

National Agreement performance information 2008

National
Agreement for Skills
and Workforce
Development

*Steering Committee
for the Review of
Government
Service Provision*

June 2009

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

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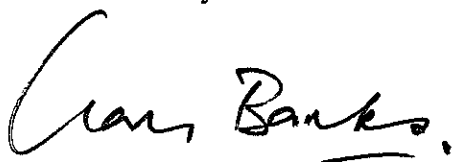
Dear Mr McClintock

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

This report is one of two Steering Committee reports that provide performance data on the National Agreements related to education and training. A separate appendix provides additional contextual information to assist in interpreting the information in this report.

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

Yours sincerely



Gary Banks AO
Chairman

30 June 2009

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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 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 for various parties in National Agreement performance reporting
- contextual information relevant to the *National Agreement for Skills and Workforce Development*, including a profile of the vocational education and training sector
- overview of the performance indicators and key issues in performance reporting for the *National Agreement for Skills and Workforce Development*
- individual indicator specifications and summary 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.

An attachment provides the original data quality statements provided by data collection agencies.

Steering Committee

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

Mr Gary Banks AO	Chairman	Productivity Commission
Mr Ron Perry	Aust. Govt.	Department of Prime Minister and Cabinet
Ms Sue Vroombout	Aust. Govt.	Department of the Treasury
Mr John Ignatius	Aust. Govt.	Department of Finance and Administration
Ms Nazli Munir	NSW	Department of Premier and Cabinet
Mr Mark Ronsisvalle	NSW	Department of Treasury
Ms Katy Haire	Vic	Department of the Premier and Cabinet
Ms Penelope McKay	Vic	Department of Treasury and Finance
Ms Sharon Bailey	Qld	Department of the Premier and Cabinet
Mr John O'Connell	Qld	Department of Treasury
Ms Lyn Genoni	WA	Department of the Premier and Cabinet
Ms Rebecca Brown	WA	Department of Treasury and Finance
Mr Ben Wilson	SA	Department of the Premier and Cabinet
Mr David Reynolds	SA	Department of Treasury and Finance
Ms Rebekah Burton	Tas	Department of Premier and Cabinet
Ms Pam Davoren	ACT	Chief Minister's Department
Ms Anne Coleman	NT	Department of the Chief Minister
Mr Tony Stubbin	NT	NT Treasury
Mr Trevor Sutton		Australian Bureau of Statistics
Dr Penny Allbon		Australian Institute of Health and Welfare

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

Mr Stephen Clively	Aust govt.	Department of Prime Minister and Cabinet
Mr Shawn Boyle	WA	Department of the Premier and Cabinet
Mr David Imber	SA	Department of Treasury and Finance
Ms Susan Linacre		Australian Bureau of Statistics

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National Agreement for Skills and Workforce Development performance reporting

Attachment tables

Data for the performance indicators in this report are presented in a separate set of attachment tables. Attachment tables are identified in references throughout this report by an 'SWD' suffix (for example, table SWD.3) or an 'NIRA' suffix (for example, table NIRA.3). Tables beginning with 'SWD' represent attachment tables for NASWD indicators, whilst the table beginning with 'NIRA' represents the additional attachment table for the related NIRA indicator.

About this report

Background to National Agreement reporting

In November 2008, the Council of Australian Governments (COAG) endorsed a new Intergovernmental Agreement on Federal Financial Relations (IGA) (2009a). The Ministerial Council for Federal Financial Relations has general oversight of the operations of the IGA [para. A4(a)].

The IGA included six new National Agreements (NAs):

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

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

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

Under the reforms, each NA contains the objectives, outcomes, outputs and performance indicators for each sector, and clarifies the respective roles and responsibilities of the Commonwealth and the states and territories in the delivery of services. The performance of all governments in achieving mutually agreed outcomes and benchmarks specified in each NA will be monitored and assessed by the COAG Reform Council (CRC).

National Agreement reporting roles and responsibilities

The IGA states that:

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

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

The IGA further specifies that:

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

Performance information in respect of the education and training sectors will be on a calendar year basis, commencing with performance information for 2008, and for all other sectors will be on a financial year basis, commencing with performance information for 2008-09. [para. C11]

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

Role of the CRC

The IGA states that:

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

- a) the publication of performance information for all jurisdictions against National Agreement outcomes and performance benchmarks;

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

The IGA further specifies that:

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

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

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

Role of the Steering Committee

The Steering Committee is required to report twice yearly to the CRC on performance under the National Agreements. The IGA could be read to imply a further role for the Steering Committee in providing information on performance data for 'National Partnerships to the extent that they support the objectives in National Agreements' [IGA, para. C5(c)]. Pending clarification of the Steering Committee's role in relation to NP reporting, performance indicators from NP agreements have not been included in this first tranche of reporting.

Reports from the Steering Committee to the CRC are required:

- by end-June on the education and training sector (*National Education Agreement* and the *National Agreement for Skills and Workforce Development*), commencing with performance information for 2008
- by end-December on the other sectors (*National Healthcare Agreement*, the *National Affordable Housing Agreement*, the *National Disability Agreement* and

the *National Indigenous Reform Agreement*), commencing with performance information for 2008-09

- including the provision of quality statements prepared by the collection agencies (based on the Australian Bureau of Statistics' (ABS) data quality framework).

Role of Ministerial Councils and COAG Working Groups

The IGA states that:

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

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

Ministerial Councils may also be consulted by the Ministerial Council for Federal Financial Relations, in relation to its roles in:

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

Role of data collection agencies

Data collection agencies are responsible for providing the required data to the Steering Committee, with its responsibility under the IGA for collating the NA performance data. In addition, the data collection agencies are also responsible for preparing data quality statements '...which set out the quality attributes of the data using the ABS' Quality Framework' [para. C12].

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

Data collection agencies may also be consulted by the Ministerial Council for Federal Financial Relations, in relation its roles in:

- maintaining a register of the national minimum data sets [para. C28]
- overseeing progress in improving the quality and timeliness of indicator data and the coordination of improvements in data collection processes, data quality

and the timeliness of performance reporting for the National Performance Reporting System [para. C29].

This report

The Steering Committee is required to collate performance information for the *National Agreement for Skills and Workforce Development* (NASWD) and provide it to the CRC no later than 30 June 2009 (and annually thereafter).

This report includes the following:

- performance indicators from the NASWD
- related performance indicators from the *National Indigenous Reform Agreement* (NIRA) (where the indicator is either the same as that included in NASWD, or uses similar data)
- data for the baseline reporting period of the 2008 calendar year (where 2008 data are not available, data for the most recent reporting year have been included)
- comment by the Steering Committee on the quality of the performance indicator data using the data quality statements
- service-specific contextual information (for example, the number of enrolments in VET)
- areas for development of performance indicators and associated measures and data sources.

Attachment 1 to this report provides the original data quality statements (DQs) completed by relevant data collection agencies.

A separate appendix provides general contextual information about each jurisdiction, to assist interpretation of the performance data.

Context for National Agreement for Skills and Workforce Development performance reporting

The objectives of the NASWD are:

- (a) all working aged Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market

-
- (b) individuals are assisted to overcome barriers to education, training and employment, and are motivated to acquire and utilise new skills
 - (c) Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce [NASWD paras. 13–15].

The NASWD is concerned with improving the outcomes of all Australians, with a particular focus on the following outcomes:

- (a) the working age population has gaps in foundation skills levels reduced to enable effective educational, labour market and social participation
- (b) the working age population has the depth and breadth of skills and capabilities required for the 21st century labour market
- (c) the supply of skills provided by the national training system responds to meet changing labour market demand
- (d) skills are used effectively to increase labour market efficiency, productivity, innovation, and ensure increased utilisation of human capital [NASWD paras. 16–19].

Further to this, the NASWD includes two targets:

- (a) halve the proportion of Australians ages 20–64 without qualifications at AQF Certificate III level and above between 2009 and 2020
- (b) double the number of higher qualification completions (Diploma and Advanced Diploma) between 2009 and 2020 [NASWD p. 6].

The *National Partnership Agreement on Productivity Places Program* has been agreed in the context of NASWD and may be relevant to analysing performance.

This report does not include information on performance against NP indicators.

Profile of Vocational education and training

Roles and responsibilities

Australian, State and Territory government ministers, through the Ministerial Council for Vocational and Technical Education (MCVTE)¹, provide direction on

¹ At the 30 April 2009 COAG meeting, it was noted that MCVTE had realigned to become the Ministerial Council for Tertiary Education and Employment. However, as the roles and responsibilities in this report are in respect of the baseline reporting period of 2008, reference will continue for MCVTE.

national policy, strategy, priorities, goals and objectives, in partnership with industry, and private and public training providers.

State and Territory governments allocate funding for VET services and to support the maintenance of public training infrastructure. They oversee the delivery of publicly funded training and facilitate the development and training of the public VET workforce. State and Territory governments ensure the effective operation of the training market.

The Australian Government provides funding contributions to states and territories to support their training systems and also provides specific incentives, interventions and assistance for national priority areas.

Vocational education and training funding flows

State and Territory governments provide funding to VET providers, 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. Registered Training Organisations also receive revenue from individuals and organisations for fee-for-service programs, ancillary trading revenue, and other operating revenue. The Australian Government also provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships.

National Training System Framework in 2008

One of the guiding principles for the training system is that industry should drive training priorities and delivery. The National Industry Skills Committee (NISC) advises MCVTE on workforce planning, future training priorities and other critical issues facing Australian industry.

The National Quality Council (NQC), a committee of MCVTE, oversees quality assurance, ensures national consistency in the application of the Australian Quality Training Framework (AQTF) standards for the audit and registration of training providers, and endorses training packages.

The National Senior Officials Committee (NSOC) can establish National Action Groups on an as needs basis, to advance the work of MCVTE and complement NISC.

NSOC is the administrative arm of MCVTE and is responsible for implementing MCVTE decisions, driving national collaboration and monitoring the effectiveness of the national training system.

Three client advisory taskforces — Disability Advisory Taskforce, Equity Advisory Taskforce and the Indigenous Advisory Taskforce — advise MCVTE on the training issues of their respective client groups. The taskforces report to the NSOC through the Advisory Alliance. The Alliance is responsible for identifying shared priorities and intersecting issues arising from the work of the individual taskforces.

The National Training Statistics Committee (NTSC) is the key strategic and policy advisory forum for data collection and reporting. The National Centre for Vocational Education Research (NCVER), a ministerial company, provides secretariat services to the NTSC and manages a VET research programme and VET statistical services.

Technical and Vocational Education and Training (TVET) is a ministerial company whose functions include providing the secretariat for the NQC and the NISC and offering eligible training providers national registration and management of registration and audit arrangements.

Descriptive data

NASWD outputs

The following outputs have been identified in the NASWD as proxy measures of progress towards the NASWD outcomes identified above:

- number of government funded course enrolments in VET
- number of course completions in VET
- number of government funded unit/module completions in VET
- number of course completions by Indigenous Australians in VET
- number of government funded course enrolments by Indigenous Australians in higher level VET qualifications.

