

National Agreement Performance Information 2013

National
Agreement for Skills
and Workforce
Development

*Steering Committee
for the Review of
Government
Service Provision*

April 2014

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ISBN 978-1-74037-481-1

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An appropriate citation for this paper is:

SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *National Agreement performance information 2013: National Agreement for Skills and Workforce Development*, Productivity Commission, Canberra.

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

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

Dear Mr Brumby

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

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

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

Yours sincerely



Peter Harris AO
Chairman

30 April 2014

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This Report

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

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

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

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

Steering Committee

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

Mr Peter Harris	Chairman	Productivity Commission
Ms Madonna Morton	Aust. Govt.	Department of Prime Minister and Cabinet
Mr Peter Robinson	Aust. Govt.	The Treasury
Mr Mark Thomman	Aust. Govt.	Department of Finance and Deregulation
Ms Janet Schorer	NSW	Department of Premier and Cabinet
Mr Rick Sondalini	NSW	Department of Treasury
Ms Katherine Whetton	VIC	Department of Premier and Cabinet
Mr Jeremy Nott	VIC	Department of Treasury and Finance
Mr Chris Chinn	QLD	Department of the Premier and Cabinet
Ms Janelle Thurlby	QLD	Department of Treasury
Ms Marion Burchell	WA	Department of the Premier and Cabinet
Mr Barry Thomas	WA	Department of Treasury
Mr Chris McGowan	SA	Department of the Premier and Cabinet
Ms Katrina Ball	SA	Department of Treasury and Finance
Ms Rebekah Burton	Tas	Department of Premier and Cabinet
Ms Nicole Masters	ACT	Chief Minister's Department
Mr Leigh Eldridge	NT	Department of the Chief Minister
Mr Bruce Michael	NT	NT Treasury
Mr Peter Harper		Australian Bureau of Statistics
Mr David Kalisch		Australian Institute of Health and Welfare

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

Mr Paul Cantrall	QLD	Department of Premier and Cabinet
Mr Coan Harvey	WA	Department of Treasury
Mr David Reynolds	SA	Department of Treasury and Finance
Ms Pam Davoren	ACT	Chief Minister's Department
Mr Geoffrey Rutledge	ACT	Chief Minister's Department
Mr Craig Graham	NT	Department of Treasury and Finance

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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)].

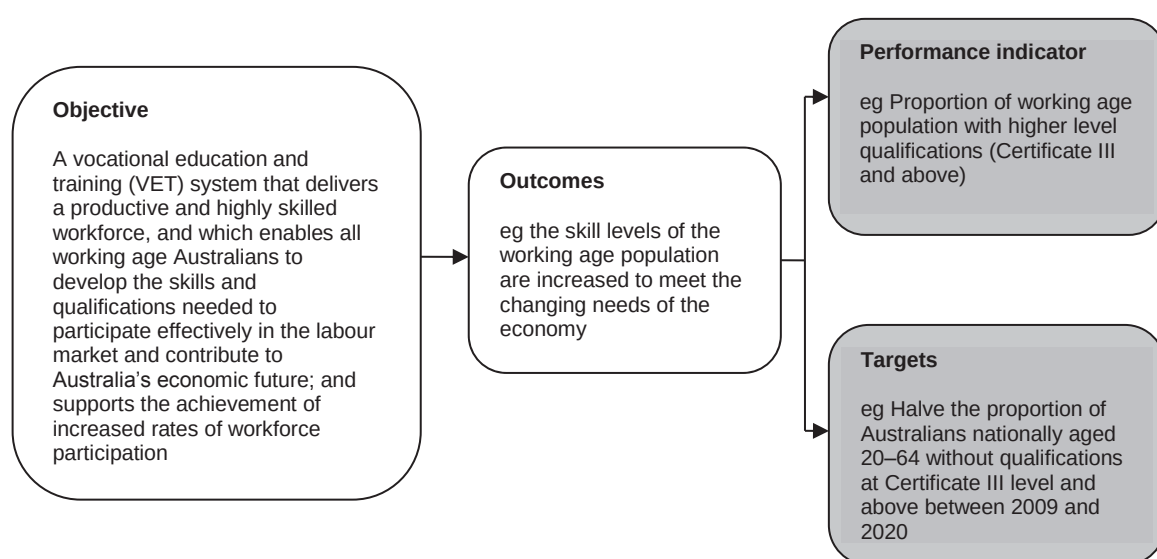
The COAG Reform Council (CRC) is responsible for monitoring and assessing the performance of all governments in achieving the outcomes and benchmarks specified in each NA. The CRC is required to provide to COAG the NA performance information and a comparative analysis of this information within three 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}**



^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.

Attachment tables

Data for the performance indicators in this report are presented in a separate set of attachment tables. Attachment tables are identified in references throughout this report by a 'SWD' prefix (for example, table SWD.3.1).

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

General

- 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)

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).

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

<i>Performance information category</i>	<i>Change</i>
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)**

<i>Performance information category</i>	<i>Change</i>
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).

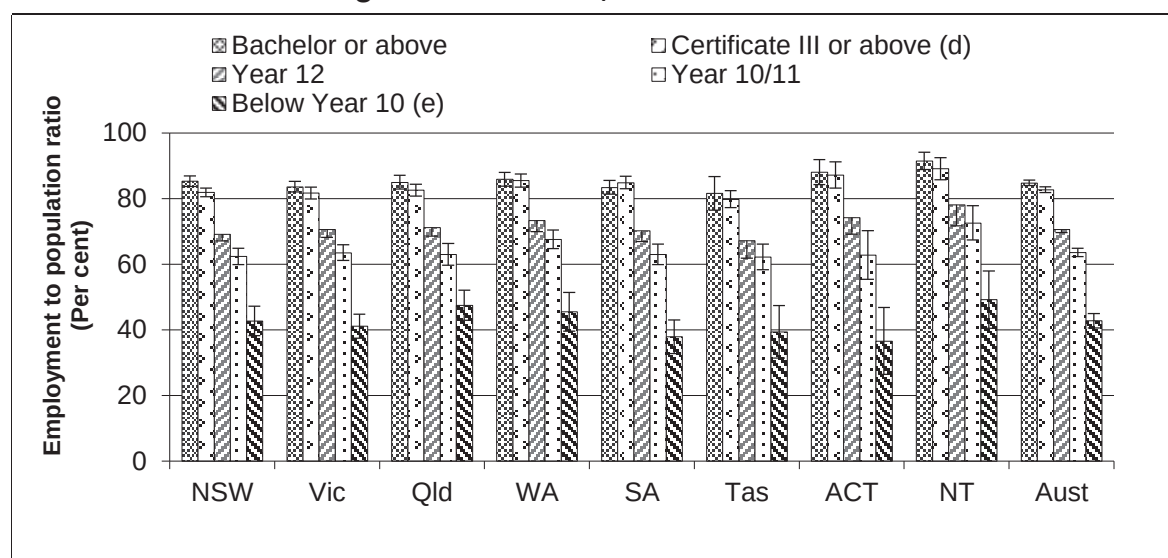
Skills are important for individuals and the economy, as they increase the capacity of individuals to participate effectively in the workforce and encourage innovation and development in the way work is done (Buchanan 2008; AWP 2012). Skill development is central to improved productivity and economic 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; AWP 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}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. Refer to the Survey of Education and Work Collection Data Quality Statement for information on data quality. ^b Data for this figure are provided at table SWD.C.1. Table SWD.C.2 provides data for the proportion of persons aged 25 to 44 years that are employed, by highest level of education. ^c SEW excludes persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by state/territory except for the Northern Territory where such persons account for about 15 per cent of the population. ^d Includes people whose highest level of educational attainment is Certificate III/IV, Advanced diploma/Diploma and Associate degree. ^e Includes 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

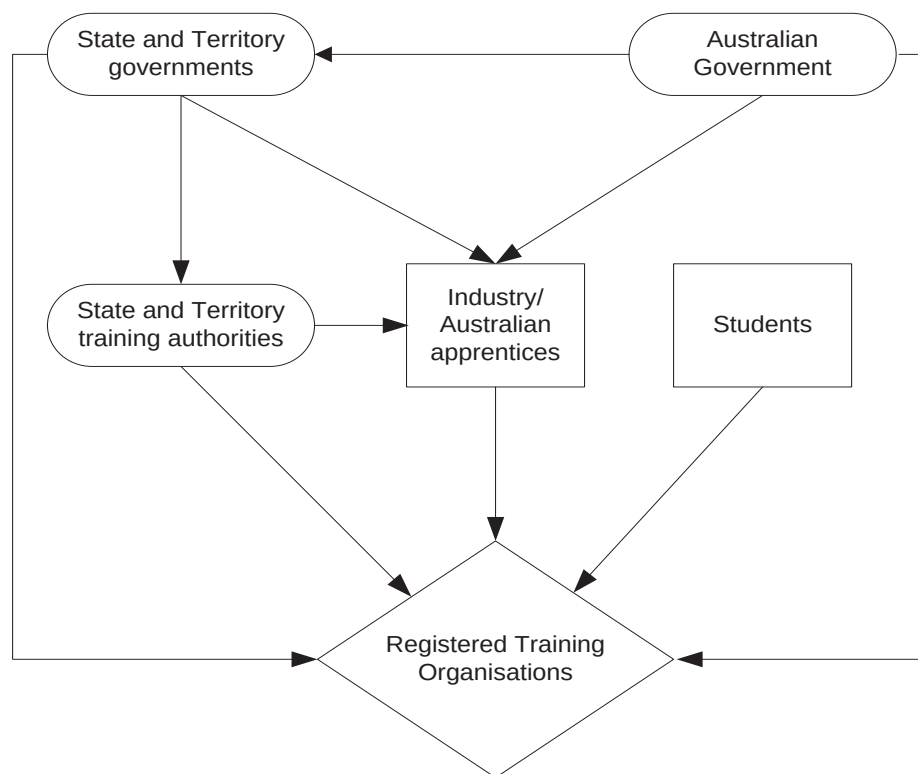
State and Territory governments provide funding to VET providers (Registered Training Organisations [RTOs]), students and employers through State and Territory training authorities, to support the delivery of training, improve student services and provide incentives for employers and apprentices. RTOs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



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**

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

-  Data available for reporting and used to report government funded activity
-  Data available for reporting and used to report VET activity
-  Data not available for reporting

Source: SCRGSP (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

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

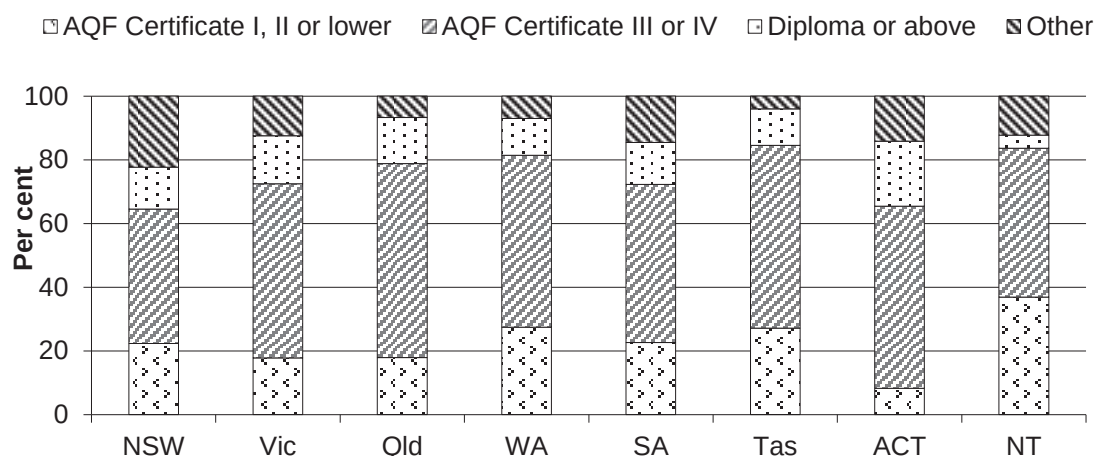
^a Refer to the National VET Provider Collection Data Quality Statement for information on data quality.

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

Courses

The VET sector is large and varied. Qualifications vary significantly in length, level and field, and range from non-award courses to AQF Certificates (levels I–IV), Diplomas, Advanced Diplomas and above. Nationally in 2012, 13.8 per cent of all VET students were undertaking a Diploma or above, 51.4 per cent were enrolled in an AQF Certificate level III or IV, 20.7 per cent were enrolled in an AQF Certificate level I or II or lower, and 14.1 per cent were enrolled in a course that did not lead directly to a qualification. The proportions of VET students, by course level, across jurisdictions, for 2012 are shown in figure 5 (data are available in table SWD.C.5).

Figure 5 Proportion of VET students, by course level, 2012 (per cent)^{a, b, c, d, e}



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

Source: 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}**

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

^a Refer to the National VET Provider Collection Data Quality Statement for information on data quality. ^b '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. ^d Certificate 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**

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

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

Source: NCVER (unpublished) National VET provider collection; table SWD.C.9.

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

Indigenous enrolments and completions

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

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

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

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

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

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

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

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

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

^b ‘Higher level VET qualifications’ refers to AQF Certificate III level or above. ^c Includes enrolments funded from all government sources due to the different classification of the PPP revenue.

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

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

Students

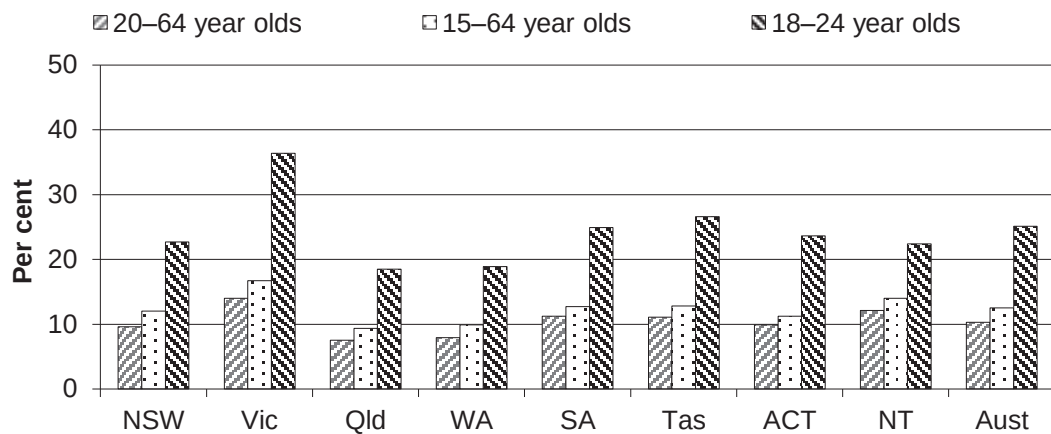
This section provides some brief contextual information on VET students, including data for selected equity groups.

Target age groups

VET can play an important role in preparing young people for work, developing the skills of adults and responding to labour market needs of the economy (OECD 2010).

Figure 6 shows VET participation rates for all students in 2012 by target age groups (data are available in table SWD.C.14).

Figure 6 **VET participation rates for all students by target age group, 2012 (per cent)^{a, b}**



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

Source: NCVER (unpublished) National VET provider collection; ABS (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}

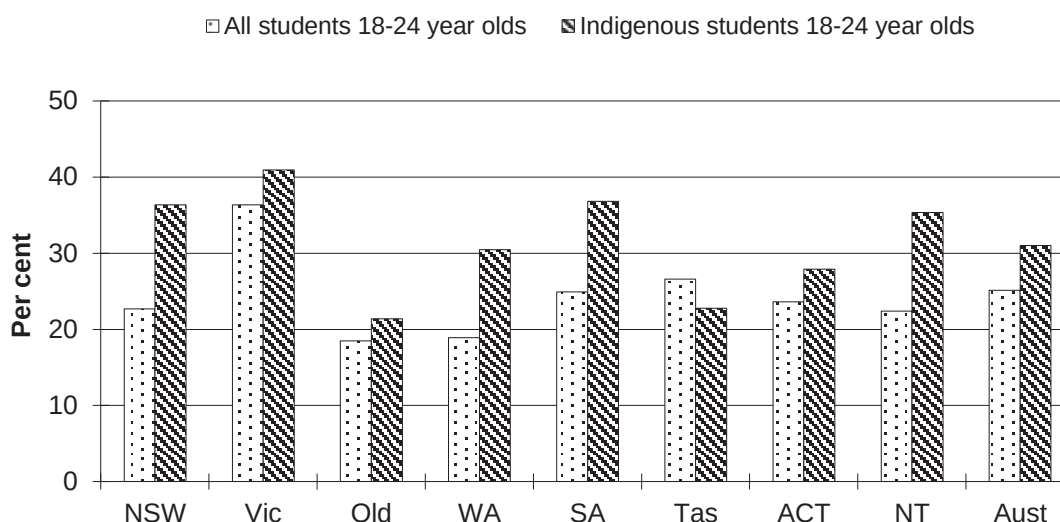
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of VET students reported as Indigenous	5.5	1.2	5.9	7.7	4.5	4.7	2.8	41.7	4.6
Proportion of population estimated as Indigenous ^{c, d}	2.9	0.9	4.2	3.8	2.3	4.7	1.7	29.8	3.0

^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}

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

LOTE = language other than English

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

^b People reported as speaking LOTE at home are defined as those who self-identify on enrolment forms that they speak LOTE at home. The non-response rates are presented in the National VET Provider Collection Data Quality Statement. ^c Proportion of population speaking LOTE at home based on 2011 Census of Population and Housing.

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

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

Disability

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

Nationally in 2012, 6.4 per cent of VET students identified as having 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}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Reported as having 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: NCVET (unpublished) National VET provider collection; table SWD.C.17.

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

Remoteness

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

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

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Major cities	6.1	9.8	5.8	6.1	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: • <i>numerator</i> — people aged 20–64 years who have not attained post school qualifications at or above AQF Certificate level III • <i>denominator</i> — total population of people aged 20–64 years and is expressed as a <i>percentage</i>. ‘Certificate III or above’ includes Certificate III, IV, Diploma, Advanced Diploma, Associate degree, Bachelor degree and above Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (i.e., Certificate nfd) are assumed to have attained below Certificate level III and are therefore <u>included</u> in the calculations (numerator and denominator) for this indicator Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore <u>included</u> in the calculations (numerator and denominator) for this indicator <u>Excludes</u> persons whose level of education was not stated (only applicable to Census data) 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:	(<i>Main</i>) <u>Census of Population and Housing</u> (Census). Data are collected every five years
	(<i>Supplementary</i>) <u>Survey of Education and Work</u> (SEW). Data are collected annually
Data provider:	ABS
Data availability:	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 <i>number</i> Includes: • courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification • government and non-government funded VET activity
Data source:	<i>Numerator</i> — <u>National VET Provider Collection</u> . 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

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

<i>Performance indicator</i>	<i>Page no. in this report</i>
1. Proportion of working age population with higher level qualifications (Certificate III and above)	33
2. Proportion of employers satisfied that training meets their needs	40
3. Proportion of working age population with adequate foundation skills (literacy level 3 or above)	43
4. Proportion of working age population with or working towards a non-school AQF qualification	46
5. Proportion of VET graduates with improved employment status after training	52
6. 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

<i>Performance Indicator</i>	<i>Page no. in this report</i>
7. Proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate level III or above	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:	(<i>Main</i>) <u>Census of Population and Housing</u> (Census). Data are collected every five years (<i>Supplementary — total, SES, non-Indigenous</i>) <u>Survey of Education and Work</u> (SEW). Data are collected annually

	<i>(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.</i>
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.

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

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.

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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.

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

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: • <i>numerator</i> — Employers (by employer type) who responded that they were satisfied or very satisfied with training as a way of meeting their skill needs • <i>denominator</i> — Employers engaged with the VET system (by employer type) and is expressed as a <i>percentage</i> ‘Employer type’ includes: • Employers with vocational qualifications as a job requirement • Employers with apprentices/trainees • Employers using nationally recognised training Does not include employers for whom a response to the satisfaction question was not stated Does not include employer satisfaction with unaccredited training or informal training.
Data source:	<u>Survey of Employer Use and Views (SEUV)</u> . Data are collected every two years
Data provider:	NCVER
Data availability:	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)

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.

Attachment tables

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

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.

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

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: • <i>numerator</i> — total number of people aged 20–64 years at PIACC literacy and numeracy levels [X]* or above • <i>denominator</i> — 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:	<u>Programme for the International Assessment of Adult competencies (PIAAC).</u>
Data provider:	ABS
Data availability:	PIAAC – 2011
Cross tabulations provided:	For each of literacy and numeracy - 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

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.

Attachment tables

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

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.

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

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: • <i>numerator</i> — people aged 20–64 years who have attained or are working towards a non-school qualification • <i>denominator</i> — total population of people aged 20–64 years and is expressed as a 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 <u>included</u> in the calculations for this indicator • Census data <u>include</u> persons where 'institution' is stated but 'full/part time status' is not stated (<u>excludes</u> persons where 'institution' and 'full/part time status' are both not stated). 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) <u>Census of Population and Housing</u> (Census). Data are collected every 5 years (Supplementary — total, SES, non-Indigenous) — <u>Survey of Education and Work</u> (SEW). Data are collected annually (Supplementary Indigenous) — <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and <u>National Aboriginal and Torres Strait Islander Health Survey</u> (NATSIHS) component of the Australian <u>Aboriginal and Torres Strait Islander Health Survey</u> (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)

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.

Attachment tables

Table SWD.4.1	Proportion of 20–64 year old population with a non-school qualification or who are currently studying for a non-school qualification, by 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

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.

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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.

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

Key amendments from previous cycle:	In response to a CRC recommendation, additional disaggregations are reported. 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: • <i>numerator</i> — VET graduates aged 20–64 years with an improved employment status after training • <i>denominator</i> — total VET graduates aged 20–64 years and is expressed as a <i>percentage</i> ‘Graduate’ is defined as: a past student who was awarded a 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:	<u>Student Outcomes Survey (SOS)</u>. Data are collected annually Data source <u>includes</u>: • Publicly funded VET activity (all providers) • Privately funded VET activity delivered by TAFE institutions, ACE providers and other government providers Data source <u>excludes</u>: • Recreation, leisure and personal enrichment (non-vocational programs) • Privately funded VET activity delivered by private providers • VET activity delivered at overseas campuses of Australian VET institutions

	• VET activity delivered in schools
Data provider:	NCVER
Data availability:	SOS — 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]

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).

Attachment tables

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)
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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.

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

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: • <i>numerator</i> — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level • <i>denominator</i> — AQF VET course <u>enrolments</u> by students aged 20–64 years and is expressed as a <i>percentage</i>
Supplementary measure:	The measure is defined as: • <i>numerator</i> — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level • <i>denominator</i> — AQF VET course qualifications <u>completions</u> by students aged 20–64 years and is expressed as a <i>percentage</i> 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:	<u>National VET Provider Collection</u> . 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).

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.

Attachment tables

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
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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
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Box 16 **Comment on data quality**

The DQS for this indicator has been prepared by the NCVET 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 from the data source are available on-line, and on request.

The Steering Committee also notes the following issues:

- Using enrolments as the denominator allows this indicator to assess the overall performance of the VET system, as it includes those people who started training but did not complete (and therefore did not improve their educational status). A supplementary measure using completions as 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 report 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).

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

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

Key amendments from previous cycle:	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: • <i>numerator</i> — People aged 20–64 years who have attained post school qualifications in AQF Certificate level III or above, or are currently studying a non-school qualification • <i>denominator</i> — total population of people aged 20–64 years presented as a <i>rate per 100 population</i> For persons 'with' a non-school qualification: • 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:	(<i>Main</i>) Numerator and denominator — <u>Census of Population and Housing</u> (Census) — Data are collected every five years (<i>Supplementary Indigenous</i>) Numerator and denominator — (Indigenous) <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and the <u>National Aboriginal and Torres Strait Islander Health Survey</u> (NATSIHS) component of the <u>Australian Aboriginal and Torres Strait Islander Health Survey</u> (AATSIHS) — Data are collected on an alternating three yearly cycle. (<i>Supplementary non-Indigenous</i>) <u>Survey of Education and Work</u> (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)

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.

Attachment tables

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

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.

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

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NASWD Target (a)

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

NASWD Target (b)

NASWD indicator 1

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

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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

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NASWD Target (a):

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

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Estimates and proportions										
20–64 year old population who do not have qualifications at or above Certificate III	'000	1 765.8	1 360.1	1 210.3	646.5	439.8	132.7	78.8	58.3	5 692.3
Total population aged 20–64 years	'000	4 336.6	3 444.7	2 740.4	1 506.3	981.4	287.9	234.9	131.2	13 663.3
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	%	40.7	39.5	44.2	42.9	44.8	46.1	33.5	44.5	41.7
Relative standard errors of estimates										
20–64 year old population who do not have qualifications at or above Certificate III	%	2.0	1.8	1.6	2.3	2.3	2.8	3.5	6.5	0.9
Total population aged 20–64 years	%	0.3	0.3	0.4	0.5	0.2	0.4	0.3	4.1	0.2
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	%	1.9	1.8	1.6	2.2	2.3	2.7	3.6	4.5	0.9
95 per cent confidence intervals										
20–64 year old population who do not have qualifications at or above Certificate III	±	67.7	47.7	38.5	28.5	19.6	7.2	5.5	7.4	100.5
Total population aged 20–64 years	±	26.1	18.8	19.7	15.4	4.8	2.2	1.2	10.5	51.0
Proportion of 20–64 year olds without a formal qualification at Certificate III level or above	±	1.5	1.4	1.4	1.8	2.0	2.4	2.4	4.0	0.8

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

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

(b) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

Source: ABS (2013) Survey of Education and Work, data cubes, 2013, Cat. no. 6227.0

NASWD Target (b):

No new data available for this report.

**Double the number of higher
level qualification completions
(Diploma and Advanced
Diploma) nationally between
2009 and 2020**

NASWD Indicator 1:

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

TABLE SWD.1.1

Table SWD.1.1 **Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2013 (a), (b), (c)**

	<i>Unit</i>	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	Total 20–64
Persons with higher level qualifications											
Certificate III/IV	'000	313.4	360.5	316.3	324.3	357.4	301.5	302.3	251.3	208.6	2 735.7
Diploma/Advanced Diploma	'000	110.6	178.2	178.5	180.0	200.2	172.3	168.7	148.1	108.8	1 445.3
Bachelor degree or above	'000	280.5	599.5	591.1	530.2	471.6	418.6	378.3	302.8	217.5	3 790.1
Total population											
Total	'000	1 645.1	1 720.2	1 646.7	1 538.6	1 630.0	1 506.3	1 508.1	1 316.5	1 152.0	13 663.3
Proportion of persons with higher level qualifications											
Certificate III/IV	%	19.0	21.0	19.2	21.1	21.9	20.0	20.0	19.1	18.1	20.0
Diploma/Advanced Diploma	%	6.7	10.4	10.8	11.7	12.3	11.4	11.2	11.2	9.4	10.6
Bachelor degree or above	%	17.1	34.9	35.9	34.5	28.9	27.8	25.1	23.0	18.9	27.7
Relative standard error of proportions											
Certificate III/IV	%	4.4	4.0	3.0	3.1	2.9	2.5	3.3	4.6	4.4	1.2
Diploma/Advanced Diploma	%	5.5	5.8	6.1	4.6	5.3	5.6	4.8	5.2	4.0	2.2
Bachelor degree or above	%	4.6	3.0	2.4	2.5	2.7	3.0	3.0	3.6	4.5	1.4
95 per cent confidence intervals of proportions											
Certificate III/IV	±	1.6	1.6	1.1	1.3	1.2	1.0	1.3	1.7	1.6	0.5
Diploma/Advanced Diploma	±	0.7	1.2	1.3	1.1	1.3	1.3	1.0	1.1	0.7	0.5
Bachelor degree or above	±	1.5	2.1	1.7	1.7	1.5	1.6	1.5	1.6	1.7	0.7

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

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

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

(c) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

Source: ABS (unpublished) Survey of Education and Work, 2013, Cat. no. 6227.0.

TABLE SWD.1.2

Table SWD.1.2 **Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2011 (a), (b)**

	<i>Unit</i>	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	Total 20–64
Persons with higher level qualifications											
Certificate III/IV	'000	271.1	316.6	295.1	316.8	313.7	310.0	264.7	242.5	199.6	2 530.1
Diploma/Advanced Diploma	'000	123.9	155.9	152.8	175.3	170.2	180.2	167.3	129.4	92.0	1 347.0
Bachelor degree or above	'000	249.1	592.8	533.8	496.8	435.2	348.6	350.4	286.2	223.8	3 516.7
Total population											
Total	'000	1 644.8	1 678.9	1 537.0	1 560.7	1 557.4	1 522.3	1 446.9	1 278.9	1 143.5	13 370.5
Proportion of persons with higher level qualifications											
Certificate III/IV	%	16.5	18.9	19.2	20.3	20.1	20.4	18.3	19.0	17.5	18.9
Diploma/Advanced Diploma	%	7.5	9.3	9.9	11.2	10.9	11.8	11.6	10.1	8.0	10.1
Bachelor degree or above	%	15.1	35.3	34.7	31.8	27.9	22.9	24.2	22.4	19.6	26.3
Relative standard error of proportions											
Certificate III/IV	%	4.6	4.1	3.6	3.5	2.5	4.1	2.8	4.3	4.4	1.5
Diploma/Advanced Diploma	%	7.2	7.6	5.9	4.8	4.3	4.5	4.8	4.3	6.1	1.8
Bachelor degree or above	%	4.2	2.3	2.0	2.7	2.6	2.3	2.7	3.5	4.8	1.2
95 per cent confidence intervals of proportions											
Certificate III/IV	±	1.5	1.5	1.4	1.4	1.0	1.6	1.0	1.6	1.5	0.6
Diploma/Advanced Diploma	±	1.1	1.4	1.2	1.1	0.9	1.0	1.1	0.9	1.0	0.4
Bachelor degree or above	±	1.2	1.6	1.4	1.7	1.4	1.0	1.3	1.5	1.8	0.6

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

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

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

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

TABLE SWD.1.3

Table SWD.1.3 **Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2010 (a), (b)**

	<i>Unit</i>	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	Total 20–64
Persons with higher level qualifications											
Certificate III/IV	'000	260.1	305.3	277.1	317.1	296.0	322.0	296.6	236.4	161.8	2 472.5
Diploma/Advanced Diploma	'000	120.3	166.1	154.1	167.0	179.6	163.4	160.1	133.9	104.6	1 349.2
Bachelor degree or above	'000	257.2	557.4	513.1	474.6	400.7	375.3	326.3	254.6	204.0	3 363.3
Total population											
Total	'000	1 625.2	1 641.9	1 507.2	1 589.3	1 516.7	1 525.2	1 413.0	1 261.4	1 087.0	13 167.0
Proportion of persons with higher level qualifications											
Certificate III/IV	%	16.0	18.6	18.4	20.0	19.5	21.1	21.0	18.7	14.9	18.8
Diploma/Advanced Diploma	%	7.4	10.1	10.2	10.5	11.8	10.7	11.3	10.6	9.6	10.2
Bachelor degree or above	%	15.8	34.0	34.0	29.9	26.4	24.6	23.1	20.2	18.8	25.5
Relative standard error of proportions											
Certificate III/IV	%	3.3	3.6	3.1	3.0	2.8	3.2	3.2	4.1	4.6	1.5
Diploma/Advanced Diploma	%	5.2	5.2	4.9	5.2	4.1	4.3	4.5	4.6	6.2	1.5
Bachelor degree or above	%	4.2	2.4	2.7	2.6	2.9	3.4	3.5	3.5	5.4	1.2
95 per cent confidence intervals of proportions											
Certificate III/IV	±	1.0	1.3	1.1	1.2	1.1	1.3	1.3	1.5	1.3	0.5
Diploma/Advanced Diploma	±	0.8	1.0	1.0	1.1	1.0	0.9	1.0	1.0	1.2	0.3
Bachelor degree or above	±	1.3	1.6	1.8	1.5	1.5	1.6	1.6	1.4	2.0	0.6

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

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

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

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

TABLE SWD.1.4

Table SWD.1.4 **Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2009 (a), (b)**

	<i>Unit</i>	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	Total 20–64
Persons with higher level qualifications											
Certificate III/IV	'000	220.7	266.2	245.9	297.6	282.1	292.1	256.4	218.7	158.1	2 237.8
Diploma/Advanced Diploma	'000	98.8	153.9	148.1	175.9	154.8	140.1	143.6	119.2	95.5	1 229.9
Bachelor degree or above	'000	254.9	537.3	489.5	459.2	370.2	365.1	324.2	259.4	198.2	3 258.1
Total population											
Total	'000	1 512.7	1 519.9	1 448.1	1 573.5	1 479.4	1 521.6	1 375.1	1 229.2	1 058.4	12 717.9
Proportion of persons with higher level qualifications											
Certificate III/IV	%	14.6	17.5	17.0	18.9	19.1	19.2	18.6	17.8	14.9	17.6
Diploma/Advanced Diploma	%	6.5	10.1	10.2	11.2	10.5	9.2	10.4	9.7	9.0	9.7
Bachelor degree or above	%	16.9	35.4	33.8	29.2	25.0	24.0	23.6	21.1	18.7	25.6
Relative standard error of proportions											
Certificate III/IV	%	6.9	4.4	4.5	3.9	4.7	3.2	3.2	6.0	6.0	1.6
Diploma/Advanced Diploma	%	8.1	5.4	5.7	5.3	5.5	6.5	6.9	5.6	7.0	2.2
Bachelor degree or above	%	4.2	3.2	2.7	2.9	4.5	3.8	4.4	4.2	6.5	1.6
95 per cent confidence intervals of proportions											
Certificate III/IV	±	2.0	1.5	1.5	1.4	1.7	1.2	1.2	2.1	1.8	0.5
Diploma/Advanced Diploma	±	1.0	1.1	1.1	1.2	1.1	1.2	1.4	1.1	1.2	0.4
Bachelor degree or above	±	1.4	2.2	1.8	1.7	2.2	1.8	2.0	1.7	2.4	0.8

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

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

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

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

TABLE SWD.1.5

Table SWD.1.5 **Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by age, 2007 (a), (b)**

	<i>Unit</i>	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	Total 20–64
Persons with higher level qualifications											
Certificate III/IV	'000	216.3	247.5	258.5	281.5	289.3	277.1	217.1	199.6	148.4	2 135.3
Diploma/Advanced Diploma	'000	101.5	132.4	153.5	135.6	141.7	147.2	130.5	118.3	82.3	1 142.9
Bachelor degree or above	'000	227.7	440.4	418.1	395.7	336.4	318.1	304.7	225.0	162.7	2 828.7
Total population											
Total	'000	1 443.1	1 389.5	1 420.3	1 505.9	1 469.3	1 474.5	1 322.3	1 222.2	992.7	12 239.8
Proportion of persons with higher level qualifications											
Certificate III/IV	%	15.0	17.8	18.2	18.7	19.7	18.8	16.4	16.3	14.9	17.4
Diploma/Advanced Diploma	%	7.0	9.5	10.8	9.0	9.6	10.0	9.9	9.7	8.3	9.3
Bachelor degree or above	%	15.8	31.7	29.4	26.3	22.9	21.6	23.0	18.4	16.4	23.1
Relative standard error of proportions											
Certificate III/IV	%	3.6	3.5	2.8	2.8	2.8	3.2	3.6	3.7	4.4	1.2
Diploma/Advanced Diploma	%	6.1	4.1	5.6	4.5	5.4	6.1	5.4	5.2	6.9	2.1
Bachelor degree or above	%	3.9	2.9	2.8	2.8	2.8	3.2	3.6	3.8	3.6	1.4
95 per cent confidence intervals of proportions											
Certificate III/IV	±	1.0	1.2	1.0	1.0	1.1	1.2	1.2	1.2	1.3	0.4
Diploma/Advanced Diploma	±	0.8	0.8	1.2	0.8	1.0	1.2	1.1	1.0	1.1	0.4
Bachelor degree or above	±	1.2	1.8	1.6	1.4	1.3	1.3	1.6	1.4	1.2	0.6

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

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

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

Source: ABS (unpublished) Survey of Education and Work, 2007, Cat. no. 6227.0.

Table SWD.1.6 Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by remoteness, 2013 (a), (b), (c)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
Persons aged 20-64 years with higher level qualifications					
Certificate III/IV	'000	1 656.7	710.4	299.9	68.6
Diploma/Advanced Diploma	'000	1 078.6	262.5	88.0	16.2
Bachelor degree or above	'000	3 112.9	464.8	177.0	35.3
Total population aged 20-64 years					
Total	'000	9 666.6	2 636.8	1 117.5	242.5
Proportion of persons aged 20-64 years with higher level qualification					
Certificate III/IV	%	17.1	26.9	26.8	28.3
Diploma/Advanced Diploma	%	11.2	10.0	7.9	6.7
Bachelor degree or above	%	32.2	17.6	15.8	14.6
Relative standard error of proportions					
Certificate III/IV	%	1.5	2.1	3.7	11.7
Diploma/Advanced Diploma	%	2.4	4.7	6.6	14.8
Bachelor degree or above	%	1.6	4.2	6.0	14.2
95 per cent confidence intervals of proportions					
Certificate III/IV	±	0.5	1.1	1.9	6.5
Diploma/Advanced Diploma	±	0.5	0.9	1.0	1.9
Bachelor degree or above	±	1.0	1.4	1.9	4.0

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

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

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

(c) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

Source: ABS (unpublished) Survey of Education and Work, 2013, Cat. no. 6227.0.

