAG national agreement reporting that are based on the 2013 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.  In 2013 the scope of the survey was extended to include persons aged 65–74 years who are not intending to work (i.e. all persons aged 65-74 years were included for the first time). In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013.  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** | Tabulated data and associated RSEs are available in spreadsheet format on the ABS website (cat. no. 6227.0). Additional tables are also available in a separate release also on the ABS website (cat. no. 6227.0.55.003).  Data from this survey will also be accessible in the TableBuilder and DataAnalyser environments, enabling users to create their own customised output as required. For more details, refer to the TableBuilder information, Microdata: Education and Work, Australia (cat. no. 6227.0.30.001).  A Confidentialised Unit Record File (CURF) containing confidentialised microdata from the SEW has been released biennially from 2001 to 2011.  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

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| **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 2013 Student Outcomes Surveya   |  |  |  |  | | --- | --- | --- | --- | |  | Provider Type | | | | Funding 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 2013 survey were released on 5 December 2013, 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 2 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 2: Desired accuracy levels of key survey measures for graduates   |  |  |  | | --- | --- | --- | | Level | Desired RSEs on estimates of proportion % | Achieved RSEs on estimates of proportion % | | Australia | 3 | <3 | | State/Territory | 5 | <3 |   The survey was not designed to provide estimates for small equity groups such as Indigenous and disability.  In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. In 2013, 102 622 students responded to the survey (after taking into account scope exclusions), 49 931 of whom were graduates. Response rates to the 2013 survey are shown in table 2.  Table 2: Response rates for graduates to  the 2013 Student Outcomes Survey   |  |  | | --- | --- | | **State/Territory** | **Response rate (per cent)** | | NSW | 43.4 | | VIC | 40.9 | | QLD | 41.3 | | SA | 46.1 | | WA | 40.4 | | Tas | 44.7 | | NT | 38.8 | | ACT | 41.0 | | Australia | 41.9 |   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. |
| **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 — Survey of Employer Use and Views

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| **Indicator** | NASWD indicator 2 |
| **Measure (computation)** | Survey of Employer Use and Views |
| **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 Survey of Employers’ Use and Views of the VET System provides biennial information about employers’ use and views of VET. Data are collected by computer assisted telephone interview (CATI).  The sample for the survey is drawn from the Australian Bureau of Statistics (ABS) Business Register.  The survey collects information from employers about:   * Organisational characteristics * How the organisation meets its skill needs * Vocational qualifications * Apprenticeships and traineeships * Nationally Recognised Training * Unaccredited training.   The survey provides benchmarking data and disaggregations by state/territory, employer size, industry and type of training used.  The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as a person working in, or operating from, this organisation including full time, part time and casual employees. An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.  The following organisations are out of scope of the survey:   * self-employed and not employing staff * private households employing staff * foreign diplomatic missions * consulates in Australia * defence force establishments * superannuation funds. |
| **Timeliness** | The Survey of Employers’ Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers’ training experiences in the 12 months preceding their interview. Results from the 2013 survey were released on the NCVER website in October 2013. |
| **Accuracy** | The survey is designed to produce estimates at the state, industry and employer size levels, with the approximate relative standard errors:   * Less than 8 per cent for state-level estimates * Less than 16 per cent for industry-level estimates * Less than 6 per cent for employer-size level estimates * Less than 3 per cent for Australia level estimates.   Employers in scope of the survey were randomly selected and stratified by:   * State (each of the 8 states and territories) * Industry (19 ANZSIC divisions) * Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).   Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data.  In 2013, a total of 9 052 interviews were conducted. Response rates to the 2013 survey are shown in table 1.  **Table 1: Response rates to the 2013 Survey of Employers’ Use and Views by state**   |  |  | | --- | --- | | **State/Territory** | **Response rate (%)** | | NSW | 73.3 | | Vic | 71.0 | | Qld | 74.7 | | SA | 75.7 | | WA | 75.8 | | Tas | 82.0 | | NT | 82.4 | | ACT | 79.7 | | Aust | 75.2 |   The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs). |
| **Coherence** | This is the fifth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007, 2009 and 2011. The majority of data items in the 2013 survey are directly comparable with those of the previous four surveys. |
| **Accessibility** | To aid interpretation of the data, information on the Survey of Employers’ Use and Views of the VET System is available on the NCVER website.  The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC). |
| **Interpretability** | Results of the survey are available free of charge on NCVER’s website at: http://www.ncver.edu.au/statistic/21066.html. Requests for more detailed statistical information or further information about the Survey of Employers’  Use and Views of the VET System can be made to:  NCVER on (08) 8230 8400 or surveys\_req@ncver.edu.au  A charge will be generally made by the NCVER for more complex requests for information. See NCVER’s fees and charges policy at http://www.ncver.edu.au/statistic/21075.html |

### Data quality statement — National VET provider collection

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| **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 was released on 12 July 2013. |
| **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 1 below.  Table 1: Proportion of students with ‘not known’ data (%)   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2006** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** | | Indigenous status | 15.4 | 10.7 | 10.0 | 9.8 | 8.4 | 7.2 | 5.1 | | Disability status | 18.7 | 15.1 | 13.4 | 13.2 | 13.6 | 12.8 | 10.7 | | Non-English speaking background | 16.4 | 11.6 | 10.7 | 10.5 | 8.2 | 7.4 | 7.2 | |
| **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 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. Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data between 2006 and 2010 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about\_aria.html>. 7. The ABS released a new version of the Socio-economic Indexes for Areas (SEIFA 2011) in March 2013. These indexes have been applied for 2011 and 2012 training data. The previous version of SEIFA (2006), based on postal areas and location mapped to ABS Statistical Local Area (SLA), is applied for training data prior to 2011. Training data for 2011-2012 is based on postal areas and location mapped with ABS Statistical Area 2 (SA2) to SEIFA 2011. Due to the underlying changes in populations, based on SLA to SEIFA 2006 and SA2 to SEIFA 2011, there has been a break in time series. 8. Data for qualifications completed in 2012 are based on preliminary data submissions and will be revised upward in the 2013 VET Provider Collection. Therefore, 2012 qualification completions are not presented. 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. |

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## Acronyms and abbreviations

.. not applicable

– zero, or rounded to zero

AATSIHS Australian Aboriginal and Torres Strait Islander Health Survey

ABS Australian Bureau of Statistics

ACE Adult and Community Education

ACT Australian Capital Territory

ALLS Adult Literacy and Life Skills Survey

AQF Australian Qualifications Framework

AQFT Australian Quality Training Framework

ARA Any responsible adult

ARIA Accessibility/Remoteness Index for Australia

ASCED Australian Standard Classification of Education

ASGC Australian Standard Geographical Classification

ASGS Australian Statistical Geography Standard

Aust Australia

AWPA Australian Workforce and Productivity Agency

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

LFS Labour Force Survey

LOTE Language other than English

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

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. |
| **Quintiles** | Quintiles are groups that results from ranking all people in the population in ascending order (from the lowest to the highest) according to their response to a data item (eg income), and then dividing the population into five equal groups, each comprising 20 per cent of the population. |
| **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 Australian Quality Training Framework (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. |