Data to inform on these outputs are provided below. Baseline data have been sourced directly from schedule A of the NASWD (2009b). Data for the most recent available year (2007 for VET course completions, and 2008 for all other outputs) have been sourced from the NCVER. Some additional data have been provided on institutions and courses in the VET sector.

Information on general social and economic factors that may contribute to outcomes in the VET sector can be found in the NA appendix (separate report and attachment).

Institutions

In 2008, there were 140 TAFE and other government providers. Government funded programs were delivered at 12 342 locations (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government recurrent funding for VET delivery) (NCVER 2009). The numbers of government funded VET providers and delivery locations across jurisdictions are shown in table 2.1.

Table 2.1 Number of government funded VET providers and locations, 2008

	<i>NSW</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>
TAFE and other government providers	90	19	14	12	1	1	1	2	140
Number of registered training organisation delivery locations ^a	3 065	1 499	4 431	1 591	867	335	123	431	12 342

^a Includes TAFE and other government provider locations, and other registered provider training locations.

Source: NCVER (2009).

Students

The numbers of government funded course enrolments in VET for the baseline period and 2008 are shown in table 2.2.

Table 2.2 Government funded course enrolments in VET^a

	<i>NSW^b</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>
Baseline period ^d	458 728	314 689	277 445	125 691	107 220	37 370	25 503	23 268	1 369 913
2008	470 537	321 301	284 304	133 979	108 044	36 661	27 058	22 442	1 404 326
Indigenous course enrolments 2008	25 250	5 991	19 080	9 755	5 575	1 416	527	9 919	77 513

^a Data are for government recurrent funded students. ^b Data from NSW agricultural colleges were unable to be reported in 2008. In 2007, NSW agricultural colleges reported 3896 government funded course enrolments.

^c The Australia baseline period total is the sum of all states and territories as provided by NCVER. ^d Baseline period outputs are the average course enrolments for all government funded students in 2005 to 2007 inclusive.

Source: National Agreement for Skills and Workforce Development, Schedule A (COAG 2009b); NCVER (2009).

Courses

The VET sector is large and varied. Qualifications vary significantly by length, level and field. VET qualifications range from non-award courses to AQF Certificates (levels I–IV), Diplomas and Advanced Diplomas. In 2008, 10.1 per cent of VET students were undertaking a Diploma or Advanced Diploma, 41.8 per cent were enrolled in a AQF Certificate level III or IV, 22.3 per cent were enrolled in a AQF Certificate level I or II or lower, and 25.9 per cent were enrolled in a course that did not lead directly to a qualification (table 2.3). The numbers of VET students, by course level, across jurisdictions are shown in table 2.3.

Table 2.3 Students in (total public) VET, by course level, 2008^{a, b}

	<i>NSW^c</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 and above	43 385	63 489	30 212	14 284	8 581	4 543	6 056	641	171 191
AQF Cert. III or IV	203 133	185 207	164 416	70 777	40 771	23 049	11 154	9 933	708 440
AQF Cert. I, II or lower ^d	122 647	100 594	53 891	47 968	26 107	15 025	2 977	8 935	378 144
Other ^e	178 388	140 738	42 781	16 107	49 812	3 635	4 497	2 709	438 667
All students	547 553	490 028	291 300	149 136	125 271	46 252	24 684	22 218	1 696 442

^a Total public VET enrolments includes both government funded and non-government funded VET students.

^b 'Course level' denotes the highest qualification attempted by a student in a reporting year. ^c Data from NSW agricultural colleges were unable to be reported in 2008. In 2007, NSW agricultural colleges reported 3897 (total public) course enrolments. ^d 'AQF Certificate I, II or lower' includes AQF Certificate I, II, and Senior Secondary. ^e 'Other' includes training programs that do not directly lead to a qualification. That is, non-award courses, subject only enrolments and miscellaneous education.

Source: NCVER (2009).

Completions

The number of qualifications completed includes both government and non-government funded VET students. Since there is no funding source information for qualifications awarded, the data include all qualifications awarded (not just government funded). The numbers of course completions in VET for the baseline period and 2007 are shown in table 2.4.

Table 2.4 Course completions in VET for all reported VET activity^{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^c</i>
Baseline period ^d	104 314	81 259	33 464	29 704	22 769	8 700	6 826	2 677	289 712
2007	121 858	96 668	36 552	34 275	25 416	9 442	8 753	3 426	336 390

^a Course completions are based on qualifications completed. Qualifications completed include courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification. Final qualifications completed data for 2008 are not available. Only preliminary data are available from the 2008 national provider collection. ^b Total public VET course completions includes both government funded and non-government funded VET activity. ^c The Australia baseline period total is the sum of all states and territories as provided by NCVER. ^d Baseline period outputs are the average course completions for 2004 to 2006 inclusive.

Source: *National Agreement for Skills and Workforce Development*, Schedule A (COAG 2009b); NCVER (2009).

The numbers of government funded unit/module completions in VET for the baseline period and 2008 are shown in table 2.5. Module/unit completions are based on a student's highest funding source, rather than the funding source for the module/unit since this is the counting method used in the Annual National Report on VET.

Table 2.5 Government funded unit/module completions in VET^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^b</i>
Base-line period ^c	2 626 015	1 692 975	1 178 488	658 140	538 053	168 184	123 811	88 645	7 074 312
2008	2 727 567	1 838 379	1 316 680	715 143	541 400	190 569	110 209	90 976	7 530 923

^a Module/unit completions are based on a student's highest funding source. ^b The Australia baseline period total is the sum of all states and territories as provided by NCVER. ^c Baseline period outputs are the average unit/module completions for 2005 to 2007 inclusive.

Source: *National Agreement for Skills and Workforce Development*, Schedule A (COAG 2009b); NCVER (2009).

Indigenous students

The numbers of completions in VET by Indigenous Australians for the baseline period and 2007 are shown in table 2.6.

Table 2.6 Course completions in (total public) VET by Indigenous students^{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^d</i>
Baseline period ^e	2 550	527	1 412	1 198	687	260	161	664	7 459
2007	3 311	743	1 704	1 434	660	295	174	1 081	9 402

^a Course completions are based on qualifications completed. Qualifications completed include courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. Final qualifications completed data for 2008 are not available. Only preliminary data are available from the 2008 national provider collection. ^b Total public VET course completions includes both government funded and non-government funded VET 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 The Australia baseline period total is the sum of all states and territories as provided by NCVER. ^e Baseline period outputs are the average course completions for 2004 to 2006 inclusive.

Source: *National Agreement for Skills and Workforce Development*, Schedule A (COAG 2009b); NCVER (2009).

The numbers of government funded course enrolments by Indigenous students in higher level VET qualifications (AQF Certificate III or above) for the baseline period and 2008 are shown in table 2.7.

Table 2.7 Government funded course enrolments in higher level VET qualifications by Indigenous Australians^{a, b}

	<i>NSW^c</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust^d</i>
Baseline outputs ^e	6 268	1 930	7 461	2 952	1 089	711	217	2 558	23 186
2008	8 157	2 367	8 147	3 114	1 095	724	276	2 535	26 415

^a Data are for government recurrent funded students. 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. ^b 'Higher level VET qualifications' refers to AQF Certificate level III or above. ^c Data from NSW agricultural colleges were unable to be reported in 2008. In 2007, NSW agricultural colleges reported 3896 government funded course enrolments. ^d The Australia baseline period total is the sum of all states and territories as provided by NCVER. ^e Baseline period outputs are the average course enrolments for all government funded students in 2005 to 2007 inclusive.

Source: *National Agreement for Skills and Workforce Development*, Schedule A (COAG 2009b); NCVER (2009).

Overview of performance indicators

The performance indicators included in this report cover all ‘progress measures’ included in the NASWD (table 2.8). 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 2.9).

For performance indicators where data quality and/or completeness is an issue, a number of supplementary measures are provided and are identified as such in the text.

Data for the performance indicators in this report are presented in attachments ‘SWD’ (for NASWD indicators) and ‘NIRA’ (for the NIRA indicator).

Table 2.8 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 the working age population at literacy level 1, 2, and 3.	17
2. Proportion of 20–64 year olds who do not have qualifications at or above a AQF Certificate III.	19
3. Proportion of graduates employed after completing training, by previous employment status.	21
4. The percentage of graduates with improved employment status after training.	23
5. The number of hard to fill vacancies.	26
6. Proportion of people employed at or above the level of their qualification, by field of study.	28

^a Performance indicators are presented in this table using the direct wording for the progress measures in the table on p. 6 of the NASWD (2009b). This does not necessarily reflect the measures used to report against the indicators in this report.

Table 2.9 Related performance indicator in the National Indigenous Reform Agreement^a

<i>Performance indicator</i>	<i>Page no. in this report</i>
7. The proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate III, IV, Diploma and Advanced Diploma.	29

^a The performance indicator presented in this table uses the direct wording for the performance measures on p. 11 of the NIRA (2009c). This does not necessarily reflect the measure used to report against the indicator in this report.

Box 2.1 **Key issues in reporting against performance indicators for the NASWD**

- Of the seven performance indicators included in this report, two were unable to be reported against, as appropriate data sources were not available:
 - *The number of hard to fill vacancies.*
 - *Proportion of people employed at or above the level of their qualification, by field of study.*
- Multiple data 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.
- Of the five performance indicators that are reported against, one indicator can only be reported against every 5 years (using Census data):
 - *The proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate III, IV, Diploma and Advanced Diploma.*

An assessment of the relative speed of change in results for this indicator is required to determine whether more regular data collections are necessary. The NATSISS and NATSIHS are proposed as supplementary data collections to provide additional data for Indigenous people between Census years (pending the availability of data for a non-Indigenous comparator). Data are collected on alternating 3-yearly cycles.

- Two concepts of socio-economic status (SES) have been adopted in this report (highest level of educational attainment, and the Socio-economic Index for Areas [SEIFA] Index of Relative Socio-economic Disadvantage [IRSD]). Further development work is required to determine the most appropriate concept of SES to be adopted for each indicator in this report.
- The 2006 ABS Census of Population and Housing undercounts the Indigenous population (estimated at 11.5 per cent nationally). This may introduce bias into the results which would affect the comparability of estimates among jurisdictions.
- Two of the performance indicators may require amendment to reflect the intended outcomes:
 - *Proportion of the working age population at literacy level 1, 2, and 3.* If the intention is to identify those without adequate literacy to meet the everyday demands of life and work, the measure should be limited to literacy levels 1 and 2. If the intention is to identify those with adequate literacy the measure should be level 3 and above. For this report, the Steering Committee has included all literacy levels to enable different aggregations to be analysed.