Table SWD.1.7 Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by remoteness, 2012 (a), (b)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
Persons aged 20-64 years with higher level qualifications					
Certificate III/IV	'000	1 556.3	659.8	264.3	55.1
Diploma/Advanced Diploma	'000	1 118.5	242.5	90.7	21.6
Bachelor degree or above	'000	3 096.5	459.1	174.3	37.2
Total population aged 20-64 years					
Total	'000	9 535.7	2 510.5	1 092.3	237.0
Proportion of persons aged 20-64 years with higher level qualification					
Certificate III/IV	%	16.3	26.3	24.2	23.2
Diploma/Advanced Diploma	%	11.7	9.7	8.3	9.1
Bachelor degree or above	%	32.5	18.3	16.0	15.7
Relative standard error of proportions					
Certificate III/IV	%	1.7	2.6	3.2	11.6
Diploma/Advanced Diploma	%	2.3	4.8	7.3	18.1
Bachelor degree or above	%	1.3	4.1	5.4	9.3
95 per cent confidence intervals of proportions					
Certificate III/IV	±	0.6	1.4	1.5	5.3
Diploma/Advanced Diploma	±	0.5	0.9	1.2	3.2
Bachelor degree or above	±	0.9	1.5	1.7	2.8

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

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

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

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

Table SWD.1.8 Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by remoteness, 2011 (a), (b)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/Very remote</i>
Persons aged 20-64 years with higher level qualifications					
Certificate III/IV	'000	1 556.1	654.3	268.0	51.7
Diploma/Advanced Diploma	'000	988.3	239.8	96.7	22.2
Bachelor degree or above	'000	2 890.6	431.7	169.8	24.6
Total population aged 20-64 years					
Total	'000	9 412.1	2 599.6	1 125.3	233.4
Proportion of persons aged 20-64 years with higher level qualification					
Certificate III/IV	%	16.5	25.2	23.8	22.1
Diploma/Advanced Diploma	%	10.5	9.2	8.6	9.5
Bachelor degree or above	%	30.7	16.6	15.1	10.5
Relative standard error of proportions					
Certificate III/IV	%	2.0	2.5	4.9	8.4
Diploma/Advanced Diploma	%	2.2	4.8	7.2	7.8
Bachelor degree or above	%	1.3	4.6	7.6	11.2
95 per cent confidence intervals of proportions					
Certificate III/IV	±	0.7	1.3	2.3	3.7
Diploma/Advanced Diploma	±	0.4	0.9	1.2	1.5
Bachelor degree or above	±	0.8	1.5	2.2	2.3

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

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

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

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

Table SWD.1.9 Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by remoteness, 2010 (a), (b)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/Very remote</i>
Persons aged 20-64 years with higher level qualifications					
Certificate III/IV	'000	1 519.5	627.9	274.4	50.6
Diploma/Advanced Diploma	'000	998.3	229.6	98.8	22.5
Bachelor degree or above	'000	2 788.1	391.4	158.0	25.9
Total population aged 20-64 years					
Total	'000	9 334.8	2 479.0	1 126.1	227.0
Proportion of persons aged 20-64 years with higher level qualification					
Certificate III/IV	%	16.3	25.3	24.4	22.3
Diploma/Advanced Diploma	%	10.7	9.3	8.8	9.9
Bachelor degree or above	%	29.9	15.8	14.0	11.4
Relative standard error of proportions					
Certificate III/IV	%	1.7	3.0	3.6	7.3
Diploma/Advanced Diploma	%	1.9	4.1	5.0	10.9
Bachelor degree or above	%	1.3	4.2	5.1	10.2
95 per cent confidence intervals of proportions					
Certificate III/IV	±	0.5	1.5	1.7	3.2
Diploma/Advanced Diploma	±	0.4	0.8	0.9	2.1
Bachelor degree or above	±	0.7	1.3	1.4	2.3

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

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

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

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

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

	Unit	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Persons aged 20-64 years with higher level qualifications						
Certificate III/IV	'000	518.2	616.2	659.0	528.0	400.0
Diploma/Advanced Diploma	'000	186.8	271.2	313.5	342.3	326.6
Bachelor degree or above	'000	307.4	519.4	707.3	939.1	1 299.9
Total population aged 20-64 years						
Total	'000	2 302.6	2 618.5	2 870.9	2 895.6	2 912.5
Proportion of persons aged 20-64 years with higher level qualification						
Certificate III/IV	%	22.5	23.5	23.0	18.2	13.7
Diploma/Advanced Diploma	%	8.1	10.4	10.9	11.8	11.2
Bachelor degree or above	%	13.4	19.8	24.6	32.4	44.6
Relative standard error of proportions						
Certificate III/IV	%	3.9	2.3	3.7	3.5	3.5
Diploma/Advanced Diploma	%	6.6	4.3	4.9	3.7	3.7
Bachelor degree or above	%	3.2	4.3	3.8	2.9	2.0
95 per cent confidence intervals of proportions						
Certificate III/IV	±	1.7	1.1	1.7	1.3	0.9
Diploma/Advanced Diploma	±	1.0	0.9	1.0	0.9	0.8
Bachelor degree or above	±	0.8	1.7	1.8	1.9	1.8

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

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

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

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

(d) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

Source: ABS (unpublished) Survey of Education and Work, 2013, Cat. no. 6227.0.

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 (a), (b), (c)

	Unit	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Persons aged 20-64 years with higher level qualifications						
Certificate III/IV	'000	460.7	566.5	571.4	559.8	376.5
Diploma/Advanced Diploma	'000	193.2	254.4	325.7	360.7	337.7
Bachelor degree or above	'000	334.8	549.8	727.7	973.2	1 177.6
Total population aged 20-64 years						
Total	'000	2 272.4	2 576.8	2 778.5	3 019.4	2 717.2
Proportion of persons aged 20-64 years with higher level qualification						
Certificate III/IV	%	20.3	22.0	20.6	18.5	13.9
Diploma/Advanced Diploma	%	8.5	9.9	11.7	11.9	12.4
Bachelor degree or above	%	14.7	21.3	26.2	32.2	43.3
Relative standard error of proportions						
Certificate III/IV	%	3.4	3.2	2.9	4.0	4.2
Diploma/Advanced Diploma	%	4.6	4.3	4.1	4.0	3.1
Bachelor degree or above	%	4.6	3.4	2.8	2.5	2.2
95 per cent confidence intervals of proportions						
Certificate III/IV	±	1.4	1.4	1.2	1.5	1.1
Diploma/Advanced Diploma	±	0.8	0.8	0.9	0.9	0.8
Bachelor degree or above	±	1.3	1.4	1.4	1.6	1.8

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

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

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

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

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

Table SWD.1.12 Proportion of working age population with higher level qualifications (Certificate III level and above), by qualification level, by SES (SEIFA IRSD), 2011 (a), (b), (c)

	Unit	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Persons aged 20-64 years with higher level qualifications						
Certificate III/IV	'000	438.5	544.6	590.8	537.5	407.2
Diploma/Advanced Diploma	'000	171.3	228.5	261.9	321.3	359.4
Bachelor degree or above	'000	311.4	442.6	647.6	867.9	1 241.9
Total population aged 20-64 years						
Total	'000	2 170.9	2 458.1	2 714.9	2 922.2	3 055.1
Proportion of persons aged 20-64 years with higher level qualification						
Certificate III/IV	%	20.2	22.2	21.8	18.4	13.3
Diploma/Advanced Diploma	%	7.9	9.3	9.6	11.0	11.8
Bachelor degree or above	%	14.3	18.0	23.9	29.7	40.7
Relative standard error of proportions						
Certificate III/IV	%	3.3	3.6	2.6	3.4	4.1
Diploma/Advanced Diploma	%	4.4	5.3	4.1	3.9	3.5
Bachelor degree or above	%	5.5	4.7	3.0	3.4	1.9
95 per cent confidence intervals of proportions						
Certificate III/IV	±	1.3	1.6	1.1	1.2	1.1
Diploma/Advanced Diploma	±	0.7	1.0	0.8	0.8	0.8
Bachelor degree or above	±	1.6	1.7	1.4	2.0	1.5

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

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

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

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

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

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 (a), (b), (c)

	Unit	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Persons aged 20-64 years with higher level qualifications						
Certificate III/IV	'000	410.4	558.2	532.3	528.7	430.4
Diploma/Advanced Diploma	'000	179.1	212.2	291.0	318.5	345.2
Bachelor degree or above	'000	293.1	443.9	588.4	833.6	1 193.0
Total population aged 20-64 years						
Total	'000	2 138.0	2 439.6	2 590.0	2 907.8	3 045.2
Proportion of persons aged 20-64 years with higher level qualification						
Certificate III/IV	%	19.2	22.9	20.6	18.2	14.1
Diploma/Advanced Diploma	%	8.4	8.7	11.2	11.0	11.3
Bachelor degree or above	%	13.7	18.2	22.7	28.7	39.2
Relative standard error of proportions						
Certificate III/IV	%	3.7	2.8	2.9	3.6	4.1
Diploma/Advanced Diploma	%	5.5	4.0	4.3	4.3	3.0
Bachelor degree or above	%	3.4	3.4	2.4	3.3	2.4
95 per cent confidence intervals of proportions						
Certificate III/IV	±	1.4	1.2	1.2	1.3	1.1
Diploma/Advanced Diploma	±	0.9	0.7	1.0	0.9	0.7
Bachelor degree or above	±	0.9	1.2	1.1	1.9	1.8

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

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

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

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

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

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 (a), (b), (c)

	Unit	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Persons aged 20-64 years with higher level qualifications						
Certificate III/IV	'000	371.2	480.5	473.3	517.4	379.2
Diploma/Advanced Diploma	'000	149.4	196.1	260.1	294.6	327.1
Bachelor degree or above	'000	304.8	443.7	589.9	742.2	1 166.1
Total population aged 20-64 years						
Total	'000	2 117.7	2 350.6	2 515.7	2 764.6	2 895.5
Proportion of persons aged 20-64 years with higher level qualification						
Certificate III/IV	%	17.5	20.4	18.8	18.7	13.1
Diploma/Advanced Diploma	%	7.1	8.3	10.3	10.7	11.3
Bachelor degree or above	%	14.4	18.9	23.5	26.8	40.3
Relative standard error of proportions						
Certificate III/IV	%	4.8	3.3	4.5	2.7	3.9
Diploma/Advanced Diploma	%	5.6	6.4	4.9	4.3	4.3
Bachelor degree or above	%	5.2	4.7	3.7	3.8	2.60
95 per cent confidence intervals of proportions						
Certificate III/IV	±	1.7	1.3	1.7	1.0	1.0
Diploma/Advanced Diploma	±	0.8	1.0	1.0	0.9	1.0
Bachelor degree or above	±	1.5	1.7	1.7	2.0	2.1

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

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

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

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

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

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 (a), (b), (c)

	Unit	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Persons aged 20-64 years with higher level qualifications						
Certificate III/IV	'000	380.8	464.5	462.7	504.3	363.1
Diploma/Advanced Diploma	'000	142.9	209.5	230.3	307.1	328.3
Bachelor degree or above	'000	255.3	391.1	551.3	732.0	1 087.0
Total population aged 20-64 years						
Total	'000	2 047.3	2 296.8	2 441.8	2 748.1	2 793.4
Proportion of persons aged 20-64 years with higher level qualification						
Certificate III/IV	%	18.6	20.2	19.0	18.4	13.0
Diploma/Advanced Diploma	%	7.0	9.1	9.4	11.2	11.8
Bachelor degree or above	%	12.5	17.0	22.6	26.6	38.9
Relative standard error of proportions						
Certificate III/IV	%	4.1	3.2	2.8	3.3	4.0
Diploma/Advanced Diploma	%	5.8	5.1	4.0	4.0	4.4
Bachelor degree or above	%	7.4	3.6	3.2	3.2	2.1
95 per cent confidence intervals of proportions						
Certificate III/IV	±	1.5	1.3	1.0	1.2	1.0
Diploma/Advanced Diploma	±	0.8	0.9	0.7	0.9	1.0
Bachelor degree or above	±	1.8	1.2	1.4	1.7	1.6

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

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

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

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

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

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 (a), (b)

	<i>Unit</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>
Persons aged 20-64 years with higher level qualifications			
Certificate III/IV	'000	72.5	2 488.5
Diploma/Advanced Diploma	'000	20.2	1 459.7
Bachelor degree or above	'000	19.8	3 753.8
Total population aged 20-64 years			
Total	'000	317.1	13 170.6
Proportion of persons aged 20-64 years with higher level qualifications			
Certificate III/IV	%	22.9	18.9
Diploma/Advanced Diploma	%	6.4	11.1
Bachelor degree or above	%	6.2	28.5
Relative standard error of proportions			
Certificate III/IV	%	4.0	1.2
Diploma/Advanced Diploma	%	8.3	1.8
Bachelor degree or above	%	7.8	1.3
95 per cent confidence intervals of proportions			
Certificate III/IV	±	1.8	0.4
Diploma/Advanced Diploma	±	1.0	0.4
Bachelor degree or above	±	0.9	0.7

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

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

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

Source: ABS (unpublished) NATSIHS component of the AATSIHS, 2012-13 and ABS (unpublished) Survey of Education and Work, 2012.

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 (a), (b)

	<i>Unit</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>
Persons aged 20-64 years with higher level qualifications			
Certificate III/IV	'000	40.0	2 162.2
Diploma/Advanced Diploma	'000	12.4	1 218.3
Bachelor degree or above	'000	14.1	3 022.0
Total population aged 20-64 years			
Total	'000	251.9	12 264.2
Proportion of persons aged 20-64 years with higher level qualifications			
Certificate III/IV	%	15.9	17.6
Diploma/Advanced Diploma	%	4.9	9.9
Bachelor degree or above	%	5.6	24.6
Relative standard error of proportions			
Certificate III/IV	%	5.0	1.5
Diploma/Advanced Diploma	%	9.4	1.7
Bachelor degree or above	%	8.1	1.3
95 per cent confidence intervals of proportions			
Certificate III/IV	±	1.6	0.5
Diploma/Advanced Diploma	±	0.9	0.3
Bachelor degree or above	±	0.9	0.7

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

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

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

Source: ABS (unpublished) NATSISS 2007-08 and ABS (unpublished) Survey of Education and Work, 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 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons with higher level qualifications										
Age group (years)										
20–24	%	42.7	44.2	41.7	43.5	42.7	42.2	40.0	31.0	42.8
25–29	%	67.3	71.7	61.4	62.7	58.6	62.8	73.7	63.7	66.2
30–34	%	68.0	70.3	61.3	63.4	57.0	61.9	76.2	53.4	65.9
35–39	%	69.9	67.3	65.3	65.2	65.3	57.9	72.1	65.5	67.2
40–44	%	62.6	66.3	60.2	62.4	62.9	55.4	78.1	64.1	63.1
45–49	%	59.2	61.3	57.8	59.3	55.5	54.9	69.5	57.6	59.2
50–54	%	58.9	54.7	55.6	55.4	54.6	49.3	65.2	55.2	56.3
54–59	%	52.2	55.5	53.0	52.3	51.8	50.0	65.6	56.9	53.3
60–64	%	48.4	46.5	42.4	44.5	47.9	53.8	53.1	43.8	46.4
20–64	%	59.3	60.5	55.8	57.1	55.2	53.9	66.5	55.5	58.3
Relative standard errors of the proportion										
Age group (years)										
20–24	%	5.6	3.9	4.5	6.7	4.7	9.5	10.9	19.8	2.6
25–29	%	2.5	2.6	2.9	3.9	5.8	5.2	4.5	6.7	1.4
30–34	%	2.4	2.8	3.2	4.9	4.8	4.7	4.3	7.8	1.5
35–39	%	1.8	2.6	2.9	4.5	3.7	7.5	4.3	8.0	1.0
40–44	%	2.5	2.5	2.9	3.0	3.4	5.5	3.3	4.8	1.3
45–49	%	3.1	2.2	3.7	3.7	3.5	6.2	5.6	7.3	1.2
50–54	%	3.3	3.0	3.9	3.5	3.4	5.2	6.5	8.5	1.6
54–59	%	3.6	3.4	2.9	4.3	5.6	5.9	7.1	8.7	1.9
60–64	%	3.6	4.3	5.5	7.2	4.8	7.5	10.3	12.7	2.3
20–64	%	1.3	1.2	1.3	1.6	1.9	2.3	1.8	3.6	0.7
95 per cent confidence intervals										
Age group (years)										
20–24	±	4.7	3.4	3.7	5.7	4.0	7.8	8.5	12.0	2.1

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
25–29	±	3.2	3.6	3.5	4.8	6.7	6.4	6.6	8.4	1.8
30–34	±	3.2	3.8	3.9	6.1	5.4	5.6	6.4	8.2	2.0
35–39	±	2.4	3.4	3.8	5.8	4.8	8.5	6.1	10.3	1.3
40–44	±	3.1	3.3	3.4	3.7	4.2	5.9	5.0	6.0	1.6
45–49	±	3.6	2.7	4.2	4.3	3.9	6.7	7.7	8.3	1.4
50–54	±	3.8	3.2	4.2	3.8	3.7	5.1	8.3	9.2	1.8
54–59	±	3.7	3.7	3.0	4.4	5.7	5.8	9.2	9.7	2.0
60–64	±	3.4	3.9	4.5	6.3	4.5	7.9	10.7	10.9	2.1
20–64	±	1.5	1.4	1.4	1.8	2.0	2.4	2.4	4.0	0.8

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

(d) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

Source: ABS Survey of Education and Work, Additional data cubes, 2013, Cat. no. 6227.0.55.003

TABLE SWD.1.19

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons with higher level qualifications										
Age group (years)										
20–24	%	43.8	41.9	40.4	42.6	34.1	32.7	39.9	28.4	41.4
25–29	%	70.0	69.0	58.9	64.9	59.2	58.6	73.9	53.1	66.0
30–34	%	70.2	71.4	63.5	66.4	64.5	63.4	77.1	64.6	68.4
35–39	%	69.1	67.9	61.9	63.6	63.1	63.4	73.9	61.8	66.2
40–44	%	67.7	64.7	56.0	60.8	59.8	53.2	76.5	57.5	63.0
45–49	%	61.2	58.1	54.2	61.0	55.0	65.8	71.8	60.3	58.8
50–54	%	56.7	55.6	51.5	52.9	50.5	53.8	64.3	59.4	54.6
54–59	%	54.0	53.6	52.7	52.4	49.0	52.0	64.0	53.5	53.2
60–64	%	45.1	50.5	49.2	50.3	41.2	45.2	60.4	52.7	47.8
20–64	%	60.5	59.7	54.5	57.6	53.0	54.1	67.0	54.9	58.1
Relative standard errors of the proportion										
Age group (years)										
20–24	%	4.0	4.5	4.9	5.9	6.8	11.3	6.9	14.8	1.8
25–29	%	2.3	2.5	3.3	4.4	4.3	5.3	4.9	10.0	1.2
30–34	%	2.5	2.3	2.8	3.1	3.8	6.1	4.5	5.0	1.3
35–39	%	2.6	2.7	3.4	3.5	4.0	5.6	3.6	6.7	1.4
40–44	%	2.5	2.4	3.4	3.3	4.7	6.4	4.1	6.8	1.2
45–49	%	2.8	3.2	4.0	3.9	3.6	4.2	4.7	8.1	1.6
50–54	%	2.6	3.4	4.7	4.5	4.2	6.0	5.8	6.2	1.3
54–59	%	3.0	3.4	5.4	3.6	5.0	5.5	5.1	11.1	1.5
60–64	%	4.4	3.5	4.8	4.1	4.4	7.6	7.3	9.8	1.7
20–64	%	0.9	1.3	1.8	1.5	1.6	2.2	2.0	3.3	0.5
95 per cent confidence intervals										
Age group (years)										
20–24	±	3.4	3.7	3.9	4.9	4.6	7.3	5.4	8.2	1.4

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
25–29	±	3.1	3.4	3.9	5.6	5.0	6.1	7.0	10.4	1.5
30–34	±	3.4	3.3	3.5	4.1	4.8	7.5	6.7	6.4	1.7
35–39	±	3.6	3.6	4.1	4.3	5.0	6.9	5.2	8.1	1.9
40–44	±	3.4	3.0	3.7	3.9	5.5	6.7	6.2	7.6	1.5
45–49	±	3.3	3.7	4.3	4.7	3.9	5.4	6.6	9.6	1.8
50–54	±	2.9	3.7	4.7	4.7	4.2	6.3	7.3	7.2	1.4
54–59	±	3.2	3.6	5.6	3.7	4.8	5.6	6.4	11.6	1.6
60–64	±	3.9	3.4	4.7	4.1	3.6	6.7	8.6	10.1	1.6
20–64	±	1.1	1.5	1.9	1.7	1.7	2.3	2.6	3.5	0.6

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source : ABS Survey of Education and Work, Additional data cubes, 2012, Cat. no. 6227.0.55.003

Table SWD.1.20 **Proportion of working age population with higher level qualifications (AQF Certificate III and above), by age, by State and Territory, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons with higher level qualifications										
Age group (years)										
20–24	%	38.6	40.6	40.7	37.7	37.4	38.2	34.4	27.0	39.2
25–29	%	65.3	68.0	58.6	60.2	58.2	53.3	71.5	57.3	63.5
30–34	%	66.1	66.7	60.7	61.0	56.4	54.9	75.2	56.3	63.9
35–39	%	67.2	64.9	60.2	59.3	55.3	56.7	78.1	49.7	63.4
40–44	%	60.6	60.0	59.0	56.4	52.0	53.0	73.4	50.4	59.0
45–49	%	56.0	57.7	52.5	51.0	52.3	55.6	73.3	49.8	55.1
50–54	%	56.9	51.0	53.8	52.9	51.2	56.7	65.0	55.1	54.1
54–59	%	53.4	53.1	48.4	49.0	48.8	46.6	64.8	48.1	51.5
60–64	%	44.6	46.1	44.4	45.6	43.4	38.0	58.8	56.6	45.1
20–64	%	57.0	56.9	53.5	52.9	50.6	50.4	65.9	50.0	55.3
Relative standard errors of the proportion										
Age group (years)										
20–24	%	4.4	3.7	3.9	6.4	6.7	10.3	8.1	13.9	2.5
25–29	%	2.4	2.6	3.4	3.1	4.9	8.6	6.1	6.8	1.5
30–34	%	2.7	3.5	3.1	4.8	5.1	7.1	6.8	5.5	1.4
35–39	%	2.6	2.4	3.1	3.4	4.6	6.2	3.7	7.2	1.5
40–44	%	2.4	2.7	4.0	4.9	5.4	6.3	5.0	8.0	1.3
45–49	%	2.6	3.1	3.7	5.7	5.5	5.0	4.4	9.3	1.5
50–54	%	2.5	4.5	3.5	5.5	4.7	6.9	7.9	8.6	1.8
54–59	%	3.5	3.8	3.6	5.3	5.4	5.6	5.5	9.8	2.1
60–64	%	4.4	4.9	4.8	6.5	5.9	10.4	7.2	8.0	2.2
20–64	%	1.2	1.4	1.5	2.1	2.2	2.4	2.0	3.0	0.8
95 per cent confidence intervals										
Age group (years)										
20–24	±	3.3	3.0	3.1	4.7	4.9	7.7	5.4	7.3	1.9

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 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
25–29	±	3.0	3.5	4.0	3.6	5.6	9.0	8.5	7.6	1.8
30–34	±	3.6	4.6	3.7	5.7	5.7	7.6	10.0	6.0	1.7
35–39	±	3.4	3.1	3.7	4.0	5.0	6.9	5.7	7.0	1.8
40–44	±	2.8	3.2	4.6	5.4	5.5	6.5	7.2	7.9	1.5
45–49	±	2.9	3.6	3.8	5.7	5.7	5.5	6.3	9.1	1.6
50–54	±	2.8	4.5	3.6	5.7	4.7	7.6	10.0	9.3	1.9
54–59	±	3.7	3.9	3.4	5.1	5.2	5.1	7.0	9.2	2.2
60–64	±	3.8	4.4	4.1	5.9	5.0	7.7	8.3	8.9	2.0
20–64	±	1.4	1.6	1.6	2.2	2.2	2.4	2.6	2.9	0.8

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source: ABS Survey of Education and Work, Additional data cubes, 2011, Cat. no. 6227.0.55.003

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons with higher level qualifications										
Age group (years)										
20–24	%	39.8	39.3	41.0	37.2	36.0	33.4	42.2	31.5	39.2
25–29	%	66.1	66.0	57.1	58.7	57.0	50.7	75.6	52.1	62.7
30–34	%	64.6	63.8	60.8	62.2	56.2	51.4	73.4	56.4	62.7
35–39	%	61.9	63.3	56.0	58.1	55.3	55.6	74.4	63.9	60.3
40–44	%	59.6	59.4	55.3	55.9	52.2	57.4	65.8	57.9	57.8
45–49	%	57.8	56.2	54.8	55.6	54.9	51.9	73.0	56.7	56.4
50–54	%	54.7	55.8	56.1	56.9	52.1	52.1	67.4	53.8	55.4
54–59	%	48.8	49.9	48.6	51.0	48.9	46.9	67.6	50.7	49.5
60–64	%	43.3	45.8	39.3	42.1	43.9	44.8	52.9	53.4	43.3
20–64	%	55.8	55.9	52.5	53.5	50.8	49.5	66.1	53.3	54.6
Relative standard errors of the proportion										
Age group (years)										
20–24	%	4.5	5.0	5.3	6.0	6.1	14.1	6.2	13.5	1.7
25–29	%	2.3	2.5	4.1	4.0	5.9	10.3	4.4	9.3	1.5
30–34	%	2.3	2.6	3.4	4.0	5.2	6.5	5.7	6.0	1.3
35–39	%	2.9	2.6	4.0	3.3	3.9	6.1	4.4	5.6	1.4
40–44	%	2.9	2.4	4.1	4.5	4.7	4.4	5.5	7.0	1.6
45–49	%	2.5	3.4	3.3	3.7	4.9	6.5	4.2	7.5	1.4
50–54	%	2.4	3.5	4.1	4.3	4.7	7.5	3.7	8.2	1.6
54–59	%	3.3	4.7	4.6	4.8	5.5	7.0	5.2	10.9	1.5
60–64	%	4.1	4.0	4.2	7.1	5.2	10.3	12.5	13.6	2.1
20–64	%	1.1	1.2	1.4	1.7	2.0	3.1	2.0	3.1	0.5
95 per cent confidence intervals										
Age group (years)										
20–24	±	3.5	3.9	4.2	4.3	4.3	9.2	5.1	8.3	1.3

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
25–29	±	3.0	3.3	4.6	4.6	6.6	10.2	6.5	9.5	1.8
30–34	±	2.9	3.3	4.1	4.9	5.7	6.6	8.3	6.6	1.6
35–39	±	3.6	3.3	4.4	3.7	4.2	6.7	6.5	7.0	1.6
40–44	±	3.4	2.8	4.4	4.9	4.8	5.0	7.1	7.9	1.8
45–49	±	2.8	3.7	3.6	4.0	5.3	6.6	6.0	8.3	1.6
50–54	±	2.6	3.8	4.5	4.7	4.8	7.6	4.9	8.7	1.8
54–59	±	3.1	4.6	4.4	4.8	5.3	6.4	6.9	10.9	1.4
60–64	±	3.5	3.6	3.2	5.9	4.5	9.1	13.0	14.2	1.8
20–64	±	1.2	1.3	1.5	1.7	2.0	3.0	2.5	3.3	0.6

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source: ABS Survey of Education and Work, Additional data cubes, 2010, Cat. no. 6227.0.55.003

TABLE SWD.1.22

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons with higher level qualifications										
Age group (years)										
20–24	%	39.3	41.7	34.7	32.8	37.7	28.5	40.8	34.2	38.0
25–29	%	66.0	64.6	58.2	61.4	60.0	58.2	71.9	53.9	63.0
30–34	%	60.2	64.6	60.6	57.7	57.0	55.1	73.0	57.3	61.0
35–39	%	63.0	56.2	62.3	57.0	49.2	51.0	65.4	58.3	59.3
40–44	%	57.1	54.5	51.3	54.2	52.3	52.9	61.4	53.2	54.6
45–49	%	54.1	49.8	52.7	54.6	48.3	50.0	67.2	46.5	52.4
50–54	%	53.1	51.4	55.9	48.3	47.2	55.3	73.0	51.1	52.7
54–59	%	50.2	46.6	48.2	48.7	48.8	44.5	60.5	42.7	48.6
60–64	%	45.2	37.3	41.1	48.9	40.9	44.9	57.3	57.9	42.7
20–64	%	54.7	52.5	52.1	51.7	49.1	48.9	63.4	50.6	52.9
Relative standard errors of the proportion										
Age group (years)										
20–24	%	4.6	6.1	8.4	8.7	8.8	12.4	10.2	15.8	3.3
25–29	%	3.0	3.6	3.3	4.9	5.2	5.2	5.6	9.5	1.6
30–34	%	2.6	3.4	4.7	4.8	5.0	8.5	4.4	8.0	1.7
35–39	%	2.8	3.1	3.0	4.9	6.4	8.9	6.5	7.7	1.7
40–44	%	3.2	3.6	4.0	4.5	5.2	9.1	7.6	5.9	1.6
45–49	%	3.5	3.7	4.2	5.0	4.8	6.8	5.9	9.4	1.9
50–54	%	4.1	4.4	4.0	5.8	4.4	6.1	5.8	8.4	1.9
54–59	%	3.7	4.5	4.7	5.1	7.3	12.0	8.1	12.7	2.1
60–64	%	5.0	7.9	6.6	6.5	10.2	9.5	10.1	10.7	3.0
20–64	%	1.3	1.5	1.9	1.8	2.6	3.6	2.4	3.4	0.8
95 per cent confidence intervals										
Age group (years)										
20–24	±	3.5	5.0	5.7	5.6	6.5	6.9	8.1	10.6	2.4

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
25–29	±	3.9	4.6	3.8	5.8	6.1	6.0	7.9	10.1	2.0
30–34	±	3.1	4.4	5.5	5.5	5.6	9.2	6.4	9.0	2.1
35–39	±	3.5	3.4	3.7	5.5	6.1	8.9	8.3	8.7	2.0
40–44	±	3.6	3.9	4.1	4.8	5.3	9.4	9.2	6.1	1.7
45–49	±	3.7	3.6	4.3	5.3	4.5	6.6	7.7	8.5	1.9
50–54	±	4.3	4.4	4.4	5.5	4.1	6.6	8.3	8.5	1.9
54–59	±	3.7	4.1	4.5	4.9	7.0	10.5	9.6	10.6	2.0
60–64	±	4.4	5.8	5.3	6.2	8.2	8.4	11.4	12.2	2.5
20–64	±	1.4	1.5	1.9	1.9	2.5	3.4	3.0	3.4	0.9

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source : ABS Survey of Education and Work, Additional data cubes, 2009, Cat. no. 6227.0.55.003

TABLE SWD.1.23

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons with higher level qualifications										
Age group (years)										
20–24	%	42.7	38.8	38.3	37.8	38.0	31.5	43.6	29.0	39.6
25–29	%	61.6	64.5	58.0	54.1	51.8	51.1	71.0	46.7	60.0
30–34	%	62.7	61.8	59.3	54.7	53.0	53.8	73.9	53.2	60.3
35–39	%	59.8	57.9	55.5	54.6	52.8	50.5	66.4	51.2	57.3
40–44	%	58.9	55.7	51.9	51.7	49.5	50.5	66.2	47.3	55.1
45–49	%	54.5	51.4	50.1	51.0	51.8	49.4	63.2	50.7	52.3
50–54	%	52.7	51.7	51.0	50.4	48.7	53.5	58.9	51.3	51.7
54–59	%	47.5	48.4	41.4	43.1	46.1	41.7	56.2	53.8	45.9
60–64	%	39.8	39.8	39.5	46.0	41.7	38.7	57.0	46.8	40.8
20–64	%	54.0	52.8	49.9	49.4	48.2	46.8	62.0	48.0	51.9
Relative standard errors of the proportion										
Age group (years)										
20–24	%	3.5	3.6	6.0	7.5	6.8	13.5	8.9	21.0	1.7
25–29	%	2.3	2.8	3.5	5.7	5.3	8.5	3.2	10.8	1.3
30–34	%	2.5	2.9	4.3	3.5	6.2	9.5	5.3	8.8	1.4
35–39	%	2.5	3.1	2.9	5.3	4.6	6.6	6.5	6.6	1.7
40–44	%	3.0	2.8	3.8	5.5	4.4	7.1	5.4	8.0	1.4
45–49	%	3.8	4.0	3.3	5.2	4.2	7.0	6.3	8.0	1.5
50–54	%	3.5	3.6	3.6	5.0	4.9	6.4	7.6	8.1	1.7
54–59	%	4.0	3.6	5.1	6.5	5.1	7.9	7.2	9.8	1.9
60–64	%	4.6	5.2	5.4	5.7	5.9	8.7	9.7	14.2	2.6
20–64	%	1.1	1.3	1.6	2.7	1.8	3.8	2.5	3.5	0.4
95 per cent confidence intervals										
Age group (years)										
20–24	±	2.9	2.7	4.5	5.5	5.1	8.3	7.6	11.9	1.3

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
25–29	±	2.7	3.6	4.0	6.0	5.3	8.5	4.4	9.9	1.6
30–34	±	3.1	3.6	5.0	3.7	6.4	10.1	7.7	9.2	1.6
35–39	±	2.9	3.6	3.1	5.7	4.8	6.5	8.4	6.6	1.9
40–44	±	3.5	3.0	3.9	5.5	4.3	7.0	7.0	7.4	1.6
45–49	±	4.0	4.1	3.3	5.1	4.2	6.8	7.8	8.0	1.5
50–54	±	3.6	3.6	3.6	4.9	4.6	6.7	8.8	8.2	1.7
54–59	±	3.7	3.5	4.1	5.5	4.6	6.5	7.9	10.4	1.7
60–64	±	3.6	4.1	4.2	5.1	4.9	6.6	10.8	13.0	2.1
20–64	±	1.2	1.4	1.6	2.7	1.7	3.4	3.1	3.3	0.5

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source : ABS Survey of Education and Work, Additional data cubes, 2008, Cat. no. 6227.0.55.003

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons with higher level qualifications										
Age group (years)										
20–24	%	37.7	39.4	36.6	40.2	34.3	33.2	43.0	21.3	37.8
25–29	%	59.3	63.2	57.3	55.0	55.6	47.2	65.5	48.7	59.0
30–34	%	58.7	61.6	57.6	56.5	50.0	53.6	71.7	45.5	58.4
35–39	%	55.6	55.5	51.0	52.8	49.0	51.0	62.1	58.8	54.0
40–44	%	52.4	52.8	53.9	50.0	47.1	48.0	62.9	53.8	52.2
45–49	%	52.7	49.6	48.0	51.9	43.8	47.9	67.3	46.1	50.3
50–54	%	50.1	50.0	48.0	48.2	48.9	44.1	62.6	38.1	49.3
54–59	%	43.5	43.1	43.9	45.7	45.9	48.1	63.7	48.4	44.4
60–64	%	40.3	38.2	38.2	43.5	37.3	35.8	64.3	32.9	39.6
20–64	%	50.6	51.0	48.6	49.6	45.8	45.5	62.2	45.2	49.9
Relative standard errors of the proportion										
Age group (years)										
20–24	%	4.5	3.6	4.4	5.5	6.9	9.4	6.5	35.0	2.1
25–29	%	2.6	2.9	3.3	4.0	4.6	8.3	4.7	17.5	1.3
30–34	%	2.9	2.6	3.6	4.0	4.3	7.4	4.6	14.0	1.5
35–39	%	2.7	2.9	3.0	4.4	4.0	6.7	5.2	8.3	1.5
40–44	%	3.0	3.6	3.5	4.2	4.8	7.0	6.4	10.4	1.6
45–49	%	2.4	3.1	3.7	3.8	5.2	5.2	4.5	19.5	1.3
50–54	%	3.3	3.6	4.6	3.8	4.2	7.8	7.3	16.5	1.9
54–59	%	3.9	3.5	4.8	5.5	4.0	7.2	6.5	15.2	2.0
60–64	%	4.2	6.2	4.8	5.7	7.7	10.7	5.3	24.6	2.0
20–64	%	1.3	1.5	1.6	1.6	1.7	3.6	1.9	6.4	0.8
95 per cent confidence intervals										
Age group (years)										
20–24	±	3.3	2.8	3.2	4.4	4.6	6.1	5.5	14.6	1.5

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 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
25–29	±	3.0	3.6	3.7	4.3	5.0	7.7	6.0	16.7	1.5
30–34	±	3.3	3.1	4.1	4.4	4.2	7.7	6.5	12.5	1.7
35–39	±	3.0	3.2	3.0	4.6	3.8	6.7	6.3	9.6	1.5
40–44	±	3.1	3.7	3.7	4.1	4.5	6.6	7.9	11.0	1.6
45–49	±	2.5	3.1	3.5	3.8	4.5	4.9	6.0	17.6	1.3
50–54	±	3.2	3.5	4.3	3.6	4.1	6.7	9.0	12.4	1.8
54–59	±	3.3	3.0	4.1	4.9	3.6	6.8	8.1	14.4	1.7
60–64	±	3.3	4.7	3.6	4.9	5.7	7.5	6.7	15.8	1.6
20–64	±	1.2	1.5	1.5	1.5	1.6	3.2	2.3	5.7	0.8

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source : ABS Survey of Education and Work, Additional data cubes, 2007, Cat. no. 6227.0.55.003

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons aged 20–64 years with higher level qualifications										
Certificate III/IV	%	18.8	18.0	22.9	21.6	22.1	25.2	12.6	21.3	20.0
Diploma/Advanced Diploma	%	10.9	11.0	9.9	10.4	10.2	9.0	11.3	8.7	10.6
Bachelor degree or above	%	29.6	31.5	23.1	25.0	22.9	19.7	42.6	25.5	27.7
Persons aged 20–64 years with higher level qualifications										
Certificate III/IV	'000	816.3	620.9	626.2	325.4	216.9	72.5	29.5	28.0	2 735.7
Diploma/Advanced Diploma	'000	472.7	379.8	271.6	157.2	100.2	25.9	26.6	11.4	1 445.3
Bachelor degree or above	'000	1 281.9	1 083.9	632.3	377.1	224.6	56.8	100.0	33.4	3 790.1
Total population aged 20–64 years										
Total	'000	4 336.6	3 444.7	2 740.4	1 506.3	981.4	287.9	234.9	131.2	13 663.3
Relative standard error of proportion										
Certificate III/IV	%	2.4	2.6	2.5	3.4	3.1	3.4	7.8	6.8	1.2
Diploma/Advanced Diploma	%	4.5	3.1	5.1	5.0	3.6	6.6	6.7	9.3	2.2
Bachelor degree or above	%	2.4	2.0	3.3	3.7	3.9	6.0	3.8	5.0	1.4
95 per cent confidence intervals of proportion										
Certificate III/IV	±	0.9	0.9	1.1	1.4	1.3	1.7	1.9	2.8	0.5
Diploma/Advanced Diploma	±	1.0	0.7	1.0	1.0	0.7	1.2	1.5	1.6	0.5
Bachelor degree or above	±	1.4	1.3	1.5	1.8	1.8	2.3	3.2	2.5	0.7

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

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

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

(d) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

Source : ABS (unpublished) Survey of Education and Work, 2013, Cat. no. 6227.0.