(Continued on next page)

Box 2.1 (Continued)

- *The proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate III, IV, Diploma and Advanced Diploma.* This indicator is from the NIRA, but it is similar to the NASWD performance indicator on the proportion of 20–64 year olds who do not have qualifications at or above AQF Certificate III. The NIRA indicator has an upper limit of Advanced Diploma, and therefore does not include bachelors degree or higher. This omission will under-estimate the proportion of skilled Australians.
- The following three measures that use data sourced from annual sample surveys may not be able to assess change over time:
 - *Proportion of 20–64 year olds who do not have qualifications at or above a AQF Certificate III.*
 - *Proportion of graduates employed after completing training, by previous employment status.*
 - *The percentage of graduates with improved employment status after training.*

A relative standard error (RSE) of less than 25 per cent is generally regarded as an acceptable standard for estimates at a particular point in time. However, this might not be adequate for measuring change over time. Small year to year movements will be difficult to detect given the size of the standard errors.

Performance indicators in the National Agreement for Skills and Workforce Development

Indicator 1: Proportion of the working age population at literacy level 1, 2, and 3

Outcome:	The working age population have gaps in foundation skills levels reduced to enable effective educational, labour market and social participation.
Measure:	<p>Proportion of people aged 15–64 years at literacy level 1, 2 and 3, for document literacy and numeracy.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">• <i>Numerator</i> — total number of people aged 15–64 years at literacy level 1 and 2 (and level 3 separately) (for document literacy and numeracy)• <i>Denominator</i> — total population of all people aged 15–64 years.
Data source:	<i>Numerator and denominator</i> — <u>Adult Literacy and Life Skills survey</u> (ALLS). Data were collected in 1996 and 2006. The next collection is scheduled for 2011.
Data provider:	ABS
Data availability:	ALLS — 2006
Cross tabulations provided:	Literacy level, by Literacy type, by State and Territory, by <ul style="list-style-type: none">• SEIFA IRSD quintiles (SES)• Educational attainment (SES).

Attachment tables:

Table SWD.1	Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3
Table SWD.2	Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3, by SES, Australia (SES based on SEIFA IRSD)
Table SWD.3	Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3, by SES, Australia (SES based on highest level of educational attainment)

Comment on data quality:

The DQS for this indicator has been prepared by the ABS and is at attachment 1. Key points from the DQS are summarised below:

- The data provide relevant information on the literacy levels of the working age population. Data are not available by Indigenous status.
- Annual data are not available. The survey has been conducted twice (1996 and 2006). Another survey is planned for 2011.
- The data are of acceptable accuracy for estimates at a point in time (RSEs less than 25 per cent). However, this might not be adequate for measuring change over time. Small year to year movements will be difficult to detect given the size of the standard errors.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- The indicator is defined to include literacy levels 1, 2 and 3. If the intention of the indicator is to measure the proportion of the population who have not achieved the minimum literacy levels required for daily living (minimum level is 3) then the scope would be literacy levels 1 and 2 (that is, not 3). Data have been provided disaggregated by literacy level to enable different aggregations if required.
- Disaggregation of this indicator by Indigenous status is a priority. The population sample for this data collection does not support disaggregation by Indigenous status. Further development work on the current data source, or identification of an alternative data source, is required.
- Data are only available every 5 years. As literacy levels in the working age population can be expected to change slowly, more frequent reporting is not considered a priority.

Indicator 2: Proportion of 20–64 year olds who do not have qualifications at or above a AQF Certificate III

Outcome:	The working age population has the depth and breadth of skills and capabilities required for the 21 st century labour market.
Measure:	<p>Proportion of people aged 20–64 years who do not have qualifications at or above AQF Certificate III.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">• <i>Numerator</i> — people aged 20–64 years who have not attained post school qualifications at or above AQF Certificate III• <i>Denominator</i> — total population of people aged 20–64 years.
Data sources:	<p><i>Numerator and denominator</i> — <u>Census of Population and Housing</u> (Census). Proposed as main data collection. Data are collected every 5 years</p> <p><i>Numerator and denominator</i> — <u>Survey of Education and Work</u> (SEW). Proposed as the supplementary data collection to provide data between Census years. Data are collected annually</p> <p><i>Numerator and denominator</i> — <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and the <u>National Aboriginal Torres Strait Islander Health Survey</u> (NATSIHS). Proposed as supplementary data collections to provide additional data for Indigenous people between Census years (pending availability of data for non Indigenous comparator). Data are collected on an alternating 3-yearly cycle.</p>
Data provider:	ABS (for all four data sources)
Data availability:	SEW — 2008 (baseline year) Census — 2006
Cross tabulations provided:	State and Territory (SEW and Census), by <ul style="list-style-type: none">• Indigenous status (Census)• SEIFA IRSD Quintiles (SES) (Census)

Attachment tables:

Table SWD.4	Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, 2006 (by Indigenous status)
Table SWD.5	Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, 2006 (by SES based on SEIFA IRSD)
Table SWD.6	Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, 2008

Comment on data quality:

The DQS for this indicator has been prepared by the ABS and is at attachment 1. Key points from the DQS are summarised below:

- The Census data provide relevant information on the proportion of the 20–64 year old population who do not have qualifications at AQF Certificate III or above. The SEW excludes people living in very remote areas which affects comparability of data for the NT. SEW data are not available by Indigenous status or SES.
- Census data are only available every 5 years, most recently for 2006. SEW data are available annually, most recently for 2008.
- The Indigenous undercount in the Census may introduce bias into the results for Indigenous disaggregations which may affect comparability across states and territories.
- SEW data are of acceptable accuracy for estimates at a point in time (RSEs less than 25 per cent). However, this might not be adequate for measuring change over time. Small year to year movements will be difficult to detect given the size of the standard errors.
- While there are differences in methods between the Census and the SEW, these differences do not affect their broad consistency for this measure.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issue:

- Census data, which enable reporting by Indigenous status and SES, are only available every 5 years. An assessment of the relative speed of change in results for this indicator is required to determine if more regular data collection is necessary. Annual SES data are anticipated to be available in the SEW from 2009 onwards, and the NATSISS and NATSIHS are proposed as supplementary data sources for Indigenous data (pending the availability of data for a non-Indigenous comparator).

Indicator 3: Proportion of graduates employed after completing training, by previous employment status

Outcome: The supply of skills provided by the national training system responds to meet changing labour market demand.

Measure: Proportion of VET graduates employed after completing training, by previous employment status.

The measure is defined as:

- *Numerator* — VET graduates employed after completing training (by previous employment status)
- *Denominator* — total VET graduates.

‘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.

‘Employed’ is defined as either full time or part time employed (disaggregation and total for reporting).

Data source: *Numerator and denominator* — Student Outcomes Survey (SOS). Data are collected annually.

Data provider: NCVER

Data availability: SOS — 2008 (baseline year) (outcomes in 2008 for students who completed study in 2007)

Cross tabulations provided: State and Territory, by
Previous employment status, by

- Indigenous status
- Educational attainment (SES)
- SEIFA IRSD quintiles (SES).

Attachment tables:

Table SWD.7	Proportion of graduates employed after completing training, by previous employment status, 2008 (by Indigenous status)
Table SWD.8	Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by Indigenous status)
Table SWD.9	Proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on SEIFA IRSD)
Table SWD.10	Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on SEIFA IRSD)

Table SWD.11	Proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on highest level of educational attainment)
Table SWD.12	Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on highest level of educational attainment)

Comment on data quality:

The DQS for this indicator has been prepared by the NCVER and is at attachment 1. Key points from the DQS are summarised below:

- The data provide relevant information on the proportion of nationally recognised VET graduates employed after training, by Indigenous status and by SES. Students who undertook recreational, leisure or personal enrichment (short) courses were excluded, as were VET in Schools students and full-fee paying overseas students.
- Data are of acceptable accuracy.
- The response rate for this survey was 43 per cent. NCVER analysis of the potential impact of non-response bias found that the non-response was not likely to have affected the quality of the results.
- Some data disaggregated by State and Territory and Indigenous status or SES have RSEs greater than 25 per cent and should be used with caution.
- Annual data are available.
- Further information are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- Reporting of reliable State and Territory estimates by Indigenous status and SES is a priority. Further development work on the current data source, or identification of an alternative data source, is required.
- Data are of acceptable accuracy for estimates at a point in time for the total population (RSEs less than 25 per cent). However, this might not be adequate for measuring change over time. Small year to year movements will be difficult to detect given the size of the standard errors.
- Reporting on the full scope of VET graduates is a priority. The current scope of this data collection does not include graduates who studied with private providers on a fee-for-service basis. Expansion of the coverage of the current data source is required.

Indicator 4 : The percentage of graduates with improved employment status after training

Outcome: The supply of skills provided by the national training system responds to meet changing labour market demand.

Measure: Proportion of VET graduates with improved employment status after training.

The measure is defined as:

- *Numerator* — VET graduates who improved employment status after training
- *Denominator* — total VET graduates.

'Graduate' is defined as: a past student who was awarded a qualification during the survey reference year. This excludes those students who left their training before completing a qualification.

'Improved employment status' is defined as any one of the following:

- employment status changing from not employed before training (both unemployed and not in labour force) to employed after training (both full time and part time employed)
- employed at a higher skill level after training (regardless of full time or part time employment status before and after training)
- received one of the following job related benefits: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits after completing their training.

Data source: *Numerator and denominator* — Student Outcomes Survey (SOS). Data are collected annually.

Data provider: NCVER

Data availability: SOS — 2008 (baseline year) (outcomes in 2008 for students who completed study in 2007)

Cross tabulations provided: State and Territory, by
Type of improved employment circumstance, by

- Indigenous status
- Educational attainment (SES)
- SEIFA IRSD quintiles (SES).

Attachment tables:

Table SWD.13	The percentage of graduates with improved employment status after training, 2008 (by Indigenous status)
Table SWD.14	Relative standard errors for the percentage of graduates with improved employment status after training, 2008 (by Indigenous status)

Table SWD.15	Percentage of graduates with improved employment status after training, 2008 (by SES based on SEIFA IRSD)
Table SWD.16	Relative standard errors for the percentage of graduates with improved employment status after training, 2008 (by SES based on SEIFA IRSD)
Table SWD.17	Percentage of graduates with improved employment status after training, 2008 (by SES based on highest level of educational attainment)
Table SWD.18	Relative standard errors for the percentage of graduates with improved employment status after training, 2008 (by SES based on highest level of educational attainment)

Comment on data quality:

The DQS for this indicator has been prepared by the NCVER and is at attachment 1. Key points from the DQS are summarised below:

- The data provide relevant information on the proportion of nationally recognised VET graduates with improved employment status after training, by Indigenous status and by SES. Students who undertook recreational, leisure or personal enrichment (short) courses were excluded, as were VET in Schools students and full-fee paying overseas students.
- Data are of acceptable accuracy.
- The response rate for this survey was 43 per cent. NCVER analysis of the potential impact of non-response bias found that the non-response was not likely to have affected the quality of the results.
- Some data disaggregated by State and Territory and Indigenous status or SES have RSEs greater than 25 per cent and should be used with caution.
- Annual data are available.
- Further information are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- Reporting of reliable State and Territory estimates for indicator by Indigenous status and SES is a priority. Further development work on the current data source, or identification of an alternative data source, is required.
- Data are of acceptable accuracy for estimates at a point in time for the total population (RSEs less than 25 per cent). However, this might not be adequate for measuring change over time. Small year to year movements will be difficult to detect given the size of the standard errors.
- Reporting on the full scope of VET graduates is a priority. The current scope of this data collection does not include graduates who studied with private providers on a fee-for-service basis. Expansion of the coverage of the current data source is required.