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 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons aged 20–64 years with higher level qualifications										
Certificate III/IV	%	19.1	16.7	20.2	20.5	20.7	22.6	14.3	18.1	19.0
Diploma/Advanced Diploma	%	11.4	11.9	10.2	10.9	10.1	8.2	8.4	11.2	11.0
Bachelor degree or above	%	30.0	31.1	24.0	26.2	22.1	23.2	44.3	25.5	28.2
Persons aged 20–64 years with higher level qualifications										
Certificate III/IV	'000	814.3	564.6	539.9	294.3	201.2	65.1	32.9	23.2	2 535.5
Diploma/Advanced Diploma	'000	485.6	402.2	273.7	155.8	98.6	23.7	19.4	14.4	1 473.3
Bachelor degree or above	'000	1 276.8	1 053.9	642.9	376.4	215.6	66.7	102.2	32.7	3 767.0
Total population aged 20–64 years										
Total	'000	4 261.6	3 385.5	2 674.5	1 434.4	973.2	287.6	230.6	128.1	13 375.5
Relative standard error of proportion										
Certificate III/IV	%	2.7	2.6	3.2	3.8	3.2	3.3	8.6	5.9	1.2
Diploma/Advanced Diploma	%	2.7	3.0	4.1	4.2	4.7	6.0	11.2	9.4	1.7
Bachelor degree or above	%	2.1	2.6	3.6	2.9	3.5	5.2	4.2	6.7	1.3
95 per cent confidence intervals of proportion										
Certificate III/IV	±	1.0	0.9	1.3	1.5	1.3	1.5	2.4	2.1	0.4
Diploma/Advanced Diploma	±	0.6	0.7	0.8	0.9	0.9	1.0	1.8	2.1	0.4
Bachelor degree or above	±	1.3	1.6	1.7	1.5	1.5	2.4	3.7	3.4	0.7

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

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

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 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons aged 20–64 years with higher level qualifications										
Certificate III/IV	%	18.8	17.0	21.3	20.1	18.7	21.6	12.0	19.8	18.9
Diploma/Advanced Diploma	%	10.4	10.5	9.5	10.1	9.9	8.1	9.8	7.4	10.1
Bachelor degree or above	%	27.8	29.4	22.6	22.7	22.0	20.7	44.1	22.8	26.3
Persons aged 20–64 years with higher level qualifications										
Certificate III/IV	'000	806.4	573.2	572.5	283.1	181.2	62.0	27.2	24.4	2 530.1
Diploma/Advanced Diploma	'000	445.5	352.2	255.9	143.0	95.6	23.3	22.3	9.1	1 347.0
Bachelor degree or above	'000	1 196.6	990.9	608.1	319.9	213.6	59.5	100.0	28.2	3 516.7
Total population aged 20–64 years										
Total	'000	4 298.7	3 367.6	2 685.6	1 411.3	970.1	287.0	226.7	123.4	13 370.5
Relative standard error of proportion										
Certificate III/IV	%	3.3	3.2	2.9	3.3	3.9	5.6	7.0	7.0	1.5
Diploma/Advanced Diploma	%	2.8	3.9	4.3	4.6	6.1	7.8	9.6	7.0	1.8
Bachelor degree or above	%	2.3	2.5	3.1	4.2	4.0	7.0	3.9	5.1	1.2
95 per cent confidence intervals of proportion										
Certificate III/IV	±	1.2	1.1	1.2	1.3	1.4	2.4	1.6	2.7	0.6
Diploma/Advanced Diploma	±	0.6	0.8	0.8	0.9	1.2	1.2	1.9	1.0	0.4
Bachelor degree or above	±	1.3	1.4	1.4	1.9	1.7	2.8	3.4	2.3	0.6

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

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

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 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons aged 20–64 years with higher level qualifications										
Certificate III/IV	%	17.8	17.1	22.0	20.1	18.0	22.0	13.5	20.8	18.8
Diploma/Advanced Diploma	%	10.6	10.2	9.7	10.6	10.2	8.9	10.8	9.4	10.2
Bachelor degree or above	%	27.3	28.7	20.8	22.8	22.5	18.6	41.8	23.1	25.5
Persons aged 20–64 years with higher level qualifications										
Certificate III/IV	'000	752.3	568.5	582.6	277.7	172.7	62.8	30.0	25.9	2 472.5
Diploma/Advanced Diploma	'000	447.1	338.0	258.1	146.8	97.9	25.5	24.1	11.7	1 349.2
Bachelor degree or above	'000	1 153.3	954.0	550.5	314.6	215.9	53.1	93.2	28.8	3 363.3
Total population aged 20–64 years										
Total	'000	4 218.8	3 326.0	2 648.5	1 382.6	957.9	285.5	223.1	124.5	13 167.0
Relative standard error of proportion										
Certificate III/IV	%	2.5	3.5	2.5	3.3	4.2	6.1	8.1	4.5	1.5
Diploma/Advanced Diploma	%	2.7	3.8	4.4	5.3	6.6	6.4	6.5	9.0	1.5
Bachelor degree or above	%	2.3	1.9	3.1	3.9	4.6	7.1	3.4	6.6	1.2
95 per cent confidence intervals of proportion										
Certificate III/IV	±	0.9	1.2	1.1	1.3	1.5	2.6	2.1	1.8	0.5
Diploma/Advanced Diploma	±	0.6	0.8	0.8	1.1	1.3	1.1	1.4	1.7	0.3
Bachelor degree or above	±	1.2	1.1	1.3	1.7	2.0	2.6	2.8	3.0	0.6

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

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

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 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons aged 20–64 years with higher level qualifications										
Certificate III/IV	%	17.0	13.9	22.2	18.7	19.2	22.3	8.1	20.6	17.6
Diploma/Advanced Diploma	%	10.3	9.6	9.2	9.8	8.7	7.4	11.8	7.8	9.7
Bachelor degree or above	%	27.5	29.0	20.7	23.2	21.2	19.2	43.5	22.2	25.6
Persons aged 20–64 years with higher level qualifications										
Certificate III/IV	'000	693.6	442.5	566.2	246.3	181.4	63.4	17.6	26.8	2 237.8
Diploma/Advanced Diploma	'000	420.3	306.3	235.3	128.8	82.3	20.9	25.8	10.2	1 229.9
Bachelor degree or above	'000	1 122.2	924.7	527.3	306.3	199.5	54.4	94.7	28.9	3 258.1
Total population aged 20–64 years										
Total	'000	4 086.8	3 187.6	2 550.6	1 317.6	943.4	283.8	217.8	130.3	12 717.9
Relative standard error of proportion										
Certificate III/IV	%	2.1	3.8	3.7	4.1	3.7	5.8	11.0	6.8	1.6
Diploma/Advanced Diploma	%	4.0	4.3	4.5	5.2	5.0	11.8	10.4	10.9	2.2
Bachelor degree or above	%	2.7	3.0	3.4	3.8	4.6	7.1	5.1	7.8	1.6
95 per cent confidence intervals of proportion										
Certificate III/IV	±	0.7	1.0	1.6	1.5	1.4	2.5	1.7	2.7	0.5
Diploma/Advanced Diploma	±	0.8	0.8	0.8	1.0	0.9	1.7	2.4	1.7	0.4
Bachelor degree or above	±	1.4	1.7	1.4	1.7	1.9	2.7	4.3	3.4	0.8

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

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

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 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons aged 20–64 years with higher level qualifications										
Certificate III/IV	%	17.3	16.1	20.3	17.0	18.8	20.7	9.8	15.3	17.6
Diploma/Advanced Diploma	%	10.8	9.8	8.8	10.4	8.1	7.6	11.7	10.5	9.9
Bachelor degree or above	%	25.9	26.8	20.7	22.0	21.3	18.5	40.5	22.2	24.4
Persons aged 20–64 years with higher level qualifications										
Certificate III/IV	'000	705.9	502.0	503.0	215.4	173.1	58.0	20.6	14.6	2,192.6
Diploma/Advanced Diploma	'000	438.5	306.2	218.8	132.5	74.6	21.3	24.6	10.0	1,226.5
Bachelor degree or above	'000	1,056.3	832.7	513.8	279.9	195.4	52.1	85.0	21.2	3,036.5
Total population aged 20–64 years										
Total	'000	4,077.2	3,110.6	2,478.0	1,269.8	918.9	280.8	210.0	95.4	12,440.6
Relative standard error of proportion										
Certificate III/IV	%	3.1	2.8	3.1	3.7	2.7	5.5	6.8	7.3	1.5
Diploma/Advanced Diploma	%	3.6	3.1	4.7	5.3	6.3	6.3	6.4	10.7	1.8
Bachelor degree or above	%	2.2	2.7	3.3	4.1	4.0	6.7	4.1	7.6	1.3
95 per cent confidence intervals of proportion										
Certificate III/IV	±	1.0	0.9	1.2	1.2	1.0	2.2	1.3	2.2	0.5
Diploma/Advanced Diploma	±	0.8	0.6	0.8	1.1	1.0	0.9	1.5	2.2	0.3
Bachelor degree or above	±	1.1	1.4	1.3	1.8	1.7	2.4	3.3	3.3	0.6

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

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

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 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of persons aged 20–64 years with higher level qualifications										
Certificate III/IV	%	16.8	15.9	20.1	18.8	17.5	20.3	11.2	16.8	17.4
Diploma/Advanced Diploma	%	9.9	9.7	8.5	9.4	7.7	8.5	11.7	7.4	9.3
Bachelor degree or above	%	23.9	25.5	20.0	21.4	20.6	16.7	39.3	20.9	23.1
Persons aged 20–64 years with higher level qualifications										
Certificate III/IV	'000	676.6	491.2	482.8	231.4	157.1	56.8	23.2	16.2	2,135.3
Diploma/Advanced Diploma	'000	398.8	299.7	204.0	116.1	69.3	23.8	24.2	7.1	1,142.9
Bachelor degree or above	'000	961.4	788.7	481.7	263.4	185.5	46.7	81.4	20.1	2,828.7
Total population aged 20–64 years										
Total	'000	4,025.1	3,096.2	2,403.7	1,232.8	899.4	279.5	207.0	96.0	12,239.8
Relative standard error of proportion										
Certificate III/IV	%	2.6	2.4	2.5	3.3	4.7	4.6	8.9	8.9	1.2
Diploma/Advanced Diploma	%	3.4	4.1	4.5	4.8	4.6	6.6	8.0	14.3	2.1
Bachelor degree or above	%	2.3	2.2	3.2	3.1	3.3	6.3	4.5	10.6	1.4
95 per cent confidence intervals of proportion										
Certificate III/IV	±	0.8	0.8	1.0	1.2	1.6	1.8	2.0	2.9	0.4
Diploma/Advanced Diploma	±	0.7	0.8	0.7	0.9	0.7	1.1	1.8	2.1	0.4
Bachelor degree or above	±	1.1	1.1	1.3	1.3	1.3	2.1	3.5	4.4	0.6

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

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

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

(c) Prior to 2009 all people in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards SEW excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source: ABS (unpublished) Survey of Education and Work, 2007, Cat. no. 6227.0.

NASWD Indicator 2:

**Proportion of employers satisfied
that training meets their needs**

TABLE SWD.2.1

ESTIMATES HAVE BEEN INCLUDED IN THIS TABLE TO ASSIST THE CRC IN THEIR ANALYSIS OF THE DATA. ONLY ESTIMATES FOR PROPORTIONS ARE AVAILABLE FOR PUBLIC RELEASE.

Table SWD.2.1 Proportion of employers satisfied that training meets their needs, 2013

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employers who are satisfied with training										
Employers with vocational qualifications as a job requirement	no.	50 819	31 190	23 660	14 071	7 902	2 661	1 608	1 101	133 012
Employers with apprentices/trainees	no.	37 227	26 866	20 718	11 481	6 452	2 193	1 238	937	107 111
Employers using nationally recognised training (a)	no.	31 208	18 065	14 458	9 730	6 035	1 996	1 591	1 013	84 095
Total	no.	71 314	48 140	35 707	20 653	12 390	4 093	2 677	1 682	196 657
Proportion (of all employers)										
Employers with vocational qualifications as a job requirement	%	79.2	80.2	74.2	78.2	79.8	79.5	77.8	71.9	78.3
Employers with apprentices/trainees	%	77.2	80.8	77.8	82.1	78.8	76.1	79.2	77.7	78.8
Employers using nationally recognised training (a)	%	86.4	77.1	81.2	85.0	87.4	84.9	84.5	82.2	83.1
Total (b)	%	74.4	73.1	69.5	73.7	75.4	72.4	75.5	69.3	73.1
Relative standard errors										
Employers with vocational qualifications as a job requirement	%	3.0	3.7	3.7	3.9	3.8	4.0	4.9	4.6	1.7
Employers with apprentices/trainees	%	3.8	4.0	3.5	4.0	4.7	4.5	5.2	4.6	1.9
Employers using nationally recognised training (a)	%	2.5	5.3	3.7	3.4	2.9	3.5	3.3	4.1	1.7
Total (b)	%	2.8	3.3	3.2	3.5	3.3	3.7	3.6	4.0	1.5
95 per cent confidence intervals										
Employers with vocational qualifications as a job requirement	±	4.7	5.8	5.4	6.0	6.0	6.2	7.5	6.5	2.5
Employers with apprentices/trainees	±	5.7	6.4	5.4	6.5	7.3	6.8	8.1	7.0	2.9
Employers using nationally recognised training (a)	±	4.2	8.0	5.9	5.6	4.9	5.8	5.5	6.6	2.8
Total (b)	±	4.0	4.7	4.4	5.1	4.9	5.2	5.3	5.5	2.1

TABLE SWD.2.1

ESTIMATES HAVE BEEN INCLUDED IN THIS TABLE TO ASSIST THE CRC IN THEIR ANALYSIS OF THE DATA. ONLY ESTIMATES FOR PROPORTIONS ARE AVAILABLE FOR PUBLIC RELEASE.

Table SWD.2.1 Proportion of employers satisfied that training meets their needs, 2013

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

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

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

Source: NCVER (2013) *Employers' use and views of the VET system* 2013, NCVER, Adelaide; NCVER (unpublished) *Employers' use and views of the VET system*, 2013.

Table SWD.2.2 Proportion of employers who are satisfied that training meets their needs, by industry type, 2013, 2011, 2009, 2007 (a)

	<i>Unit</i>	<i>2013</i>	<i>2011</i>	<i>2009</i>	<i>2007</i>
Agriculture, forestry and fishing	%	72.9	71.6	67.7	72.8
Mining	%	74.3	84.7	88.8	74.0
Manufacturing	%	65.2	68.8	76.6	74.8
Electricity, gas, water and waste services	%	73.8	83.6	43.3	74.2
Construction	%	73.7	81.3	79.5	76.2
Wholesale trade	%	77.2	77.1	87.4	82.8
Retail trade	%	73.8	80.0	77.3	73.9
Accommodation and food services	%	69.5	77.2	70.5	73.9
Transport, postal and warehousing	%	82.1	75.7	87.9	72.7
Information media and telecommunications	%	50.0	65.5	83.5	76.2
Financial and insurance services	%	80.6	79.5	77.6	70.8
Rental, hiring and real estate services	%	73.4	82.0	75.1	71.6
Professional, scientific and technical services	%	71.0	77.3	81.8	62.4
Administrative and support services	%	73.0	82.6	58.1	67.3
Public administration and safety	%	67.5	76.2	89.5	83.8
Education and training	%	88.3	84.8	79.5	77.6
Healthcare and social assistance	%	79.5	75.9	84.6	75.2
Arts and recreation services	%	77.3	89.0	78.1	82.0
Other services	%	66.8	75.5	72.4	65.4
Total	%	73.1	77.8	77.8	74.0

(a) Relative standard errors (RSE) for the proportions data are included in table SWD.2.3. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.

Source: NCVER (unpublished) Employers' use and views of the VET system, 2013, 2011, 2009 and 2007.

Table SWD.2.3 Relative standard error of proportion of employers who are satisfied that training meets their needs, by industry type, 2013,

	<i>Unit</i>	<i>2013</i>	<i>2011</i>	<i>2009</i>	<i>2007</i>
Agriculture, forestry and fishing	%	5.2	6.5	9.6	10.9
Mining	%	10.4	6.2	5.3	15.1
Manufacturing	%	5.6	5.2	5.3	5.5
Electricity, gas, water and waste services	%	16.5	9.6	36.5	12.3
Construction	%	3.5	3.0	3.5	5.9
Wholesale trade	%	5.3	5.0	6.2	8.3
Retail trade	%	6.0	3.9	5.6	5.4
Accommodation and food services	%	8.0	6.9	8.8	8.1
Transport, postal and warehousing	%	5.4	6.9	4.2	8.4
Information, media and telecommunications	%	17.5	12.2	9.9	11.1
Financial and insurance services	%	5.2	5.4	5.9	12.7
Rental, hiring and real estate services	%	6.7	3.8	8.2	6.7
Professional, scientific and technical services	%	5.0	3.7	4.2	20.1
Administrative and support services	%	7.7	4.4	14.6	18.9
Public administration and safety	%	8.7	8.7	3.2	5.1
Education and training	%	3.1	3.3	6.4	8.0
Healthcare and social assistance	%	3.5	5.2	4.8	8.2
Arts and recreation services	%	5.7	5.5	7.5	6.9
Other services	%	5.8	3.6	6.2	10.3
Total	%	1.5	1.3	1.6	2.2

Source : NCVER (unpublished) Employers' use and views of the VET system, 2013, 2011, 2009 and 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

	<i>Unit</i>	<i>2013</i>	<i>2011</i>	<i>2009</i>	<i>2007</i>
Agriculture, forestry and fishing	±	7.5	9.2	12.7	15.5
Mining	±	15.2	10.4	9.2	21.9
Manufacturing	±	7.1	7.0	8.0	8.1
Electricity, gas, water and waste services	±	23.9	15.7	30.9	17.9
Construction	±	5.1	4.8	5.5	8.8
Wholesale trade	±	8.1	7.6	10.6	13.4
Retail trade	±	8.6	6.2	8.5	7.8
Accommodation and food services	±	10.9	10.4	12.2	11.8
Transport, postal and warehousing	±	8.7	10.2	7.3	12.0
Information media and telecommunications	±	17.2	15.7	16.3	16.6
Financial and insurance services	±	8.2	8.5	9.0	17.6
Rental, hiring and real estate services	±	9.7	6.0	12.1	9.4
Professional, scientific and technical services	±	7.0	5.7	6.7	24.6
Administrative and support services	±	11.0	7.1	16.7	25.0
Public administration and safety	±	11.5	13.0	5.6	8.3
Education and training	±	5.4	5.5	9.9	12.2
Healthcare and social assistance	±	5.5	7.8	7.9	12.1
Arts and recreation services	±	8.7	9.7	11.4	11.1
Other services	±	7.6	5.3	8.8	13.2
Total	±	2.1	1.9	2.4	3.1

Source : NCVER (unpublished) Employers' use and views of the VET system, 2013, 2011, 2009 and 2007.

NASWD Indicator 3:

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

TABLE SWD.3.1

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of people aged 20–64 years at PIACC literacy levels										
Missing (b)	'000	122.8	77.9	42.5	8.1	17.4	5.0	4.1	1.2	278.9
Below Level 1/Level 1	'000	511.9	483.5	323.9	201.5	105.4	43.2	17.1	14.8	1 701.1
Level 2	'000	1 244.7	1 023.6	723.7	432.2	312.1	95.7	47.9	30.9	3 910.8
Level 3	'000	1 731.2	1 349.2	1 114.6	555.3	379.0	107.5	98.8	41.4	5 377.1
Level 4/5	'000	772.3	532.0	512.7	220.2	167.0	47.0	64.6	20.4	2 336.2
Total	'000	4 382.9	3 466.3	2 717.3	1 417.3	980.9	298.4	232.4	108.6	13 604.1
Proportion of people aged 20–64 years at PIACC literacy levels										
Missing (b)	%	2.8	2.2	1.6	0.6	1.8	1.7	1.7	1.1	2.0
Below Level 1/Level 1	%	11.7	13.9	11.9	14.2	10.7	14.5	7.3	13.6	12.5
Level 2	%	28.4	29.5	26.6	30.5	31.8	32.1	20.6	28.4	28.7
Level 3	%	39.5	38.9	41.0	39.2	38.6	36.0	42.5	38.1	39.5
Level 4/5	%	17.6	15.3	18.9	15.5	17.0	15.7	27.8	18.8	17.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Relative standard error of proportion										
Missing (b)	%	17.4	20.0	27.4	45.9	39.7	63.9	88.2	48.5	11.3
Below Level 1/Level 1	%	10.7	8.4	10.4	10.3	11.7	15.6	35.6	23.2	4.5
Level 2	%	5.5	5.5	6.3	6.9	6.9	10.1	23.1	15.6	2.4
Level 3	%	4.2	5.0	5.1	5.8	5.9	9.6	12.3	12.0	2.4
Level 4/5	%	8.3	9.2	8.1	11.5	10.0	15.6	15.9	16.3	4.5
Total	%	..	..	..	..	..	..	..	..	..
95 per cent confidence interval of proportion										
Missing (b)	±	1.0	0.9	0.8	0.5	1.4	2.1	3.0	1.0	0.5
Below Level 1/Level 1	±	2.5	2.3	2.4	2.9	2.5	4.4	5.1	6.2	1.1
Level 2	±	3.1	3.2	3.3	4.1	4.3	6.4	9.3	8.7	1.4
Level 3	±	3.2	3.8	4.1	4.5	4.5	6.8	10.2	8.9	1.8
Level 4/5	±	2.9	2.8	3.0	3.5	3.3	4.8	8.7	6.0	1.5

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

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

(a) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution. Estimates with a relative standard error greater than 50 per cent are considered too unreliable for general use.

(b) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

.. Not applicable.

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

Table SWD.3.2 **Proportion of the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by State and Territory, 2011–12 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of people aged 20–64 years at PIACC numeracy levels										
Missing (b)	'000	122.8	77.9	42.5	8.1	17.4	5.0	4.1	1.2	278.9
Below Level 1/Level 1	'000	871.9	744.6	485.8	302.9	189.4	68.1	30.1	24.8	2 717.7
Level 2	'000	1 404.8	1 085.6	851.7	465.8	320.2	97.4	56.3	32.1	4 313.8
Level 3	'000	1 396.2	1 102.9	965.5	456.3	323.1	90.1	86.5	37.2	4 457.8
Level 4/5	'000	587.1	455.2	371.8	184.2	130.9	37.8	55.5	13.4	1 835.9
Total	'000	4 382.9	3 466.3	2 717.3	1 417.3	980.9	298.4	232.4	108.6	13 604.1
Proportion of people aged 20–64 years at PIACC numeracy levels										
Missing (b)	%	2.8	2.2	1.6	0.6	1.8	1.7	1.7	1.1	2.0
Below Level 1/Level 1	%	19.9	21.5	17.9	21.4	19.3	22.8	13.0	22.8	20.0
Level 2	%	32.1	31.3	31.3	32.9	32.6	32.6	24.2	29.6	31.7
Level 3	%	31.9	31.8	35.5	32.2	32.9	30.2	37.2	34.2	32.8
Level 4/5	%	13.4	13.1	13.7	13.0	13.3	12.7	23.9	12.3	13.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Relative standard error of proportion										
Missing (b)	%	17.4	20.0	27.4	45.9	39.7	63.9	88.2	48.5	11.3
Below Level 1/Level 1	%	7.6	6.9	8.4	8.1	10.6	11.8	22.8	14.4	3.7
Level 2	%	6.1	5.9	5.7	7.8	7.1	10.4	17.8	13.5	2.9
Level 3	%	5.7	6.8	5.4	7.6	6.9	10.2	12.6	12.0	2.7
Level 4/5	%	8.7	9.2	10.3	12.5	12.5	18.3	17.8	22.6	4.6
Total	%	..	..	..	..	..	..	..	..	..
95 per cent confidence interval of proportion										
Missing (b)	±	1.0	0.9	0.8	0.5	1.4	2.1	3.0	1.0	0.5
Below Level 1/Level 1	±	3.0	2.9	2.9	3.4	4.0	5.3	5.8	6.4	1.4
Level 2	±	3.9	3.6	3.5	5.0	4.5	6.6	8.4	7.8	1.8
Level 3	±	3.5	4.2	3.8	4.8	4.4	6.0	9.2	8.0	1.7
Level 4/5	±	2.3	2.4	2.8	3.2	3.3	4.5	8.3	5.4	1.2

Table SWD.3.2 **Proportion of the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by State and Territory, 2011–12 (a)**

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

(a) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution. Estimates with a relative standard error greater than 50 per cent are considered too unreliable for general use.

(b) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

.. Not applicable.

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

TABLE SWD.3.3

Table SWD.3.3 **Proportion of the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by age 2011–12 (a)**

	<i>Unit</i>	<i>20–24</i>	<i>25–29</i>	<i>30–34</i>	<i>35–39</i>	<i>40–44</i>	<i>45–49</i>	<i>50–54</i>	<i>55–59</i>	<i>60–64</i>	<i>20–64</i>
Number of people aged 20–64 years at PIACC literacy levels											
Missing (b)	'000	16.7	20.4	23.7	29.9	32.8	37.8	35.3	46.7	35.6	278.9
Below Level 1/Level 1	'000	172.6	157.0	174.9	138.2	153.3	162.4	238.4	238.3	266.2	1 701.1
Level 2	'000	480.9	456.4	365.1	391.3	452.1	446.0	458.6	410.4	450.0	3 910.8
Level 3	'000	697.5	710.5	643.5	622.6	637.8	641.8	559.8	492.1	371.6	5 377.1
Level 4/5	'000	283.7	319.2	346.9	370.3	311.7	246.3	199.0	154.9	104.3	2 336.2
Total	'000	1 651.3	1 663.5	1 554.0	1 552.2	1 587.8	1 534.2	1 491.1	1 342.3	1 227.7	13 604.1
Proportion of people aged 20–64 years at PIACC literacy levels											
Missing (b)	%	1.0	1.2	1.5	1.9	2.1	2.5	2.4	3.5	2.9	2.0
Below Level 1/Level 1	%	10.5	9.4	11.3	8.9	9.7	10.6	16.0	17.8	21.7	12.5
Level 2	%	29.1	27.4	23.5	25.2	28.5	29.1	30.8	30.6	36.7	28.7
Level 3	%	42.2	42.7	41.4	40.1	40.2	41.8	37.5	36.7	30.3	39.5
Level 4/5	%	17.2	19.2	22.3	23.9	19.6	16.1	13.3	11.5	8.5	17.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Relative standard error of proportion											
Missing (b)	%	49.6	37.2	31.6	31.4	29.5	37.5	30.5	26.3	28.4	11.3
Below Level 1/Level 1	%	19.3	14.6	15.3	16.2	15.5	15.2	11.2	11.6	11.0	4.5
Level 2	%	12.1	9.6	8.9	9.3	7.5	9.3	8.8	8.8	7.5	2.4
Level 3	%	8.5	6.8	7.5	6.2	6.7	7.5	7.1	7.1	8.9	2.4
Level 4/5	%	15.2	10.2	11.1	7.5	12.2	14.3	13.8	15.0	18.5	4.5
Total	%	..	..	..	..	..	..	..	..	..	..
95 per cent confidence interval of proportion											
Missing (b)	±	1.0	0.9	0.9	1.2	1.2	1.8	1.4	1.8	1.6	0.5
Below Level 1/Level 1	±	4.0	2.7	3.4	2.8	2.9	3.2	3.5	4.0	4.7	1.1
Level 2	±	6.9	5.1	4.1	4.6	4.2	5.3	5.3	5.3	5.4	1.4
Level 3	±	7.1	5.7	6.1	4.9	5.2	6.1	5.3	5.1	5.3	1.8
Level 4/5	±	5.1	3.8	4.9	3.5	4.7	4.5	3.6	3.4	3.1	1.5

Table SWD.3.3 **Proportion of the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by age 2011–12 (a)**

	<i>Unit</i>	<i>20–24</i>	<i>25–29</i>	<i>30–34</i>	<i>35–39</i>	<i>40–44</i>	<i>45–49</i>	<i>50–54</i>	<i>55–59</i>	<i>60–64</i>	<i>20–64</i>
Total	±	..	..	..	..	..	..	..	..	..	..

(a) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

(b) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

.. Not applicable.

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

TABLE SWD.3.4

Table SWD.3.4 Proportion of the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by age 2011–12 (a)

	Unit	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	20–64
Number of people aged 20–64 years at PIACC numeracy levels											
Missing (b)	'000	16.7	20.4	23.7	29.9	32.8	37.8	35.3	46.7	35.6	278.9
Below Level 1/Level 1	'000	300.6	261.1	256.5	239.2	288.6	274.8	362.1	354.9	379.8	2 717.7
Level 2	'000	570.4	554.9	446.8	457.7	481.8	481.7	468.0	435.8	416.7	4 313.8
Level 3	'000	549.1	572.8	567.8	520.2	548.3	546.9	462.0	386.4	304.4	4 457.8
Level 4/5	'000	214.5	254.2	259.1	305.2	236.3	193.1	163.8	118.5	91.2	1 835.9
Total	'000	1 651.3	1 663.5	1 554.0	1 552.2	1 587.8	1 534.2	1 491.1	1 342.3	1 227.7	13 604.1
Proportion of people aged 20–64 years at PIACC numeracy levels											
Missing (b)	%	1.0	1.2	1.5	1.9	2.1	2.5	2.4	3.5	2.9	2.0
Below Level 1/Level 1	%	18.2	15.7	16.5	15.4	18.2	17.9	24.3	26.4	30.9	20.0
Level 2	%	34.5	33.4	28.8	29.5	30.3	31.4	31.4	32.5	33.9	31.7
Level 3	%	33.3	34.4	36.5	33.5	34.5	35.6	31.0	28.8	24.8	32.8
Level 4/5	%	13.0	15.3	16.7	19.7	14.9	12.6	11.0	8.8	7.4	13.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Relative standard error of proportion											
Missing (b)	%	49.6	37.2	31.6	31.4	29.5	37.5	30.5	26.3	28.4	11.3
Below Level 1/Level 1	%	13.0	12.1	11.5	10.0	10.4	11.3	9.3	9.0	7.7	3.7
Level 2	%	10.5	9.6	8.1	8.2	6.9	7.7	8.5	8.1	5.9	2.9
Level 3	%	9.6	8.5	7.6	7.7	7.2	7.7	7.4	9.3	7.8	2.7
Level 4/5	%	17.4	13.6	10.8	9.0	10.9	16.2	14.5	16.0	18.0	4.6
Total	%	..	..	..	..	..	..	..	..	..	..
95 per cent confidence interval of proportion											
Missing (b)	±	1.0	0.9	0.9	1.2	1.2	1.8	1.4	1.8	1.6	0.5
Below Level 1/Level 1	±	4.6	3.7	3.7	3.0	3.7	4.0	4.4	4.7	4.6	1.4
Level 2	±	7.1	6.3	4.6	4.7	4.1	4.8	5.2	5.1	4.0	1.8
Level 3	±	6.3	5.8	5.5	5.1	4.9	5.4	4.5	5.3	3.8	1.7
Level 4/5	±	4.4	4.1	3.5	3.5	3.2	4.0	3.1	2.8	2.6	1.2

Table SWD.3.4 Proportion of the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by age 2011–12 (a)

	<i>Unit</i>	<i>20–24</i>	<i>25–29</i>	<i>30–34</i>	<i>35–39</i>	<i>40–44</i>	<i>45–49</i>	<i>50–54</i>	<i>55–59</i>	<i>60–64</i>	<i>20–64</i>
Total	±	..	..	..	..	..	..	..	..	..	..

(a) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

(b) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

.. Not applicable.

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

Table SWD.3.5 **Proportion of the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by SES (SEIFA IRSD) 2011–12 (a), (b)**

	Estimate	Proportion	Relative standard error of proportion	95% confidence interval of proportion
	'000s	%	%	±
Quintile 1				
Missing (c)	96.8	4.1	23.6	1.9
Below Level 1/Level 1	509.8	21.8	7.9	3.4
Level 2	784.0	33.6	6.8	4.5
Level 3	727.4	31.1	6.9	4.2
Level 4/5	217.4	9.3	16.1	2.9
Total	2 335.4	100.0	..	..
Quintile 2				
Missing (c)	68.3	2.6	21.8	1.1
Below Level 1/Level 1	424.3	16.0	9.1	2.9
Level 2	837.7	31.6	6.0	3.7
Level 3	987.6	37.3	4.3	3.1
Level 4/5	331.1	12.5	10.4	2.5
Total	2 649.1	100.0	..	..
Quintile 3				
Missing (c)	49.7	1.7	24.4	0.8
Below Level 1/Level 1	314.6	11.0	12.4	2.7
Level 2	831.6	29.0	5.8	3.3
Level 3	1 182.8	41.3	5.1	4.1
Level 4/5	487.8	17.0	8.4	2.8
Total	2 866.5	100.0	..	..
Quintile 4				
Missing (c)	35.9	1.2	29.7	0.7
Below Level 1/Level 1	278.6	9.2	11.6	2.1
Level 2	857.3	28.4	6.3	3.5
Level 3	1 274.7	42.2	5.4	4.5
Level 4/5	572.1	19.0	8.5	3.2
Total	3 018.5	100.0	..	..
Quintile 5				
Missing (c)	27.8	1.0	37.9	0.8
Below Level 1/Level 1	173.1	6.3	15.7	1.9
Level 2	598.7	21.9	7.7	3.3
Level 3	1 203.7	44.1	4.9	4.3
Level 4/5	727.8	26.6	7.0	3.6
Total	2 731.1	100.0	..	..

(a) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

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

(c) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

.. Not applicable.

Table SWD.3.5 **Proportion of the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by SES (SEIFA IRSD) 2011–12 (a), (b)**

Estimate	Proportion	Relative standard error of proportion	95% confidence interval of proportion
'000s	%	%	±

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

Table SWD.3.6 **Proportion of the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by SES (SEIFA IRSD) 2011–12 (a), (b)**

	Estimate	Proportion	Relative standard error of proportion	95% confidence interval of proportion
	'000s	%	%	±
Quintile 1				
Missing (c)	96.8	4.1	23.6	1.9
Below Level 1/Level 1	742.6	31.8	6.3	3.9
Level 2	792.4	33.9	5.7	3.8
Level 3	544.8	23.3	8.1	3.7
Level 4/5	158.8	6.8	17.9	2.4
Total	2 335.4	100.0	..	..
Quintile 2				
Missing (c)	68.3	2.6	21.8	1.1
Below Level 1/Level 1	645.9	24.4	6.7	3.2
Level 2	898.7	33.9	6.4	4.3
Level 3	779.4	29.4	7.1	4.1
Level 4/5	256.8	9.7	12.1	2.3
Total	2 649.1	100.0	..	..
Quintile 3				
Missing (c)	49.7	1.7	24.4	0.8
Below Level 1/Level 1	526.3	18.4	8.9	3.2
Level 2	927.6	32.4	5.8	3.7
Level 3	976.8	34.1	5.6	3.7
Level 4/5	386.1	13.5	9.5	2.5
Total	2 866.5	100.0	..	..
Quintile 4				
Missing (c)	35.9	1.2	29.7	0.7
Below Level 1/Level 1	487.5	16.1	8.2	2.6
Level 2	942.4	31.2	5.9	3.6
Level 3	1 093.7	36.2	5.2	3.7
Level 4/5	459.1	15.2	9.1	2.7
Total	3 018.5	100.0	..	..
Quintile 5				
Missing (c)	27.8	1.0	37.9	0.8
Below Level 1/Level 1	314.2	11.5	11.1	2.5
Level 2	751.4	27.5	7.2	3.9
Level 3	1 062.5	38.9	4.9	3.7
Level 4/5	575.0	21.1	7.1	2.9
Total	2 731.1	100.0	..	..

(a) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

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

(c) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

.. Not applicable.

Table SWD.3.6 **Proportion of the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by SES (SEIFA IRSD) 2011–12 (a), (b)**

	Estimate	Proportion	Relative standard error of proportion	95% confidence interval of proportion

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

Table SWD.3.7 Proportion of the population aged 20–64 years at PIACC literacy levels (Below 1/1, 2, 3 and 4/5), by remoteness 2011–12 (a)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional / Remote (b)</i>
Number of people aged 20–64 years at PIACC literacy levels				
Missing (c)	'000	266.0	8.7	4.2
Below Level 1/Level 1	'000	1 184.4	326.4	190.4
Level 2	'000	2 637.7	829.0	444.1
Level 3	'000	3 825.9	983.1	568.2
Level 4/5	'000	1 768.3	370.7	197.2
Total	'000	9 682.2	2 517.8	1 404.1
Proportion of people aged 20–64 years at PIACC literacy levels				
Missing (c)	%	2.7	0.3	0.3
Below Level 1/Level 1	%	12.2	13.0	13.6
Level 2	%	27.2	32.9	31.6
Level 3	%	39.5	39.0	40.5
Level 4/5	%	18.3	14.7	14.0
Total	%	100.0	100.0	100.0
Relative standard error of proportion				
Missing (c)	%	11.5	49.8	54.0
Below Level 1/Level 1	%	5.6	13.7	12.3
Level 2	%	3.4	7.3	8.0
Level 3	%	2.6	5.5	6.8
Level 4/5	%	5.5	10.5	13.4
Total	%	..	..	..
95 per cent confidence interval of proportion				
Missing (c)	$\pm$	0.6	0.3	0.3
Below Level 1/Level 1	$\pm$	1.3	3.5	3.3
Level 2	$\pm$	1.8	4.7	4.9
Level 3	$\pm$	2.0	4.2	5.4
Level 4/5	$\pm$	2.0	3.0	3.7
Total	$\pm$	..	..	..

(a) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution. Estimates with a relative standard error greater than 50% are considered too unreliable for general use.

(b) Includes some people who live in 'Very Remote Australia' as classified by the 2011 ASGS Remoteness Area, but were included in the survey scope because their area of residence was not classified to 'Very Remote Australia' under 2006 ASGC Remoteness Area.

(c) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

.. Not applicable.

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

Table SWD.3.8 Proportion of the population aged 20–64 years at PIACC numeracy levels (Below 1/1, 2, 3 and 4/5), by remoteness 2011–12 (a)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional / Remote (b)</i>
Number of people aged 20–64 years at PIACC numeracy levels				
Missing (c)	'000	266.0	8.7	4.2
Below Level 1/Level 1	'000	1 904.5	517.2	295.9
Level 2	'000	2 941.1	880.9	491.8
Level 3	'000	3 152.4	833.7	471.7
Level 4/5	'000	1 418.1	277.3	140.4
Total	'000	9 682.2	2 517.8	1 404.1
Proportion of people aged 20–64 years at PIACC numeracy levels				
Missing (c)	%	2.7	0.3	0.3
Below Level 1/Level 1	%	19.7	20.5	21.1
Level 2	%	30.4	35.0	35.0
Level 3	%	32.6	33.1	33.6
Level 4/5	%	14.6	11.0	10.0
Total	%	100.0	100.0	100.0
Relative standard error of proportion				
Missing (c)	%	11.5	49.8	54.0
Below Level 1/Level 1	%	4.4	8.4	9.2
Level 2	%	3.9	6.8	7.1
Level 3	%	3.6	7.0	7.0
Level 4/5	%	5.7	12.8	15.9
Total	%	..	..	..
95 per cent confidence interval of proportion				
Missing (c)	±	0.6	0.3	0.3
Below Level 1/Level 1	±	1.7	3.4	3.8
Level 2	±	2.3	4.7	4.9
Level 3	±	2.3	4.5	4.6
Level 4/5	±	1.6	2.8	3.1
Total	±	..	..	..

(a) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution. Estimates with a relative standard error greater than 50% are considered too unreliable for general use.

(b) Includes some people who live in 'Very Remote Australia' as classified by the 2011 ASGS Remoteness Area, but were included in the survey scope because their area of residence was not classified to 'Very Remote Australia' under 2006 ASGC Remoteness Area.

(c) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

.. Not applicable.

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

TABLE SWD.3.9

Table SWD.3.9 **Proportion of 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**

	<i>Unit</i>	<i>Year 12 or below (a)</i>	<i>Certificate level III/IV</i>	<i>Diploma/Advanced Diploma</i>	<i>Bachelor degree or above</i>
Number of people aged 20–64 years at PIACC literacy levels					
Missing (b)	'000	–	–	–	–
Below Level 1/Level 1	'000	1 186.8	280.0	110.0	119.5
Level 2	'000	2 012.0	960.5	363.2	573.7
Level 3	'000	2 123.6	1 105.0	605.7	1 542.3
Level 4/5	'000	583.9	272.7	234.5	1 245.1
Total	'000	5 906.3	2 618.3	1 313.4	3 480.5
Proportion of people aged 20–64 years at PIACC literacy levels					
Missing (b)	%	–	–	–	–
Below Level 1/Level 1	%	20.1	10.7	8.4	3.4
Level 2	%	34.1	36.7	27.7	16.5
Level 3	%	36.0	42.2	46.1	44.3
Level 4/5	%	9.9	10.4	17.9	35.8
Total	%	100.0	100.0	100.0	100.0
Relative standard error of proportion					
Missing (b)	%	–	–	–	–
Below Level 1/Level 1	%	5.5	12.2	19.5	16.2
Level 2	%	3.8	5.6	9.3	8.9
Level 3	%	4.0	5.1	6.8	4.7
Level 4/5	%	9.5	12.0	14.4	4.8
Total	%	..	..	..	..
95 per cent confidence interval of proportion					
Missing (b)	±	–	–	–	–
Below Level 1/Level 1	±	2.1	2.6	3.2	1.1
Level 2	±	2.6	4.0	5.1	2.9
Level 3	±	2.8	4.2	6.2	4.1
Level 4/5	±	1.8	2.4	5.0	3.4

Table SWD.3.9 Proportion of 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

	<i>Unit</i>	<i>Year 12 or below (a)</i>	<i>Certificate level III/IV</i>	<i>Diploma/Advanced Diploma</i>	<i>Bachelor degree or above</i>
Total	±	..	..	..	..