Indicator 5: The number of hard to fill vacancies

Outcome: Skills are used effectively to increase labour market efficiency, productivity, innovation, and ensure increased utilisation of human capital.

Measure: Proportion of vacancies that are 'hard to fill'.

The measure is defined as follows:

- *Numerator* — number of 'hard to fill' vacancies
- *Denominator* — total number of vacancies.

'Hard to fill' vacancy is not currently defined. There is currently no data collection identified that measures the proportion of vacancies that are 'hard to fill'.

As an interim measure to provide additional information on vacancies, data have been provided on the Department of Education, Employment and Workplace Relations (DEEWR) Skills Vacancy Index (SVI).

Data source: *Numerator and denominator* — Skills Vacancy Index (SVI)

Data provider: DEEWR

Data availability: SVI — 2008 (baseline year) (monthly data for the 2008 calendar year)

Cross tabulations provided: State and Territory, by Month.

Attachment table provided:

Table SWD.19	Skilled Vacancies Index 2008
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Comment on data quality:

The DQS for this indicator has been prepared by the DEEWR, and is at attachment 1. Key points from the DQS are summarised below:

- The data are able to provide only a guide to trends in the raw number of vacancies.
- Data are available monthly.
- Data are collected for a subset of all advertised vacancies (major metropolitan newspapers). Data are not reported for the ACT (due to small numbers).
- Subsequent data collections will be comparable to the data in this report.
- Explanatory notes are publicly available to provide contextual information.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- The data provide some basic information on counts of vacancies by State and Territory. Additional data are available on the occupation type for each vacancy. The data are a small subset of all vacancies, and are provided to illustrate the gap in data for this indicator.
- Further development work is required to define what is meant by 'hard to fill' vacancy. Further development work will then be required to identify or develop a suitable data source.

Indicator 6: Proportion of people employed at or above the level of their qualification, by field of study

Outcome:

Skills are used effectively to increase labour market efficiency, productivity, innovation, and ensure increased utilisation of human capital.

Comment:

There is currently no agreed measure, nor any available data, to inform this indicator.

The Steering Committee also notes the following:

- The Steering Committee has been advised that the COAG Productivity Agenda Working Group subgroup on Skills and Workforce Development is investigating developments to existing data collections for reporting against this indicator in the future.

Skills and workforce development performance indicators in the National Indigenous Reform Agreement

Indicator 7: The proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate III, IV, Diploma and Advanced Diploma

Measure:	<p>Proportion of people aged 20–64 years with, or working towards, post school qualifications in AQF Certificate III, IV, Diploma or Advanced Diploma, by Indigenous status.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">• <i>Numerator</i> — people aged 20–64 years who have attained or are working towards post school qualifications in AQF Certificate III, IV, Diploma or Advanced Diploma• <i>Denominator</i> — total population of people aged 20–64 years.
Data source:	<p><i>Numerator and denominator</i> — <u>Census</u>. Proposed as the main data collection. Data are collected every 5 years</p> <p><i>Numerator and denominator</i> — <u>NATSISS</u> and the <u>NATSIHS</u>. Proposed as supplementary data collections to provide additional data on the Indigenous population between Census years (pending availability of non-Indigenous comparators). Data are collected on alternating 3-yearly cycles.</p>
Data provider:	ABS (for all three data sources)
Data availability:	Census — 2006
Cross tabulations provided:	<p>State and Territory, by Indigenous status, by</p> <ul style="list-style-type: none">• Completed study/currently studying• Level of study (completed study only).

Attachment table:

Table NIRA.18	Proportion of 20–64 year old population with or working towards post school qualification in Certificate III, IV, Diploma and Advanced Diploma, by Indigenous status, 2006
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Comment on data quality:

The DQS for this indicator has been prepared by the ABS and is at attachment 1. Key points from the DQS are summarised below:

- The Census collects information on qualification levels only for those who have completed studies. Therefore, Census data provides an over-estimate for those people in study, as it includes people in all education and/or training (i.e., not just AQF Certificate III to Advanced Diploma).
- Data are of acceptable accuracy.
- The Indigenous undercount in the Census may introduce bias into the results for Indigenous disaggregations which may affect comparability across states and territories.
- The Census is conducted every 5 years, with the most recent available data for 2006.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- The Census does not allow for assessment of whether the population is in education and/or training by qualification levels. Further development work on the current data source, or identification of an alternative data source, is required.
- The Steering Committee queries whether the scope of the indicator should be confined to VET qualifications, or whether it should be broadened to all qualifications at or above AQF Certificate III (i.e., include higher education). The wider scope would reflect higher skill levels, not just higher VET-related skills, and would align with the expanded Ministerial Council for Tertiary Education and Employment.
- Census data are only available every 5 years. An assessment of the relative speed of change in results for this indicator is required to determine if more regular data collection is necessary (either through amendments to the NATSISS or NATSHIS, or through development of an alternative data collection).

National Agreement for Skills and Workforce Development performance reporting — attachment

Attachment contents

NASWD Indicator 1	Proportion of the working age population at literacy level 1, 2, and 3
Table SWD.1	Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3
Table SWD.2	Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3, by SES, Australia (SES based on SEIFA IRSD)
Table SWD.3	Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3, by SES, Australia (SES based on highest level of educational attainment)
NASWD Indicator 2	Proportion of 20–64 year olds who do not have qualifications at or above a AQF Certificate III
Table SWD.4	Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, 2006 (by Indigenous status)
Table SWD.5	Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, 2006 (by SES based on SEIFA IRSD)
Table SWD.6	Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, 2008
NASWD Indicator 3	Proportion of graduates employed after completing training, by previous employment status
Table SWD.7	Proportion of graduates employed after completing training, by previous employment status, 2008 (by Indigenous status)
Table SWD.8	Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by Indigenous status)
Table SWD.9	Proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on SEIFA IRSD)
Table SWD.10	Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on SEIFA IRSD)
Table SWD.11	Proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on highest level of educational attainment)
Table SWD.12	Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on highest level of educational attainment)
NASWD Indicator 4	The percentage of graduates with improved employment status after training
Table SWD.13	The percentage of graduates with improved employment status after training, 2008 (by Indigenous status)
Table SWD.14	Relative standard errors for the percentage of graduates with improved employment status after training, 2008 (by Indigenous status)
Table SWD.15	Percentage of graduates with improved employment status after training, 2008 (by SES based on SEIFA IRSD)
Table SWD.16	Relative standard errors for the percentage of graduates with improved employment status after training, 2008 (by SES based on SEIFA IRSD)
Table SWD.17	Percentage of graduates with improved employment status after training, 2008 (by SES based on highest level of educational attainment)
Table SWD.18	Relative standard errors for the percentage of graduates with improved employment status after training, 2008 (by SES based on highest level of educational attainment)
NASWD Indicator 5	The number of hard to fill vacancies
Table SWD.19	Skilled Vacancies Index 2008
NASWD Indicator 6	Proportion of people employed at or above the level of their qualification, by field of study

NASWD Indicator 1:

Proportion of the working age population at literacy level 1, 2 and 3

Table SWD.1

Table SWD.1 Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3 (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										
Document literacy										
Persons at literacy level 1	'000	718.0	580.5	364.7	175.5	145.2	61.3	22.5	19.6	2 087.4
Persons at literacy level 2	'000	1 237.8	996.6	803.1	383.9	279.9	89.6	45.5	29.8	3 866.2
Persons at literacy level 3	'000	1 682.2	1 230.1	1 032.8	523.7	379.7	114.5	98.4	43.8	5 105.3
Persons at literacy levels 1 and 2	'000	1 955.8	1 577.1	1 167.8	559.4	425.1	151.0	68.0	49.3	5 953.5
Persons at literacy levels 1, 2 and 3	'000	3 638.0	2 807.2	2 200.7	1 083.1	804.8	265.5	166.4	93.1	11 058.8
Persons at literacy levels 4 and 5	'000	901.6	618.5	491.0	277.4	212.0	52.6	63.3	16.6	2 633.0
Total persons	'000	4 539.6	3 425.7	2 691.7	1 360.5	1 016.8	318.1	229.7	109.7	13 691.8
Proportion of 15–64 year old population at literacy levels 1 and 2	%	43.1	46.0	43.4	41.1	41.8	47.5	29.6	44.9	43.5
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	80.1	81.9	81.8	79.6	79.2	83.5	72.4	84.9	80.8
Numeracy										
Persons at literacy level 1	'000	923.8	728.8	456.6	242.1	183.8	75.9	28.6	24.0	2 663.6
Persons at literacy level 2	'000	1 332.5	1 045.0	871.6	423.1	300.7	96.3	50.5	35.5	4 155.2
Persons at literacy level 3	'000	1 458.6	1 081.7	926.9	460.5	344.4	101.5	89.4	36.2	4 499.0
Persons at literacy levels 1 and 2	'000	2 256.3	1 773.8	1 328.2	665.1	484.5	172.2	79.2	59.5	6 818.9
Persons at literacy levels 1, 2 and 3	'000	3 714.9	2 855.5	2 255.1	1 125.6	828.8	273.8	168.6	95.7	11 317.9
Persons at literacy levels 4 and 5	'000	824.6	570.3	436.6	234.9	188.0	44.3	61.2	14.1	2 373.9
Total persons	'000	4 539.6	3 425.7	2 691.7	1 360.5	1 016.8	318.1	229.7	109.7	13 691.8
Proportion of 15–64 year old population at literacy levels 1 and 2	%	49.7	51.8	49.3	48.9	47.6	54.1	34.5	54.2	49.8
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	81.8	83.4	83.8	82.7	81.5	86.1	73.4	87.2	82.7

Table SWD.1

Table SWD.1 Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3 (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>
Relative standard error										
Document literacy										
Persons at literacy level 1	%	7.8	8.6	7.6	12.4	9.3	14.9	20.9	22.1	3.6
Persons at literacy level 2	%	5.6	6.8	6.1	6.6	6.2	10.1	15.9	17.8	3.3
Persons at literacy level 3	%	6.5	4.6	5.1	5.4	5.6	8.2	8.7	10.3	3.0
Persons at literacy levels 1 and 2	%	3.9	4.7	4.5	5.2	5.2	7.6	9.8	12.1	2.5
Persons at literacy levels 1, 2 and 3	%	2.2	1.5	1.6	2.0	2.4	3.3	4.4	3.2	1.0
Persons at literacy levels 4 and 5	%	8.9	6.9	7.1	7.9	9.3	16.4	11.6	18.1	4.1
Total persons	%	–	–	–	–	–	–	–	–	–
Proportion of 15–64 year old population at literacy levels 1 and 2	%	3.9	4.7	4.5	5.2	5.2	7.6	9.8	12.1	2.5
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	2.2	1.5	1.6	2.0	2.4	3.3	4.4	3.2	1.0
Numeracy										
Persons at literacy level 1	%	6.4	7.0	7.6	10.2	8.8	14.8	19.9	16.4	3.7
Persons at literacy level 2	%	6.3	5.8	4.6	6.2	5.8	14.0	14.2	12.2	3.0
Persons at literacy level 3	%	4.8	5.9	5.1	5.6	5.7	12.4	7.4	11.7	3.2
Persons at literacy levels 1 and 2	%	4.0	3.5	3.3	4.8	4.1	7.2	9.9	8.2	2.0
Persons at literacy levels 1, 2 and 3	%	1.4	1.9	1.7	1.8	2.0	2.5	4.6	2.9	0.8
Persons at literacy levels 4 and 5	%	6.5	9.5	8.6	8.8	8.7	15.2	12.7	20.0	3.7
Total persons	%	–	–	–	–	–	–	–	–	–
Proportion of 15–64 year old population at literacy levels 1 and 2	%	4.0	3.5	3.3	4.8	4.1	7.2	9.9	8.2	2.0
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	1.4	1.9	1.7	1.8	2.0	2.5	4.6	2.9	0.8

(a) Working age population refers to persons aged 15–64 years.