(a) Includes Certificate level I/II.

(b) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

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

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

Table SWD.3.10 **Proportion of 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**

	<i>Unit</i>	<i>Year 12 or below (a)</i>	<i>Certificate level III/IV</i>	<i>Diploma/Advanced Diploma</i>	<i>Bachelor degree or above</i>
Number of people aged 20–64 years at PIACC numeracy levels					
Missing (b)	'000	–	–	–	–
Below Level 1/Level 1	'000	1 788.6	484.3	206.9	232.2
Level 2	'000	2 049.1	1 036.9	470.8	755.8
Level 3	'000	1 627.4	885.4	481.6	1 463.4
Level 4/5	'000	441.1	211.7	154.1	1 029.0
Total	'000	5 906.3	2 618.3	1 313.4	3 480.5
Proportion of people aged 20–64 years at PIACC numeracy levels					
Missing (b)	%	–	–	–	–
Below Level 1/Level 1	%	30.3	18.5	15.8	6.7
Level 2	%	34.7	39.6	35.8	21.7
Level 3	%	27.6	33.8	36.7	42.0
Level 4/5	%	7.5	8.1	11.7	29.6
Total	%	100.0	100.0	100.0	100.0
Relative standard error of proportion					
Missing (b)	%	–	–	–	–
Below Level 1/Level 1	%	4.4	9.9	12.8	16.4
Level 2	%	4.7	5.4	7.9	6.9
Level 3	%	5.6	7.0	7.0	4.2
Level 4/5	%	12.2	13.3	16.7	5.2
Total	%	..	..	..	..
95 per cent confidence interval of proportion					
Missing (b)	±	–	–	–	–
Below Level 1/Level 1	±	2.6	3.6	4.0	2.1
Level 2	±	3.2	4.2	5.6	3.0
Level 3	±	3.0	4.6	5.1	3.5
Level 4/5	±	1.8	2.1	3.8	3.0

Table SWD.3.10 Proportion of 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

	<i>Unit</i>	<i>Year 12 or below (a)</i>	<i>Certificate level III/IV</i>	<i>Diploma/Advanced Diploma</i>	<i>Bachelor degree or above</i>
Total	±	..	..	..	..

(a) Includes Certificate level I/II.

(b) People in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

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

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

NASWD Indicator 4:

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

Table SWD.4.1 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 (a), (b)

	<i>Unit</i>	<i>Quintile 1</i>	<i>Quintile 2</i>	<i>Quintile 3</i>	<i>Quintile 4</i>	<i>Quintile 5</i>
Proportion						
With non-school qualification	%	50.4	59.3	62.7	66.6	73.3
Currently studying for a non-school qualification	%	11.9	12.1	12.4	12.1	13.5
With or currently studying a non-school qualification (c)	%	55.5	64.6	68.0	71.6	78.5
Relative standard error						
With non-school qualification	%	1.5	1.1	1.3	0.8	0.8
Currently studying for a non-school qualification	%	5.9	3.8	3.7	4.2	3.6
With or currently studying a non-school qualification (c)	%	1.2	1.0	1.2	0.7	0.8
95 per cent confidence interval						
With non-school qualification	±	1.5	1.2	1.6	1.1	1.2
Currently studying for a non-school qualification	±	1.4	0.9	0.9	1.0	0.9
With or currently studying a non-school qualification (c)	±	1.3	1.2	1.6	1.0	1.2

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

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

(b) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

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

Source: ABS (unpublished) SEW 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 (a)

	<i>Unit</i>	<i>Quintile 1</i>	<i>Quintile 2</i>	<i>Quintile 3</i>	<i>Quintile 4</i>	<i>Quintile 5</i>
Proportion						
With non-school qualification	%	51.0	59.5	64.3	68.1	75.1
Currently studying for a non-school qualification	%	10.7	11.9	11.9	13.3	13.2
With or currently studying a non-school qualification (b)	%	55.6	64.2	68.9	73.3	80.3
Relative standard error						
With non-school qualification	%	1.4	1.3	1.0	0.9	0.7
Currently studying for a non-school qualification	%	5.1	5.1	3.8	4.0	3.0
With or currently studying a non-school qualification (b)	%	1.5	1.2	1.0	0.8	0.7
95 per cent confidence interval						
With non-school qualification	±	1.4	1.5	1.3	1.2	1.1
Currently studying for a non-school qualification	±	1.1	1.2	0.9	1.0	0.8
With or currently studying a non-school qualification (b)	±	1.7	1.6	1.3	1.2	1.0

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

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

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

Source: ABS (unpublished) SEW 2012.

Table SWD.4.3 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 (a)

	Unit	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Proportion						
With non-school qualification	%	49.6	57.1	61.9	65.0	71.2
Currently studying for a non-school qualification	%	11.8	11.6	12.5	13.1	12.6
With or currently studying a non-school qualification (b)	%	55.1	61.5	67.0	70.3	76.5
Relative standard error						
With non-school qualification	%	1.7	1.7	1.1	1.2	0.9
Currently studying for a non-school qualification	%	4.0	3.5	5.6	5.0	3.9
With or currently studying a non-school qualification (b)	%	1.4	1.5	1.0	1.1	0.9
95 per cent confidence interval						
With non-school qualification	±	1.6	1.9	1.3	1.5	1.3
Currently studying for a non-school qualification	±	0.9	0.8	1.4	1.3	1.0
With or currently studying a non-school qualification (b)	±	1.5	1.8	1.3	1.5	1.4

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

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

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

Source: ABS (unpublished) SEW 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 (a)

	<i>Unit</i>	<i>Quintile 1</i>	<i>Quintile 2</i>	<i>Quintile 3</i>	<i>Quintile 4</i>	<i>Quintile 5</i>
Proportion						
With non-school qualification	%	47.9	57.1	60.4	64.8	70.3
Currently studying for a non-school qualification	%	11.1	11.6	12.1	12.3	12.8
With or currently studying a non-school qualification (b)	%	52.7	61.8	65.7	69.6	75.6
Relative standard error						
With non-school qualification	%	1.9	1.4	1.1	1.1	0.9
Currently studying for a non-school qualification	%	4.8	5.2	3.8	3.9	4.1
With or currently studying a non-school qualification (b)	%	1.8	1.2	1.0	1.1	0.8
95 per cent confidence interval						
With non-school qualification	±	1.8	1.6	1.3	1.4	1.3
Currently studying for a non-school qualification	±	1.1	1.2	0.9	1.0	1.0
With or currently studying a non-school qualification (b)	±	1.9	1.5	1.3	1.5	1.2

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

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

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

Source: ABS (unpublished) SEW 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 (a)

	<i>Unit</i>	<i>Quintile 1</i>	<i>Quintile 2</i>	<i>Quintile 3</i>	<i>Quintile 4</i>	<i>Quintile 5</i>
Proportion						
With non-school qualification	%	46.6	56.0	60.4	63.9	70.9
Currently studying for a non-school qualification	%	11.8	10.1	11.9	10.9	12.6
With or currently studying a non-school qualification (b)	%	52.4	60.3	64.9	68.7	76.1
Relative standard error						
With non-school qualification	%	2.2	2.0	1.2	1.6	1.1
Currently studying for a non-school qualification	%	5.4	5.3	5.2	5.0	4.4
With or currently studying a non-school qualification (b)	%	2.1	1.9	1.2	1.5	1.0
95 per cent confidence interval						
With non-school qualification	±	2.0	2.2	1.5	2.0	1.5
Currently studying for a non-school qualification	±	1.3	1.1	1.2	1.1	1.1
With or currently studying a non-school qualification (b)	±	2.1	2.3	1.5	2.0	1.4

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

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

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

Source: ABS (unpublished) SEW 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 (a)

	<i>Unit</i>	<i>Quintile 1</i>	<i>Quintile 2</i>	<i>Quintile 3</i>	<i>Quintile 4</i>	<i>Quintile 5</i>
Proportion						
With non-school qualification	%	46.1	54.3	58.7	63.2	70.1
Currently studying for a non-school qualification	%	9.3	10.3	10.6	10.8	12.3
With or currently studying a non-school qualification (b)	%	50.6	58.9	63.3	67.5	75.2
Relative standard error						
With non-school qualification	%	2.2	1.6	1.3	1.0	0.9
Currently studying for a non-school qualification	%	5.1	6.2	3.4	4.0	4.1
With or currently studying a non-school qualification (b)	%	2.1	1.5	1.2	1.1	0.9
95 per cent confidence interval						
With non-school qualification	±	2.0	1.7	1.5	1.3	1.2
Currently studying for a non-school qualification	±	0.9	1.3	0.7	0.8	1.0
With or currently studying a non-school qualification (b)	±	2.1	1.8	1.4	1.4	1.3

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

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

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

Source: ABS (unpublished) SEW 2008.

TABLE SWD.4.7

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 (a)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
Number of 20-64 year old people with a non-school qualification					
With non-school qualification	'000	6 251.9	1 594.8	635.8	137.4
Currently studying for a non-school qualification	'000	1 295.5	266.8	115.8	20.0
With a non-school qualification or currently studying for a non-school qualification (b)	'000	6 800.2	1 700.8	681.7	143.9
Proportion					
With non-school qualification	%	64.7	60.5	56.9	56.7
Currently studying for a non-school qualification	%	13.4	10.1	10.4	8.2
With a non-school qualification or currently studying for a non-school qualification (b)	%	70.3	64.5	61.0	59.3
Relative standard error of proportion					
With non-school qualification	%	0.7	1.4	2.1	5.2
Currently studying for a non-school qualification	%	1.9	4.2	8.1	20.0
With a non-school qualification or currently studying for a non-school qualification (b)	%	0.6	1.5	1.8	5.1
95 per cent confidence interval of proportion					
With non-school qualification	±	0.8	1.7	2.3	5.8
Currently studying for a non-school qualification	±	0.5	0.8	1.6	3.2
With a non-school qualification or currently studying for a non-school qualification (b)	±	0.8	1.9	2.2	5.9

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

(a) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

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

Source : ABS (unpublished) SEW 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**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
Number of 20-64 year old people with a non-school qualification					
With non-school qualification	'000	6 321.6	1 529.0	599.9	131.8
Currently studying for a non-school qualification	'000	1 276.9	249.8	97.8	16.3
With a non-school qualification or currently studying for a non-school qualification (a)	'000	6 844.6	1 621.9	633.0	137.9
Proportion					
With non-school qualification	%	66.3	60.9	54.9	55.6
Currently studying for a non-school qualification	%	13.4	10.0	9.0	6.9
With a non-school qualification or currently studying for a non-school qualification (a)	%	71.8	64.6	57.9	58.2
Relative standard error of proportion					
With non-school qualification	%	0.6	1.6	2.4	4.3
Currently studying for a non-school qualification	%	1.5	5.5	9.1	19.5
With a non-school qualification or currently studying for a non-school qualification (a)	%	0.5	1.5	2.3	5.2
95 per cent confidence interval of proportion					
With non-school qualification	±	0.8	1.9	2.5	4.7
Currently studying for a non-school qualification	±	0.4	1.1	1.6	2.6
With a non-school qualification or currently studying for a non-school qualification (a)	±	0.7	1.9	2.6	6.0

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

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

Source : ABS (unpublished) SEW 2012.

Table SWD.4.9 **Proportion of 20–64 year old population with a non-school qualification or currently studying for a non-school qualification, by remoteness, 2011**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
Number of 20-64 year old people with a non-school qualification					
With non-school qualification	'000	6 011.1	1 523.5	610.2	114.6
Currently studying for a non-school qualification	'000	1 263.6	267.1	97.0	20.0
With a non-school qualification or currently studying for a non-school qualification (a)	'000	6 545.8	1 625.4	646.3	121.5
Proportion					
With non-school qualification	%	63.9	58.6	54.2	49.1
Currently studying for a non-school qualification	%	13.4	10.3	8.6	8.6
With a non-school qualification or currently studying for a non-school qualification (a)	%	69.5	62.5	57.4	52.0
Relative standard error of proportion					
With non-school qualification	%	0.7	1.4	1.9	3.7
Currently studying for a non-school qualification	%	2.4	4.1	7.4	13.9
With a non-school qualification or currently studying for a non-school qualification (a)	%	0.6	1.6	1.9	3.9
95 per cent confidence interval of proportion					
With non-school qualification	±	0.9	1.7	2.0	3.6
Currently studying for a non-school qualification	±	0.6	0.8	1.3	2.3
With a non-school qualification or currently studying for a non-school qualification (a)	±	0.8	1.9	2.1	4.0

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

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

Source : ABS (unpublished) SEW 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**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
Number of 20-64 year old people with a non-school qualification					
With non-school qualification	'000	5 880.4	1 423.9	614.1	116.8
Currently studying for a non-school qualification	'000	1 250.5	222.2	103.5	17.3
With a non-school qualification or currently studying for a non-school qualification (a)	'000	6 401.3	1 519.2	653.2	122.9
Proportion					
With non-school qualification	%	63.0	57.4	54.5	51.4
Currently studying for a non-school qualification	%	13.4	9.0	9.2	7.6
With a non-school qualification or currently studying for a non-school qualification (a)	%	68.6	61.3	58.0	54.1
Relative standard error of proportion					
With non-school qualification	%	0.7	1.2	1.9	3.8
Currently studying for a non-school qualification	%	2.5	5.2	8.3	18.9
With a non-school qualification or currently studying for a non-school qualification (a)	%	0.6	1.2	1.6	4.2
95 per cent confidence interval of proportion					
With non-school qualification	±	0.8	1.3	2.0	3.8
Currently studying for a non-school qualification	±	0.7	0.9	1.5	2.8
With a non-school qualification or currently studying for a non-school qualification (a)	±	0.9	1.4	1.8	4.5

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

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

Source: ABS (unpublished) SEW 2010.

Table SWD.4.11 **Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2013 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Currently studying for a non-school qualification										
Certificate level I/II	%	2.2	1.8	2.0	2.9	6.2	4.9	2.1	5.7	2.5
Certificate level III/IV	%	26.1	22.8	25.6	26.9	25.3	26.1	14.9	36.8	25.0
Diploma/Advanced Diploma	%	13.1	17.0	19.0	12.7	15.1	13.1	9.4	11.4	15.3
Bachelor degree or above	%	52.7	54.6	49.5	53.6	50.5	52.9	71.6	43.5	52.8
Relative standard error										
Currently studying for a non-school qualification										
Certificate level I/II	%	26.6	23.2	25.6	28.5	22.4	26.9	44.2	43.8	12.8
Certificate level III/IV	%	6.5	6.5	8.2	8.5	7.5	10.6	17.7	13.1	3.9
Diploma/Advanced Diploma	%	8.6	5.7	7.3	9.8	10.5	16.4	20.9	21.4	4.2
Bachelor degree or above	%	3.3	3.6	4.0	4.5	5.2	7.2	4.8	12.1	1.5
95 per cent confidence interval										
Currently studying for a non-school qualification										
Certificate level I/II	±	1.1	0.8	1.0	1.6	2.7	2.6	1.8	4.9	0.6
Certificate level III/IV	±	3.3	2.9	4.1	4.5	3.7	5.4	5.2	9.4	1.9
Diploma/Advanced Diploma	±	2.2	1.9	2.7	2.5	3.1	4.2	3.8	4.8	1.3
Bachelor degree or above	±	3.5	3.8	3.9	4.8	5.1	7.5	6.8	10.3	1.6

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

(a) Components do not add to 100 per cent, as people whose level of current study for a non-school qualification was recorded as Certificate nfd or level not determined are not included in any of the categories.

(b) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

(c) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

Source: ABS (unpublished) SEW 2013.

Table SWD.4.12 **Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Currently studying for a non-school qualification										
Certificate level I/II	%	1.8	1.6	1.1	3.2	3.1	3.2	1.3	2.0	1.9
Certificate level III/IV	%	20.3	19.1	26.4	21.5	24.4	25.5	17.0	22.2	21.5
Diploma/Advanced Diploma	%	14.6	17.7	15.9	15.4	18.6	15.1	11.8	14.3	15.9
Bachelor degree or above	%	58.7	56.8	52.5	52.9	49.3	52.9	67.3	56.5	55.9
Relative standard error										
Currently studying for a non-school qualification										
Certificate level I/II	%	27.3	33.8	34.4	31.7	25.8	37.1	61.0	58.2	13.8
Certificate level III/IV	%	8.4	7.7	6.4	10.7	8.6	11.0	16.0	18.4	4.4
Diploma/Advanced Diploma	%	8.2	7.6	8.1	9.0	11.5	17.4	19.9	30.3	2.9
Bachelor degree or above	%	3.4	3.3	4.1	5.0	5.2	5.8	6.6	8.9	1.8
95 per cent confidence interval										
Currently studying for a non-school qualification										
Certificate level I/II	±	1.0	1.1	0.7	2.0	1.6	2.4	1.6	2.3	0.5
Certificate level III/IV	±	3.3	2.9	3.3	4.5	4.1	5.5	5.3	8.0	1.8
Diploma/Advanced Diploma	±	2.3	2.6	2.5	2.7	4.2	5.2	4.6	8.5	0.9
Bachelor degree or above	±	3.9	3.6	4.2	5.2	5.0	6.0	8.7	9.9	2.0

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

(a) Components do not add to 100 per cent, as people whose level of current study for a non-school qualification was recorded as Certificate nfd or level not determined are not included in any of the categories.

(b) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution. Estimates with a relative standard error greater than 50% are considered too unreliable for general use.

Source: ABS (unpublished) SEW 2012.

Table SWD.4.13 **Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2011 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Currently studying for a non-school qualification										
Certificate level I/II	%	2.8	1.8	1.4	3.9	2.3	5.7	2.1	np	2.4
Certificate level III/IV	%	23.9	21.0	24.1	22.1	20.3	22.0	14.9	37.4	22.6
Diploma/Advanced Diploma	%	15.0	16.4	19.5	12.8	17.2	14.8	14.5	14.4	16.1
Bachelor degree or above	%	51.8	53.6	49.0	52.6	54.5	51.4	63.2	40.2	52.1
Relative standard error										
Currently studying for a non-school qualification										
Certificate level I/II	%	15.0	20.0	32.5	24.2	29.6	36.3	48.6	np	9.5
Certificate level III/IV	%	6.8	6.2	5.1	8.2	9.5	12.6	14.2	13.8	3.8
Diploma/Advanced Diploma	%	7.1	9.4	10.3	15.9	10.1	15.8	16.6	24.8	3.8
Bachelor degree or above	%	3.7	3.6	4.9	5.6	4.2	6.7	5.3	9.5	1.8
95 per cent confidence interval										
Currently studying for a non-school qualification										
Certificate level I/II	±	0.8	0.7	0.9	1.8	1.4	4.1	2.0	np	0.4
Certificate level III/IV	±	3.2	2.6	2.4	3.5	3.8	5.4	4.2	10.1	1.7
Diploma/Advanced Diploma	±	2.1	3.0	3.9	4.0	3.4	4.6	4.7	7.0	1.2
Bachelor degree or above	±	3.8	3.8	4.7	5.8	4.5	6.7	6.6	7.5	1.9

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

(a) Components do not add to 100 per cent, as people whose level of current study for a non-school qualification was recorded as Certificate nfd or level not determined are not included in any of the categories.

(b) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

np Not published.

Source: ABS (unpublished) SEW 2011.

Table SWD.4.14 **Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2010 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Currently studying for a non-school qualification										
Certificate level I/II	%	3.2	1.8	2.5	2.5	2.7	2.9	np	2.7	2.5
Certificate level III/IV	%	18.5	20.5	29.3	20.3	19.4	25.2	17.1	31.3	21.5
Diploma/Advanced Diploma	%	15.5	16.0	15.4	20.5	14.2	14.0	11.3	11.6	15.8
Bachelor degree or above	%	52.8	55.4	45.8	50.5	56.1	52.4	66.6	42.4	52.4
Relative standard error										
Currently studying for a non-school qualification										
Certificate level I/II	%	17.4	24.8	21.7	36.6	23.0	31.4	np	50.7	11.7
Certificate level III/IV	%	8.6	6.7	7.3	13.1	9.6	12.8	15.5	10.3	4.1
Diploma/Advanced Diploma	%	7.7	7.9	11.0	10.8	13.2	22.0	20.7	23.2	3.9
Bachelor degree or above	%	3.0	3.3	6.2	6.4	4.2	5.6	4.7	11.3	1.7
95 per cent confidence interval										
Currently studying for a non-school qualification										
Certificate level I/II	±	1.1	0.9	1.1	1.8	1.2	1.8	np	2.7	0.6
Certificate level III/IV	±	3.1	2.7	4.2	5.2	3.6	6.3	5.2	6.3	1.7
Diploma/Advanced Diploma	±	2.3	2.5	3.3	4.3	3.7	6.0	4.6	5.3	1.2
Bachelor degree or above	±	3.1	3.6	5.6	6.3	4.6	5.7	6.2	9.4	1.7

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

(a) Components do not add to 100 per cent, as people whose level of current study for a non-school qualification was recorded as Certificate nfd or level not determined are not included in any of the categories.

(b) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution. Estimates with a relative standard error greater than 50 per cent are considered too unreliable for general use.

np Not published.

Source: ABS (unpublished) SEW 2010.

Table SWD.4.15 **Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Currently studying for a non-school qualification										
Certificate level I/II	%	4.7	1.6	1.8	2.0	3.5	3.6	4.6	3.3	3.0
Certificate level III/IV	%	19.3	20.7	24.9	21.9	20.8	30.8	10.9	26.8	21.2
Diploma/Advanced Diploma	%	14.2	15.1	15.5	13.8	16.0	12.0	12.9	16.5	14.7
Bachelor degree or above	%	55.1	56.4	50.6	55.0	52.4	46.2	68.0	37.6	54.3
Relative standard error										
Currently studying for a non-school qualification										
Certificate level I/II	%	18.5	40.1	30.9	32.4	38.4	31.3	39.3	46.2	12.2
Certificate level III/IV	%	8.9	8.9	9.7	11.1	8.3	14.2	23.3	19.5	4.4
Diploma/Advanced Diploma	%	8.6	9.0	12.2	11.1	13.5	19.7	17.2	16.1	3.6
Bachelor degree or above	%	3.4	3.4	5.9	5.9	5.0	9.8	6.2	15.0	1.8
95 per cent confidence interval										
Currently studying for a non-school qualification										
Certificate level I/II	±	1.7	1.2	1.1	1.3	2.6	2.2	3.5	3.0	0.7
Certificate level III/IV	±	3.4	3.6	4.7	4.8	3.4	8.5	5.0	10.3	1.8
Diploma/Advanced Diploma	±	2.4	2.7	3.7	3.0	4.2	4.6	4.3	5.2	1.0
Bachelor degree or above	±	3.6	3.7	5.8	6.4	5.1	8.9	8.3	11.1	2.0

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

(a) Components do not add to 100 per cent, as people whose level of current study for a non-school qualification was recorded as Certificate nfd or level not determined are not included in any of the categories.

(b) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

Source : ABS (unpublished) SEW 2009.

Table SWD.4.16 **Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Currently studying for a non-school qualification										
Certificate level I/II	%	4.0	2.7	1.9	2.6	2.8	3.4	1.8	np	3.0
Certificate level III/IV	%	19.4	19.7	23.3	17.3	21.0	30.3	13.5	20.6	20.3
Diploma/Advanced Diploma	%	14.9	16.7	15.4	14.5	13.0	10.4	18.5	11.1	15.3
Bachelor degree or above	%	53.8	53.0	49.7	58.2	55.5	49.1	61.2	51.1	53.3
Relative standard error										
Currently studying for a non-school qualification										
Certificate level I/II	%	19.5	22.9	31.0	35.4	32.0	29.4	46.6	np	11.0
Certificate level III/IV	%	6.1	6.7	8.5	14.2	10.9	11.4	17.5	17.2	3.5
Diploma/Advanced Diploma	%	9.3	8.0	12.4	14.8	14.9	16.2	11.2	23.4	5.4
Bachelor degree or above	%	3.2	3.5	4.7	6.3	5.0	7.9	5.2	8.7	1.9
95 per cent confidence interval										
Currently studying for a non-school qualification										
Certificate level I/II	±	1.5	1.2	1.2	1.8	1.8	1.9	1.7	np	0.6
Certificate level III/IV	±	2.3	2.6	3.9	4.8	4.5	6.8	4.6	6.9	1.4
Diploma/Advanced Diploma	±	2.7	2.6	3.7	4.2	3.8	3.3	4.1	5.1	1.6
Bachelor degree or above	±	3.4	3.6	4.6	7.2	5.4	7.6	6.2	8.7	2.0

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

(a) Components do not add to 100 per cent, as people whose level of current study for a non-school qualification was recorded as Certificate nfd or level not determined are not included in any of the categories.

(b) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

np Not published.

Source: ABS (unpublished) SEW 2008.

TABLE SWD.4.17

Table SWD.4.17 **Proportion of 20–64 year old population currently studying for a non-school qualification, by level of qualification, 2007 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Currently studying for a non-school qualification										
Certificate level I/II	%	2.7	3.0	3.5	4.1	4.5	5.5	1.5	np	3.2
Certificate level III/IV	%	18.4	16.7	23.7	18.5	22.6	35.2	10.6	23.7	19.5
Diploma/Advanced Diploma	%	15.9	14.6	16.0	12.2	13.3	13.2	15.1	11.9	15.0
Bachelor degree or above	%	54.0	57.0	50.8	58.6	52.3	40.7	68.0	54.9	54.5
Relative standard error										
Currently studying for a non-school qualification										
Certificate level I/II	%	22.1	19.4	16.9	23.5	24.7	30.7	44.0	np	9.2
Certificate level III/IV	%	7.8	7.9	6.5	10.0	9.7	8.4	20.4	25.0	4.0
Diploma/Advanced Diploma	%	8.0	8.4	8.0	13.7	9.9	17.1	15.7	33.9	3.5
Bachelor degree or above	%	3.7	3.9	4.1	5.2	4.5	8.2	7.1	14.1	2.1
95 per cent confidence interval										
Currently studying for a non-school qualification										
Certificate level I/II	±	1.2	1.1	1.2	1.9	2.2	3.3	1.3	np	0.6
Certificate level III/IV	±	2.8	2.6	3.0	3.6	4.3	5.8	4.3	11.6	1.5
Diploma/Advanced Diploma	±	2.5	2.4	2.5	3.3	2.6	4.4	4.6	7.9	1.0
Bachelor degree or above	±	3.9	4.3	4.0	6.0	4.6	6.5	9.5	15.2	2.3

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

(a) Components do not add to 100 per cent, as people whose level of current study for a non-school qualification was recorded as Certificate nfd or level not determined are not included in any of the categories.

(b) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

np Not published.

Source: ABS (unpublished) SEW 2007.

TABLE SWD.4.18

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**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous										
With non-school qualification	%	50.2	61.8	45.2	40.3	53.3	55.2	70.3	34.5	47.1
Currently studying for a non-school qualification	%	16.3	14.8	13.4	9.3	18.9	11.5	32.6	7.8	13.7
With a non-school qualification or currently studying for a non-school qualification (a)	%	55.7	67.4	52.3	44.8	59.1	58.3	79.0	37.1	52.6
Non-Indigenous										
With non-school qualification	%	66.9	65.2	61.3	64.6	59.7	61.0	71.9	61.5	64.5
Currently studying for a non-school qualification	%	13.3	12.6	10.7	11.0	12.2	11.4	16.6	10.5	12.3
With a non-school qualification or currently studying for a non-school qualification (a)	%	72.1	70.3	65.5	68.8	64.6	65.7	78.4	65.1	69.3
Relative standard error										
Indigenous										
With non-school qualification	%	4.7	4.9	5.4	5.9	5.7	6.4	5.7	7.3	2.3
Currently studying for a non-school qualification	%	11.7	14.4	12.2	14.2	14.8	19.2	12.3	11.7	5.6
With a non-school qualification or currently studying for a non-school qualification (a)	%	4.4	4.3	5.0	5.4	5.1	6.1	4.5	6.5	2.1
Non-Indigenous										
With non-school qualification	%	0.8	1.1	1.4	1.4	1.5	2.0	1.7	2.8	0.5
Currently studying for a non-school qualification	%	3.1	3.2	3.4	4.2	4.2	6.8	7.5	7.7	1.7
With a non-school qualification or currently studying for a non-school qualification (a)	%	0.7	1.0	1.3	1.2	1.3	2.2	1.7	2.5	0.4
95 per cent confidence interval										
Indigenous										
With non-school qualification	±	4.7	5.9	4.8	4.7	6	6.9	7.9	4.9	2.1
Currently studying for a non-school qualification	±	3.7	4.2	3.2	2.6	5.5	4.3	7.8	1.8	1.5

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
With a non-school qualification or currently studying for a non-school qualification (a)	±	4.8	5.7	5.1	4.8	5.9	6.9	7	4.7	2.1
Non-Indigenous										
With non-school qualification	±	1.0	1.4	1.6	1.7	1.8	2.4	2.5	3.3	0.6
Currently studying for a non-school qualification	±	0.8	0.8	0.7	0.9	1.0	1.5	2.4	1.6	0.4
With a non-school qualification or currently studying for a non-school qualification (a)	±	1.0	1.4	1.7	1.6	1.6	2.8	2.7	3.2	0.6

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

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

Source: ABS (unpublished) NATSIHS component of the AATSIHS, 2012-13 and ABS (unpublished) Survey of Education and Work, 2012.

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**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous										
With non-school qualification	%	38.3	55.7	37.9	39.0	43.5	42.2	56.8	25.0	38.3
Currently studying for a non-school qualification	%	10.7	14.9	11.0	9.4	11.6	11.1	23.3	7.9	10.7
With a non-school qualification or currently studying for a non-school qualification (a)	%	43.5	60.9	43.1	43.1	49.5	48.5	65.8	29.1	43.3
Non-Indigenous										
With non-school qualification	%	61.8	59.8	57.5	58.1	55.6	53.6	69.0	59.3	59.5
Currently studying for a non-school qualification	%	10.7	11.8	10.7	8.6	10.9	11.8	15.3	11.5	10.9
With a non-school qualification or currently studying for a non-school qualification (a)	%	66.3	65.4	62.0	62.0	60.0	58.4	73.8	64.0	64.2
Relative standard error										
Indigenous										
With non-school qualification	%	6.1	4.0	7.8	6.2	6.7	6.3	7.4	8.2	3.0
Currently studying for a non-school qualification	%	13.4	9.6	14.0	14.5	14.1	15.8	18.2	13.0	6.1
With a non-school qualification or currently studying for a non-school qualification (a)	%	5.4	3.5	6.4	5.6	5.8	6.2	6.5	6.7	2.6
Non-Indigenous										
With non-school qualification	%	0.9	1.1	1.4	2.3	1.7	2.8	1.9	2.9	0.5
Currently studying for a non-school qualification	%	3.8	2.9	4.4	4.6	4.9	6.2	5.4	10.2	1.7
With a non-school qualification or currently studying for a non-school qualification (a)	%	1.0	1.0	1.3	2.0	1.5	2.4	1.8	3.0	0.5
95 per cent confidence interval										
Indigenous										
With non-school qualification	±	4.6	4.4	5.8	4.7	5.7	5.2	8.3	4.0	2.3
Currently studying for a non-school qualification	±	2.8	2.8	3.0	2.6	3.2	3.4	8.3	2.0	1.3

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
With a non-school qualification or currently studying for a non-school qualification (a)	±	4.6	4.2	5.4	4.7	5.6	5.9	8.4	3.8	2.2
Non-Indigenous										
With non-school qualification	±	1.1	1.3	1.6	2.6	1.8	3.0	2.5	3.4	0.5
Currently studying for a non-school qualification	±	0.8	0.7	0.9	0.8	1.0	1.4	1.6	2.3	0.4
With a non-school qualification or currently studying for a non-school qualification (a)	±	1.3	1.3	1.6	2.5	1.8	2.8	2.7	3.8	0.6

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

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

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
		Proportion								
With non-school qualification	%	65.0	64.5	59.9	61.8	60.1	60.0	70.3	60.7	63.1
Currently studying for a non-school qualification	%	12.5	12.8	12.1	10.7	13.6	12.5	15.6	11.1	12.4
With a non-school qualification or currently studying for a non-school qualification (b)	%	70.0	70.1	64.9	66.5	65.9	65.1	75.9	64.5	68.3
		Relative standard error								
With non-school qualification	%	1.3	1.0	1.1	1.5	1.8	2.1	1.6	3.4	0.6
Currently studying for a non-school qualification	%	2.8	2.9	3.4	5.6	4.1	7.1	6.3	9.0	1.4
With a non-school qualification or currently studying for a non-school qualification (b)	%	1.1	1.0	0.9	1.2	1.5	1.9	1.7	3.1	0.6
		95 per cent confidence interval								
With non-school qualification	±	1.6	1.3	1.3	1.8	2.1	2.5	2.2	4.0	0.8
Currently studying for a non-school qualification	±	0.7	0.7	0.8	1.2	1.1	1.8	1.9	2.0	0.3
With a non-school qualification or currently studying for a non-school qualification (b)	±	1.5	1.4	1.2	1.6	2.0	2.5	2.6	4.0	0.8

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

(a) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

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

Source: ABS (unpublished) Survey of Education and Work, 2013.

NASWD Indicator 5:

Proportion of VET graduates with improved employment status after training

TABLE SWD.5.1

ESTIMATES HAVE BEEN INCLUDED IN THIS TABLE TO ASSIST THE CRC IN THEIR ANALYSIS OF THE DATA. ONLY ESTIMATES FOR PROPORTIONS ARE AVAILABLE FOR PUBLIC RELEASE.

Table SWD.5.1 **Graduates aged 20–64 years with improved employment status after training, 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportions										
Not employed before training to employed after training	%	10.1	11.8	11.7	10.5	9.8	11.1	8.5	7.0	10.9
Employed at a higher skill level after training	%	9.9	9.7	11.5	11.9	9.9	11.5	12.4	10.3	10.4
Received a job-related benefit	%	57.5	56.3	62.5	62.2	57.5	61.8	61.9	65.8	58.6
Total with improved employment status after training	%	60.0	60.0	65.2	65.5	60.4	64.2	65.7	68.2	61.6
Relative standard errors										
Not employed before training to employed after training	%	3.5	6.3	4.6	4.4	5.7	7.8	10.8	13.0	2.6
Employed at a higher skill level after training	%	4.0	7.2	4.6	4.3	5.7	7.8	9.2	12.2	2.6
Received a job-related benefit	%	1.0	2.0	1.2	1.2	1.6	2.1	2.4	2.5	0.7
Total with improved employment status after training	%	1.0	1.9	1.1	1.1	1.5	2.0	2.2	2.4	0.7
95 per cent confidence intervals										
Not employed before training to employed after training	±	0.7	1.5	1.1	0.9	1.1	1.7	1.8	1.8	0.5
Employed at a higher skill level after training	±	0.8	1.4	1.0	1.0	1.1	1.8	2.2	2.5	0.5
Received a job-related benefit	±	1.2	2.2	1.5	1.5	1.8	2.5	3.0	3.3	0.8
Total with improved employment status after training	±	1.1	2.2	1.5	1.4	1.8	2.5	2.9	3.2	0.8
Numbers										
Not employed before training to employed after training	no.	11 334	13 467	7 225	3 139	3 232	858	558	244	40 057
Employed at a higher skill level after training	no.	10 589	10 431	6 999	3 525	3 227	878	799	347	36 796

TABLE SWD.5.1

ESTIMATES HAVE BEEN INCLUDED IN THIS TABLE TO ASSIST THE CRC IN THEIR ANALYSIS OF THE DATA. ONLY ESTIMATES FOR PROPORTIONS ARE AVAILABLE FOR PUBLIC RELEASE.

Table SWD.5.1 Graduates aged 20–64 years with improved employment status after training, 2013 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Received a job-related benefit	no.	64 356	64 337	38 671	18 696	18 921	4 804	4 075	2 305	216 165
Total with improved employment status after training	no.	67 300	68 793	40 394	19 674	19 922	4 995	4 327	2 395	227 802

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2012.

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

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

(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.

Source: NCVER (unpublished) Student Outcomes Survey, 2013.

TABLE SWD.5.2

Table SWD.5.2 **Proportion of graduates aged 20–64 years with improved employment status after training, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous										
Not employed before training to employed after training	%	10.7	8.5	16.5	16.6	11.6	8.1	19.5	9.5	12.6
Employed at a higher skill level after training	%	8.3	7.6	6.8	5.9	9.5	11.6	np	6.5	7.8
Received a job-related benefit	%	53.9	73.9	52.7	51.8	57.6	58.0	49.9	64.9	56.1
Total with improved employment status after training	%	56.5	77.1	55.7	56.1	58.0	58.9	54.8	66.9	58.7
Non-Indigenous										
Not employed before training to employed after training	%	10.2	11.9	11.5	10.3	9.8	11.4	8.1	6.5	10.9
Employed at a higher skill level after training	%	10.0	9.8	11.8	12.2	9.9	11.3	12.4	11.1	10.5
Received a job-related benefit	%	57.7	56.1	63.0	62.6	57.3	62.2	62.3	66.4	58.7
Total with improved employment status after training	%	60.2	59.8	65.7	65.8	60.4	64.7	66.1	68.9	61.7

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.3 and SWD.5.4.

- (a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2012.
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (c) Relative standard errors (RSE) for the proportions data are included in table SWD.5.3. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.
- (d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.

np Not published.

Source: NCVER (unpublished) Student Outcomes Survey, 2013.

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) (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous										
Not employed before training to employed after training	%	17.2	40.6	18.1	19.9	35.6	33.3	38.1	27.9	9.7
Employed at a higher skill level after training	%	19.1	39.8	20.8	30.8	42.6	29.2	np	34.2	10.8
Received a job-related benefit	%	5.2	10.9	7.2	8.1	10.6	9.4	18.1	6.9	3.5
Total with improved employment status after training	%	4.9	9.5	6.8	7.5	10.5	9.3	16.9	6.5	3.2
Non-Indigenous graduates										
Not employed before training to employed after training	%	3.6	6.4	4.8	4.5	5.8	8.1	11.3	14.5	2.7
Employed at a higher skill level after training	%	4.1	7.3	4.7	4.4	5.7	8.2	9.4	13.0	2.7
Received a job-related benefit	%	1.1	2.0	1.2	1.2	1.6	2.2	2.5	2.7	0.7
Total with improved employment status after training	%	1.0	1.9	1.2	1.1	1.5	2.0	2.3	2.5	0.7

(a) See table NASWD.5.2 for detailed footnotes.

np Not published.

Source: NCVET (unpublished) Student Outcomes Survey, 2013.

TABLE SWD.5.4

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) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous										
Not employed before training to employed after training	±	3.6	6.8	5.9	6.4	8.1	5.3	14.6	5.2	2.4
Employed at a higher skill level after training	±	3.1	5.9	2.8	3.6	7.9	6.6	np	4.4	1.7
Received a job-related benefit	±	5.5	15.9	7.4	8.2	12.0	10.7	17.7	8.8	3.8
Total with improved employment status after training	±	5.4	14.3	7.4	8.2	12.0	10.7	18.1	8.6	3.7
Non-Indigenous										
Not employed before training to employed after training	±	0.7	1.5	1.1	0.9	1.1	1.8	1.8	1.8	0.6
Employed at a higher skill level after training	±	0.8	1.4	1.1	1.0	1.1	1.8	2.3	2.8	0.5
Received a job-related benefit	±	1.2	2.2	1.5	1.5	1.8	2.6	3.0	3.5	0.9
Total with improved employment status after training	±	1.2	2.2	1.5	1.4	1.8	2.6	2.9	3.4	0.9

(a) See table NASWD.5.2 for detailed footnotes

np Not published.

Source: NCVER (unpublished) Student Outcomes Survey, 2013.

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	10.9	10.9	12.8	12.2	10.9	10.4	np	8.0	11.2
Employed at a higher skill level after training	%	8.8	8.7	9.8	8.7	9.7	12.3	np	7.1	9.2
Received a job-related benefit	%	52.3	52.7	59.3	56.3	54.7	60.6	77.9	65.1	54.6
Total with improved employment status after training	%	55.0	55.0	62.3	59.9	57.8	63.2	77.9	66.0	57.2
Quintile 2										
Not employed before training to employed after training	%	10.7	13.7	12.6	12.3	9.6	11.3	–	6.9	11.8
Employed at a higher skill level after training	%	9.1	11.6	11.2	11.7	8.9	10.7	31.2	10.0	10.4
Received a job-related benefit	%	57.0	58.4	62.6	62.2	55.5	62.8	65.8	66.8	58.6
Total with improved employment status after training	%	59.8	62.1	64.7	66.3	57.5	65.1	65.8	69.1	61.6
Quintile 3										
Not employed before training to employed after training	%	9.0	11.0	10.9	9.0	11.4	12.1	np	12.2	10.3
Employed at a higher skill level after training	%	11.4	8.8	13.2	13.0	13.0	11.9	8.8	17.0	11.2
Received a job-related benefit	%	61.4	55.1	62.9	61.8	62.0	62.2	64.9	61.8	59.6
Total with improved employment status after training	%	63.5	58.4	65.0	65.0	66.3	64.9	71.6	67.3	62.4
Quintile 4										
Not employed before training to employed after training	%	9.6	13.2	11.4	12.4	7.4	11.9	9.6	6.1	11.3

TABLE SWD.5.5

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employed at a higher skill level after training	%	11.0	9.9	10.2	10.8	10.1	9.1	8.4	12.1	10.2
Received a job-related benefit	%	57.1	56.1	63.2	65.4	60.7	63.4	63.1	63.7	59.2
Total with improved employment status after training	%	60.4	60.9	65.8	68.9	63.9	65.5	66.1	66.6	62.9
Quintile 5										
Not employed before training to employed after training	%	10.5	8.8	10.7	8.2	10.1	np	8.7	4.9	9.6
Employed at a higher skill level after training	%	10.2	9.1	13.7	13.4	7.8	16.2	12.5	8.9	10.9
Received a job-related benefit	%	61.8	59.2	65.3	62.7	56.0	64.7	60.0	69.7	61.4
Total with improved employment status after training	%	64.1	63.3	69.8	64.9	59.1	64.7	64.4	71.1	64.6

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.6 and SWD.5.7

- (a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2012.
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (d) Relative standard errors (RSE) for the proportions data are included in table SWD.5.6. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.
- (e) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit. Therefore, the subgroups may add to more than the total.

np Not published. – Nil or rounded to zero.

Source: NCVET (unpublished) Student Outcomes Survey, 2013.

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) (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	%	6.9	16.8	9.8	12.8	10.8	11.7	np	26.9	5.3
Employed at a higher skill level after training	%	8.3	19.3	11.5	14.7	11.5	12.1	np	32.7	6.0
Received a job-related benefit	%	2.3	5.3	2.9	4.2	3.4	3.2	10.0	6.0	1.7
Total with improved employment status after training	%	2.2	5.1	2.7	3.9	3.2	3.0	10.0	5.9	1.6
Quintile 2										
Not employed before training to employed after training	%	6.6	13.9	10.7	9.2	10.9	18.8	–	27.7	5.7
Employed at a higher skill level after training	%	8.0	15.6	10.2	9.2	10.6	19.3	32.0	22.8	6.1
Received a job-related benefit	%	2.0	4.2	2.8	2.6	3.1	5.5	15.4	4.7	1.6
Total with improved employment status after training	%	1.9	3.9	2.7	2.3	2.9	5.3	15.4	4.3	1.5
Quintile 3										
Not employed before training to employed after training	%	8.8	12.5	9.5	9.6	13.4	20.9	np	28.2	5.7
Employed at a higher skill level after training	%	9.4	14.7	8.5	8.4	13.1	17.0	34.9	32.4	5.4
Received a job-related benefit	%	2.3	4.2	2.4	2.4	3.7	5.1	9.5	9.2	1.7
Total with improved employment status after training	%	2.2	4.0	2.3	2.3	3.3	4.9	7.2	8.3	1.6
Quintile 4										
Not employed before training to employed after training	%	9.5	11.7	9.6	9.2	14.7	16.1	17.6	26.9	5.8

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) (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employed at a higher skill level after training	%	9.9	14.3	10.3	10.1	12.5	19.0	20.8	23.5	6.0
Received a job-related benefit	%	2.7	4.1	2.5	2.4	3.3	4.5	4.3	5.1	1.7
Total with improved employment status after training	%	2.5	3.7	2.3	2.2	3.1	4.3	4.1	4.8	1.6
Quintile 5										
Not employed before training to employed after training	%	8.7	18.4	13.3	9.5	18.0	np	13.8	38.9	6.1
Employed at a higher skill level after training	%	9.5	17.2	12.3	8.6	19.4	33.0	12.2	25.9	5.6
Received a job-related benefit	%	2.3	5.0	3.1	2.5	5.2	10.0	3.3	5.5	1.6
Total with improved employment status after training	%	2.2	4.6	2.7	2.4	4.9	10.0	3.0	5.3	1.5

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

np Not published. – Nil or rounded to zero.

Source: NCVER (unpublished) Student Outcomes Survey, 2013.

TABLE SWD.5.7

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) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Quintile 1										
Not employed before training to employed after training	±	1.5	3.6	2.5	3.1	2.3	2.4	np	4.2	1.2
Employed at a higher skill level after training	±	1.4	3.3	2.2	2.5	2.2	2.9	np	4.6	1.1
Received a job-related benefit	±	2.3	5.5	3.4	4.6	3.7	3.8	15.2	7.7	1.8
Total with improved employment status after training	±	2.3	5.5	3.3	4.6	3.6	3.7	15.2	7.7	1.8
Quintile 2										
Not employed before training to employed after training	±	1.4	3.7	2.6	2.2	2.0	4.2	–	3.7	1.3
Employed at a higher skill level after training	±	1.4	3.5	2.2	2.1	1.8	4.1	19.6	4.5	1.2
Received a job-related benefit	±	2.3	4.8	3.5	3.1	3.3	6.8	19.9	6.1	1.8
Total with improved employment status after training	±	2.2	4.7	3.4	3.0	3.3	6.7	19.9	5.9	1.8
Quintile 3										
Not employed before training to employed after training	±	1.6	2.7	2.0	1.7	3.0	4.9	np	6.8	1.1
Employed at a higher skill level after training	±	2.1	2.5	2.2	2.1	3.3	4.0	6.0	10.8	1.2
Received a job-related benefit	±	2.7	4.6	3.0	3.0	4.5	6.3	12.1	11.2	1.9
Total with improved employment status after training	±	2.7	4.5	3.0	2.9	4.3	6.2	10.1	11.0	1.9
Quintile 4										
Not employed before training to employed after training	±	1.8	3.0	2.2	2.2	2.1	3.7	3.3	3.2	1.3

TABLE SWD.5.7

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) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employed at a higher skill level after training	±	2.1	2.8	2.0	2.1	2.5	3.4	3.4	5.6	1.2
Received a job-related benefit	±	3.0	4.5	3.1	3.0	3.9	5.6	5.4	6.4	2.0
Total with improved employment status after training	±	3.0	4.4	3.0	2.9	3.8	5.5	5.3	6.3	1.9
Quintile 5										
Not employed before training to employed after training	±	1.8	3.2	2.8	1.5	3.5	np	2.3	3.8	1.2
Employed at a higher skill level after training	±	1.9	3.1	3.3	2.3	3.0	10.5	3.0	4.5	1.2
Received a job-related benefit	±	2.8	5.8	4.0	3.1	5.7	12.6	3.8	7.4	2.0
Total with improved employment status after training	±	2.7	5.7	3.7	3.0	5.7	12.6	3.7	7.4	1.9

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

np Not published. – Nil or rounded to zero.

Source: NCVER (unpublished) Student Outcomes Survey, 2013.

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

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

Table SWD.5.8 Proportion of graduates aged 20–64 years with improved employment status after training, by SES based on SEIFA IRSD, 2012 (per cent) (a), (b), (c), (d), (e)

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

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.9 and SWD.5.10

- (a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2011.
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (d) Relative standard errors (RSE) for the proportions data are included in table SWD.5.9. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.
- (e) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit. Therefore, the subgroups may add to more than the total.

np Not published. – Nil or rounded to zero.

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

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) (a)

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

TABLE SWD.5.9

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) (a)**

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

(a) See table SWD.5.8 for detailed footnotes.

np Not published. – Nil or rounded to zero.

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

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) (a)**

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

Table SWD.5.10 **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) (a)**

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

(a) See table SWD.5.8 for detailed footnotes.

np Not published. – Nil or rounded to zero.

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

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

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	11.4	17.8	21.3	12.5	17.6	13.6	20.4	10.4	15.7
Employed at a higher skill level after training	%	4.8	6.8	6.0	9.2	3.9	4.0	7.5	6.7	5.9
Received a job-related benefit	%	34.1	39.8	39.3	44.1	36.6	36.5	36.2	63.1	38.0
Total with improved employment status after training	%	37.3	44.5	45.9	50.1	40.8	38.3	43.2	65.3	42.6
Certificate level III/IV										
Not employed before training to employed after training	%	10.2	12.6	11.9	11.1	9.7	12.2	8.8	6.8	11.2
Employed at a higher skill level after training	%	11.1	10.0	12.4	12.2	10.3	12.7	11.7	11.0	11.1
Received a job-related benefit	%	61.3	56.9	66.9	64.9	59.2	66.1	64.0	66.8	61.2
Total with improved employment status after training	%	63.8	60.6	69.1	67.8	62.1	69.0	67.6	69.4	64.1
Diploma and above										
Not employed before training to employed after training	%	9.2	6.8	6.7	6.9	4.6	4.6	5.6	np	7.3
Employed at a higher skill level after training	%	8.8	10.0	11.2	12.6	12.6	12.1	14.6	8.2	10.4
Received a job-related benefit	%	57.2	61.5	59.2	63.2	66.5	63.9	62.6	60.7	60.3
Total with improved employment status after training	%	59.8	64.7	61.7	66.2	68.7	64.7	66.3	61.1	63.1

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.12 and SWD.5.13

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2012.

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.12. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.									
(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.									
np Not published. – Nil or rounded to zero.									

Source: NCVER (unpublished) Student Outcomes Survey, 2013.

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) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	9.5	18.0	11.0	11.9	11.6	18.2	21.4	30.0	6.9
Employed at a higher skill level after training	%	17.1	33.9	19.3	14.4	26.0	38.0	33.3	35.4	12.7
Received a job-related benefit	%	4.8	9.6	6.8	5.0	6.9	9.6	13.5	8.0	3.5
Total with improved employment status after training	%	4.5	8.6	6.0	4.4	6.3	9.2	11.6	7.6	3.1
Certificate level III/IV										
Not employed before training to employed after training	%	4.2	7.6	5.7	5.1	7.0	9.0	12.9	14.9	3.2
Employed at a higher skill level after training	%	4.7	9.3	5.7	5.3	6.8	8.9	11.8	12.9	3.2
Received a job-related benefit	%	1.1	2.5	1.3	1.3	1.9	2.3	2.9	2.8	0.9
Total with improved employment status after training	%	1.1	2.3	1.3	1.3	1.8	2.1	2.7	2.6	0.8
Diploma and above										
Not employed before training to employed after training	%	8.3	11.2	10.4	12.7	18.4	28.8	29.4	np	5.2
Employed at a higher skill level after training	%	8.4	9.4	7.5	8.9	10.9	17.4	15.7	60.7	4.2
Received a job-related benefit	%	2.3	3.1	2.5	2.6	2.9	4.8	4.5	8.6	1.3
Total with improved employment status after training	%	2.2	2.9	2.3	2.5	2.8	4.8	4.1	8.5	1.3

(a) See table NASWD.5.11 for detailed footnotes.

np Not published.

Source: NCVER (unpublished) Student Outcomes Survey, 2013.

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) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	±	2.1	6.3	4.6	2.9	4.0	4.8	8.5	6.1	2.1
Employed at a higher skill level after training	±	1.6	4.5	2.3	2.6	2.0	3.0	4.9	4.6	1.5
Received a job-related benefit	±	3.2	7.5	5.2	4.3	5.0	6.8	9.6	9.9	2.6
Total with improved employment status after training	±	3.3	7.5	5.4	4.3	5.1	6.9	9.8	9.7	2.6
Certificate level III/IV										
Not employed before training to employed after training	±	0.8	1.9	1.3	1.1	1.3	2.2	2.2	2.0	0.7
Employed at a higher skill level after training	±	1.0	1.8	1.4	1.3	1.4	2.2	2.7	2.8	0.7
Received a job-related benefit	±	1.4	2.8	1.8	1.7	2.2	3.0	3.7	3.7	1.0
Total with improved employment status after training	±	1.4	2.8	1.7	1.7	2.1	2.9	3.6	3.6	1.0
Diploma and above										
Not employed before training to employed after training	±	1.5	1.5	1.4	1.7	1.7	2.6	3.2	np	0.7
Employed at a higher skill level after training	±	1.4	1.8	1.6	2.2	2.7	4.1	4.5	9.8	0.8
Received a job-related benefit	±	2.5	3.8	2.9	3.3	3.8	6.1	5.6	10.2	1.6
Total with improved employment status after training	±	2.5	3.7	2.8	3.2	3.8	6.1	5.4	10.2	1.6

(a) See table NASWD.5.11 for detailed footnotes.

np Not published.

Source: NCVER (unpublished) Student Outcomes Survey, 2013.

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

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

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.15 and SWD.5.16

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2011.

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.15. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.									
(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.									

np Not published. – Nil or rounded to zero.

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

Table SWD.5.15 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) (a)

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

(a) See table NASWD.5.14 for detailed footnotes.

np Not published. – Nil or rounded to zero.

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

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) (a)

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

(a) See table NASWD.5.14 for detailed footnotes.

np Not published. – Nil or rounded to zero.

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

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

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	12.4	17.4	22.5	15.3	22.4	13.7	18.7	13.7	17.0
Employed at a higher skill level after training	%	6.0	10.0	6.5	8.1	6.7	6.2	10.1	np	7.2
Received a job-related benefit	%	37.7	48.7	43.1	47.2	36.8	42.9	40.9	45.1	42.4
Total with improved employment status after training	%	42.3	53.8	50.0	52.1	44.3	47.3	51.9	49.7	47.9
Certificate level III/IV										
Not employed before training to employed after training	%	10.6	13.6	15.1	10.3	13.5	11.0	5.0	7.8	12.1
Employed at a higher skill level after training	%	13.3	14.8	16.9	14.8	13.2	18.7	14.2	16.6	14.7
Received a job-related benefit	%	63.3	67.2	69.0	66.7	59.7	69.1	68.4	74.5	65.7
Total with improved employment status after training	%	66.0	69.3	71.8	69.7	63.6	71.4	71.4	75.5	68.4
Diploma and above										
Not employed before training to employed after training	%	9.1	7.6	5.6	5.7	4.9	4.6	6.1	np	7.3
Employed at a higher skill level after training	%	10.0	14.0	14.6	15.8	17.0	15.3	18.0	11.9	13.3
Received a job-related benefit	%	56.9	62.2	66.5	62.7	71.9	72.0	70.9	69.7	62.4
Total with improved employment status after training	%	59.6	65.9	68.7	65.5	73.4	73.2	73.6	72.0	65.1

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.18 and SWD.5.19

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

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.18. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.									
(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.									
np Not published.									

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

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) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	9.9	10.6	6.5	10.7	8.6	16.9	32.6	26.8	4.1
Employed at a higher skill level after training	%	14.8	10.6	13.7	15.6	16.9	28.7	33.3	np	6.2
Received a job-related benefit	%	4.6	4.5	4.0	4.6	6.5	7.9	15.7	13.3	2.1
Total with improved employment status after training	%	4.1	4.1	3.5	4.1	5.5	7.2	12.9	12.3	1.9
Certificate level III/IV										
Not employed before training to employed after training	%	4.7	5.0	4.0	5.3	6.2	10.0	19.7	20.4	2.2
Employed at a higher skill level after training	%	4.3	3.9	3.9	4.7	6.2	7.8	12.7	11.9	2.0
Received a job-related benefit	%	1.2	1.3	1.1	1.2	2.0	2.4	3.2	3.0	0.6
Total with improved employment status after training	%	1.1	1.2	1.0	1.2	1.8	2.3	2.9	2.9	0.5
Diploma and above										
Not employed before training to employed after training	%	7.9	8.7	12.1	12.2	19.6	27.7	22.8	np	4.7
Employed at a higher skill level after training	%	7.7	6.3	7.0	7.5	9.5	16.0	12.5	34.5	3.3
Received a job-related benefit	%	2.3	1.8	2.1	2.4	2.6	4.2	3.6	9.1	1.0
Total with improved employment status after training	%	2.1	1.7	1.9	2.3	2.5	4.1	3.3	8.7	0.9

(a) See table NASWD.5.17 for detailed footnotes.

np Not published.

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

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) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	±	2.4	3.6	2.9	3.2	3.8	4.5	12.0	7.2	1.4
Employed at a higher skill level after training	±	1.7	2.1	1.7	2.5	2.2	3.5	6.6	np	0.9
Received a job-related benefit	±	3.4	4.3	3.4	4.2	4.7	6.6	12.6	11.8	1.7
Total with improved employment status after training	±	3.4	4.4	3.4	4.2	4.7	6.7	13.2	12.0	1.8
Certificate level III/IV										
Not employed before training to employed after training	±	1.0	1.3	1.2	1.1	1.6	2.1	1.9	3.1	0.5
Employed at a higher skill level after training	±	1.1	1.1	1.3	1.4	1.6	2.9	3.5	3.9	0.6
Received a job-related benefit	±	1.5	1.7	1.5	1.6	2.3	3.2	4.3	4.3	0.7
Total with improved employment status after training	±	1.4	1.7	1.4	1.6	2.3	3.2	4.1	4.3	0.7
Diploma and above										
Not employed before training to employed after training	±	1.4	1.3	1.3	1.4	1.9	2.5	2.7	np	0.7
Employed at a higher skill level after training	±	1.5	1.7	2.0	2.3	3.2	4.8	4.4	8.0	0.9
Received a job-related benefit	±	2.5	2.2	2.7	3.0	3.7	5.9	5.0	12.4	1.2
Total with improved employment status after training	±	2.5	2.1	2.6	2.9	3.6	5.9	4.8	12.3	1.2

(a) See table NASWD.5.17 for detailed footnotes.

np Not published.

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

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

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	11.7	15.9	11.5	11.8	21.7	14.8	20.4	np	13.8
Employed at a higher skill level after training	%	5.7	8.6	8.1	6.8	4.9	10.4	np	17.4	7.1
Received a job-related benefit	%	31.9	41.0	36.0	49.7	42.5	54.7	45.4	49.8	38.5
Total with improved employment status after training	%	38.9	46.4	38.8	54.0	48.1	58.5	58.2	51.5	43.9
Certificate level III/IV										
Not employed before training to employed after training	%	10.7	14.1	11.9	11.6	8.5	15.2	8.4	8.3	11.6
Employed at a higher skill level after training	%	13.9	15.3	18.9	19.2	12.2	20.2	16.3	16.1	15.8
Received a job-related benefit	%	60.0	64.8	67.5	68.7	57.7	67.5	67.9	69.0	63.5
Total with improved employment status after training	%	63.8	67.8	69.7	70.7	60.4	69.7	69.9	71.5	66.5
Diploma and above										
Not employed before training to employed after training	%	10.0	8.0	6.1	5.3	7.7	np	4.3	–	7.8
Employed at a higher skill level after training	%	11.5	13.7	15.7	18.8	13.1	11.8	16.5	np	13.8
Received a job-related benefit	%	52.1	61.2	61.6	71.3	66.0	69.7	66.1	70.8	59.7
Total with improved employment status after training	%	55.8	65.3	65.5	72.9	70.2	70.0	67.6	70.8	63.2

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.21 and SWD.5.22

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

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.21. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.									
(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.									
np Not published. – Nil or rounded to zero.									

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

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) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	13.6	13.7	22.5	20.6	16.6	25.9	36.7	np	7.2
Employed at a higher skill level after training	%	22.7	20.0	22.1	25.3	31.8	30.3	np	36.3	10.3
Received a job-related benefit	%	7.4	6.7	9.6	7.7	10.1	8.8	18.1	15.7	3.5
Total with improved employment status after training	%	6.2	6.0	9.0	7.0	9.1	8.0	13.0	15.1	3.1
Certificate level III/IV										
Not employed before training to employed after training	%	6.8	7.6	8.4	10.3	14.5	12.9	25.6	23.3	3.7
Employed at a higher skill level after training	%	6.4	7.2	6.5	7.5	13.8	10.7	15.3	17.7	3.2
Received a job-related benefit	%	1.9	2.1	1.9	2.2	4.6	3.4	4.2	5.1	1.0
Total with improved employment status after training	%	1.8	1.9	1.8	2.1	4.4	3.3	4.0	4.7	0.9
Diploma and above										
Not employed before training to employed after training	%	12.2	16.3	22.0	31.0	47.2	np	30.0	–	8.5
Employed at a higher skill level after training	%	12.2	12.4	12.8	14.5	27.2	21.8	19.8	np	6.1
Received a job-related benefit	%	4.2	3.8	4.1	4.1	9.3	5.9	6.3	28.8	2.0
Total with improved employment status after training	%	3.9	3.4	3.5	3.9	8.4	5.9	6.1	28.8	1.8

(a) See table NASWD.5.20 for detailed footnotes.

np Not published. – Nil or rounded to zero.

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

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) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	±	3.1	4.3	5.1	4.8	7.1	7.5	14.7	np	1.9
Employed at a higher skill level after training	±	2.5	3.4	3.5	3.4	3.1	6.2	np	12.4	1.4
Received a job-related benefit	±	4.6	5.4	6.8	7.5	8.4	9.4	16.1	15.3	2.6
Total with improved employment status after training	±	4.7	5.4	6.8	7.4	8.6	9.2	14.9	15.2	2.7
Certificate level III/IV										
Not employed before training to employed after training	±	1.4	2.1	1.9	2.4	2.4	3.8	4.2	3.8	0.8
Employed at a higher skill level after training	±	1.7	2.2	2.4	2.8	3.3	4.2	4.9	5.6	1.0
Received a job-related benefit	±	2.3	2.7	2.6	3.0	5.3	4.6	5.6	6.8	1.2
Total with improved employment status after training	±	2.2	2.6	2.5	3.0	5.2	4.5	5.5	6.5	1.2
Diploma and above										
Not employed before training to employed after training	±	2.4	2.5	2.6	3.2	7.1	np	2.5	–	1.3
Employed at a higher skill level after training	±	2.8	3.3	3.9	5.4	7.0	5.1	6.4	np	1.6
Received a job-related benefit	±	4.2	4.5	5.0	5.7	12.0	8.1	8.1	40.0	2.3
Total with improved employment status after training	±	4.2	4.4	4.5	5.6	11.6	8.1	8.1	40.0	2.3

(a) See table NASWD.5.20 for detailed footnotes.

np Not published. – Nil or rounded to zero.

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

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

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	10.4	12.3	12.3	6.4	14.1	13.6	12.4	10.8	11.2
Employed at a higher skill level after training	%	4.6	7.6	7.2	15.1	8.9	14.9	10.2	12.1	7.6
Received a job-related benefit	%	38.4	47.5	50.2	54.7	44.1	54.5	48.2	66.1	44.9
Total with improved employment status after training	%	42.4	50.6	53.3	57.7	49.5	56.9	52.8	70.3	48.6
Certificate level III/IV										
Not employed before training to employed after training	%	10.1	11.7	10.5	9.9	9.9	13.6	7.3	5.4	10.5
Employed at a higher skill level after training	%	16.9	18.2	20.9	19.9	17.3	19.5	17.7	20.0	18.3
Received a job-related benefit	%	64.0	67.9	73.7	69.2	63.3	64.5	69.3	75.7	67.1
Total with improved employment status after training	%	67.0	70.4	75.1	71.7	67.5	67.4	69.9	78.3	69.7
Diploma and above										
Not employed before training to employed after training	%	9.7	8.6	8.2	8.3	7.7	7.2	3.6	np	8.6
Employed at a higher skill level after training	%	14.5	16.9	22.9	25.1	25.9	12.6	24.4	16.4	18.3
Received a job-related benefit	%	52.5	58.1	63.7	67.9	71.8	69.2	63.4	74.7	59.1
Total with improved employment status after training	%	57.0	63.6	67.1	70.7	74.0	70.5	67.8	75.4	63.4

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.24 and SWD.5.25

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

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.24 Estimates with RSEs greater than or equal to 25 per cent should be used with caution.									
(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.									
np Not published.									

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

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) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	10.5	11.3	11.8	18.1	12.9	24.7	18.7	33.2	5.6
Employed at a higher skill level after training	%	14.6	13.0	16.3	12.5	16.6	20.6	31.0	46.5	6.2
Received a job-related benefit	%	4.0	4.1	4.3	4.5	5.6	7.9	9.5	10.6	2.0
Total with improved employment status after training	%	3.8	3.9	4.0	4.3	5.0	7.6	8.6	8.9	1.9
Certificate level III/IV										
Not employed before training to employed after training	%	5.0	5.1	5.2	7.6	8.4	11.7	18.2	21.0	2.6
Employed at a higher skill level after training	%	3.7	4.0	3.7	5.2	5.5	10.6	10.9	11.3	1.9
Received a job-related benefit	%	1.2	1.3	1.0	1.5	2.0	3.6	2.8	3.0	0.6
Total with improved employment status after training	%	1.1	1.2	1.0	1.4	1.8	3.4	2.7	2.8	0.6
Diploma and above										
Not employed before training to employed after training	%	9.0	9.1	12.3	14.5	18.5	31.7	30.1	np	5.1
Employed at a higher skill level after training	%	7.3	6.4	6.8	7.6	8.7	23.2	11.3	31.8	3.3
Received a job-related benefit	%	2.9	2.5	2.8	2.9	3.3	5.7	4.6	8.3	1.3
Total with improved employment status after training	%	2.6	2.2	2.6	2.7	3.1	5.5	4.1	8.2	1.2

(a) See table NASWD.5.23 for detailed footnotes.

np Not published.

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

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) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	±	2.1	2.7	2.9	2.3	3.6	6.6	4.5	7.0	1.2
Employed at a higher skill level after training	±	1.3	1.9	2.3	3.7	2.9	6.0	6.2	11.0	0.9
Received a job-related benefit	±	3.0	3.9	4.2	4.9	4.9	8.5	8.9	13.8	1.8
Total with improved employment status after training	±	3.1	3.8	4.2	4.8	4.9	8.4	8.9	12.3	1.8
Certificate level III/IV										
Not employed before training to employed after training	±	1.0	1.2	1.1	1.5	1.6	3.1	2.6	2.2	0.5
Employed at a higher skill level after training	±	1.2	1.4	1.5	2.0	1.9	4.1	3.8	4.4	0.7
Received a job-related benefit	±	1.5	1.7	1.5	2.1	2.5	4.6	3.8	4.4	0.8
Total with improved employment status after training	±	1.5	1.6	1.5	2.0	2.4	4.5	3.7	4.2	0.8
Diploma and above										
Not employed before training to employed after training	±	1.7	1.5	2.0	2.3	2.8	4.5	2.1	np	0.9
Employed at a higher skill level after training	±	2.1	2.1	3.0	3.8	4.4	5.7	5.4	10.2	1.2
Received a job-related benefit	±	3.0	2.8	3.5	3.9	4.6	7.7	5.7	12.1	1.5
Total with improved employment status after training	±	3.0	2.8	3.4	3.8	4.5	7.6	5.5	12.1	1.5

(a) See table NASWD.5.23 for detailed footnotes.

np Not published.

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

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

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

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.27 and SWD.5.28

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

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.27. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.									
(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.									
np Not published.									

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

Table SWD.5.27 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) (a)

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

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

np Not published.

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

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) (a)

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

(a) See Table NASWD.5.26 for detailed footnotes.

np Not published.

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

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

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	11.8	9.9	14.0	12.2	11.0	15.4	16.8	14.2	12.0
Employed at a higher skill level after training	%	6.1	11.3	5.7	10.8	12.7	7.3	np	16.9	8.0
Received a job-related benefit	%	41.5	56.5	56.6	54.2	57.2	58.8	47.4	57.2	49.9
Total with improved employment status after training	%	45.2	58.9	59.5	59.4	61.1	60.8	53.9	62.2	53.3
Certificate level III/IV										
Not employed before training to employed after training	%	13.2	14.1	13.7	12.1	12.6	13.8	7.0	10.6	13.2
Employed at a higher skill level after training	%	16.1	17.2	16.7	18.2	15.0	16.2	15.0	17.9	16.5
Received a job-related benefit	%	64.8	67.8	75.2	69.4	66.6	69.0	65.3	70.8	68.0
Total with improved employment status after training	%	68.0	70.4	77.8	72.3	68.4	72.1	68.3	72.0	70.8
Diploma and above										
Not employed before training to employed after training	%	12.0	11.9	7.8	11.6	10.6	15.4	5.7	np	10.8
Employed at a higher skill level after training	%	18.1	19.0	19.3	20.3	23.4	8.9	19.1	14.0	19.0
Received a job-related benefit	%	60.3	62.0	65.1	65.1	73.2	61.5	72.1	69.8	63.4
Total with improved employment status after training	%	64.4	66.9	67.4	69.3	78.0	65.5	74.2	71.1	67.3

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.30 and SWD.5.31

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2006.

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.30. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.									
(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.									
np Not published.									

Source : NCVER (unpublished) Student Outcomes Survey, 2007.

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) (a)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	%	8.4	13.4	9.7	14.9	16.2	16.9	36.2	28.9	5.0
Employed at a higher skill level after training	%	11.7	13.1	16.7	15.3	15.1	28.4	np	28.2	6.2
Received a job-related benefit	%	3.6	4.0	3.3	4.8	4.9	6.2	16.4	10.8	1.8
Total with improved employment status after training	%	3.3	3.8	3.1	4.3	4.5	5.9	14.4	9.8	1.7
Certificate level III/IV										
Not employed before training to employed after training	%	5.0	5.2	5.5	7.1	7.7	12.4	19.2	19.7	2.6
Employed at a higher skill level after training	%	4.5	4.6	5.0	6.3	6.9	11.7	12.4	14.9	2.3
Received a job-related benefit	%	1.4	1.4	1.1	1.7	2.0	3.2	3.4	3.9	0.7
Total with improved employment status after training	%	1.3	1.3	1.1	1.6	1.9	3.0	3.2	3.8	0.6
Diploma and above										
Not employed before training to employed after training	%	9.8	8.7	12.7	14.1	17.4	26.6	26.1	np	5.2
Employed at a higher skill level after training	%	7.7	6.5	7.8	9.9	9.5	34.6	14.4	38.2	3.7
Received a job-related benefit	%	2.9	2.4	3.1	3.7	3.3	8.5	4.3	9.4	1.4
Total with improved employment status after training	%	2.6	2.2	2.9	3.3	2.8	8.0	4.0	9.2	1.3

(a) See table NASWD.5.29 for detailed footnotes.

np Not published.

Source: NCVER (unpublished) Student Outcomes Survey, 2007.

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) (a)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate level I/II										
Not employed before training to employed after training	±	1.9	2.6	2.7	3.5	3.5	5.1	11.9	8.0	1.2
Employed at a higher skill level after training	±	1.4	2.9	1.9	3.2	3.8	4.1	np	9.4	1.0
Received a job-related benefit	±	2.9	4.4	3.7	5.1	5.5	7.1	15.2	12.1	1.8
Total with improved employment status after training	±	2.9	4.3	3.6	5.0	5.4	7.1	15.2	12.0	1.8
Certificate level III/IV										
Not employed before training to employed after training	±	1.3	1.4	1.5	1.7	1.9	3.3	2.6	4.1	0.7
Employed at a higher skill level after training	±	1.4	1.6	1.6	2.2	2.0	3.7	3.6	5.2	0.8
Received a job-related benefit	±	1.8	1.9	1.7	2.3	2.6	4.4	4.4	5.4	0.9
Total with improved employment status after training	±	1.7	1.9	1.6	2.2	2.6	4.2	4.3	5.4	0.9
Diploma and above										
Not employed before training to employed after training	±	2.3	2.0	1.9	3.2	3.6	8.0	2.9	np	1.1
Employed at a higher skill level after training	±	2.7	2.4	3.0	3.9	4.3	6.1	5.4	10.5	1.4
Received a job-related benefit	±	3.4	2.9	3.9	4.7	4.7	10.3	6.0	12.9	1.7
Total with improved employment status after training	±	3.3	2.8	3.9	4.4	4.3	10.2	5.9	12.8	1.7

(a) See Table NASWD.5.29 for detailed footnotes.

np Not published.

Source: NCVET (unpublished) Student Outcomes Survey, 2007.

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
Not employed before training to employed after training								
20–24	%	14.3	16.5	15.3	14.2	13.2	14.2	16.6
25–29	%	9.5	11.0	10.6	10.4	7.1	10.7	9.4
30–34	%	10.7	13.3	10.3	10.5	8.6	11.0	9.3
35–39	%	11.8	11.6	12.2	10.8	10.4	11.2	12.2
40–44	%	10.5	11.6	10.6	10.3	10.9	16.9	12.1
45–49	%	8.2	10.2	9.1	10.0	7.7	10.3	10.6
50–54	%	8.4	7.6	8.0	7.0	8.4	6.4	8.0
55–59	%	6.8	9.4	7.9	6.1	6.1	9.2	7.0
60–64	%	7.9	7.2	9.6	7.5	5.6	9.5	9.8
20–64	%	10.9	12.5	11.7	11.2	10.2	12.3	12.5
Employed at a higher skill level after training								
20–24	%	17.9	17.7	21.5	22.6	24.2	24.9	24.4
25–29	%	12.4	13.2	15.5	15.2	18.7	17.5	16.7
30–34	%	9.7	9.9	9.8	11.5	13.3	12.4	12.6
35–39	%	7.2	8.9	9.1	10.7	11.2	10.6	9.6
40–44	%	6.3	7.8	8.9	8.6	12.4	11.2	8.8
45–49	%	5.7	7.4	7.5	6.8	10.7	10.5	8.8
50–54	%	4.9	9.6	6.8	7.8	8.9	7.4	6.7
55–59	%	4.5	4.6	6.0	3.9	7.6	5.4	4.9
60–64	%	2.6	3.8	3.2	4.8	3.7	3.1	2.4
20–64	%	10.4	11.7	13.4	14.2	16.8	16.0	15.6
Received a job-related benefit								
20–24	%	60.2	63.2	66.6	64.3	66.7	71.2	70.0
25–29	%	60.9	57.3	62.8	58.3	64.1	68.3	65.0
30–34	%	56.6	59.3	59.0	58.7	59.8	64.1	61.5

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
35–39	%	57.0	58.9	60.7	58.9	60.2	63.1	61.5
40–44	%	59.8	61.4	60.2	55.5	59.9	61.3	60.8
45–49	%	57.9	59.5	58.5	56.8	58.1	63.5	58.0
50–54	%	57.1	60.7	58.7	58.5	60.0	61.0	57.4
55–59	%	56.9	57.0	55.4	49.5	56.6	54.1	55.6
60–64	%	52.2	54.2	53.7	46.6	41.5	50.1	48.4
20–64	%	58.6	60.3	61.9	59.3	62.3	65.6	64.0
Total with improved employment status after training								
20–24	%	65.3	68.3	70.7	69.1	71.0	75.5	74.6
25–29	%	63.6	61.2	66.1	61.7	67.4	71.5	67.8
30–34	%	59.1	61.9	62.1	61.5	62.0	67.6	64.4
35–39	%	60.1	61.5	63.3	62.2	62.8	65.0	63.6
40–44	%	61.3	63.8	62.2	58.4	62.6	64.4	63.0
45–49	%	59.6	62.8	61.3	58.6	60.2	65.1	60.5
50–54	%	59.5	62.1	60.8	60.7	62.2	62.0	58.8
55–59	%	58.6	59.3	57.7	51.5	58.2	56.1	57.1
60–64	%	54.5	57.3	55.9	49.4	43.0	51.0	50.3
20–64	%	61.6	63.8	65.0	62.7	65.4	68.7	67.1

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.33 and SWD.5.34.

- (a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification during the survey reference year.
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.33. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.
- (d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit. Therefore, the subgroups may add to more than the total.

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

<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>

Source : NCVER (unpublished) Student Outcomes Survey, 2007-2013.

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
Not employed before training to employed after training								
20–24	%	4.4	6.0	3.0	5.1	3.3	5.8	3.3
25–29	%	9.9	10.5	5.7	9.1	8.2	11.4	7.2
30–34	%	8.1	11.4	5.8	10.8	7.3	11.4	7.6
35–39	%	7.4	10.2	5.4	8.8	6.4	10.1	6.4
40–44	%	6.6	9.8	5.2	9.2	6.1	8.5	6.2
45–49	%	6.9	11.1	6.0	8.9	7.5	10.8	6.4
50–54	%	9.4	14.1	6.8	11.6	8.6	15.2	9.1
55–59	%	11.4	17.1	8.8	16.3	11.7	15.9	11.3
60–64	%	14.2	25.7	12.3	19.4	16.1	22.5	15.4
20–64	%	2.6	3.5	1.8	3.1	2.1	3.4	2.1
Employed at a higher skill level after training								
20–24	%	3.8	5.2	2.4	3.9	2.3	4.1	2.5
25–29	%	7.2	9.1	4.3	7.4	4.4	8.1	5.3
30–34	%	9.3	11.4	5.8	9.8	5.6	11.5	6.9
35–39	%	6.7	12.3	5.6	9.2	5.9	10.3	7.1
40–44	%	9.4	11.2	5.5	9.7	5.2	10.1	6.8
45–49	%	9.7	12.0	6.0	12.2	5.9	14.2	7.2
50–54	%	11.0	12.9	6.8	11.0	7.2	16.7	9.3
55–59	%	11.3	21.6	9.0	20.9	9.7	22.9	14.0
60–64	%	16.5	29.1	16.4	29.7	19.9	40.7	28.9
20–64	%	2.6	3.4	1.6	2.7	1.6	3.0	1.9
Received a job-related benefit								
20–24	%	1.5	1.9	0.9	1.5	0.9	1.5	0.9
25–29	%	2.2	3.2	1.4	2.6	1.6	2.4	1.8
30–34	%	2.4	3.3	1.7	3.0	1.8	3.0	2.0

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
35–39	%	2.1	3.2	1.5	2.6	1.8	2.8	1.9
40–44	%	1.9	2.9	1.5	2.7	1.7	2.9	1.8
45–49	%	2.1	2.9	1.6	2.6	1.8	2.9	2.0
50–54	%	2.2	3.2	1.7	3.0	1.9	3.5	2.4
55–59	%	2.5	4.4	2.3	4.2	2.7	4.9	3.2
60–64	%	4.2	6.8	3.4	6.6	5.1	8.2	5.4
20–64	%	0.7	1.0	0.5	0.9	0.5	0.9	0.6
Total with improved employment status after training								
20–24	%	1.3	1.7	0.8	1.4	0.8	1.3	0.8
25–29	%	2.0	2.9	1.3	2.4	1.4	2.3	1.6
30–34	%	2.3	3.1	1.6	2.8	1.8	2.7	1.9
35–39	%	2.0	3.0	1.5	2.4	1.7	2.7	1.8
40–44	%	1.9	2.7	1.4	2.6	1.6	2.7	1.7
45–49	%	2.0	2.7	1.5	2.5	1.7	2.8	1.9
50–54	%	2.1	3.1	1.7	2.8	1.9	3.5	2.3
55–59	%	2.4	4.2	2.2	4.0	2.6	4.7	3.1
60–64	%	4.0	6.3	3.3	6.1	4.9	8.0	5.2
20–64	%	0.7	1.0	0.5	0.8	0.5	0.8	0.5

(a) See Table NASWD.5.32 for detailed footnotes.