– Nil or rounded to zero.

Source: ABS (unpublished) Adult Learning and Life Skills, 2006.

Table SWD.2

Table SWD.2 **Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3, by SES, Australia (SES based on SEIFA IRSD) (a)**

	<i>Unit</i>	<i>quintile 1</i>	<i>quintile 2</i>	<i>quintile 3</i>	<i>quintile 4</i>	<i>quintile 5</i>
		Estimate				
Document literacy						
Persons at literacy level 1	'000	742.4	447.6	348.9	320.4	221.5
Persons at literacy level 2	'000	870.3	848.4	804.1	753.2	580.7
Persons at literacy level 3	'000	806.3	983.1	1 085.4	1 069.3	1 139.3
Persons at literacy levels 1 and 2	'000	1 612.6	1 296.0	1 153.0	1 073.6	802.2
Persons at literacy levels 1, 2 and 3	'000	2 419.0	2 279.1	2 238.4	2 142.9	1 941.5
Persons at literacy levels 4 and 5	'000	267.4	401.4	536.6	621.7	799.7
Total persons	'000	2 686.3	2 680.6	2 775.1	2 764.7	2 741.2
Proportion of 15–64 year old population at literacy levels 1 and 2	%	60.0	48.3	41.5	38.8	29.3
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	90.0	85.0	80.7	77.5	70.8
Numeracy						
Persons at literacy level 1	'000	910.2	574.2	454.3	415.6	300.6
Persons at literacy level 2	'000	868.0	938.2	861.4	809.5	668.3
Persons at literacy level 3	'000	661.3	815.3	983.5	989.4	1 030.0
Persons at literacy levels 1 and 2	'000	1 778.2	1 512.5	1 315.7	1 225.0	968.9
Persons at literacy levels 1, 2 and 3	'000	2 439.4	2 327.8	2 299.2	2 214.4	1 998.9
Persons at literacy levels 4 and 5	'000	246.9	352.8	475.9	550.3	742.3
Total persons	'000	2 686.3	2 680.6	2 775.1	2 764.7	2 741.2
Proportion of 15–64 year old population at literacy levels 1 and 2	%	66.2	56.4	47.4	44.3	35.3
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	90.8	86.8	82.9	80.1	72.9

Table SWD.2

Table SWD.2 **Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3, by SES, Australia (SES based on SEIFA IRSD) (a)**

	<i>Unit</i>	<i>quintile 1</i>	<i>quintile 2</i>	<i>quintile 3</i>	<i>quintile 4</i>	<i>quintile 5</i>
Relative standard error						
Document literacy						
Persons at literacy level 1	%	8.0	9.6	10.2	10.9	15.1
Persons at literacy level 2	%	9.1	8.7	7.4	9.9	12.2
Persons at literacy level 3	%	8.4	10.1	7.5	7.2	7.0
Persons at literacy levels 1 and 2	%	7.0	7.4	6.2	8.5	9.2
Persons at literacy levels 1, 2 and 3	%	5.6	6.6	6.1	6.9	6.3
Persons at literacy levels 4 and 5	%	15.3	12.7	9.0	10.7	7.8
Total persons	%	5.6	6.3	5.9	6.6	5.6
Proportion of 15–64 year old population at literacy levels 1 and 2	%	3.3	4.1	3.6	4.9	6.4
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	1.5	1.9	1.6	2.3	2.4
Numeracy						
Persons at literacy level 1	%	7.1	9.1	10.1	12.5	12.5
Persons at literacy level 2	%	7.6	7.9	9.1	11.1	10.1
Persons at literacy level 3	%	10.3	8.3	8.2	9.7	7.9
Persons at literacy levels 1 and 2	%	6.5	7.0	6.6	8.4	8.2
Persons at literacy levels 1, 2 and 3	%	5.7	6.2	6.1	7.1	6.1
Persons at literacy levels 4 and 5	%	11.2	11.7	11.5	10.5	9.5
Total persons	%	5.6	6.3	5.9	6.6	5.6
Proportion of 15–64 year old population at literacy levels 1 and 2	%	3.2	3.5	3.9	4.6	6.3
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	1.0	1.3	2.0	2.1	2.7

(a) SES based on ABS SEIFA IRSD quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

Source : ABS (unpublished) *Adult Learning and Life Skills*, 2006.

Table SWD.3 Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3, by SES, Australia (SES based on highest level of educational attainment) (a)

	<i>Unit</i>	<i>Year 12 or below (b)</i>	<i>Certificate III/IV</i>	<i>Diploma / Advanced Diploma</i>	<i>Bachelor Degree or above</i>
Estimate					
Document literacy					
Persons at literacy level 1	'000	1 610.8	278.2	86.2	82.9
Persons at literacy level 2	'000	2 336.7	776.1	291.4	409.8
Persons at literacy level 3	'000	2 382.9	887.9	569.0	1 203.5
Persons at literacy levels 1 and 2	'000	3 947.5	1 054.4	377.6	492.7
Persons at literacy levels 1, 2 and 3	'000	6 330.4	1 942.2	946.6	1 696.1
Persons at literacy levels 4 and 5	'000	868.9	300.5	258.0	1 180.4
Total persons	'000	7 199.3	2 242.7	1 204.6	2 876.5
Proportion of 15–64 year old population at literacy levels 1 and 2	%	54.8	47.0	31.3	17.1
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	87.9	86.6	78.6	59.0
Numeracy					
Persons at literacy level 1	'000	1 964.7	400.0	142.5	123.1
Persons at literacy level 2	'000	2 458.6	801.0	369.2	470.9
Persons at literacy level 3	'000	2 067.6	767.7	490.4	1 117.7
Persons at literacy levels 1 and 2	'000	4 423.3	1 201.0	511.7	593.9
Persons at literacy levels 1, 2 and 3	'000	6 490.9	1 968.8	1 002.1	1 711.7
Persons at literacy levels 4 and 5	'000	708.4	274.0	202.5	1 164.9
Total persons	'000	7 199.3	2 242.7	1 204.6	2 876.5
Proportion of 15–64 year old population at literacy levels 1 and 2	%	61.4	53.6	42.5	20.6
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	90.2	87.8	83.2	59.5
Relative standard error					
Document literacy					
Persons at literacy level 1	%	4.0	9.6	21.1	18.2
Persons at literacy level 2	%	3.2	8.4	12.8	8.5
Persons at literacy level 3	%	3.2	7.9	6.9	5.9
Persons at literacy levels 1 and 2	%	2.5	7.0	9.2	8.1
Persons at literacy levels 1, 2 and 3	%	1.5	3.2	4.4	4.1
Persons at literacy levels 4 and 5	%	7.8	9.6	12.5	5.4
Total persons	%	1.2	2.8	4.1	2.6
Proportion of 15–64 year old population at literacy levels 1 and 2	%	2.1	6.1	8.4	7.7
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	1.0	1.5	2.9	3.3

Table SWD.3 Proportion of the working age population (15–64 years) at literacy level 1, 2 and 3, by SES, Australia (SES based on highest level of educational attainment) (a)

	<i>Unit</i>	<i>Year 12 or below (b)</i>	<i>Certificate III/IV</i>	<i>Diploma / Advanced Diploma</i>	<i>Bachelor Degree or above</i>
Numeracy					
Persons at literacy level 1	%	5.0	11.1	13.8	15.8
Persons at literacy level 2	%	4.2	6.0	10.4	11.1
Persons at literacy level 3	%	4.3	7.1	6.6	7.0
Persons at literacy levels 1 and 2	%	2.2	4.7	7.9	9.5
Persons at literacy levels 1, 2 and 3	%	1.5	3.2	4.8	5.0
Persons at literacy levels 4 and 5	%	8.6	11.5	16.5	6.5
Total persons	%	1.2	2.8	4.1	2.6
Proportion of 15–64 year old population at literacy levels 1 and 2	%	1.7	3.6	6.8	9.0
Proportion of 15–64 year old population at literacy levels 1, 2 and 3	%	0.9	1.6	3.1	4.2

(a) SES based on highest level of educational attainment.

(b) Year 12 or below includes Certificate I, II, I or II, and Certificate nfd.

Source: ABS (unpublished) Adult Learning and Life Skills, 2006.

NAWSD Indicator 2:

**Proportion of 20–64 year olds
who do not have qualifications
at or above a AQF Certificate III**

Table SWD.4

Table SWD.4 **Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, by Indigenous status, 2006 (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 (b)</i>
Indigenous										
20–64 year old population without qualifications at or above Cert. III	no.	40 170	8 483	39 302	19 003	8 120	5 258	1 066	20 097	141 579
Total 20–64 year old population (c)	no.	55 409	12 488	52 253	23 474	10 510	7 399	1 833	22 753	186 230
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	72.5	67.9	75.2	81.0	77.3	71.1	58.2	88.3	76.0
Non-Indigenous										
20–64 year old population without qualifications at or above Cert. III	no.	1 621 322	1 297 298	1 075 440	508 882	437 771	135 729	72 493	36 626	5 186 234
Total 20–64 year old population (c)	no.	3 348 538	2 622 781	2 022 651	1 011 619	798 062	241 920	186 638	78 173	10 311 528
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	48.4	49.5	53.2	50.3	54.9	56.1	38.8	46.9	50.3
All (d)										
20–64 year old population without qualifications at or above Cert. III	no.	1 678 725	1 320 091	1 124 016	532 749	449 933	142 410	74 119	57 157	5 379 964
Total 20–64 year old population (c)	no.	3 432 481	2 658 623	2 089 843	1 043 206	814 764	251 500	189 591	101 676	10 582 955
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	48.9	49.7	53.8	51.1	55.2	56.6	39.1	56.2	50.8

(a) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Based on ABS decision tree for determination of level of highest education attainment.

(b) Australia includes 'Other Territories'.