Source : NCVER (unpublished) Student Outcomes Survey, 2007-2013.

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
Not employed before training to employed after training								
20–24	±	1.2	1.9	0.9	1.4	0.8	1.6	1.1
25–29	±	1.8	2.3	1.2	1.9	1.1	2.4	1.3
30–34	±	1.7	3.0	1.2	2.2	1.2	2.4	1.4
35–39	±	1.7	2.3	1.3	1.9	1.3	2.2	1.5
40–44	±	1.4	2.2	1.1	1.9	1.3	2.8	1.5
45–49	±	1.1	2.2	1.1	1.7	1.1	2.2	1.3
50–54	±	1.5	2.1	1.1	1.6	1.4	1.9	1.4
55–59	±	1.5	3.2	1.4	2.0	1.4	2.9	1.5
60–64	±	2.2	3.6	2.3	2.8	1.8	4.2	3.0
20–64	±	0.5	0.9	0.4	0.7	0.4	0.8	0.5
Employed at a higher skill level after training								
20–24	±	1.3	1.8	1.0	1.7	1.1	2.0	1.2
25–29	±	1.7	2.4	1.3	2.2	1.6	2.8	1.7
30–34	±	1.8	2.2	1.1	2.2	1.5	2.8	1.7
35–39	±	0.9	2.1	1.0	1.9	1.3	2.1	1.3
40–44	±	1.2	1.7	1.0	1.6	1.3	2.2	1.2
45–49	±	1.1	1.8	0.9	1.6	1.2	2.9	1.2
50–54	±	1.1	2.4	0.9	1.7	1.3	2.4	1.2
55–59	±	1.0	1.9	1.1	1.6	1.4	2.4	1.3
60–64	±	0.8	2.1	1.0	2.8	1.5	2.5	1.3
20–64	±	0.5	0.8	0.4	0.8	0.5	0.9	0.6
Received a job-related benefit								
20–24	±	1.8	2.4	1.1	1.9	1.2	2.1	1.3
25–29	±	2.6	3.6	1.7	3.0	2.0	3.3	2.2
30–34	±	2.7	3.8	1.9	3.5	2.2	3.7	2.4

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
35–39	±	2.4	3.7	1.8	3.0	2.1	3.5	2.3
40–44	±	2.3	3.5	1.8	2.9	2.0	3.4	2.2
45–49	±	2.4	3.4	1.8	2.9	2.1	3.6	2.2
50–54	±	2.5	3.8	2.0	3.4	2.3	4.2	2.7
55–59	±	2.8	4.9	2.5	4.0	3.0	5.2	3.5
60–64	±	4.3	7.2	3.6	6.0	4.2	8.1	5.2
20–64	±	0.8	1.2	0.6	1.0	0.7	1.2	0.7
Total with improved employment status after training								
20–24	±	1.7	2.3	1.1	1.9	1.1	2.0	1.2
25–29	±	2.5	3.5	1.7	3.0	1.9	3.2	2.2
30–34	±	2.7	3.8	1.9	3.4	2.1	3.6	2.4
35–39	±	2.4	3.6	1.8	2.9	2.0	3.4	2.2
40–44	±	2.3	3.4	1.7	2.9	2.0	3.4	2.1
45–49	±	2.4	3.3	1.8	2.9	2.1	3.6	2.2
50–54	±	2.4	3.8	2.0	3.4	2.3	4.2	2.7
55–59	±	2.8	4.8	2.5	4.0	3.0	5.1	3.5
60–64	±	4.3	7.1	3.6	5.9	4.2	8.0	5.1
20–64	±	0.8	1.2	0.6	1.0	0.6	1.1	0.7

(a) See Table NASWD.5.32 for detailed footnotes.

Source : NCVER (unpublished) Student Outcomes Survey, 2007-2013.

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
Not employed before training to employed after training								
Natural and physical sciences	%	8.3	18.4	13.7	11.0	12.3	21.3	13.2
Information technology	%	16.9	14.9	12.4	13.3	13.3	15.3	12.5
Engineering and related technologies	%	9.9	11.7	12.6	12.1	11.7	10.4	12.6
Architecture and building	%	13.0	15.2	13.2	12.3	12.0	14.9	15.9
Agriculture, environmental and related studies	%	7.9	13.7	8.5	10.1	8.9	9.2	10.9
Health	%	9.8	8.6	8.7	9.7	9.0	10.2	8.9
Education	%	6.3	5.8	6.8	5.2	6.6	7.0	8.2
Management and commerce	%	8.4	10.2	10.3	9.6	7.6	10.7	10.2
Society and culture	%	15.4	18.6	14.8	14.0	13.8	16.9	15.9
Creative arts	%	11.8	13.1	11.7	10.2	9.3	11.9	13.0
Food, hospitality and personal services	%	11.5	14.4	13.6	12.9	11.1	10.3	14.1
Mixed field programmes	%	17.0	17.5	16.3	13.6	12.3	23.2	17.2
Employed at a higher skill level after training								
Natural and physical sciences	%	17.8	10.0	13.4	11.6	14.7	16.5	19.9
Information technology	%	8.3	8.8	12.3	14.6	13.5	9.8	12.0
Engineering and related technologies	%	14.2	16.2	19.3	22.1	23.3	20.5	17.8
Architecture and building	%	18.9	22.6	23.6	28.8	25.9	27.6	23.4
Agriculture, environmental and related studies	%	8.4	8.9	11.2	8.1	14.9	10.9	14.0
Health	%	17.4	18.6	20.4	24.5	31.4	29.5	30.4
Education	%	5.4	5.9	7.2	7.5	9.6	9.1	6.9
Management and commerce	%	8.8	8.6	10.0	9.3	12.9	14.1	13.6
Society and culture	%	8.5	10.2	11.1	10.8	13.7	12.8	13.1
Creative arts	%	11.6	12.3	12.1	12.4	13.5	18.3	17.3
Food, hospitality and personal services	%	12.7	15.4	18.3	15.5	20.9	19.4	19.9
Mixed field programmes	%	1.8	2.9	2.9	3.0	3.1	2.4	3.9

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
Received a job-related benefit								
Natural and physical sciences	%	52.0	49.2	47.7	42.9	54.8	59.1	60.0
Information technology	%	36.6	34.8	42.7	40.2	40.4	49.6	40.6
Engineering and related technologies	%	68.2	68.9	73.9	71.2	76.2	76.1	74.0
Architecture and building	%	77.6	75.7	82.0	81.2	82.9	87.9	83.5
Agriculture, environmental and related studies	%	64.3	65.5	63.1	56.7	65.2	59.0	65.7
Health	%	64.0	66.9	70.1	67.6	73.2	80.0	76.4
Education	%	63.3	66.3	65.2	60.6	65.3	64.9	64.6
Management and commerce	%	53.4	54.2	55.4	52.5	54.0	61.6	59.1
Society and culture	%	61.3	62.0	62.0	60.5	63.2	65.8	62.6
Creative arts	%	36.0	34.3	38.8	42.8	37.3	38.5	43.7
Food, hospitality and personal services	%	60.2	62.9	64.4	58.0	64.1	66.5	72.2
Mixed field programmes	%	24.5	32.2	29.4	26.7	29.4	34.9	35.1
Total with improved employment status after training								
Natural and physical sciences	%	54.2	53.6	52.5	48.4	58.2	62.3	62.4
Information technology	%	43.1	46.2	46.7	43.7	45.4	53.1	46.1
Engineering and related technologies	%	70.1	72.2	76.2	74.1	78.4	77.9	76.0
Architecture and building	%	78.9	79.6	84.0	82.7	84.9	90.5	85.4
Agriculture, environmental and related studies	%	66.7	70.2	66.2	60.9	68.5	63.6	69.2
Health	%	67.0	68.8	72.5	71.2	75.6	81.9	78.7
Education	%	65.0	66.6	67.2	62.1	66.9	66.8	66.2
Management and commerce	%	57.4	58.3	59.1	56.3	58.1	65.4	62.9
Society and culture	%	63.7	64.5	64.7	64.1	66.0	68.3	65.3
Creative arts	%	43.3	41.6	46.1	47.6	43.7	48.9	50.3
Food, hospitality and personal services	%	63.5	68.1	67.4	63.3	66.8	68.8	75.1
Mixed field programmes	%	28.7	35.9	34.0	31.7	32.7	38.8	40.0

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

<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>

Relative standard errors and confidence intervals for these proportions are provided in tables SWD.5.36 and SWD.5.37

- (a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in the year prior to the survey being conducted.
- (b) Graduates are comprised of students who either completed all the requirements for a qualification, or self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (c) Relative standard errors (RSE) for the proportions data are included in table NASWD.5.36. Estimates with RSEs greater than or equal to 25 per cent should be used with caution.
- (d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit. Therefore, the subgroups may add to more than the total.

Source : NCVER (unpublished) Student Outcomes Survey, 2007-2013.

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
Not employed before training to employed after training								
Natural and physical sciences	%	20.9	23.4	16.1	31.9	25.2	28.8	23.6
Information technology	%	10.5	22.7	12.1	20.7	11.7	24.5	12.7
Engineering and related technologies	%	8.5	9.4	4.4	6.8	4.9	9.5	5.4
Architecture and building	%	9.2	16.3	7.5	12.3	8.0	13.2	7.8
Agriculture, environmental and related studies	%	12.0	21.2	11.2	19.3	14.1	21.8	12.3
Health	%	9.7	12.6	7.2	13.5	9.8	14.6	10.2
Education	%	7.7	11.9	7.9	13.0	7.7	16.3	8.4
Management and commerce	%	5.7	7.0	3.7	6.9	4.7	6.8	4.6
Society and culture	%	4.7	6.4	3.9	6.3	4.4	6.6	4.1
Creative arts	%	10.5	14.5	9.7	15.6	12.5	19.6	11.5
Food, hospitality and personal services	%	11.8	16.4	7.9	12.4	9.7	15.2	8.4
Mixed field programmes	%	10.6	20.8	7.8	13.2	9.1	13.0	9.4
Employed at a higher skill level after training								
Natural and physical sciences	%	36.5	30.4	16.5	29.8	17.8	37.9	18.4
Information technology	%	16.3	27.1	12.4	17.1	13.5	20.5	14.0
Engineering and related technologies	%	5.3	7.1	3.5	5.0	3.2	6.6	4.4
Architecture and building	%	8.1	10.2	5.3	7.0	4.8	8.9	6.2
Agriculture, environmental and related studies	%	10.8	25.4	10.1	18.4	11.0	19.0	10.7
Health	%	6.0	8.7	4.4	7.6	4.0	8.7	4.9
Education	%	11.1	13.9	8.0	11.7	7.5	13.6	12.5
Management and commerce	%	6.1	7.8	3.6	7.2	3.5	6.1	4.0
Society and culture	%	5.8	9.3	4.0	8.4	4.2	7.9	4.4
Creative arts	%	14.1	17.8	9.4	15.9	9.6	13.8	9.9
Food, hospitality and personal services	%	11.3	14.1	6.0	11.3	6.3	12.3	7.0
Mixed field programmes	%	38.7	41.0	18.2	28.4	20.0	30.7	19.7

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
Received a job-related benefit								
Natural and physical sciences	%	9.7	13.0	6.6	13.7	6.9	12.4	8.3
Information technology	%	6.1	13.9	5.4	8.8	5.9	9.0	6.1
Engineering and related technologies	%	1.8	2.5	0.9	1.6	0.9	1.8	1.1
Architecture and building	%	1.9	3.7	1.3	2.2	1.3	1.9	1.6
Agriculture, environmental and related studies	%	2.8	4.8	2.8	5.6	2.9	5.7	2.8
Health	%	2.1	3.0	1.5	3.1	1.8	2.5	1.8
Education	%	1.5	2.7	1.7	2.6	1.8	3.1	2.3
Management and commerce	%	1.6	2.1	1.1	2.1	1.2	1.9	1.3
Society and culture	%	1.5	2.2	1.2	2.0	1.3	2.1	1.3
Creative arts	%	5.1	8.7	4.4	6.4	5.2	8.7	5.2
Food, hospitality and personal services	%	3.5	4.7	2.2	4.3	2.4	3.7	2.1
Mixed field programmes	%	7.9	12.1	5.2	7.7	5.6	8.8	5.6
Total with improved employment status after training								
Natural and physical sciences	%	9.2	12.0	6.0	12.4	6.6	11.7	8.0
Information technology	%	5.3	10.6	5.0	8.0	5.3	8.3	5.5
Engineering and related technologies	%	1.8	2.4	0.9	1.5	0.8	1.7	1.0
Architecture and building	%	1.9	3.1	1.2	2.1	1.2	1.6	1.5
Agriculture, environmental and related studies	%	2.6	4.1	2.6	5.1	2.7	5.2	2.6
Health	%	2.0	2.9	1.4	2.8	1.7	2.3	1.7
Education	%	1.5	2.7	1.6	2.5	1.8	3.0	2.3
Management and commerce	%	1.5	1.9	1.0	1.9	1.1	1.7	1.2
Society and culture	%	1.4	2.1	1.1	1.9	1.2	2.0	1.3
Creative arts	%	4.6	7.7	3.8	5.8	4.5	7.1	4.5
Food, hospitality and personal services	%	3.3	4.1	2.0	3.9	2.3	3.5	1.9
Mixed field programmes	%	7.0	10.7	4.7	7.3	5.2	8.0	5.0

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

<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>

(a) See Table NASWD.5.35 for detailed footnotes.

Source: NCVER (unpublished) Student Outcomes Survey, 2007-2013.

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
Not employed before training to employed after training								
Natural and physical sciences	±	3.4	8.4	4.3	6.9	6.1	12.0	6.1
Information technology	±	3.5	6.6	3.0	5.4	3.0	7.4	3.1
Engineering and related technologies	±	1.7	2.1	1.1	1.6	1.1	1.9	1.3
Architecture and building	±	2.3	4.9	1.9	3.0	1.9	3.9	2.4
Agriculture, environmental and related studies	±	1.9	5.7	1.9	3.8	2.5	3.9	2.6
Health	±	1.9	2.1	1.2	2.6	1.7	2.9	1.8
Education	±	0.9	1.4	1.1	1.3	1.0	2.2	1.4
Management and commerce	±	0.9	1.4	0.7	1.3	0.7	1.4	0.9
Society and culture	±	1.4	2.3	1.1	1.7	1.2	2.2	1.3
Creative arts	±	2.4	3.7	2.2	3.1	2.3	4.6	2.9
Food, hospitality and personal services	±	2.7	4.6	2.1	3.1	2.1	3.0	2.3
Mixed field programmes	±	3.5	7.1	2.5	3.5	2.2	5.9	3.2
Employed at a higher skill level after training								
Natural and physical sciences	±	12.7	5.9	4.3	6.8	5.1	12.3	7.2
Information technology	±	2.7	4.7	3.0	4.9	3.6	3.9	3.3
Engineering and related technologies	±	1.5	2.2	1.3	2.2	1.5	2.7	1.5
Architecture and building	±	3.0	4.5	2.5	4.0	2.4	4.8	2.9
Agriculture, environmental and related studies	±	1.8	4.4	2.2	2.9	3.2	4.1	2.9
Health	±	2.1	3.2	1.8	3.7	2.5	5.0	2.9
Education	±	1.2	1.6	1.1	1.7	1.4	2.4	1.7
Management and commerce	±	1.1	1.3	0.7	1.3	0.9	1.7	1.1
Society and culture	±	1.0	1.9	0.9	1.8	1.1	2.0	1.1
Creative arts	±	3.2	4.3	2.2	3.9	2.6	4.9	3.3
Food, hospitality and personal services	±	2.8	4.2	2.1	3.4	2.6	4.7	2.7
Mixed field programmes	±	1.4	2.3	1.0	1.7	1.2	1.4	1.5

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

	<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>
Received a job-related benefit								
Natural and physical sciences	±	9.9	12.5	6.2	11.5	7.4	14.4	9.8
Information technology	±	4.4	9.5	4.5	6.9	4.7	8.7	4.9
Engineering and related technologies	±	2.5	3.4	1.3	2.3	1.3	2.7	1.6
Architecture and building	±	2.9	5.4	2.1	3.5	2.1	3.3	2.6
Agriculture, environmental and related studies	±	3.5	6.2	3.4	6.2	3.7	6.6	3.6
Health	±	2.7	3.9	2.1	4.1	2.6	3.9	2.7
Education	±	1.9	3.5	2.2	3.0	2.3	3.9	3.0
Management and commerce	±	1.7	2.3	1.2	2.1	1.3	2.3	1.5
Society and culture	±	1.8	2.7	1.4	2.4	1.6	2.7	1.6
Creative arts	±	3.6	5.8	3.4	5.3	3.8	6.5	4.4
Food, hospitality and personal services	±	4.2	5.8	2.8	4.9	3.0	4.8	2.9
Mixed field programmes	±	3.8	7.6	3.0	4.1	3.2	6.0	3.8
Total with improved employment status after training								
Natural and physical sciences	±	9.8	12.6	6.2	11.7	7.5	14.3	9.8
Information technology	±	4.5	9.6	4.6	6.9	4.7	8.6	5.0
Engineering and related technologies	±	2.4	3.4	1.3	2.2	1.3	2.6	1.5
Architecture and building	±	3.0	4.8	2.0	3.4	2.0	2.9	2.4
Agriculture, environmental and related studies	±	3.4	5.6	3.4	6.1	3.6	6.5	3.5
Health	±	2.6	3.9	2.0	3.9	2.5	3.8	2.6
Education	±	1.9	3.5	2.1	3.0	2.3	3.9	2.9
Management and commerce	±	1.7	2.2	1.2	2.1	1.3	2.2	1.4
Society and culture	±	1.8	2.6	1.4	2.4	1.6	2.6	1.6
Creative arts	±	3.9	6.2	3.4	5.4	3.9	6.8	4.5
Food, hospitality and personal services	±	4.1	5.5	2.7	4.8	3.0	4.7	2.8
Mixed field programmes	±	3.9	7.6	3.1	4.6	3.3	6.0	3.9

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

<i>Unit</i>	<i>2013</i>	<i>2012</i>	<i>2011</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>	<i>2007</i>

(a) See Table NASWD.5.35 for detailed footnotes.

Source: NCVER (unpublished) Student Outcomes Survey, 2007-2013.

TABLE SWD.5.38

ESTIMATES HAVE BEEN INCLUDED IN THIS TABLE TO ASSIST THE CRC IN THEIR ANALYSIS OF THE DATA. ONLY ESTIMATES FOR PROPORTIONS ARE AVAILABLE FOR PUBLIC RELEASE.

Table SWD.5.38 **Graduates aged 20–64 years with improved employment status after training, by remoteness, 2013 (a), (b) (c), (d)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
Proportions					
Not employed before training to employed after training	%	11.3	10.9	9.3	6.7
Employed at a higher skill level after training	%	9.9	11.1	11.0	11.6
Received a job-related benefit	%	56.5	60.9	64.0	66.9
Total with improved employment status after training	%	59.9	63.5	66.6	68.8
Relative standard errors					
Not employed before training to employed after training	%	3.3	5.4	6.1	12.6
Employed at a higher skill level after training	%	3.6	4.8	6.4	12.6
Received a job-related benefit	%	1.0	1.4	1.5	2.2
Total with improved employment status after training	%	0.9	1.4	1.5	2.1
95 per cent confidence intervals					
Not employed before training to employed after training	±	0.7	1.2	1.1	1.6
Employed at a higher skill level after training	±	0.7	1.1	1.4	2.9
Received a job-related benefit	±	1.1	1.7	1.9	2.9
Total with improved employment status after training	±	1.1	1.7	1.9	2.9
Numbers					
Not employed before training to employed after training	no.	26 658	9 204	3 476	592
Employed at a higher skill level after training	no.	22 603	8 826	3 954	1 004
Received a job-related benefit	no.	132 920	51 354	24 081	5 958
Total with improved employment status after training	no.	141 129	53 556	25 099	6 140

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2012.

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

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

TABLE SWD.5.38

ESTIMATES HAVE BEEN INCLUDED IN THIS TABLE TO ASSIST THE CRC IN THEIR ANALYSIS OF THE DATA. ONLY ESTIMATES FOR PROPORTIONS ARE AVAILABLE FOR PUBLIC RELEASE.

Table SWD.5.38 Graduates aged 20–64 years with improved employment status after training, by remoteness, 2013 (a), (b) (c), (d)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.					

Source : NCVER (unpublished) Student Outcomes Survey, 2013.

TABLE SWD.5.39

ESTIMATES HAVE BEEN INCLUDED IN THIS TABLE TO ASSIST THE CRC IN THEIR ANALYSIS OF THE DATA. ONLY ESTIMATES FOR PROPORTIONS ARE AVAILABLE FOR PUBLIC RELEASE.

Table SWD.5.39 Graduates aged 20–64 years with improved employment status after training, by remoteness, 2012 (a), (b) (c), (d)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
Proportions					
Not employed before training to employed after training	%	12.6	13.3	11.2	8.3
Employed at a higher skill level after training	%	11.8	11.3	12.6	12.1
Received a job-related benefit	%	58.5	62.1	64.8	70.7
Total with improved employment status after training	%	62.1	65.8	67.1	73.2
Relative standard errors					
Not employed before training to employed after training	%	4.3	8.1	10.9	32.8
Employed at a higher skill level after training	%	4.3	7.5	10.8	15.8
Received a job-related benefit	%	1.3	2.2	2.7	4.5
Total with improved employment status after training	%	1.2	2.0	2.6	4.0
95 per cent confidence intervals					
Not employed before training to employed after training	±	1.1	2.1	2.4	5.3
Employed at a higher skill level after training	±	1.0	1.7	2.7	3.7
Received a job-related benefit	±	1.5	2.7	3.5	6.2
Total with improved employment status after training	±	1.5	2.6	3.4	5.8
Numbers					
Not employed before training to employed after training	no.	26 606	9 814	3 718	681
Employed at a higher skill level after training	no.	24 260	8 062	3 993	976
Received a job-related benefit	no.	123 229	45 821	21 355	5 819
Total with improved employment status after training	no.	131 440	48 606	22 305	6 020

(a) Scope of Student Outcomes Survey is students in publicly funded and/or provided VET. Data are based on the outcomes of students who completed their qualification in 2011.

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

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

ESTIMATES HAVE BEEN INCLUDED IN THIS TABLE TO ASSIST THE CRC IN THEIR ANALYSIS OF THE DATA. ONLY ESTIMATES FOR PROPORTIONS ARE AVAILABLE FOR PUBLIC RELEASE.

Table SWD.5.39 Graduates aged 20–64 years with improved employment status after training, by remoteness, 2012 (a), (b) (c), (d)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote/very remote</i>
(d) An individual may have reported a positive response to more than one measure contributing to improved employment status after training, eg they may have been employed at a higher skill level after training and received at least one job-related benefit.					

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

NASWD Indicator 6:

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

TABLE SWD.6.1

Table SWD.6.1 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011**

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

TABLE SWD.6.1

Table SWD.6.1 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011**

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

Source: NCVER (unpublished) National VET provider collection, 2011-2012.

TABLE SWD.6.2

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24	no.	16 895	20 286	12 847	6 819	2 779	1 649	1 310	553	63 138
25–29	no.	6 458	7 022	5 441	2 845	1 539	599	567	368	24 839
30–34	no.	4 794	5 085	4 070	1 922	983	444	416	298	18 012
35–39	no.	4 852	5 213	4 085	1 858	950	508	346	268	18 080
40–44	no.	4 709	5 332	3 924	1 728	920	453	347	209	17 622
45–49	no.	4 561	4 937	3 485	1 462	918	426	327	163	16 279
50–54	no.	3 312	3 665	2 499	1 026	661	330	273	137	11 903
55–59	no.	1 937	2 158	1 496	537	357	178	127	58	6 848
60–64	no.	812	1 057	590	256	174	52	43	37	3 021
20–64	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
AQF VET course <u>enrolments</u> for students aged 20–64 years										
20–24	no.	81 732	103 238	61 493	31 705	20 623	9 973	6 843	3 855	319 462
25–29	no.	48 757	52 822	36 877	21 920	11 953	6 077	4 034	3 259	185 699
30–34	no.	38 789	40 850	29 582	17 155	9 139	4 989	2 955	2 683	146 142
35–39	no.	37 801	39 819	29 274	16 211	9 088	5 360	2 606	2 395	142 554
40–44	no.	33 104	36 982	26 035	13 877	8 209	5 023	2 258	2 100	127 588
45–49	no.	30 682	33 399	22 734	11 053	7 249	4 822	2 169	1 692	113 800
50–54	no.	22 332	24 866	16 517	7 902	5 071	4 019	1 585	1 287	83 579
55–59	no.	13 738	15 964	10 169	4 756	2 899	2 350	832	703	51 411
60–64	no.	6 614	8 213	4 683	2 279	1 318	1 166	432	339	25 044
20–64	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279
Proportion										
20–24	%	20.7	19.6	20.9	21.5	13.5	16.5	19.1	14.3	19.8
25–29	%	13.2	13.3	14.8	13.0	12.9	9.9	14.1	11.3	13.4

TABLE SWD.6.2

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34	%	12.4	12.4	13.8	11.2	10.8	8.9	14.1	11.1	12.3
35–39	%	12.8	13.1	14.0	11.5	10.5	9.5	13.3	11.2	12.7
40–44	%	14.2	14.4	15.1	12.5	11.2	9.0	15.4	10.0	13.8
45–49	%	14.9	14.8	15.3	13.2	12.7	8.8	15.1	9.6	14.3
50–54	%	14.8	14.7	15.1	13.0	13.0	8.2	17.2	10.6	14.2
55–59	%	14.1	13.5	14.7	11.3	12.3	7.6	15.3	8.3	13.3
60–64	%	12.3	12.9	12.6	11.2	13.2	4.5	10.0	10.9	12.1
20–64	%	15.4	15.4	16.2	14.5	12.3	10.6	15.8	11.4	15.0

Source: NCVER (unpublished) National VET provider collection, 2010-2011.

TABLE SWD.6.3

Table SWD.6.3 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2009**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24	no.	15 941	14 797	12 044	6 231	4 658	1 620	1 528	453	57 272
25–29	no.	5 912	5 266	4 378	1 997	1 864	575	583	272	20 847
30–34	no.	4 160	4 023	3 146	1 523	1 320	436	362	258	15 228
35–39	no.	4 344	4 425	3 197	1 530	1 352	497	363	195	15 903
40–44	no.	4 127	4 480	2 912	1 326	1 435	483	363	170	15 296
45–49	no.	3 850	4 208	2 779	1 167	1 295	399	296	162	14 156
50–54	no.	2 687	3 034	1 911	763	943	280	217	122	9 957
55–59	no.	1 560	1 784	1 109	416	487	155	111	48	5 670
60–64	no.	719	793	466	145	233	55	49	20	2 480
20–64	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809
AQF VET course <u>enrolments</u> for students aged 20–64 years										
20–24	no.	76 787	89 463	57 941	30 742	18 232	8 883	6 547	3 813	292 408
25–29	no.	43 700	48 876	33 344	19 715	10 186	5 139	3 745	3 132	167 837
30–34	no.	34 234	38 442	27 034	16 066	8 205	4 344	2 578	2 605	133 508
35–39	no.	32 888	38 310	27 100	15 144	8 175	4 481	2 320	2 515	130 933
40–44	no.	28 802	34 632	23 731	12 732	7 586	4 135	2 114	2 019	115 751
45–49	no.	26 606	30 957	21 381	10 224	6 492	3 928	1 812	1 654	103 054
50–54	no.	18 914	22 676	15 296	6 950	4 547	2 859	1 181	1 133	73 556
55–59	no.	11 641	14 464	9 289	4 285	2 768	1 812	695	729	45 683
60–64	no.	5 767	6 813	4 617	2 086	1 176	877	349	355	22 040
20–64	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
Proportion										
20–24	%	20.8	16.5	20.8	20.3	25.5	18.2	23.3	11.9	19.6
25–29	%	13.5	10.8	13.1	10.1	18.3	11.2	15.6	8.7	12.4

TABLE SWD.6.3

Table SWD.6.3 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2009**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34	%	12.2	10.5	11.6	9.5	16.1	10.0	14.0	9.9	11.4
35–39	%	13.2	11.6	11.8	10.1	16.5	11.1	15.6	7.8	12.1
40–44	%	14.3	12.9	12.3	10.4	18.9	11.7	17.2	8.4	13.2
45–49	%	14.5	13.6	13.0	11.4	19.9	10.2	16.3	9.8	13.7
50–54	%	14.2	13.4	12.5	11.0	20.7	9.8	18.4	10.8	13.5
55–59	%	13.4	12.3	11.9	9.7	17.6	8.6	16.0	6.6	12.4
60–64	%	12.5	11.6	10.1	7.0	19.8	6.3	14.0	5.6	11.3
20–64	%	15.5	13.2	14.5	12.8	20.2	12.3	18.1	9.5	14.5

Source : NCVER (unpublished) National VET provider collection, 2009-2010.

TABLE SWD.6.4

Table SWD.6.4 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008**

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

TABLE SWD.6.4

Table SWD.6.4 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34	%	11.5	9.8	11.7	9.7	15.4	9.6	12.7	6.6	10.9
35–39	%	12.6	10.7	11.7	10.4	17.0	10.5	11.7	7.1	11.7
40–44	%	13.6	12.1	12.6	10.7	17.7	11.2	12.5	7.3	12.7
45–49	%	14.1	12.6	13.9	10.5	19.3	10.7	14.5	9.2	13.4
50–54	%	13.7	12.5	13.0	10.0	17.8	9.7	14.6	7.2	12.8
55–59	%	12.1	11.3	11.6	8.7	18.4	7.8	12.1	7.2	11.5
60–64	%	11.4	10.1	9.6	7.3	16.8	5.0	9.2	7.7	10.1
20–64	%	15.0	12.2	14.5	12.9	19.6	12.1	15.1	8.4	13.9

Source: NCVER (unpublished) National VET provider collection, 2008-2009.

TABLE SWD.6.5

Table SWD.6.5 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2007**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24	no.	10 849	13 800	9 044	5 079	3 848	1 373	1 228	346	45 567
25–29	no.	4 036	3 910	3 182	1 585	1 336	463	384	191	15 087
30–34	no.	3 067	3 246	2 698	1 255	909	374	258	199	12 006
35–39	no.	3 211	3 654	2 874	1 340	1 122	442	248	167	13 058
40–44	no.	3 104	3 541	2 821	1 171	1 097	489	298	168	12 689
45–49	no.	2 839	3 259	2 640	913	975	385	212	115	11 338
50–54	no.	1 851	2 237	1 775	539	695	234	165	93	7 589
55–59	no.	1 015	1 264	998	305	419	156	114	54	4 325
60–64	no.	437	477	353	124	116	26	37	21	1 591
20–64	no.	30 409	35 388	26 385	12 311	10 517	3 942	2 944	1 354	123 250
AQF VET course <u>enrolments</u> for students aged 20–64 years										
20–24	no.	71 866	81 656	54 420	26 687	16 427	9 165	5 635	3 975	269 831
25–29	no.	37 220	42 391	29 110	15 543	8 847	5 085	2 781	3 069	144 046
30–34	no.	30 522	35 605	25 504	13 451	7 464	4 638	2 050	2 686	121 920
35–39	no.	28 981	34 993	25 658	12 587	7 931	4 910	1 878	2 569	119 507
40–44	no.	26 143	30 822	23 291	10 501	7 063	4 863	1 752	2 200	106 635
45–49	no.	23 361	27 315	20 906	8 480	6 018	4 349	1 516	1 765	93 710
50–54	no.	15 859	18 916	14 648	5 756	3 902	3 066	1 040	1 187	64 374
55–59	no.	9 601	11 762	9 003	3 454	2 384	1 938	648	650	39 440
60–64	no.	4 656	5 315	3 957	1 595	891	806	255	344	17 819
20–64	no.	248 209	288 775	206 497	98 054	60 927	38 820	17 555	18 445	977 282
Proportion										
20–24	%	15.1	16.9	16.6	19.0	23.4	15.0	21.8	8.7	16.9
25–29	%	10.8	9.2	10.9	10.2	15.1	9.1	13.8	6.2	10.5

TABLE SWD.6.5

Table SWD.6.5 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2007**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34	%	10.0	9.1	10.6	9.3	12.2	8.1	12.6	7.4	9.8
35–39	%	11.1	10.4	11.2	10.6	14.1	9.0	13.2	6.5	10.9
40–44	%	11.9	11.5	12.1	11.2	15.5	10.1	17.0	7.6	11.9
45–49	%	12.2	11.9	12.6	10.8	16.2	8.9	14.0	6.5	12.1
50–54	%	11.7	11.8	12.1	9.4	17.8	7.6	15.9	7.8	11.8
55–59	%	10.6	10.7	11.1	8.8	17.6	8.0	17.6	8.3	11.0
60–64	%	9.4	9.0	8.9	7.8	13.0	3.2	14.5	6.1	8.9
20–64	%	12.3	12.3	12.8	12.6	17.3	10.2	16.8	7.3	12.6

Source: NCVER (unpublished) National VET provider collection, 2007-2008.

TABLE SWD.6.6

Table SWD.6.6 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24	no.	9 090	12 503	8 689	4 522	3 877	1 173	965	266	41 085
25–29	no.	3 090	3 891	3 049	1 604	1 329	447	370	143	13 923
30–34	no.	2 638	3 056	2 709	1 326	986	410	260	153	11 538
35–39	no.	2 647	3 155	2 684	1 292	1 132	488	305	143	11 846
40–44	no.	2 819	3 098	2 817	1 148	1 088	488	278	133	11 869
45–49	no.	2 353	2 741	2 433	941	932	394	298	99	10 191
50–54	no.	1 464	1 790	1 699	537	511	266	206	64	6 537
55–59	no.	849	1 068	1 011	279	316	117	117	47	3 804
60–64	no.	300	327	307	90	97	40	41	21	1 223
20–64	no.	25 250	31 629	25 398	11 739	10 268	3 823	2 840	1 069	112 016
AQF VET course <u>enrolments</u> for students aged 20–64 years										
20–24	no.	73 282	84 133	53 363	25 552	15 875	8 526	5 696	3 825	270 252
25–29	no.	37 138	43 387	28 971	14 503	7 717	4 756	2 730	2 609	141 811
30–34	no.	30 893	37 429	26 576	12 709	6 509	4 456	2 160	2 354	123 086
35–39	no.	27 636	34 857	25 255	11 613	6 823	4 605	1 965	2 233	114 987
40–44	no.	25 899	31 472	23 829	10 183	6 371	4 566	1 720	1 860	105 900
45–49	no.	22 333	26 964	20 001	7 998	5 347	3 968	1 579	1 623	89 813
50–54	no.	15 131	18 951	14 000	5 332	3 443	2 940	1 069	1 067	61 933
55–59	no.	9 393	12 238	8 656	3 214	2 138	1 782	620	646	38 687
60–64	no.	4 320	5 017	3 542	1 316	746	697	201	301	16 140
20–64	no.	246 025	294 448	204 193	92 420	54 969	36 296	17 740	16 518	962 609
Proportion										
20–24	%	12.4	14.9	16.3	17.7	24.4	13.8	16.9	7.0	15.2
25–29	%	8.3	9.0	10.5	11.1	17.2	9.4	13.6	5.5	9.8

TABLE SWD.6.6

Table SWD.6.6 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34	%	8.5	8.2	10.2	10.4	15.1	9.2	12.0	6.5	9.4
35–39	%	9.6	9.1	10.6	11.1	16.6	10.6	15.5	6.4	10.3
40–44	%	10.9	9.8	11.8	11.3	17.1	10.7	16.2	7.2	11.2
45–49	%	10.5	10.2	12.2	11.8	17.4	9.9	18.9	6.1	11.3
50–54	%	9.7	9.4	12.1	10.1	14.8	9.0	19.3	6.0	10.6
55–59	%	9.0	8.7	11.7	8.7	14.8	6.6	18.9	7.3	9.8
60–64	%	6.9	6.5	8.7	6.8	13.0	5.7	20.4	7.0	7.6
20–64	%	10.3	10.7	12.4	12.7	18.7	10.5	16.0	6.5	11.6

Source : NCVET (unpublished) National VET provider collection, 2006-2007.

TABLE SWD.6.7

Table SWD.6.7 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III or above only), by State and Territory, 2011, 2010, 2009, 2008, 2007 and 2006

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level (AQF Certificate III or above only)										
2011	no.	47 503	75 961	38 690	15 796	14 460	4 148	3 692	1 850	202 100
2010	no.	43 297	49 534	32 777	16 452	7 704	3 994	3 603	1 533	158 894
2009	no.	38 253	38 270	28 721	13 333	11 689	3 986	3 678	1 232	139 162
2008	no.	33 790	31 753	28 826	11 279	9 992	4 190	2 600	1 099	123 529
2007	no.	25 369	31 044	23 524	10 094	8 670	3 198	2 722	857	105 478
2006	no.	20 835	28 341	22 116	9 433	8 986	3 105	2 635	776	96 227
AQF VET course enrolments for students aged 20–64 years (AQF Certificate III or above only)										
2011	no.	273 613	351 599	199 093	94 323	65 390	29 722	20 840	11 127	1 045 707
2010	no.	250 487	269 105	182 183	89 008	58 026	28 448	20 790	10 791	908 838
2009	no.	217 889	238 701	169 822	79 865	50 483	25 107	18 637	9 793	810 297
2008	no.	198 880	214 916	170 501	67 142	44 415	27 158	15 738	9 751	748 501
2007	no.	185 082	202 180	165 340	61 372	41 733	25 783	14 804	9 254	705 548
2006	no.	180 648	203 208	154 283	60 321	40 180	24 047	14 909	7 979	685 575
Proportion										
2011	%	17.4	21.6	19.4	16.7	22.1	14.0	17.7	16.6	19.3
2010	%	17.3	18.4	18.0	18.5	13.3	14.0	17.3	14.2	17.5
2009	%	17.6	16.0	16.9	16.7	23.2	15.9	19.7	12.6	17.2
2008	%	17.0	14.8	16.9	16.8	22.5	15.4	16.5	11.3	16.5
2007	%	13.7	15.4	14.2	16.4	20.8	12.4	18.4	9.3	14.9
2006	%	11.5	13.9	14.3	15.6	22.4	12.9	17.7	9.7	14.0

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

TABLE SWD.6.8

Table SWD.6.8 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status, by State and Territory, 2006

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Indigenous	no.	963	265	1 066	698	303	143	62	367	3 867
Non-Indigenous	no.	23 723	29 920	22 579	10 512	9 761	3 570	2 509	694	103 268
AQF VET course <u>enrolments</u> for students aged 20–64 years										
Indigenous	no.	9 493	3 760	10 056	8 651	2 587	1 091	359	7 471	43 468
Non-Indigenous	no.	202 105	270 102	171 728	67 096	48 043	34 615	16 108	8 883	818 680
Proportion										
Indigenous	%	10.1	7.0	10.6	8.1	11.7	13.1	17.3	4.9	8.9
Non-Indigenous	%	11.7	11.1	13.1	15.7	20.3	10.3	15.6	7.8	12.6

Source : NCVER (unpublished) National VET provider collection, 2006-2007.