(c) Total population of all persons aged 20–64 years, excluding persons whose level of education was not stated.

(d) All persons includes those for whom Indigenous status is unknown.

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

Table SWD.5

Table SWD.5 **Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, 2006 (by SES based on SEIFA IRSD) (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>
SEIFA IRSD quintile 1										
20–64 year old population without qualifications at or above Certificate III	no.	309 825	162 546	159 382	25 623	112 661	52 951	259	23 021	847 025
Total 20–64 year old population (d)	no.	499 926	249 649	240 800	41 117	168 667	81 939	411	31 787	1 315 546
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	62.0	65.1	66.2	62.3	66.8	64.6	63.0	72.4	64.4
SEIFA IRSD quintile 2										
20–64 year old population without qualifications at or above Certificate III	no.	472 786	296 250	249 308	68 669	138 583	47 682	933	4 329	1 278 540
Total 20–64 year old population (d)	no.	847 101	512 120	412 534	120 392	235 947	80 080	1 772	8 161	2 218 107
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	55.8	57.8	60.4	57.0	58.7	59.5	52.7	53.0	57.6
SEIFA IRSD quintile 3										
20–64 year old population without qualifications at or above Certificate III	no.	365 721	243 775	240 847	207 452	47 729	17 206	2 863	8 747	1 134 340
Total 20–64 year old population (d)	no.	728 557	465 062	431 529	368 875	81 629	32 183	7 251	17 316	2 132 402
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	50.2	52.4	55.8	56.2	58.5	53.5	39.5	50.5	53.2

Table SWD.5

Table SWD.5 **Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, 2006 (by SES based on SEIFA IRSD) (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>
SEIFA IRSD quintile 4										
20–64 year old population without qualifications at or above Certificate III	no.	257 731	363 497	283 713	127 285	101 317	24 220	16 717	13 691	1 188 171
Total 20–64 year old population (d)	no.	581 243	766 731	562 266	251 428	204 047	56 660	40 173	29 412	2 491 960
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	44.3	47.4	50.5	50.6	49.7	42.7	41.6	46.5	47.7
SEIFA IRSD quintile 5 (e)										
20–64 year old population without qualifications at or above Certificate III	no.	269 276	251 905	185 873	101 499	48 641	–	52 551	6 050	915 795
Total 20–64 year old population (d)	no.	769 169	660 904	434 351	257 203	122 742	–	138 313	13 061	2 395 743
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	35.0	38.1	42.8	39.5	39.6	–	38.0	46.3	38.2

(a) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Based on ABS decision tree for determination of level of highest education attainment.

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

(c) Australia includes 'Other Territories'.

(d) Total population of all persons aged 20–64 years, excluding persons whose level of education was not stated.

(e) No persons in the fifth quintile were recorded for Tasmania

– Nil or rounded to zero.

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

Table SWD.6

Table SWD.6 **Proportion of 20–64 year old population who do not have qualifications at or above Certificate III, 2008 (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										
20–64 year old population without qualifications at or above Certificate III	'000	1 876.5	1 469.7	1 242.4	641.9	475.7	149.4	79.8	49.6	5 985.0
Total 20–64 year old population (b)	'000	4 077.2	3 110.6	2 478.0	1 269.8	918.9	280.8	210.0	95.4	12 440.6
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	46.0	47.2	50.1	50.6	51.8	53.2	38.0	52.0	48.1
Relative standard error (RSE)										
20–64 year old population without qualifications at or above Certificate III	%	1.3	1.5	1.7	2.9	2.4	3.3	4.3	8.5	0.5
Total 20–64 year old population (b)	%	0.2	0.4	0.7	0.8	1.2	0.5	0.5	7.4	0.2
Proportion of 20–64 year old population without qualifications at or above Certificate III	%	1.3	1.5	1.6	2.7	1.7	3.3	4.2	3.2	0.5

(a) 'Certificate III or above' includes Certificate III, IV, Diploma, Advanced Diploma, Bachelors degree and above. Based on ABS decision tree for determination of level of highest education attainment.

(b) Total population of all persons aged 20–64 years.

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

NASWD Indicator 3:

**Proportion of graduates employed
after completing training, by
previous employment status**

Table SWD.7

Table SWD.7 **Proportion of graduates employed after completing training, by previous employment status, 2008 (by Indigenous status) (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										
Proportion of VET graduates employed after training										
Employed prior to training (e)	%	73.2	75.4	74.2	77.6	86.1	77.0	89.9	87.1	76.5
Employed full time	%	49.0	58.1	48.0	42.5	np	44.9	74.3	58.4	49.2
Employed part time	%	24.0	17.3	26.2	34.8	np	32.1	np	27.3	27.1
Unemployed prior to training	%	9.9	11.7	15.7	3.9	4.5	np	–	10.0	10.7
Not in labour force prior to training	%	12.0	12.9	9.8	18.5	np	np	–	np	11.2
Not employed (NFI) prior to training	%	np	–	np	–	–	–	np	–	np
Non-Indigenous										
Proportion of VET graduates employed after training										
Employed prior to training (e)	%	83.9	83.5	86.3	85.8	82.5	88.2	89.7	88.4	84.6
Employed full time	%	48.9	44.1	53.5	51.8	43.6	51.3	51.5	60.8	48.6
Employed part time	%	34.2	38.4	32.0	33.1	38.2	35.4	37.8	26.5	35.2
Unemployed prior to training	%	8.7	7.8	5.8	4.7	7.9	5.8	3.9	5.3	7.2
Not in labour force prior to training	%	7.3	8.3	7.6	9.2	9.2	5.6	6.3	6.3	7.9
Not employed (NFI) prior to training	%	0.2	0.4	0.3	0.4	np	0.4	–	–	0.3
All (f)										
Proportion of VET graduates employed after training										
Employed prior to training (e)	%	83.9	83.4	85.9	85.6	82.6	87.8	89.8	88.3	84.5
Employed full time	%	49.0	44.1	53.2	51.6	43.3	51.0	52.3	60.6	48.6
Employed part time	%	33.9	38.2	31.6	33.1	38.2	35.2	37.1	26.4	34.9
Unemployed prior to training	%	8.5	7.9	6.2	4.7	7.8	6.0	3.8	5.9	7.3
Not in labour force prior to training	%	7.3	8.3	7.7	9.4	9.1	5.7	6.2	5.8	7.9
Not employed (NFI) prior to training	%	0.4	0.4	0.3	0.3	np	0.4	np	–	0.4

Table SWD.7 Proportion of graduates employed after completing training, by previous employment status, 2008 (by Indigenous status) (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>
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NFI = No further information.

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

(b) 'Graduate' is defined as a past student who was awarded a qualification during the survey reference year. This excludes those students who left their training before completing a qualification.

(c) 'Employed after training' includes full time or part time employment.

(d) Relative standard errors (RSE) for the proportions data are included in table SWD.8. Estimates with RSE's greater than 25 per cent should be used with caution.

(e) Includes hours not stated. Does not include persons whose prior employment status was not stated.

(f) All graduates includes those for whom Indigenous status is unknown.

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

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

Table SWD.8

Table SWD.8 **Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by Indigenous status) (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										
Proportion of VET graduates employed after training										
Employed prior to training	%	8.7	11.6	6.0	8.7	8.5	10.4	10.7	5.4	3.5
Employed full time	%	16.4	17.7	12.6	20.2	np	20.2	20.4	10.6	7.2
Employed part time	%	29.2	39.6	19.4	22.2	np	26.2	np	19.3	11.4
Unemployed prior to training	%	42.1	54.8	28.8	50.7	55.0	np	–	44.4	18.6
Not in labour force prior to training	%	29.5	51.3	38.3	35.6	np	np	–	np	16.8
Not employed (NFI) prior to training	%	np	–	np	–	–	–	np	–	np
Non-Indigenous										
Proportion of VET graduates employed after training										
Employed prior to training	%	1.0	0.9	0.8	1.1	2.2	1.3	1.9	1.9	0.5
Employed full time	%	2.3	2.3	2.0	2.6	5.4	3.2	4.8	4.4	1.1
Employed part time	%	3.2	2.6	3.2	3.9	5.9	4.5	6.4	9.8	1.5
Unemployed prior to training	%	7.6	7.3	8.3	12.5	16.9	14.8	30.5	23.1	4.0
Not in labour force prior to training	%	7.7	7.0	7.0	8.6	15.1	14.3	19.2	19.5	3.6
Not employed (NFI) prior to training	%	49.8	29.4	38.6	40.3	np	44.6	–	–	18.0
All										
Proportion of VET graduates employed after training										
Employed prior to training	%	1.0	0.9	0.8	1.1	2.2	1.3	1.8	1.8	0.5
Employed full time	%	2.3	2.3	1.9	2.6	5.4	3.2	4.7	4.0	1.1
Employed part time	%	3.2	2.5	3.1	3.8	5.8	4.4	6.4	8.7	1.4
Unemployed prior to training	%	7.4	7.2	8.0	12.3	16.5	14.2	30.5	20.8	3.9
Not in labour force prior to training	%	7.4	6.9	6.9	8.4	14.8	13.8	19.2	18.4	3.5
Not employed (NFI) prior to training	%	40.3	29.4	37.7	40.3	np	44.6	np	–	18.0

NFI = No further information.

(a) See table SWD.7 for detailed footnotes.

Table SWD.8

Table SWD.8 Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by Indigenous status) (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>
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– Nil or rounded to zero. **np** Not published.

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

Table SWD.9

Table SWD.9 **Proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on SEIFA IRSD) (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>
SEIFA IRSD quintile 1										
Proportion of VET graduates employed after training										
Employed prior to training (f)	%	81.9	76.1	81.5	91.0	83.0	85.8	75.0	79.1	81.3
Employed full time	%	50.4	39.6	58.5	67.3	43.2	51.6	np	46.5	47.8
Employed part time	%	31.5	34.6	20.9	23.7	39.4	32.1	np	32.3	32.6
Unemployed prior to training	%	10.5	11.6	11.5	np	9.9	7.7	–	10.7	10.1
Not in labour force prior to training	%	7.1	10.4	7.0	np	6.0	5.9	np	10.1	7.7
Not employed (NFI) prior to training	%	np	1.9	–	–	np	np	–	–	0.8
SEIFA IRSD quintile 2										
Proportion of VET graduates employed after training										
Employed prior to training (f)	%	81.6	85.3	89.0	82.1	83.3	88.2	84.5	94.7	84.1
Employed full time	%	47.9	45.8	56.5	45.2	40.8	52.7	64.3	70.7	47.7
Employed part time	%	32.2	38.0	31.9	35.4	42.4	34.0	np	20.3	35.1
Unemployed prior to training	%	10.3	7.0	5.2	5.6	8.0	6.9	np	np	8.1
Not in labour force prior to training	%	7.7	7.5	5.0	11.2	8.2	4.4	np	np	7.4
Not employed (NFI) prior to training	%	np	np	np	np	np	np	np	–	0.4
SEIFA IRSD quintile 3										
Proportion of VET graduates employed after training										
Employed prior to training (f)	%	82.9	83.7	85.9	84.9	84.4	88.1	100.0	87.9	84.1
Employed full time	%	47.8	48.4	56.4	50.0	47.0	47.0	63.7	54.4	49.3
Employed part time	%	33.7	33.9	29.1	34.3	32.5	39.0	27.9	32.7	33.5
Unemployed prior to training	%	7.1	8.5	5.8	5.3	7.7	4.9	–	5.8	7.0
Not in labour force prior to training	%	9.1	7.7	8.2	9.2	7.9	7.0	–	6.3	8.4
Not employed (NFI) prior to training	%	0.9	np	np	np	–	–	–	–	0.5

Table SWD.9

Table SWD.9 **Proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on SEIFA IRSD) (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>
SEIFA IRSD quintile 4										
Proportion of VET graduates employed after training										
Employed prior to training (f)	%	87.4	81.8	85.5	87.0	83.0	89.1	93.8	86.2	84.7
Employed full time	%	43.2	39.6	53.3	52.2	44.8	48.2	47.4	61.4	44.9
Employed part time	%	44.1	41.7	31.6	33.3	36.8	39.3	46.3	24.8	39.2
Unemployed prior to training	%	6.6	8.6	6.5	4.3	5.1	3.5	np	5.9	6.8
Not in labour force prior to training	%	6.0	9.3	7.8	8.7	11.9	7.0	5.0	7.9	8.3
Not employed (NFI) prior to training	%	–	np	np	–	–	np	–	–	0.2
SEIFA IRSD quintile 5										
Proportion of VET graduates employed after training										
Employed prior to training (f)	%	87.1	86.6	85.8	86.1	76.9	100.0	87.7	89.9	86.1
Employed full time	%	55.4	45.7	52.1	53.7	43.3	73.2	53.8	64.8	51.7
Employed part time	%	30.6	40.0	32.4	31.7	33.4	np	33.8	23.2	33.4
Unemployed prior to training	%	7.2	5.6	6.0	4.0	8.3	–	5.6	7.3	6.1
Not in labour force prior to training	%	5.6	7.5	7.9	10.0	14.8	–	6.8	2.8	7.6
Not employed (NFI) prior to training	%	np	np	0.3	–	–	–	–	–	0.2

NFI = No further information.

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

(b) 'Graduate' is defined as a past student who was awarded a qualification during the survey reference year. This excludes those students who left their training before completing a qualification.

(c) 'Employed after training' includes full time or part time employment.

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

(e) Relative standard errors for the proportions data are included in table SWD.10. Estimates with RSE's greater than 25 per cent should be used with caution.

(f) Includes hours not stated. Does not include persons whose prior employment status was not stated.

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

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

Table SWD.10 Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on SEIFA IRSD) (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>
SEIFA IRSD quintile 1										
Proportion of VET graduates employed after training										
Employed prior to training	%	2.6	3.4	5.2	4.6	4.2	2.4	28.4	8.1	1.5
Employed full time	%	5.8	7.9	9.8	10.3	12.1	5.9	np	19.0	3.5
Employed part time	%	8.5	8.5	20.4	25.6	13.0	8.9	np	28.2	4.8
Unemployed prior to training	%	15.4	17.1	30.9	np	25.7	21.4	–	41.6	9.3
Not in labour force prior to training	%	20.4	17.0	35.5	np	38.5	22.7	np	48.2	10.9
Not employed (NFI) prior to training	%	np	44.8	–	–	np	np	–	–	32.5
SEIFA IRSD quintile 2										
Proportion of VET graduates employed after training										
Employed prior to training	%	2.1	1.7	2.6	3.5	3.9	2.2	8.9	2.9	1.1
Employed full time	%	4.6	4.7	6.8	8.5	9.7	5.3	16.9	8.7	2.6
Employed part time	%	6.4	5.5	10.9	10.1	9.2	7.8	np	26.4	3.3
Unemployed prior to training	%	13.3	13.9	33.7	35.4	30.2	23.1	np	np	8.5
Not in labour force prior to training	%	14.4	15.8	27.9	19.4	29.3	26.3	np	np	8.6
Not employed (NFI) prior to training	%	np	np	np	np	np	np	np	–	40.9
SEIFA IRSD quintile 3										
Proportion of VET graduates employed after training										
Employed prior to training	%	2.0	2.2	2.8	1.9	5.9	4.1	–	3.9	1.1
Employed full time	%	5.1	4.7	7.1	4.5	14.2	10.3	19.4	9.3	2.5
Employed part time	%	7.1	6.0	12.3	6.3	17.5	12.1	39.7	14.6	3.5
Unemployed prior to training	%	15.6	17.5	26.8	18.8	47.7	47.7	–	45.5	9.4
Not in labour force prior to training	%	13.9	16.2	23.5	14.1	47.2	41.8	–	36.9	7.9
Not employed (NFI) prior to training	%	55.1	np	np	np	–	–	–	–	38.5
SEIFA IRSD quintile 4										
Proportion of VET graduates employed after training										

Table SWD.10 Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on SEIFA IRSD) (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 prior to training	%	2.1	1.9	2.0	2.3	4.8	2.7	2.0	3.9	1.0
Employed full time	%	6.7	4.9	5.4	6.0	11.3	7.5	9.9	8.2	2.7
Employed part time	%	6.7	4.6	8.1	8.7	13.2	9.2	10.2	18.8	3.0
Unemployed prior to training	%	22.9	13.4	16.5	23.3	53.5	44.1	np	37.5	9.1
Not in labour force prior to training	%	18.1	12.6	18.0	19.9	26.5	27.0	34.9	34.8	7.6
Not employed (NFI) prior to training	%	—	np	np	—	—	np	—	—	56.2
SEIFA IRSD quintile 5										
Proportion of VET graduates employed after training										
Employed prior to training	%	2.0	1.9	1.0	2.2	7.8	—	2.7	3.7	0.8
Employed full time	%	4.7	5.2	2.5	5.2	16.2	20.3	5.7	7.3	1.9
Employed part time	%	7.6	5.8	3.8	8.3	20.0	np	8.5	16.8	2.7
Unemployed prior to training	%	20.1	19.5	10.5	28.8	46.0	—	33.3	43.5	8.0
Not in labour force prior to training	%	18.1	16.8	8.4	16.5	35.2	—	24.5	43.6	6.3
Not employed (NFI) prior to training	%	np	np	43.4	—	—	—	—	—	37.1

NFI = No further information.

(a) See table SWD.9 for detailed footnotes.

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

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

Table SWD.11 Proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on highest level of educational attainment) (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>
Bachelor degree or above										
Proportion of VET graduates employed after training										
Employed prior to training (e)	%	83.0	89.0	92.3	85.6	92.1	96.8	87.5	96.7	88.1
Employed full time	%	54.3	57.6	61.3	60.7	66.1	59.3	63.3	83.7	58.6
Employed part time	%	28.4	30.2	30.0	24.9	25.8	36.3	24.2	11.3	28.8
Unemployed prior to training	%	11.3	6.3	2.0	np	np	np	5.9	np	6.3
Not in labour force prior to training	%	5.4	4.2	5.7	10.8	np	np	np	np	5.3
Not employed (NFI) prior to training	%	np	np	—	—	—	—	—	—	0.2
Diploma/Advanced Diploma										
Proportion of VET graduates employed after training										
Employed prior to training (e)	%	87.7	86.0	91.8	90.3	84.3	90.4	94.3	96.9	88.4
Employed full time	%	57.8	58.1	63.9	57.8	43.8	59.7	68.3	84.2	59.1
Employed part time	%	29.6	27.7	26.4	31.6	40.4	29.5	26.0	12.8	28.8
Unemployed prior to training	%	6.8	7.0	3.2	np	np	8.2	np	np	5.5
Not in labour force prior to training	%	5.5	6.4	5.0	7.2	np	np	np	np	6.0
Not employed (NFI) prior to training	%	—	np	np	—	—	—	—	—	np
Certificate III/IV										
Proportion of VET graduates employed after training										
Employed prior to training (e)	%	89.6	92.3	94.2	90.8	89.3	92.8	95.1	94.5	91.6
Employed full time	%	63.8	61.5	72.0	68.1	50.8	71.5	62.3	76.6	64.9
Employed part time	%	24.8	29.3	20.9	21.8	36.9	18.5	32.6	14.5	25.4
Unemployed prior to training	%	5.2	3.6	3.6	1.4	4.0	4.4	np	np	3.9
Not in labour force prior to training	%	4.9	4.1	2.1	7.1	6.7	2.5	np	np	4.3
Not employed (NFI) prior to training	%	np	—	np	np	—	np	—	—	0.2

Table SWD.11 Proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on highest level of educational attainment) (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>
Year 12 or equivalent or below (f)										
Proportion of VET graduates employed after training										
Employed prior to training (e)	%	80.7	79.0	81.1	82.9	78.2	84.0	87.3	83.6	80.5
Employed full time	%	40.8	33.3	44.0	44.1	36.7	39.1	38.9	46.8	39.4
Employed part time	%	38.8	44.8	36.4	37.9	40.4	43.9	47.5	36.0	40.3
Unemployed prior to training	%	9.9	10.0	8.1	6.3	10.6	7.5	4.2	8.4	9.1
Not in labour force prior to training	%	9.0	10.6	10.5	10.6	10.4	8.3	8.2	8.0	10.0
Not employed (NFI) prior to training	%	0.5	0.4	0.4	np	np	np	np	–	0.4
All (g)										
Proportion of VET graduates employed after training										
Employed prior to training (e)	%	83.9	83.4	85.9	85.6	82.6	87.8	89.8	88.3	84.5
Employed full time	%	49.0	44.1	53.2	51.6	43.3	51.0	52.3	60.6	48.6
Employed part time	%	33.9	38.2	31.6	33.1	38.2	35.2	37.1	26.4	34.9
Unemployed prior to training	%	8.5	7.9	6.2	4.7	7.8	6.0	3.8	5.9	7.3
Not in labour force prior to training	%	7.3	8.3	7.7	9.4	9.1	5.7	6.2	5.8	7.9
Not employed (NFI) prior to training	%	0.4	0.4	0.3	0.3	np	0.4	np	–	0.4

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

(b) 'Graduate' is defined as a past student who was awarded a qualification during the survey reference year. This excludes those students who left their training before completing a qualification.

(c) 'Employed after training' includes full time or part time employment.

(d) Relative standard errors for the proportions data are included in table SWD.12. Estimates with RSE's greater than 25 per cent should be used with caution.

(e) Includes hours not stated. Does not include persons whose prior employment status was not stated.

(f) Includes Certificate I, II, secondary school, statement of attainment, certificates of competency, pre-vocational training and Certificate nfd.

(g) All graduates includes those for whom highest level of educational attainment is unknown.