TABLE SWD.6.9

Table SWD.6.9 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011**

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

TABLE SWD.6.9

Table SWD.6.9 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2011**

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

Source: NCVER (unpublished) National VET provider collection, 2011-2012.

TABLE SWD.6.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24	no.	16 895	20 286	12 847	6 819	2 779	1 649	1 310	553	63 138
25–29	no.	6 458	7 022	5 441	2 845	1 539	599	567	368	24 839
30–34	no.	4 794	5 085	4 070	1 922	983	444	416	298	18 012
35–39	no.	4 852	5 213	4 085	1 858	950	508	346	268	18 080
40–44	no.	4 709	5 332	3 924	1 728	920	453	347	209	17 622
45–49	no.	4 561	4 937	3 485	1 462	918	426	327	163	16 279
50–54	no.	3 312	3 665	2 499	1 026	661	330	273	137	11 903
55–59	no.	1 937	2 158	1 496	537	357	178	127	58	6 848
60–64	no.	812	1 057	590	256	174	52	43	37	3 021
20–64	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
AQF VET course <u>completions</u> for students aged 20–64 years										
20–24	no.	28 380	29 532	19 300	10 361	4 964	2 197	1 960	789	97 483
25–29	no.	15 571	12 968	10 125	5 964	3 825	1 046	1 237	601	51 337
30–34	no.	12 309	9 725	7 828	4 217	2 404	842	953	526	38 804
35–39	no.	12 447	9 501	7 748	4 152	2 305	911	836	498	38 398
40–44	no.	11 415	9 257	7 233	3 716	2 256	814	807	398	35 896
45–49	no.	10 593	8 455	6 469	2 997	2 201	766	754	336	32 571
50–54	no.	7 805	6 389	4 672	2 160	1 627	581	642	278	24 154
55–59	no.	4 711	3 949	2 908	1 216	968	339	302	135	14 528
60–64	no.	2 049	1 883	1 230	552	463	132	143	77	6 529
20–64	no.	105 280	91 659	67 513	35 335	21 013	7 628	7 634	3 638	339 700
Proportion										
20–24	%	59.5	68.7	66.6	65.8	56.0	75.1	66.8	70.1	64.8
25–29	%	41.5	54.1	53.7	47.7	40.2	57.3	45.8	61.2	48.4

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34	%	38.9	52.3	52.0	45.6	40.9	52.7	43.7	56.7	46.4
35–39	%	39.0	54.9	52.7	44.7	41.2	55.8	41.4	53.8	47.1
40–44	%	41.3	57.6	54.3	46.5	40.8	55.7	43.0	52.5	49.1
45–49	%	43.1	58.4	53.9	48.8	41.7	55.6	43.4	48.5	50.0
50–54	%	42.4	57.4	53.5	47.5	40.6	56.8	42.5	49.3	49.3
55–59	%	41.1	54.6	51.4	44.2	36.9	52.5	42.1	43.0	47.1
60–64	%	39.6	56.1	48.0	46.4	37.6	39.4	30.1	48.1	46.3
20–64	%	45.9	59.7	56.9	52.2	44.2	60.8	49.2	57.5	52.9

Source: NCVET (unpublished) National VET provider collection, 2010-2011.

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**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24	no.	15 941	14 797	12 044	6 231	4 658	1 620	1 528	453	57 272
25–29	no.	5 912	5 266	4 378	1 997	1 864	575	583	272	20 847
30–34	no.	4 160	4 023	3 146	1 523	1 320	436	362	258	15 228
35–39	no.	4 344	4 425	3 197	1 530	1 352	497	363	195	15 903
40–44	no.	4 127	4 480	2 912	1 326	1 435	483	363	170	15 296
45–49	no.	3 850	4 208	2 779	1 167	1 295	399	296	162	14 156
50–54	no.	2 687	3 034	1 911	763	943	280	217	122	9 957
55–59	no.	1 560	1 784	1 109	416	487	155	111	48	5 670
60–64	no.	719	793	466	145	233	55	49	20	2 480
20–64	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809
AQF VET course <u>completions</u> for students aged 20–64 years										
20–24	no.	27 485	22 352	16 379	9 247	7 422	2 189	2 274	600	87 948
25–29	no.	14 206	10 494	7 713	4 424	3 360	1 035	1 256	446	42 934
30–34	no.	11 155	8 062	5 847	3 472	2 559	790	870	408	33 163
35–39	no.	11 146	8 421	5 972	3 442	2 681	881	779	368	33 690
40–44	no.	9 992	8 134	5 376	3 014	2 734	817	765	338	31 170
45–49	no.	9 410	7 446	4 945	2 499	2 554	737	696	274	28 561
50–54	no.	6 521	5 588	3 494	1 615	1 970	521	485	220	20 414
55–59	no.	3 828	3 349	2 080	923	1 176	314	276	121	12 067
60–64	no.	1 733	1 470	957	403	482	124	142	46	5 357
20–64	no.	95 476	75 316	52 763	29 039	24 938	7 408	7 543	2 821	295 304
Proportion										
20–24	%	58.0	66.2	73.5	67.4	62.8	74.0	67.2	75.5	65.1

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
25–29	%	41.6	50.2	56.8	45.1	55.5	55.6	46.4	61.0	48.6
30–34	%	37.3	49.9	53.8	43.9	51.6	55.2	41.6	63.2	45.9
35–39	%	39.0	52.5	53.5	44.5	50.4	56.4	46.6	53.0	47.2
40–44	%	41.3	55.1	54.2	44.0	52.5	59.1	47.5	50.3	49.1
45–49	%	40.9	56.5	56.2	46.7	50.7	54.1	42.5	59.1	49.6
50–54	%	41.2	54.3	54.7	47.2	47.9	53.7	44.7	55.5	48.8
55–59	%	40.8	53.3	53.3	45.1	41.4	49.4	40.2	39.7	47.0
60–64	%	41.5	53.9	48.7	36.0	48.3	44.4	34.5	43.5	46.3
20–64	%	45.4	56.8	60.5	52.0	54.5	60.7	51.3	60.3	53.1

Source: NCVER (unpublished) National VET provider collection, 2009-2010.

TABLE SWD.6.12

Table SWD.6.12 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2008

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

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

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

Source : NCVER (unpublished) National VET provider collection, 2008-2009.

TABLE SWD.6.13

Table SWD.6.13 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course completions by students aged 20–64 years undertaking AQF qualifications, by age, by State and Territory, 2007

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24	no.	10 849	13 800	9 044	5 079	3 848	1 373	1 228	346	45 567
25–29	no.	4 036	3 910	3 182	1 585	1 336	463	384	191	15 087
30–34	no.	3 067	3 246	2 698	1 255	909	374	258	199	12 006
35–39	no.	3 211	3 654	2 874	1 340	1 122	442	248	167	13 058
40–44	no.	3 104	3 541	2 821	1 171	1 097	489	298	168	12 689
45–49	no.	2 839	3 259	2 640	913	975	385	212	115	11 338
50–54	no.	1 851	2 237	1 775	539	695	234	165	93	7 589
55–59	no.	1 015	1 264	998	305	419	156	114	54	4 325
60–64	no.	437	477	353	124	116	26	37	21	1 591
20–64	no.	30 409	35 388	26 385	12 311	10 517	3 942	2 944	1 354	123 250
AQF VET course <u>completions</u> for students aged 20–64 years										
20–24	no.	24 123	22 548	11 155	7 351	6 300	1 924	2 105	448	75 954
25–29	no.	11 455	8 949	4 875	3 196	2 428	859	986	275	33 023
30–34	no.	9 416	7 234	4 383	2 681	1 810	722	707	290	27 243
35–39	no.	9 318	7 290	4 676	2 806	2 146	828	661	250	27 975
40–44	no.	8 538	6 846	4 512	2 442	2 054	895	672	243	26 202
45–49	no.	7 686	6 336	4 254	1 933	1 954	752	553	198	23 666
50–54	no.	5 094	4 292	3 023	1 213	1 419	477	404	156	16 078
55–59	no.	2 883	2 472	1 685	711	915	325	268	79	9 338
60–64	no.	1 249	999	653	290	308	82	114	41	3 736
20–64	no.	79 762	66 966	39 216	22 623	19 334	6 864	6 470	1 980	243 215
Proportion										
20–24	%	45.0	61.2	81.1	69.1	61.1	71.4	58.3	77.2	60.0
25–29	%	35.2	43.7	65.3	49.6	55.0	53.9	38.9	69.5	45.7

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34	%	32.6	44.9	61.6	46.8	50.2	51.8	36.5	68.6	44.1
35–39	%	34.5	50.1	61.5	47.8	52.3	53.4	37.5	66.8	46.7
40–44	%	36.4	51.7	62.5	48.0	53.4	54.6	44.3	69.1	48.4
45–49	%	36.9	51.4	62.1	47.2	49.9	51.2	38.3	58.1	47.9
50–54	%	36.3	52.1	58.7	44.4	49.0	49.1	40.8	59.6	47.2
55–59	%	35.2	51.1	59.2	42.9	45.8	48.0	42.5	68.4	46.3
60–64	%	35.0	47.7	54.1	42.8	37.7	31.7	32.5	51.2	42.6
20–64	%	38.1	52.8	67.3	54.4	54.4	57.4	45.5	68.4	50.7

Source : NCVER (unpublished) National VET provider collection, 2007-2008.

TABLE SWD.6.14

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
20–24	no.	9 090	12 503	8 689	4 522	3 877	1 173	965	266	41 085
25–29	no.	3 090	3 891	3 049	1 604	1 329	447	370	143	13 923
30–34	no.	2 638	3 056	2 709	1 326	986	410	260	153	11 538
35–39	no.	2 647	3 155	2 684	1 292	1 132	488	305	143	11 846
40–44	no.	2 819	3 098	2 817	1 148	1 088	488	278	133	11 869
45–49	no.	2 353	2 741	2 433	941	932	394	298	99	10 191
50–54	no.	1 464	1 790	1 699	537	511	266	206	64	6 537
55–59	no.	849	1 068	1 011	279	316	117	117	47	3 804
60–64	no.	300	327	307	90	97	40	41	21	1 223
20–64	no.	25 250	31 629	25 398	11 739	10 268	3 823	2 840	1 069	112 016
AQF VET course <u>completions</u> for students aged 20–64 years										
20–24	no.	22 047	18 396	11 000	6 819	5 929	1 711	1 531	355	67 788
25–29	no.	10 291	7 770	4 665	3 161	2 366	829	806	209	30 097
30–34	no.	8 894	6 232	4 323	2 662	1 916	773	577	221	25 598
35–39	no.	8 498	6 151	4 225	2 547	2 077	903	626	226	25 253
40–44	no.	8 312	5 741	4 264	2 312	1 948	846	559	202	24 184
45–49	no.	7 093	5 039	3 709	1 943	1 806	755	554	181	21 080
50–54	no.	4 737	3 471	2 608	1 139	1 197	526	383	118	14 179
55–59	no.	2 656	2 008	1 615	618	738	262	234	78	8 209
60–64	no.	1 049	709	530	214	258	91	89	32	2 972
20–64	no.	73 577	55 517	36 939	21 415	18 235	6 696	5 359	1 622	219 360
Proportion										
20–24	%	41.2	68.0	79.0	66.3	65.4	68.6	63.0	74.9	60.6
25–29	%	30.0	50.1	65.4	50.7	56.2	53.9	45.9	68.4	46.3

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
30–34	%	29.7	49.0	62.7	49.8	51.5	53.0	45.1	69.2	45.1
35–39	%	31.1	51.3	63.5	50.7	54.5	54.0	48.7	63.3	46.9
40–44	%	33.9	54.0	66.1	49.7	55.9	57.7	49.7	65.8	49.1
45–49	%	33.2	54.4	65.6	48.4	51.6	52.2	53.8	54.7	48.3
50–54	%	30.9	51.6	65.1	47.1	42.7	50.6	53.8	54.2	46.1
55–59	%	32.0	53.2	62.6	45.1	42.8	44.7	50.0	60.3	46.3
60–64	%	28.6	46.1	57.9	42.1	37.6	44.0	46.1	65.6	41.2
20–64	%	34.3	57.0	68.8	54.8	56.3	57.1	53.0	65.9	51.1

Source : NCVET (unpublished) National VET provider collection, 2006-2007.

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 or above only), by State and Territory, 2011, 2010, 2009, 2008, 2007 and 2006

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level (AQF Certificate III or above only)										
2011	no.	47 503	75 961	38 690	15 796	14 460	4 148	3 692	1 850	202 100
2010	no.	43 297	49 534	32 777	16 452	7 704	3 994	3 603	1 533	158 894
2009	no.	38 253	38 270	28 721	13 333	11 689	3 986	3 678	1 232	139 162
2008	no.	33 790	31 753	28 826	11 279	9 992	4 190	2 600	1 099	123 529
2007	no.	25 369	31 044	23 524	10 094	8 670	3 198	2 722	857	105 478
2006	no.	20 835	28 341	22 116	9 433	8 986	3 105	2 635	776	96 227
AQF VET course completions for students aged 20–64 years (AQF Certificate III or above only)										
2011	no.	95 668	104 803	63 793	30 096	24 953	6 638	7 379	3 087	336 417
2010	no.	87 006	78 045	52 355	29 151	15 864	6 076	6 620	2 501	277 618
2009	no.	77 046	62 517	43 587	23 491	19 762	6 056	6 292	1 984	240 735
2008	no.	67 614	53 815	40 916	19 492	17 059	6 616	4 780	1 607	211 899
2007	no.	60 862	54 942	32 014	16 541	15 146	5 056	4 951	1 193	190 705
2006	no.	54 120	45 360	28 140	15 167	14 894	4 914	4 378	1 112	168 085
Proportion										
2011	%	49.7	72.5	60.6	52.5	57.9	62.5	50.0	59.9	60.1
2010	%	49.8	63.5	62.6	56.4	48.6	65.7	54.4	61.3	57.2
2009	%	49.6	61.2	65.9	56.8	59.1	65.8	58.5	62.1	57.8
2008	%	50.0	59.0	70.5	57.9	58.6	63.3	54.4	68.4	58.3
2007	%	41.7	56.5	73.5	61.0	57.2	63.3	55.0	71.8	55.3
2006	%	38.5	62.5	78.6	62.2	60.3	63.2	60.2	69.8	57.2

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

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Indigenous	no.	963	265	1 066	698	303	143	62	367	3 867
Non-Indigenous	no.	23 723	29 920	22 579	10 512	9 761	3 570	2 509	694	103 268
AQF VET course <u>completions</u> for students aged 20–64 years										
Indigenous	no.	1 756	433	1 416	938	612	198	90	506	5 949
Non-Indigenous	no.	58 344	51 197	32 143	17 008	16 626	6 291	4 695	1 104	187 408
Proportion										
Indigenous	%	54.8	61.2	75.3	74.4	49.5	72.2	68.9	72.5	65.0
Non-Indigenous	%	40.7	58.4	70.2	61.8	58.7	56.7	53.4	62.9	55.1

Source: NCVER (unpublished) National VET provider collection, 2006-2007.

NASWD [NIRA] Indicator 7:

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

TABLE SWD.7.1

Table SWD.7.1 **Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2012-13 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Indigenous Australians										
Total 20–64 year old population with post school qualifications in Certificate III level or above or working towards a non-school qualification	no.	45 590	12 404	37 404	13 537	9 027	5 441	2 138	8 522	134 064
20–64 year old population with qualifications at Certificate III level or above	no.	38 556	10 920	30 047	11 323	7 809	4 854	1 740	7 250	112 500
Cert. III, Cert. IV, Diploma and Advanced Diploma	no.	31 849	8 613	25 832	9 510	6 315	3 879	886	5 845	92 729
Bachelors degree or above	no.	6 707	2 307	4 215	1 813	1 494	975	854	1 404	19 771
20–64 year olds population currently studying a non-school qualification (d) (e)	no.	7 033	1 484	7 357	2 215	1 218	587	397	1 273	21 564
Total 20–64 year old population	no.	97 608	21 836	87 756	42 106	18 013	11 636	3 135	34 989	317 079
Proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	46.7	56.8	42.6	32.2	50.1	46.8	68.2	24.4	42.3
Relative standard error of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	5.1	5.6	6.4	7.2	6.3	8.5	7	7.1	2.6
95 per cent confidence intervals of 20-64 year old population with or working toward post school qualification in Certificate III level or above	±	4.7	6.3	5.4	4.5	6.2	7.8	9.3	3.4	2.2
Non-Indigenous Australians										
Total 20–64 year old population with post school qualifications in Certificate III level or above or working towards a non-school qualification	no.	2 787 119	2 208 194	1 555 639	887 734	567 162	166 501	169 380	71 514	8 413 243
20–64 year old population with qualifications at Certificate III level or above	no.	2 550 364	2 014 030	1 435 213	819 687	510 916	151 401	153 624	66 867	7 702 102
Cert. III, Cert. IV, Diploma and Advanced Diploma	no.	1 276 887	961 041	796 811	445 479	296 407	85 137	51 758	34 752	3 948 272
Bachelors degree or above	no.	1 273 477	1 052 989	638 402	374 208	214 509	66 263	101 865	32 116	3 753 830

TABLE SWD.7.1

Table SWD.7.1 **Proportion of 20–64 year old population with or working towards post school qualification in Certificate III or above, by Indigenous status, 2012-13 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
20–64 year olds population currently studying a non-school qualification (d)	no.	236 755	194 164	120 426	68 047	56 246	15 100	15 756	4 646	711 141
Total 20–64 year old population	no.	4 187 882	3 371 510	2 613 944	1 414 271	961 021	276 426	228 672	116 924	13 170 648
Proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	66.6	65.5	59.5	62.8	59	60.2	74.1	61.2	63.9
Relative standard error of proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	0.8	1.2	1.7	1.3	1.4	2.4	1.9	2.8	0.5
95 per cent confidence intervals of proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	±	1.1	1.5	2	1.6	1.6	2.9	2.8	3.3	0.7

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

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

(c) Australia includes Other Territories.

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

(e) Tas and ACT estimates have an RSE between 25 per cent and 50 per cent and should be used with caution.

Source: ABS (unpublished) NATSIHS component of the AATSIHS, 2012-13 and ABS (unpublished) Survey of Education and Work, 2012.

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

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>
Proportion						
Indigenous	%	48.9	50.7	43.6	34.8	17.0
Non-Indigenous	%	66.6	58.7	52.9	54.4	52.5
Relative standard error						
Indigenous	%	4.1	4.4	6.9	10.4	9.0
Non-Indigenous	%	0.6	1.8	2.5	9.0	9.4
95 per cent confidence interval						
Indigenous	±	3.9	4.4	5.9	7.1	3.0
Non-Indigenous	±	0.8	2.0	2.6	9.6	9.7

(a) See table 7.1 for details of exclusions.

(b) Excludes people for whom a remoteness area cannot be determined.

Source: ABS (unpublished) NATSIHS component of the AATSIHS, 2012-13 and ABS (unpublished) Survey of Education and Work, 2012.

TABLE SWD.7.3

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) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
2011										
Indigenous										
Major cities	%	45.5	50.4	44.7	37.4	42.6	..	55.5	..	44.8
Inner regional	%	40.8	44.5	36.6	34.9	40.1	41.8	100.0	..	40.0
Outer regional	%	31.2	36.0	32.6	25.1	31.9	39.4	..	38.9	32.8
Remote	%	23.2	51.7	23.1	27.8	34.2	36.7	..	25.1	25.5
Very remote	%	22.9	..	23.4	16.4	15.8	31.5	..	12.7	16.8
Non-Indigenous										
Major cities	%	65.0	64.7	61.3	62.6	59.7	..	73.0	..	63.8
Inner regional	%	57.4	56.1	51.7	52.5	52.0	58.1	73.6	..	55.4
Outer regional	%	50.2	50.2	53.3	49.3	43.9	48.1	..	62.3	51.1
Remote	%	45.2	46.3	48.2	53.8	47.7	44.3	..	64.2	51.6
Very remote	%	48.2	..	46.5	58.5	46.6	49.1	..	67.8	54.0
2006										
Indigenous										
Major cities	%	39.2	44.7	39.5	33.5	38.5	..	49.8	..	39.4
Inner regional	%	35.2	38.0	31.6	31.2	32.3	38.5	100.0	..	34.7
Outer regional	%	26.8	28.2	28.6	23.8	26.5	31.7	..	32.8	28.3
Remote	%	20.2	40.9	20.4	25.5	29.8	29.3	..	19.2	21.5
Very remote	%	17.7	..	20.8	11.7	12.1	30.7	..	9.4	13.3
Non-Indigenous										
Major cities	%	59.5	58.4	54.9	57.7	53.5	..	68.1	..	58.0
Inner regional	%	51.9	50.0	46.2	46.3	45.5	52.5	67.1	..	49.5
Outer regional	%	44.5	44.2	47.3	45.1	38.4	42.2	..	56.6	45.3
Remote	%	39.8	39.1	41.5	46.9	41.3	39.2	..	58.6	44.8
Very remote	%	38.8	..	40.8	51.1	39.5	47.4	..	58.5	46.6

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) (a), (b)

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

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

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

(c) Australia includes Other Territories.

.. Not applicable.

Source: ABS (unpublished) 2011 Census of Population and Housing; 2006 Census of Population and Housing.

TABLE SWD.7.4

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 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
Indigenous Australians										
Total 20–64 year old population with post school qualifications in Certificate III level or above or working towards a non-school qualification	no.	24 159	7 824	24 836	10 462	4 753	3 438	1 246	6 587	83 304
20–64 year old population with qualifications at Certificate III level or above	no.	19 262	6 579	19 841	8 681	3 626	2 782	991	4 804	66 566
Cert. III, Cert. IV, Diploma and Advanced Diploma	no.	15 652	5 015	15 557	6 967	3 042	2 204	573	3 463	52 473
Bachelors degree or above (e)	no.	3 610	1 564	4 284	1 713	584	579	419	1 341	14 093
20–64 year old population currently studying a non-school qualification (d)(e)	no.	4 896	1 245	4 995	1 781	1 127	656	255	1 784	16 738
Total 20–64 year old population	no.	72 574	16 448	70 110	34 290	13 762	9 405	2 330	32 937	251 856
Proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	33.3	47.6	35.4	30.5	34.5	36.6	53.5	20.0	33.1
Relative standard error of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	7.2	4.1	7.4	7.4	6.4	9.4	8.2	9.0	3.3
95 per cent confidence intervals of 20-64 year old population with or working toward post school qualification in Certificate III level or above	±	4.7	3.8	5.1	4.4	4.3	6.7	8.6	3.5	2.1
Non-Indigenous Australians										
Total 20–64 year old population with post school qualifications in Certificate III level or above or working towards a non-school qualification	no.	2 383 898	1 822 882	1 348 762	676 594	485 584	146 200	141 824	48 854	7 054 599

TABLE SWD.7.4

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 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (c)</i>
20–64 year old population with qualifications at Certificate III level or above	no.	2 180 950	1 634 185	1 223 569	622 441	438 701	129 275	129 635	43 690	6 402 447
Cert. III, Cert. IV, Diploma and Advanced Diploma	no.	1 130 820	803 259	711 836	343 549	244 968	77 764	45 012	23 287	3 380 496
Bachelors degree or above	no.	1 050 130	830 926	511 733	278 892	193 733	51 511	84 623	20 403	3 021 950
20–64 year olds population currently studying a non-school qualification (d)	no.	202 948	188 697	125 193	54 153	46 883	16 925	12 189	5 163	652 152
Total 20–64 year old population	no.	4 019 706	3 092 532	2 424 086	1 247 235	908 751	275 452	207 863	88 570	12 264 196
Proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	59.3	58.9	55.6	54.2	53.4	53.1	68.2	55.2	57.5
Relative standard error of proportion of 20-64 year old population with or working toward post school qualification in Certificate III level or above	%	1.2	1.2	1.5	2.4	1.6	3.3	2.3	3.6	0.5
95 per cent confidence intervals of proportions of 20-64 year old population with or working toward post school qualification in Certificate III level or above	±	1.3	1.4	1.6	2.5	1.7	3.4	3.1	3.9	0.6

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

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

(c) Australia includes Other Territories.

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

(e) Tas and ACT estimates have an RSE between 25 per cent and 50 per cent and should be used with caution.

Source: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2008 and ABS (unpublished) Survey of Education and Work, 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) (a), (b), (c)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>
<i>Indigenous</i>						
Proportion	%	43.0	36.5	31.9	23.4	16.9
Relative standard error	%	4.5	6.9	8.0	13.3	12.1
95 per cent confidence interval	±	3.8	4.9	5.0	6.1	4.0

(a) See table 7.1 for details of exclusions.

(b) Excludes people for whom a remoteness area cannot be determined.

(c) Data for non-Indigenous people is not available by Remoteness from the SEW 2008.

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

NASWD Contextual information

Table SWD.C.1 **Employed persons aged 15–64 years, level of highest education by State or Territory of usual residence, 2013**
(a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
		Number								
Bachelor or above	'000	1 093.7	906.4	538.4	324.2	187.3	46.4	88.2	30.6	3 215.2
Certificate III or above (b)	'000	1 067.2	835.4	759.1	421.0	273.6	79.8	49.3	35.4	3 520.7
Year 12	'000	672.1	539.8	487.1	258.3	142.8	32.0	46.0	19.8	2 197.9
Year 10/11	'000	555.1	408.2	404.1	239.2	158.6	56.4	18.6	25.4	1 865.6
Below Year 10 (c)	'000	149.4	117.5	83.5	38.3	31.9	10.5	3.7	5.5	440.3
Total employed persons aged 15–64 years	'000	3 537.6	2 807.3	2 272.2	1 281.0	794.2	225.1	205.8	116.7	11 239.7
		Relative standard error of estimate								
Bachelor or above	%	2.5	2.2	3.6	4.0	4.0	7.0	4.1	6.0	1.4
Certificate III or above (b)	%	2.3	2.1	2.7	2.7	2.7	3.0	5.9	7.2	1.2
Year 12	%	2.5	3.2	2.7	4.2	4.8	6.3	4.5	10.5	1.3
Year 10/11	%	3.4	3.0	3.9	3.8	3.7	5.0	9.1	7.7	1.6
Below Year 10 (c)	%	6.0	7.0	7.7	9.7	8.1	13.3	17.5	10.9	3.2
Total employed persons aged 15–64 years	%	0.7	0.9	1.0	0.7	1.0	1.4	1.4	4.6	0.4
		Employment to population ratio (per cent)								
Bachelor or above	%	85.3	83.6	85.0	85.9	83.4	81.6	88.1	91.5	84.8
Certificate III or above (b)	%	81.9	81.7	82.6	85.5	84.9	79.8	87.2	89.1	82.7
Year 12	%	69.1	70.6	71.2	73.3	70.2	67.2	74.2	78.1	70.6
Year 10/11	%	62.4	63.5	63.0	67.6	63.0	62.2	62.8	72.6	63.6
Below Year 10 (c)	%	42.7	41.1	47.5	45.5	37.9	39.4	36.6	49.2	42.8
Total employed persons aged 15–64 years	%	73.7	73.9	74.4	77.2	73.1	70.0	79.7	80.7	74.3
		Relative standard errors (Employment to population ratio per cent)								
Bachelor or above	%	1.0	1.0	1.3	1.3	1.3	3.2	2.2	1.5	0.5
Certificate III or above (b)	%	0.8	1.1	1.1	1.2	1.2	1.7	2.4	1.9	0.6

Table SWD.C.1 **Employed persons aged 15–64 years, level of highest education by State or Territory of usual residence, 2013**
(a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12	%	1.5	1.7	1.9	2.4	2.4	4.1	3.5	4.1	0.7
Year 10/11	%	2.0	1.9	2.7	2.1	2.5	3.2	6.0	3.6	1.0
Below Year 10 (c)	%	5.4	4.7	5.0	6.6	6.9	10.3	14.3	9.0	2.6
Total employed persons aged 15–64 years	%	0.7	0.8	0.9	0.7	1.0	1.5	1.4	1.7	0.3
95 per cent confidence intervals (per cent)										
Bachelor or above	±	1.6	1.6	2.1	2.1	2.1	5.1	3.8	2.6	0.8
Certificate III or above (b)	±	1.3	1.8	1.8	2.0	1.9	2.6	4.0	3.4	0.9
Year 12	±	2.0	2.4	2.6	3.4	3.3	5.4	5.1	6.4	1.0
Year 10/11	±	2.5	2.4	3.3	2.8	3.1	3.9	7.4	5.2	1.3
Below Year 10 (c)	±	4.5	3.7	4.6	5.9	5.1	8.0	10.2	8.7	2.2
Total employed persons aged 15–64 years	±	1.1	1.2	1.3	1.1	1.4	2.0	2.2	2.6	0.5

(a) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

(b) Includes people whose highest level of educational attainment is Certificate III/IV, Advanced diploma/Diploma or Associate degree.

(c) Includes people whose highest educational attainment is Certificate I/II, Certificate not further defined, level not determined, and also includes people who have no educational attainment.

Source: ABS (unpublished) Survey of Education and Work, 2013.

Table SWD.C.2 **Employed persons aged 25–44 years, highest level of educational attainment by State or Territory of usual residence, 2013 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Estimate										
Bachelor or above	'000	650.2	546.2	299.5	187.1	103.6	23.2	51.1	17.8	1 878.7
Certificate III or above (b)	'000	523.3	422.0	378.3	214.6	131.1	37.2	28.5	19.4	1 754.4
Year 12	'000	285.7	225.6	205.7	111.5	62.3	13.6	18.6	8.9	931.9
Year 10/11	'000	173.0	109.2	134.2	82.1	45.5	18.3	np	np	576.0
Below Year 10 (c)	'000	23.2	32.8	19.7	8.8	9.1	1.7	np	np	97.2
Total employed persons aged 25–44 years	'000	1 655.3	1 335.8	1 037.4	604.1	351.6	93.9	102.8	57.1	5 238.1
Relative standard errors (estimate per cent)										
Bachelor or above	%	2.9	3.1	4.0	6.1	4.8	8.5	6.6	6.3	1.8
Certificate III or above (b)	%	2.8	3.2	3.2	4.1	4.4	4.1	8.0	8.9	1.7
Year 12	%	3.8	5.2	4.7	5.9	7.8	9.1	8.2	13.5	1.9
Year 10/11	%	5.5	7.4	5.3	8.7	7.9	8.7	np	np	2.5
Below Year 10 (c)	%	18.2	14.4	14.4	22.3	18.8	22.2	np	np	7.1
Total employed persons aged 25–44 years	%	1.0	1.1	1.3	1.1	1.2	1.5	1.8	4.8	0.5
Employment to population ratio (per cent)										
Bachelor or above	%	85.7	84.7	85.0	87.0	87.4	84.9	91.0	91.8	85.7
Certificate III or above (b)	%	83.0	82.8	82.6	85.9	87.5	84.8	88.7	88.5	83.7
Year 12	%	77.0	74.7	74.4	80.0	75.4	75.0	82.8	79.4	76.2
Year 10/11	%	67.9	69.4	73.7	72.5	66.7	68.8	np	np	70.2
Below Year 10 (c)	%	37.6	55.2	52.4	54.8	42.8	40.6	np	np	47.7
Total employed persons aged 25–44 years	%	79.7	79.8	79.4	82.3	79.8	78.3	87.2	85.1	80.1
Relative standard errors (employment to population ratio per cent)										
Bachelor or above	%	1.0	1.2	1.6	2.0	1.4	4.4	2.8	2.2	0.6
Certificate III or above (b)	%	1.1	1.3	1.5	1.8	1.7	2.2	2.4	2.6	0.7
Year 12	%	2.3	2.4	2.3	3.0	3.7	4.5	4.1	5.7	1.2
Year 10/11	%	3.5	4.1	2.9	3.7	4.0	3.7	np	np	2.0

Table SWD.C.2 **Employed persons aged 25–44 years, highest level of educational attainment by State or Territory of usual residence, 2013 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Below Year 10 (c)	%	12.8	9.4	9.6	14.2	16.8	24.6	np	np	5.5
Total employed persons aged 25–44 years	%	1.0	1.0	1.1	1.1	1.2	1.5	1.9	1.7	0.5
95 per cent confidence intervals										
Bachelor or above	±	1.7	2.0	2.6	3.4	2.4	7.3	5.0	3.9	1.0
Certificate III or above (b)	±	1.9	2.1	2.4	3.0	2.9	3.7	4.1	4.5	1.2
Year 12	±	3.4	3.5	3.4	4.6	5.5	6.6	6.6	8.9	1.8
Year 10/11	±	4.7	5.5	4.1	5.2	5.2	5.0	np	np	2.8
Below Year 10 (c)	±	9.4	10.1	9.8	15.3	14.1	19.5	np	np	5.1
Total employed persons aged 25–44 years	±	1.6	1.5	1.7	1.7	1.8	2.4	3.2	2.9	0.8

(a) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

(b) Includes people whose highest level of educational attainment is Certificate III/IV, Advanced diploma/Diploma or Associate degree.

(c) Includes people whose highest educational attainment is Certificate I/II, Certificate not further defined, level not determined, and also includes people who have no educational attainment.

Source: ABS (unpublished) Survey of Education and Work, 2013.

Table SWD.C.3 Number of providers and locations of VET, 2012 (number) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Providers										
TAFE providers	no.	11	18	13	11	3	2	1	2	61
TAFE and other government providers (c)	no.	12	18	14	19	3	2	1	2	71
Other registered providers	no.	616	580	592	346	381	121	80	102	2 818
Total (d)	no.	628	598	606	365	384	123	81	104	2 889
Locations										
TAFE provider locations	no.	137	416	319	129	43	45	7	290	1 386
TAFE and other government provider locations (c)	no.	277	416	332	196	43	45	7	290	1 606
Other registered provider locations	no.	3 646	5 238	7 693	2 055	1 516	457	138	410	21 153
Total (d)	no.	3 923	5 654	8 025	2 251	1 559	502	145	700	22 759

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

(b) Training organisations submit their data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one State/Territory.

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

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

Source: NCVER (unpublished) National VET provider collection.

TABLE SWD.C.4

Table SWD.C.4 Number of providers and locations of VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Providers										
TAFE providers	no.	11	18	13	11	3	2	1	2	61
TAFE and other government providers (d)	no.	12	18	14	17	3	2	1	2	69
Other registered providers	no.	620	735	549	351	370	123	104	105	2 957
Total (e)	no.	632	753	563	368	373	125	105	107	3 026
Locations										
TAFE provider locations	no.	136	305	343	127	45	49	7	263	1 275
TAFE and other government provider locations (c)	no.	293	305	346	198	45	49	7	263	1 506
Other registered provider locations	no.	3 490	4 046	7 076	2 095	956	446	197	391	18 697
Total (e)	no.	3 783	4 351	7 422	2 293	1 001	495	204	654	20 203
2010										
Providers										
TAFE providers	no.	11	18	13	10	3	2	1	2	60
TAFE and other government providers (d)	no.	13	18	14	15	3	2	1	2	68
Other registered providers	no.	564	662	455	333	325	124	110	96	2 669
Total (e)	no.	577	680	469	348	328	126	111	98	2 737
Locations										
TAFE provider locations	no.	137	281	326	126	212	43	6	227	1 358
TAFE and other government provider locations (c)	no.	291	281	328	170	212	43	6	227	1 558
Other registered provider locations	no.	3 181	2 608	5 609	2 095	778	399	162	351	15 183
Total (e)	no.	3 472	2 889	5 937	2 265	990	442	168	578	16 741
2009										
Providers										
TAFE providers	no.	11	18	13	10	3	2	1	2	60
TAFE and other government providers (d)	no.	13	18	14	16	3	2	1	2	69
Other registered providers	no.	516	567	360	300	299	118	96	87	2 343

Table SWD.C.4 Number of providers and locations of VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total (e)	no.	529	585	374	316	302	120	97	89	2 412
Locations										
TAFE provider locations	no.	136	308	388	118	198	32	7	236	1 423
TAFE and other government provider locations (c)	no.	275	308	389	175	198	32	7	236	1 620
Other registered provider locations	no.	2 996	1 853	4 858	1 973	753	359	147	334	13 273
Total (e)	no.	3 271	2 161	5 247	2 148	951	391	154	570	14 893
2008										
Providers	no.									
TAFE providers	no.	11	19	13	10	1	1	1	2	58
TAFE and other government providers (d)	no.	13	19	14	15	1	1	1	2	66
Other registered providers	no.	468	552	292	202	263	105	89	67	2 038
Total (e)	no.	481	571	306	217	264	106	90	69	2 104
Locations										
TAFE provider locations	no.	135	287	415	130	220	16	7	221	1 431
TAFE and other government provider locations (c)	no.	276	287	416	171	220	16	7	221	1 614
Other registered provider locations	no.	3 008	1 407	4 171	1 480	673	323	126	237	11 425
Total (e)	no.	3 284	1 694	4 587	1 651	893	339	133	458	13 039

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

(b) Training organisations submit their data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one State/Territory.

(c) Data for 2008-20011 have been revised from previous reports to correct inconsistencies across the time series. As a result, NSW Workplace Training is reported under provider type 'other registered providers' consistently over all years.

(d) Other government providers include Adult Migrant English Services (AMES), agricultural colleges, colleges, some universities, national art schools and workplace assessment.

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

Source: NCVER (unpublished) National VET provider collection.

Table SWD.C.5 Number and proportion of VET students, by course level, 2012 (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma or above (d)	no.	78 697	97 321	42 208	19 260	18 745	4 936	6 117	1 002	268 286
AQF Certificate III or IV	no.	253 105	352 811	177 862	90 416	70 756	24 637	17 190	11 321	998 098
AQF Certificate I, II or lower (e)	no.	133 362	115 102	52 300	45 836	32 251	11 685	2 495	8 952	401 983
Other (f)	no.	133 318	80 496	19 583	11 746	20 732	1 711	4 266	2 976	274 828
All students	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
Diploma or above (d)	%	13.1	15.1	14.5	11.5	13.2	11.5	20.3	4.1	13.8
AQF Certificate III or IV	%	42.3	54.6	60.9	54.1	49.7	57.3	57.2	46.7	51.4
AQF Certificate I, II or lower (e)	%	22.3	17.8	17.9	27.4	22.6	27.2	8.3	36.9	20.7
Other (f)	%	22.3	12.5	6.7	7.0	14.6	4.0	14.2	12.3	14.1
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

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

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

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

(e) 'AQF Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.

(f) 'Other' includes training programs that do not directly lead to a qualification. That is, non-award courses, subject only enrolments, statement of attainment, and bridging and enabling courses.

Source: NCVER (unpublished) National VET provider collection.

Table SWD.C.6 Number of government funded course enrolments in VET, by funding source, 2012 (number) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	492 992	622 629	286 202	155 674	115 702	31 964	27 207	19 782	1 752 152
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	43 392	6 400	38 451	6 171	29 348	7 433	2 195	2 912	136 302
<i>PPP only</i>	no.	26 117	..	–	..	25 986	6 007	282	1 891	60 283
<i>Other Commonwealth SP</i>	no.	17 275	6 400	38 451	6 171	3 362	1 426	1 913	1 021	76 019
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	7 291	–	40	20 361	105	397	2 610	160	30 964
All	no.	543 675	629 029	324 693	182 206	145 155	39 794	32 012	22 854	1 919 418
Indigenous enrolments (d)										
Funded from Commonwealth and State general funding (code 11)	no.	31 723	8 092	20 230	12 545	6 138	1 767	971	9 159	90 625
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	4 157	12	3 201	18	1 284	375	35	608	9 690
<i>PPP only</i>	no.	1 204	..	–	..	1 172	262	7	312	2 957
<i>Other Commonwealth SP</i>	no.	2 953	12	3 201	18	112	113	28	296	6 733
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	1 520	–	4	5 572	8	27	162	32	7 325
All	no.	37 400	8 104	23 435	18 135	7 430	2 169	1 168	9 799	107 640

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

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

Table SWD.C.6 Number of government funded course enrolments in VET, by funding source, 2012 (number) (a), (b)

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

(c) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

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

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

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.7 Number of government funded course enrolments in VET, by funding source, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	482 898	518 732	288 334	153 764	87 476	33 111	27 651	20 791	1 612 757
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	46 974	6 040	66 516	8 568	24 841	6 646	2 830	2 658	165 073
<i>PPP only</i>	no.	36 751	..	61 030	..	19 858	5 471	466	1 661	125 237
<i>Other Commonwealth SP</i>	no.	10 223	6 040	5 486	8 568	4 983	1 175	2 364	997	39 836
Funded from State specific funding (no Commonwealth funding)(code 15)	no.	7 506	152	35	21 636	–	282	1 552	20	31 183
All	no.	537 378	524 924	354 885	183 968	112 317	40 039	32 033	23 469	1 809 013
Indigenous enrolments (e)										
Funded from Commonwealth and State general funding (code 11)	no.	30 524	7 187	22 060	12 293	4 807	1 782	835	9 624	89 112
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	4 436	24	4 388	175	1 217	258	55	905	11 458
<i>PPP only</i>	no.	1 325	..	3 614	..	890	226	31	448	6 534
<i>Other Commonwealth SP</i>	no.	3 111	24	774	175	327	32	24	457	4 924
Funded from State specific funding (no Commonwealth funding)(code 15)	no.	1 459	2	5	5 779	–	33	82	1	7 361
All	no.	36 419	7 213	26 453	18 247	6 024	2 073	972	10 530	107 931
2010										
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	464 827	388 366	278 321	150 945	99 587	31 233	31 193	21 022	1 465 494
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	63 141	5 414	44 976	6 223	15 813	6 850	1 940	2 257	146 614

Table SWD.C.7 Number of government funded course enrolments in VET, by funding source, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>PPP only</i>	no.	46 597	..	35 473	..	12 484	5 809	619	1 356	102 338
<i>Other Commonwealth SP</i>	no.	16 544	5 414	9 503	6 223	3 329	1 041	1 321	901	44 276
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	8 049	517	–	23 115	–	64	255	29	32 029
All	no.	536 017	394 297	323 297	180 283	115 400	38 147	33 388	23 308	1 644 137
Indigenous enrolments (e)										
Funded from Commonwealth and State general funding (code 11)	no.	28 345	6 226	20 803	11 375	5 501	1 621	948	9 805	84 624
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	6 719	44	2 849	118	847	176	27	594	11 374
<i>PPP only</i>	no.	1 424	..	1 942	..	596	160	11	234	4 367
<i>Other Commonwealth SP</i>	no.	5 295	44	907	118	251	16	16	360	7 007
Funded from State specific funding (no Commonwealth funding)(code 15)	no.	1 668	3	–	5 484	–	5	6	12	7 178
All	no.	36 732	6 273	23 652	16 977	6 348	1 802	981	10 411	103 176
2009										
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	463 537	327 112	287 219	144 762	80 197	31 763	29 446	22 347	1 386 383
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	38 879	9 912	12 029	5 501	8 889	4 472	1 061	1 313	82 056
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	38 879	9 912	12 029	5 501	8 889	4 472	1 061	1 313	82 056
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	8 016	9 434	3	22 712	–	108	64	115	40 452
All	no.	510 432	346 458	299 251	172 975	89 086	36 343	30 571	23 775	1 508 891
Indigenous enrolments (e)										

Table SWD.C.7 **Number of government funded course enrolments in VET, by funding source, 2011, 2010, 2009, 2008 (number) (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Funded from Commonwealth and State general funding (code 11)	no.	25 292	5 745	20 672	10 220	4 148	1 434	600	10 486	78 597
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	5 364	142	961	1	318	114	110	584	7 594
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	5 364	142	961	1	318	114	110	584	7 594
Funded from State specific funding (no Commonwealth funding)(code 15)	no.	1 511	63	–	5 316	–	21	36	87	7 034
All	no.	32 167	5 950	21 633	15 537	4 466	1 569	746	11 157	93 225
2008										
Enrolments										
Funded from Commonwealth and State general funding (code 11)	no.	472 519	321 301	284 304	133 979	108 044	36 661	27 058	22 442	1 406 308
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	15 350	9 327	10 481	6 179	4 531	2 031	649	1 156	49 704
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	15 350	9 327	10 481	6 179	4 531	2 031	649	1 156	49 704
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	9 522	1 725	34	20 517	–	–	40	5	31 843
All	no.	497 391	332 353	294 819	160 675	112 575	38 692	27 747	23 603	1 487 855
Indigenous enrolments (e)										
Funded from Commonwealth and State general funding (code 11)	no.	25 397	5 991	19 080	9 755	5 575	1 416	527	9 919	77 660
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	3 974	59	856	178	149	127	23	668	6 034
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	3 974	59	856	178	149	127	23	668	6 034

Table SWD.C.7 Number of government funded course enrolments in VET, by funding source, 2011, 2010, 2009, 2008 (number) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	1 751	50	19	4 247	–	–	–	3	6 070
All	no.	31 122	6 100	19 955	14 180	5 724	1 543	550	10 590	89 764

- (a) Refer to the National VET Provider Collection Data Quality Statement for information on data quality.
- (b) It was not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) did not have a field to specifically capture this activity. In addition, there were variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general funding', while others reported it as '13 - Commonwealth specific funding'. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is now reported as a subset of funding source '13 - Commonwealth specific funding'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity.
- (c) Data for 2008-2011 have been revised from previous reports.
- (d) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.
- (e) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.
- .. Not applicable. – Nil or rounded to zero.

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.8 VET qualifications completed by students, by course level, 2011 (number and per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of VET qualifications completed										
Diploma or above (d)	no.	25 683	28 440	14 504	7 141	6 118	1 105	2 302	281	85 574
Diploma	no.	21 302	22 338	13 032	6 193	4 960	980	1 835	274	70 914
Advanced diploma	no.	4 259	5 041	969	923	1 081	125	452	7	12 857
Certificate III or IV	no.	86 234	95 750	63 627	29 743	21 532	6 575	5 956	3 119	312 536
Certificate I or II or lower (e)	no.	26 902	35 534	30 357	15 116	8 090	3 174	1 820	2 452	123 445
All qualifications	no.	138 819	159 724	108 488	52 000	35 740	10 854	10 078	5 852	521 555
Proportion of qualifications completed										
Diploma or above	%	18.5	17.8	13.4	13.7	17.1	10.2	22.8	4.8	16.4
Diploma	%	15.3	14.0	12.0	11.9	13.9	9.0	18.2	4.7	13.6
Advanced Diploma	%	3.1	3.2	0.9	1.8	3.0	1.2	4.5	0.1	2.5
Certificate III or IV	%	62.1	59.9	58.6	57.2	60.2	60.6	59.1	53.3	59.9
Certificate I or II or lower (e)	%	19.4	22.2	28.0	29.1	22.6	29.2	18.1	41.9	23.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

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

(c) Final qualifications completed data for 2012 are not available. Only preliminary data on 2012 qualifications completed are available from the 2012 VET Provider Collection.

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

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

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.9 Number of government funded unit/module completions in VET, 2012 (number) (a), (b), (c), (d)

	Unit	NSW	Vic	Qld (e)	WA	SA	Tas	ACT	NT	Aust
Funded from Commonwealth and State general funding (code 11)	no. 2 606 259	4 224 382	1 398 413	880 425	637 691	167 325	120 301	82 338	10 117 134	
Funded from Commonwealth specific funding (no general funding) (code 13)	no. 233 466	18 680	231 766	19 267	151 508	34 902	10 663	19 322	719 574	
<i>PPP only</i>	no. 182 481	..	–	..	138 965	31 365	45	16 457	369 313	
<i>Other Commonwealth SP</i>	no. 50 985	18 680	231 766	19 267	12 543	3 537	10 618	2 865	350 261	
Funded from State specific funding (no Commonwealth funding) (code 15)	no. 15 287	–	95	57 031	246	943	23 658	661	97 921	
All	no. 2 855 012	4 243 062	1 630 274	956 723	789 445	203 170	154 622	102 321	10 934 629	

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

(b) Unit/module completions are based on students' major funding source. For students with subject enrolments in more than one funding category, the major funding source is assigned in the following hierarchical order (11 Commonwealth and State general funding, 13 Commonwealth specific funding, 15 State specific funding).

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

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

(e) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

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

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.10 **Number of government funded unit/module completions in VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Funded from Commonwealth and State general funding (code 11)	no.	2 614 616	3 304 219	1 361 371	881 670	489 461	170 996	121 576	84 064	9 027 973
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	307 314	22 393	432 102	21 898	144 047	28 489	11 584	16 115	983 942
<i>PPP only</i>	no.	275 113	..	416 087	..	122 975	24 881	2 256	13 718	855 030
<i>Other Commonwealth SP</i>	no.	32 201	22 393	16 015	21 898	21 072	3 608	9 328	2 397	128 912
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	18 882	607	29	64 767	–	311	13 504	72	98 172
All	no.	2 940 812	3 327 219	1 793 502	968 335	633 508	199 796	146 664	100 251	10 110 087
2010										
Funded from Commonwealth and State general funding (code 11)	no.	2 552 552	2 399 778	1 311 433	884 601	516 201	166 043	145 526	91 836	8 067 970
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	357 334	25 319	263 264	16 443	99 441	24 379	6 301	12 810	805 291
<i>PPP only</i>	no.	305 558	..	239 237	..	80 652	21 617	1 387	10 277	658 728
<i>Other Commonwealth SP</i>	no.	51 776	25 319	24 027	16 443	18 789	2 762	4 914	2 533	146 563
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	21 094	2 506	–	66 559	–	134	1 103	118	91 514
All	no.	2 930 980	2 427 603	1 574 697	967 603	615 642	190 556	152 930	104 764	8 964 775
2009										
Funded from Commonwealth and State general funding (code 11)	no.	2 592 402	1 939 194	1 380 259	826 112	538 972	170 643	144 058	91 577	7 683 217
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	179 179	66 435	34 197	14 014	67 144	18 318	4 791	4 153	388 231
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	179 179	66 435	34 197	14 014	67 144	18 318	4 791	4 153	388 231

Table SWD.C.10 **Number of government funded unit/module completions in VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	32 140	39 582	26	69 638	–	163	588	338	142 475
All	no.	2 803 721	2 045 211	1 414 482	909 764	606 116	189 124	149 437	96 068	8 213 923
2008										
Funded from Commonwealth and State general funding (code 11)	no.	2 742 562	1 838 937	1 338 316	715 661	541 761	191 309	110 209	90 999	7 569 754
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	44 565	59 437	21 834	11 867	32 052	11 223	791	3 505	185 274
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	44 565	59 437	21 834	11 867	32 052	11 223	791	3 505	185 274
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	24 110	4 786	228	65 461	–	–	112	70	94 767
All	no.	2 811 237	1 903 160	1 360 378	792 989	573 813	202 532	111 112	94 574	7 849 795

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

(b) Unit/module completions are based on students' major funding source. For students with subject enrolments in more than one funding category, the major funding source is assigned in the following hierarchical order (11 Commonwealth and State general funding, 13 Commonwealth specific funding, 15 State specific funding).

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

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

(e) Data for 2008-2011 have been revised from previous reports.

Table SWD.C.10 **Number of government funded unit/module completions in VET, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)**

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

(f) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

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

Source : NCVET (unpublished) National VET Provider Collection.

Table SWD.C.11 VET qualifications completed by Indigenous Australians, 2011 (number) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous course completions	no.	5 343	1 615	5 590	2 568	1 469	431	246	1 688	18 950

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

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

(c) Final qualifications completed data for 2012 are not available. Only preliminary data on 2012 qualifications completed are available from the 2012 VET Provider Collection.

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

Source : NCVER (unpublished) National VET Provider Collection.

Table SWD.C.12 Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2012 (number) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Funded from Commonwealth and State general funding (code 11)	no.	12 625	4 135	10 330	4 606	1 905	793	455	2 594	37 443
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	1 318	8	1 466	12	715	223	33	427	4 202
<i>PPP only</i>	no.	757	..	–	..	705	202	6	262	1 932
<i>Other Commonwealth SP</i>	no.	561	8	1 466	12	10	21	27	165	2 270
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	92	–	4	91	2	5	74	24	292
All	no.	14 035	4 143	11 800	4 709	2 622	1 021	562	3 045	41 937

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

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

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

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

(e) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

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

Source: NCVER (unpublished) National VET Provider Collection.

Table SWD.C.13 Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Funded from Commonwealth and State general funding (code 11)	no.	11 830	3 577	9 854	4 223	1 385	761	346	2 547	34 523
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	1 688	14	2 069	133	744	208	49	480	5 385
<i>PPP only</i>	no.	1 047	..	1 743	..	643	183	29	215	3 860
<i>Other Commonwealth SP</i>	no.	641	14	326	133	101	25	20	265	1 525
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	98	2	5	39	–	4	21	1	170
All	no.	13 616	3 593	11 928	4 395	2 129	973	416	3 028	40 078
2010										
Funded from Commonwealth and State general funding (code 11)	no.	9 961	2 750	8 863	3 550	1 304	667	443	2 402	29 940
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	1 998	16	1 199	99	381	117	19	258	4 087
<i>PPP only</i>	no.	1 166	..	973	..	342	112	7	154	2 754
<i>Other Commonwealth SP</i>	no.	832	16	226	99	39	5	12	104	1 333
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	65	3	–	88	–	1	5	10	172
All	no.	12 024	2 769	10 062	3 737	1 685	785	467	2 670	34 199
2009										
Funded from Commonwealth and State general funding (code 11)	no.	8 094	2 584	8 269	3 074	1 088	662	268	2 397	26 436
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	1 074	69	252	–	187	52	82	227	1 943
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	1 074	69	252	–	187	52	82	227	1 943

Table SWD.C.13 Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	191	27	–	200	–	–	20	–	438
All	no.	9 359	2 680	8 521	3 274	1 275	714	370	2 624	28 817
2008										
Funded from Commonwealth and State general funding (code 11)	no.	8 214	2 367	8 147	3 114	1 095	724	276	2 535	26 472
Funded from Commonwealth specific funding (no general funding) (code 13)	no.	553	33	221	121	23	35	22	370	1 378
<i>PPP only</i>	no.	..	..	..	..	..	..	..	..	..
<i>Other Commonwealth SP</i>	no.	553	33	221	121	23	35	22	370	1 378
Funded from State specific funding (no Commonwealth funding) (code 15)	no.	176	8	–	145	–	–	–	–	329
All	no.	8 943	2 408	8 368	3 380	1 118	759	298	2 905	28 179

- (a) Refer to the National VET Provider Collection Data Quality Statement for information on data quality.
- (b) It was not possible to identify vocational education and training (VET) funded under the Productivity Places Program (PPP) in the VET Provider Collection prior to 2010. The Australian Vocational Education and Training Management Information System Standard (AVETMISS) did not have a field to specifically capture this activity. In addition, there were variations in the funding arrangements between the Commonwealth and the states and territories, which led to differences in how the jurisdictions reported PPP activity. Some states and territories rolled PPP funding into their base funding and reported it as '11 - Commonwealth and State general funding', while others reported it as '13 - Commonwealth specific funding'. A new administrative arrangement was introduced for the 2010 National VET Provider Collection to facilitate the reporting of PPP funded activity. PPP funded activity is now reported as a subset of funding source '13 - Commonwealth specific funding'. All states and territories except Western Australia and Victoria, and the ACT Private Providers submission, are able to identify and report PPP funded activity.
- (c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.
- (d) 'Higher level VET qualifications' includes AQF Certificate III or above.
- (e) Data for 2008-2011 have been revised from previous reports.

Table SWD.C.13 Number of government funded course enrolments in higher level VET qualifications, Indigenous students, 2011, 2010, 2009, 2008 (number) (a), (b), (c), (d), (e)

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

(f) PPP activity reported in Queensland for previous years referred to the programs that were established and managed by the state (old PPP). In 2012, the new programs under the Specific Program banner were managed by the Commonwealth and issued direct to the RTOs. This activity was difficult to identify and hence no breakdown is provided.

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

Source : NCVET (unpublished) National VET Provider Collection.

Table SWD.C.14 VET participation by target age group and Indigenous status 2012 (number and per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of students by age										
All students total	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
All students 18–24 year olds	no.	156 326	203 384	83 361	46 478	39 408	11 978	10 461	5 755	557 151
All students 20–64 year olds	no.	420 209	481 210	205 849	119 549	110 055	32 981	23 938	18 392	1 412 183
All students 15–64 year olds	no.	581 858	634 012	285 195	164 603	139 133	42 383	29 592	23 507	1 900 283
Indigenous students total	no.	32 695	7 728	17 268	12 814	6 392	2 010	851	10 120	89 878
Indigenous students 18–24 year olds	no.	9 828	2 759	5 206	3 613	1 893	728	306	2 368	26 701
Indigenous students 20–64 year olds	no.	20 026	5 207	11 375	9 263	4 582	1 280	570	7 705	60 008
Indigenous students 15–64 year olds	no.	31 818	7 602	16 914	12 674	6 236	1 989	841	9 766	87 840
Population										
Total	no.	7 290 345	5 623 492	4 560 059	2 430 252	1 654 778	512 019	374 658	234 836	22 683 573
18–24 year olds	no.	689 385	559 692	451 421	245 385	158 004	45 092	44 379	25 665	2 219 344
20–64 year olds	no.	4 374 889	3 435 700	2 745 244	1 508 173	986 958	297 771	241 219	151 727	13 743 978
15–64 year olds	no.	4 837 600	3 791 273	3 050 692	1 665 082	1 092 113	331 605	265 369	167 966	15 204 166
Indigenous total	no.	208476	47333	183167	88270	37408	24165	6160	68850	663829
Indigenous 18–24 year olds	no.	27055	6744	24350	11861	5146	3198	1098	6701	86153
Indigenous 20–64 year olds	no.	101299	23437	91855	45575	18977	11880	3298	37335	333656
Indigenous 15–64 year olds	no.	124932	28623	112371	54764	22936	14562	4045	44185	406418
Participation rate by age (c)										
All students total	%	8.2	11.5	6.4	6.9	8.6	8.4	8.0	10.3	8.6
All students 18–24 year olds	%	22.7	36.3	18.5	18.9	24.9	26.6	23.6	22.4	25.1
All students 20–64 year olds	%	9.6	14.0	7.5	7.9	11.2	11.1	9.9	12.1	10.3
All students 15–64 year olds	%	12.0	16.7	9.3	9.9	12.7	12.8	11.2	14.0	12.5
Indigenous students total	%	15.7	16.3	9.4	14.5	17.1	8.3	13.8	14.7	13.5
Indigenous students 18–24 year olds	%	36.3	40.9	21.4	30.5	36.8	22.8	27.9	35.3	31.0
Indigenous students 20–64 year olds	%	19.8	22.2	12.4	20.3	24.1	10.8	17.3	20.6	18.0
Indigenous students 15–64 year olds	%	25.5	26.6	15.1	23.1	27.2	13.7	20.8	22.1	21.6

Table SWD.C.14 VET participation by target age group and Indigenous status 2012 (number and per cent) (a), (b)

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

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

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

(c) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.

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.15 Number and proportion of VET students reported as Indigenous, 2012 (number and per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of students										
Reported as Indigenous	no.	32 695	7 728	17 268	12 814	6 392	2 010	851	10 120	89 878
Reported as non-Indigenous	no.	548 849	629 133	238 219	125 478	131 849	40 222	27 264	13 901	1 754 915
Indigenous status not reported	no.	16 938	8 869	36 466	28 966	4 243	737	1 953	230	98 402
Total students (all ages)	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
Proportion of VET students, all ages										
Reported as Indigenous	%	5.5	1.2	5.9	7.7	4.5	4.7	2.8	41.7	4.6
Reported as non-Indigenous	%	91.7	97.4	81.6	75.0	92.5	93.6	90.7	57.3	90.3
Indigenous status not reported	%	2.8	1.4	12.5	17.3	3.0	1.7	6.5	0.9	5.1
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)										
Reported as Indigenous	%	5.6	1.2	6.8	9.3	4.6	4.8	3.0	42.1	4.9
Reported as non-Indigenous	%	94.4	98.8	93.2	90.7	95.4	95.2	97.0	57.9	95.1
Indigenous population	no.	208476	47333	183167	88270	37408	24165	6160	68850	663829
Total population	no.	7 290 345	5 623 492	4 560 059	2 430 252	1 654 778	512 019	374 658	234 836	22 683 573
Proportion of total population reported as Indigenous										
Proportion of people	%	2.9	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) Data include both government funded and non-government funded VET students.

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

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

Source: NCVET (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.16 **VET students, all ages, by language spoken at home, 2012 (number and per cent) (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students										
Speaking a language other than English (LOTE) at home	no.	105 692	122 898	25 437	23 194	15 960	2 128	3 590	7 665	306 564
Speaking English at home	no.	456 770	508 973	246 315	108 696	100 473	39 636	21 076	14 913	1 496 852
Language spoken at home not reported	no.	36 020	13 859	20 201	35 368	26 051	1 205	5 402	1 673	139 779
Total students	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
Proportion of VET students										
Speaking a language other than English (LOTE) at home	%	17.7	19.0	8.7	13.9	11.2	5.0	11.9	31.6	15.8
Speaking English at home	%	76.3	78.8	84.4	65.0	70.5	92.2	70.1	61.5	77.0
Language spoken at home not reported	%	6.0	2.1	6.9	21.1	18.3	2.8	18.0	6.9	7.2
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)										
Speaking a language other than English (LOTE) at home	%	18.8	19.4	9.4	17.6	13.7	5.1	14.6	33.9	17.0
Speaking English at home	%	81.2	80.6	90.6	82.4	86.3	94.9	85.4	66.1	83.0
Total population	no.	7 290 345	5 623 492	4 560 059	2 430 252	1 654 778	512 019	374 658	234 836	22 683 573
Estimated proportion of all people speaking a LOTE at home that are studying VET (e)	%	7.2	10.2	6.4	9.0	8.5	9.9	6.8	14.5	8.4
Total population, 2011 (f)										
Speaking a language other than English (LOTE) at home	no.	1 554 335	1 235 434	423 838	325 052	229 551	22 149	64 673	56 680	3 912 937
Speaking English at home	no.	5 013 344	3 874 860	3 675 958	1 775 947	1 303 064	45 119	278 041	133 015	16 509 290

Table SWD.C.16 **VET students, all ages, by language spoken at home, 2012 (number and per cent) (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Language spoken at home not stated	no.	349 980	243 746	232 939	138 172	63 955	19 083	14 509	22 248	1 085 492
Total	no.	6 917 659	5 354 040	4 332 735	2 239 171	1 596 570	495 351	357 223	211 943	21 507 719
Proportion of total population										
Speaking a language other than English (LOTE) at home	%	22.5	23.1	9.8	14.5	14.4	4.5	18.1	26.7	18.2
Speaking English at home	%	72.5	72.4	84.8	79.3	81.6	9.1	77.8	62.8	76.8
Language spoken at home not stated	%	5.1	4.6	5.4	6.2	4.0	3.9	4.1	10.5	5.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not stated										
Speaking a language other than English (LOTE) at home	%	23.7	24.2	10.3	15.5	15.0	4.7	18.9	29.9	19.2
Speaking English at home	%	76.3	75.8	89.7	84.5	85.0	9.5	81.1	70.1	80.8

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

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

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

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

(e) The proportion of all people speaking a LOTE at home studying VET calculated from VET students speaking a LOTE (adjusted for not reported) and ABS 2011 Census data (adjusted for not stated).

(f) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2011 Census data.

Source: NCVER (unpublished) National VET provider collection; ABS (2012) *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex*, Cat. no. 2005.0, Canberra; ABS (various years), *Population by Age and Sex, Australian States and Territories*, (30 June data for various years), Cat. no. 3201.0;

Table SWD.C.17 VET students, all ages, by disability status, 2012 (number and per cent) (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of students										
Reported as having disability	no.	42 193	42 880	15 047	8 181	9 363	4 004	1 889	1 255	124 812
Reported as not having disability	no.	494 070	602 850	165 108	128 029	133 121	38 130	27 654	21 776	1 610 738
Disability status not reported	no.	62 219	–	111 798	31 048	–	835	525	1 220	207 645
Total students	no.	598 482	645 730	291 953	167 258	142 484	42 969	30 068	24 251	1 943 195
Proportion of VET students										
Reported as having disability	%	7.1	6.6	5.2	4.9	6.6	9.3	6.3	5.2	6.4
Reported as not having disability	%	82.6	93.4	56.6	76.5	93.4	88.7	92.0	89.8	82.9
Disability status not reported	%	10.4	–	38.3	18.6	–	1.9	1.7	5.0	10.7
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)										
Reported as having disability	%	7.9	6.6	8.4	6.0	6.6	9.5	6.4	5.4	7.2
Reported as not having disability	%	92.1	93.4	91.6	94.0	93.4	90.5	93.6	94.6	92.8

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

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

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

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

– Nil or rounded to zero.

Source: NCVER (unpublished) National VET provider collection.

Table SWD.C.18 VET participation, all ages, by remoteness classification, 2012 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Other (e)</i>	<i>Aust (f)</i>
Number of students											
Major cities	no.	327 520	419 702	163 092	114 548	96 459	..	24 505	..	–	1 145 826
Inner regional	no.	150 613	165 642	69 147	18 469	19 398	26 820	66	..	19	450 174
Outer regional	no.	61 687	41 096	50 662	18 297	22 618	15 533	..	12 280	–	222 173
Remote and very remote	no.	8 434	1 402	16 904	19 882	7 654	2 488	..	12 095	102	68 961
Unknown, unallocated or	no.	–	–	–	–	–	–	–	1	56 060	56 061
Total students	no.	548 254	627 842	299 805	171 196	146 129	44 841	24 571	24 376	56 181	1 943 195
Number of people											
Major cities	no.	5 403 360	4 294 000	2 828 456	1 862 676	1 214 013	..	374 245	..	..	15 976 750
Inner regional	no.	1 414 178	1 084 544	927 070	218 830	179 544	335 925	667	..	..	4 161 150
Outer regional	no.	444 541	245 850	671 853	185 184	202 427	165 639	..	131 938	..	2 047 432
Remote and very remote	no.	39 055	4 728	138 150	166 016	60 315	10 769	..	103 244	..	525 020
Total population	no.	7 301 134	5 629 122	4 565 529	2 432 706	1 656 299	512 333	374 912	235 182	..	22 710 352
Participation rate (g)											
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
All students	%	7.5	11.2	6.6	7.0	8.8	8.8	6.6	10.4	..	8.6
Proportion of students in each remoteness category											
Major cities	%	59.7	66.8	54.4	66.9	66.0	–	99.7	–	–	59.0
Inner regional	%	27.5	26.4	23.1	10.8	13.3	59.8	0.3	–	–	23.2
Outer regional	%	11.3	6.5	16.9	10.7	15.5	34.6	–	50.4	–	11.4
Remote and very remote	%	1.5	0.2	5.6	11.6	5.2	5.5	–	49.6	0.2	3.5

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

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

Table SWD.C.18 VET participation, all ages, by remoteness classification, 2012 (a), (b), (c), (d)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Other (e)</i>	<i>Aust (f)</i>
(c) VET student participation data by remoteness region and state and territory are based on students' home statistical area (ASGS SA2) using the Accessibility and Remoteness Index for Australia (ARIA+) classifications which forms the basis for the ABS 'remoteness structure' component of the Australian Standard Geographical Classification.										
(d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no remote or very remote areas or outer regional areas in the ACT. There are no major cities or inner regional areas in the NT.										
(e) 'Other' includes students with a statistical area of not known, not collected, outside Australia, Christmas Island, Cocos Islands, and Jervis Bay.										
(f) The Australia total incorporates students with an ARIA+ region of 'other.'										
(g) The participation rate for students from the various regions is the number of students participating in VET (based on students' home statistical area) as a proportion of the population that resides in that region.										
.. Not applicable. – Nil or rounded to zero.										

Source : NCVER (unpublished) National VET provider collection; ABS (2013), *Regional Population Growth, Australia*, Cat. no. 3218.0.

Table SWD.C.19 VET participation, all ages, by remoteness classification, 2011 (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Other (f)	Aust (g)
Number of students											
Major cities	no.	330 301	376 865	164 325	111 153	69 602	..	23 637	..	–	1 075 883
Inner regional	no.	149 471	154 648	71 612	17 993	14 829	28 844	92	..	3	437 492
Outer regional	no.	61 501	40 427	51 802	18 204	18 879	16 441	..	11 572	–	218 826
Remote and very remote	no.	8 451	1 399	17 219	19 396	6 205	2 818	..	13 341	127	68 956
Unknown, unallocated or	no.	–	–	–	–	–	–	–	–	80 744	80 744
Total students	no.	549 724	573 339	304 958	166 746	109 515	48 103	23 729	24 913	80 874	1 881 901
Number of people											
Major cities	no.	5 327 695	4 214 469	2 767 344	1 797 336	1 199 324	..	367 144	..	..	15 673 312
Inner regional	no.	1 401 348	1 070 317	907 773	209 612	177 128	334 969	608	..	..	4 102 142
Outer regional	no.	443 112	244 962	661 086	181 414	201 543	165 317	..	129 062	..	2 026 496
Remote and very remote	no.	39 313	4 778	137 895	163 853	60 237	10 909	..	102 269	..	521 983
Total population	no.	7 211 468	5 534 526	4 474 098	2 352 215	1 638 232	511 195	367 752	231 331	..	22 323 933
Participation rate (h)											
Major cities	%	6.2	8.9	5.9	6.2	5.8	..	6.4	..	..	6.9
Inner regional	%	10.7	14.4	7.9	8.6	8.4	8.6	15.1	..	..	10.7
Outer regional	%	13.9	16.5	7.8	10.0	9.4	9.9	..	9.0	..	10.8
Remote and very remote	%	21.5	29.3	12.5	11.8	10.3	25.8	..	13.0	..	13.2
All students	%	7.6	10.4	6.8	7.1	6.7	9.4	6.5	10.8	..	8.4
Proportion of students in each remoteness category											
Major cities	%	60.1	65.7	53.9	66.7	63.6	–	99.6	–	–	57.2
Inner regional	%	27.2	27.0	23.5	10.8	13.5	60.0	0.4	–	–	23.2
Outer regional	%	11.2	7.1	17.0	10.9	17.2	34.2	–	46.4	–	11.6
Remote and very remote	%	1.5	0.2	5.6	11.6	5.7	5.9	–	53.6	0.2	3.7

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

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

Table SWD.C.19 VET participation, all ages, by remoteness classification, 2011 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Other (f)</i>	<i>Aust (g)</i>
(c) VET student participation data by remoteness region and state and territory are based on students' home statistical area (ASGS SA2) using the Accessibility and Remoteness Index for Australia (ARIA+) classifications which forms the basis for the ABS 'remoteness structure' component of the Australian Standard Geographical Classification.											
(d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no remote or very remote areas or outer regional areas in the ACT. There are no major cities or inner regional areas in the NT.											
(e) Data by remoteness structure (ARIA+) have been revised for 2011 from data contained in the 2011 Census of Population and Housing. ARIA+ is now based on Australian Standard Geographical Classification Statistical Areas (ASGC SA2). ARIA+ for years prior to 2011 continues to be based on the 2006 Census.											
(f) 'Other' includes students with a statistical area of not known, not collected, outside Australia, Christmas Island, Cocos Islands, and Jervis Bay.											
(g) The Australia total incorporates students with an ARIA+ region of 'other.'											
(h) The participation rate for students from the various regions is the number of students participating in VET (based on students' home statistical area) as a proportion of the population that resides in that region.											
.. Not applicable. – Nil or rounded to zero.											

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

Table SWD.C.20 **Level of difficulty experienced in recruiting staff in the last 12 months, 2013 (per cent)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion (of all employers)										
A lot of difficulty	%	15.2	11.6	17.6	19.8	11.1	13.6	19.1	26.8	15.1
Some difficulty	%	21.4	21.2	19.8	23.6	21.4	18.9	24.5	31.7	21.3
No difficulty	%	23.6	27.0	27.4	28.0	24.3	27.6	24.3	21.2	25.8
Did not look for staff	%	39.7	40.3	35.2	28.6	43.3	39.9	32.1	20.3	37.8
Relative standard errors										
A lot of difficulty	%	8.2	11.4	8.0	9.2	12.4	12.6	8.7	8.1	4.3
Some difficulty	%	6.2	7.4	7.0	8.1	7.6	9.0	8.1	7.1	3.3
No difficulty	%	5.6	6.2	6.6	7.1	7.7	7.9	8.2	9.5	2.9
Did not look for staff	%	4.2	5.0	5.3	6.7	4.9	6.2	6.8	9.9	2.3
95 per cent confidence intervals										
A lot of difficulty	±	2.4	2.6	2.8	3.6	2.7	3.4	3.3	4.3	1.3
Some difficulty	±	2.6	3.1	2.7	3.7	3.2	3.3	3.9	4.4	1.4
No difficulty	±	2.6	3.3	3.5	3.9	3.7	4.3	3.9	3.9	1.5
Did not look for staff	±	3.2	3.9	3.7	3.8	4.1	4.8	4.3	3.9	1.7

Source: NCVER (unpublished) Employers' use and views of the VET system, 2013.

Data Quality Statements

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

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

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

<i>Performance target</i>	<i>Page no. in this report</i>
(a) Halve the proportion of Australians nationally aged 20–64 without qualifications at Certificate III level and above between 2009 and 2020	307, 331
(b) 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

<i>Performance indicator</i>	<i>Page no. in this report</i>
1. Proportion of working age population with higher level qualifications (Certificate III and above)	309, 331
2. Proportion of employers satisfied that training meets their needs	312, 338
3. Proportion of working age population with adequate foundation skills (literacy level 3 or above)	315
4. Proportion of working age population with or working towards a non-school AQF qualification	318, 331
5. Proportion of VET graduates with improved employment status after training	321, 334
6. 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**

<i>Performance indicator</i>	<i>Page no. in this report</i>
7. Proportion of Indigenous 20–64 year olds with or working towards post school qualification	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)

Target/Outcome	Proportion of 20–64 year olds who do not have qualifications at or above a Certificate III.
Measure (computation)	Persons aged 20–64 years without a formal qualification at Certificate III level or above. • <i>numerator</i>: Number of persons aged 20–64 years without a formal qualification at Certificate III level or above (includes Certificate n.f.d. and level not determined). • <i>denominator</i>: Total population of persons aged 20–64 years. Excludes people whose educational attainment is not stated (only applicable to Census data).
Data source/s	• <i>Numerator and denominator</i>: 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)

Outcome	The skill levels of the working age population are increased to meet the changing needs of the economy.
Indicator	Proportion of working age population with higher level qualifications (Certificate III and above)
Measure (computation)	Persons aged 20–64 years with a formal qualification at Certificate III level or above. • <i>numerator</i> — Number of persons aged 20–64 years with a formal qualification at Certificate III level or above (excludes Certificate n.f.d. and level not determined). • <i>denominator</i> — Total population of persons aged 20–64 years. Excludes people whose educational attainment is not stated (only applicable to Census data).
Data source/s	• <i>numerator and denominator</i>: ABS Census of Population and Housing (Census). Data are available every five years. Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national and state/territory level. This DQS applies to NASWD 1 measures based on 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

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: • <i>numerator</i> — Employers who reported as being satisfied or very satisfied with the VET system in meeting their skill needs • <i>denominator</i> — 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: (a) 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: • <i>numerator</i> — 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). • <i>denominator</i> — 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)

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. • <i>numerator</i> — Number of persons aged 20–64 years with literacy or numeracy skills at levels Below 1/1, 2, 3 and 4/5. • <i>denominator</i> — Total population of persons aged 20–64 years.
Data source/s	• <i>Numerator and denominator</i> — The Australian component of the Programme for the International Assessment of Adult Competencies (PIAAC). PIAAC is an international survey (being conducted in 24 countries) coordinated by the Organisation for Economic Cooperation and Development (OECD).
Institutional environment	PIAAC in Australia was collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment.
Relevance	PIAAC data are available by state/territory. The PIAAC did not collect data from people in Indigenous communities 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.

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

Outcome	All working age Australians have the opportunity to develop skills
Indicator	Proportion of working age population with or working towards a non-school AQF qualification.
Measure (computation)	Persons aged 20–64 years with a non-school qualification or who are currently studying for a non-school qualification. • <i>Numerator</i> — Number of persons aged 20–64 years who state they have a non-school qualification or who are currently studying for a non-school qualification. • <i>Denominator</i> — Total population of persons aged 20–64 years. Excludes people whose educational attainment is not stated (only applicable to Census data).
Data source/s	• <i>Numerator and denominator</i>: 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

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: • <i>numerator</i> — VET graduates aged 20–64 with an improved employment status after training • <i>denominator</i> — 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 Survey^a

Funding type	Provider Type		
	TAFE and other Government providers	Private providers	Community Education Providers
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 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

Interpretability

for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

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

Outcome	Training delivers the skills and capabilities needed for improved economic participation for working age Australians
Indicator	Proportion of VET graduates with improved education/training status after training
Measure (main)	The measure is defined as: • <i>numerator</i> — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level • <i>denominator</i> — AQF VET course enrolments by students aged 20–64 years and is expressed as a percentage
Measure supplementary	The measure is defined as: • <i>numerator</i> — AQF qualifications completed by students aged 20–64 years at a higher education level than their previous highest education level • <i>denominator</i> — AQF VET course qualification 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

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. • <i>Numerator</i> – 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. • <i>Denominator</i> – 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

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

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 Survey^a

Funding type	Provider Type		
	TAFE and other Government providers	Private providers	Community Education Providers
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria

Timeliness

NCVER has conducted the Student Outcomes Survey every year since 1997. The reference date is the last Friday in May of the year after the training was completed. Results from the 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

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

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.