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

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

Table SWD.12

Table SWD.12 **Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on highest level of educational attainment) (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>
Bachelor degree or above										
Proportion of VET graduates employed after training										
Employed prior to training	%	3.5	2.0	1.8	4.1	5.5	2.7	3.5	2.0	1.3
Employed full time	%	6.3	5.3	5.8	8.5	10.9	9.7	7.4	6.7	2.9
Employed part time	%	10.7	9.2	11.2	18.6	24.9	15.4	17.6	47.9	5.2
Unemployed prior to training	%	23.5	20.9	36.0	np	np	np	42.6	np	14.8
Not in labour force prior to training	%	27.4	28.2	27.1	27.6	np	np	np	np	13.9
Not employed (NFI) prior to training	%	np	np	–	–	–	–	–	–	61.4
Diploma/Advanced Diploma										
Proportion of VET graduates employed after training										
Employed prior to training	%	3.1	2.7	1.8	2.9	7.8	3.9	3.6	2.0	1.3
Employed full time	%	6.6	5.4	5.7	8.2	19.6	9.5	8.7	5.4	3.0
Employed part time	%	11.3	10.0	12.8	14.3	21.0	17.9	21.6	32.2	5.5
Unemployed prior to training	%	33.1	24.1	28.7	np	np	41.9	np	np	16.0
Not in labour force prior to training	%	30.9	26.1	28.7	32.6	np	np	np	np	14.2
Not employed (NFI) prior to training	%	–	np	np	–	–	–	–	–	np
Certificate III/IV										
Proportion of VET graduates employed after training										
Employed prior to training	%	1.4	1.3	0.9	1.9	3.3	1.9	3.3	2.8	0.6
Employed full time	%	3.5	3.5	2.8	3.9	9.6	4.1	8.5	6.5	1.6
Employed part time	%	8.2	6.6	8.8	10.6	12.5	13.2	13.5	27.7	3.8
Unemployed prior to training	%	17.7	21.6	18.6	38.6	51.1	33.2	np	np	10.3
Not in labour force prior to training	%	18.9	21.6	26.6	22.1	33.4	37.9	np	np	10.3
Not employed (NFI) prior to training	%	np	–	np	np	–	np	–	–	40.1

Table SWD.12

Table SWD.12 **Relative standard errors for the proportion of graduates employed after completing training, by previous employment status, 2008 (by SES based on highest level of educational attainment) (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 or equivalent or below										
Proportion of VET graduates employed after training										
Employed prior to training	%	1.4	1.4	1.3	1.6	3.3	2.1	3.2	3.0	0.7
Employed full time	%	3.8	3.9	3.1	4.1	8.5	5.7	9.0	7.0	1.8
Employed part time	%	3.9	3.0	3.6	4.5	7.6	5.2	8.0	9.0	1.7
Unemployed prior to training	%	9.0	8.7	9.4	13.6	18.0	17.2	44.1	22.9	4.6
Not in labour force prior to training	%	9.0	7.8	7.7	10.2	18.0	15.5	25.8	20.9	4.1
Not employed (NFI) prior to training	%	52.5	39.3	42.6	np	np	np	np	–	24.1
All										
Proportion of VET graduates employed after training										
Employed prior to training	%	1.0	0.9	0.8	1.1	2.2	1.3	1.8	1.8	0.5
Employed full time	%	2.3	2.3	1.9	2.6	5.4	3.2	4.7	4.0	1.1
Employed part time	%	3.2	2.5	3.1	3.8	5.8	4.4	6.4	8.7	1.4
Unemployed prior to training	%	7.4	7.2	8.0	12.3	16.5	14.2	30.5	20.8	3.9
Not in labour force prior to training	%	7.4	6.9	6.9	8.4	14.8	13.8	19.2	18.4	3.5
Not employed (NFI) prior to training	%	40.3	29.4	37.7	40.3	np	44.6	np	–	18.0

NFI = No further information.

(a) See table SWD.11 for detailed footnotes.

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

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

NASWD Indicator 4:

**The percentage of graduates
with improved employment
status after training**

Table SWD.13 The percentage of graduates with improved employment status after training, 2008 (by Indigenous status) (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>
Indigenous										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	17.9	18.7	20.4	16.0	9.0	16.9	np	8.3	16.7
Employed at a higher skill level after training	%	8.2	6.4	13.8	9.6	np	np	np	6.0	9.6
Received a job-related benefit	%	48.3	63.2	59.0	49.5	59.1	53.8	54.8	44.2	53.0
Total with improved employment status after training	%	58.1	64.1	67.0	58.4	64.7	55.8	54.8	44.8	59.8
Non-Indigenous										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	12.3	13.5	11.5	11.7	15.2	9.9	8.7	9.7	12.5
Employed at a higher skill level after training	%	12.2	12.1	14.3	14.2	15.8	11.4	18.2	13.9	13.1
Received a job-related benefit	%	56.1	59.4	61.3	58.2	66.9	57.2	61.6	59.0	59.0
Total with improved employment status after training	%	60.4	63.3	64.9	63.2	70.9	60.3	64.7	63.1	63.1

Table SWD.13 **The percentage of graduates with improved employment status after training, 2008 (by Indigenous status) (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>
All (e)										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	12.3	13.6	11.8	11.8	14.9	10.1	8.7	9.4	12.5
Employed at a higher skill level after training	%	12.0	12.0	14.3	14.0	15.6	11.3	18.0	12.5	12.9
Received a job-related benefit	%	55.9	59.4	61.3	57.8	66.7	57.0	61.6	56.3	58.9
Total with improved employment status after training	%	60.2	63.2	65.1	62.9	70.5	60.0	64.3	59.8	62.9

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

(b) 'Graduate' is defined as a past student who was awarded a qualification during the survey reference year. This excludes those students who left their training before completing a qualification.

(c) Relative standard errors for the proportions data are included in table SWD.14. Estimates with RSE's greater than 25 per cent should be used with caution.

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

(e) All graduates includes those for whom Indigenous status is unknown.

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

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

Table SWD.14

**Table SWD.14 Relative standard errors for the percentage of graduates with improved employment status after training, 2008
(by Indigenous status) (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										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	24.1	36.0	17.3	31.2	50.7	36.3	np	37.5	11.6
Employed at a higher skill level after training	%	51.9	53.9	30.9	40.2	np	np	np	44.8	20.0
Received a job-related benefit	%	13.9	13.8	10.5	13.0	21.1	14.3	25.3	13.5	5.8
Total with improved employment status after training	%	10.8	13.3	7.4	11.3	18.9	13.8	25.3	12.4	4.8
Non-Indigenous										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	5.3	4.8	5.1	6.8	10.7	9.8	16.3	14.7	2.6
Employed at a higher skill level after training	%	5.4	5.1	5.3	6.5	10.0	8.8	9.2	12.6	2.6
Received a job-related benefit	%	1.9	1.6	1.6	2.2	3.4	2.8	3.6	4.2	0.8
Total with improved employment status after training	%	1.7	1.4	1.5	1.9	3.1	2.6	3.3	3.8	0.8
All										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	5.1	4.8	4.9	6.7	10.5	9.5	16.1	13.8	2.5
Employed at a higher skill level after training	%	5.4	5.1	5.2	6.4	9.9	8.6	9.2	12.3	2.5
Received a job-related benefit	%	1.8	1.6	1.6	2.1	3.3	2.7	3.6	4.0	0.8
Total with improved employment status after training	%	1.7	1.4	1.5	1.9	3.1	2.5	3.3	3.7	0.8

**Table SWD.14 Relative standard errors for the percentage of graduates with improved employment status after training, 2008
(by Indigenous status) (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>
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(a) See table SWD.13 for detailed footnotes.

np Not published.

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

**Table SWD.15 Percentage of graduates with improved employment status after training, 2008 (by SES based on SEIFA IRSD)
(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>
SEIFA IRSD quintile 1										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	12.1	18.0	15.1	7.8	14.2	11.3	np	16.3	13.8
Employed at a higher skill level after training	%	8.3	11.7	19.4	8.1	12.8	9.5	np	15.1	10.4
Received a job-related benefit	%	53.1	57.4	60.5	59.9	65.2	55.7	np	61.5	56.6
Total with improved employment status after training	%	55.4	63.8	67.2	65.5	68.3	58.0	np	66.0	60.3
SEIFA IRSD quintile 2										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	13.5	11.8	9.1	14.3	14.4	9.7	np	4.7	12.5
Employed at a higher skill level after training	%	10.8	11.6	13.0	8.8	18.0	10.9	np	18.6	11.9
Received a job-related benefit	%	51.8	57.3	61.8	57.3	69.4	56.4	81.7	62.5	56.4
Total with improved employment status after training	%	55.5	59.8	65.3	61.6	73.4	60.7	84.1	65.8	59.8
SEIFA IRSD quintile 3										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	13.4	13.5	11.6	11.9	14.8	10.1	–	9.4	12.9
Employed at a higher skill level after training	%	12.4	10.2	13.9	12.6	16.0	13.7	np	12.0	12.1
Received a job-related benefit	%	58.0	57.3	63.8	57.0	67.7	57.7	59.5	51.6	58.3
Total with improved employment status after training	%	63.2	61.4	66.7	62.7	72.3	61.0	66.5	57.0	63.0

Table SWD.15 Percentage of graduates with improved employment status after training, 2008 (by SES based on SEIFA IRSD)
(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>
SEIFA IRSD quintile 4										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	10.0	15.3	12.6	11.0	14.2	9.4	5.2	11.1	12.7
Employed at a higher skill level after training	%	16.9	12.9	17.6	17.1	12.6	13.2	17.3	8.3	14.9
Received a job-related benefit	%	57.9	61.9	63.6	58.6	57.9	60.1	60.4	59.5	60.5
Total with improved employment status after training	%	63.3	65.8	69.2	62.4	62.7	62.0	63.5	62.8	64.9
SEIFA IRSD quintile 5										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	10.9	11.2	11.9	12.0	20.1	–	10.6	7.9	11.6
Employed at a higher skill level after training	%	13.1	13.4	13.5	17.6	20.7	np	17.2	12.3	14.0
Received a job-related benefit	%	61.5	61.9	60.5	58.4	78.6	45.0	61.4	52.4	61.1
Total with improved employment status after training	%	67.2	65.6	63.9	64.1	81.3	45.0	63.7	53.5	65.1

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

(b) 'Graduate' is defined as a past student who was awarded a qualification during the survey reference year. This excludes those students who left their training before completing a qualification.

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

(d) Relative standard errors for the proportions data are included in table SWD.16. Estimates with RSE's greater than 25 per cent should be used with caution.

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

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

Table SWD.15 Percentage of graduates with improved employment status after training, 2008 (by SES based on SEIFA IRSD)
(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>
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Source : NCVET (unpublished) Student Outcomes Survey, 2008.

**Table SWD.16 Relative standard errors for the percentage of graduates with improved employment status after training, 2008
(by SES based on SEIFA IRSD) (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>
SEIFA IRSD quintile 1										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	12.0	11.2	22.9	46.5	20.6	14.7	np	31.0	6.8
Employed at a higher skill level after training	%	14.9	15.0	27.2	53.4	23.7	17.8	np	52.3	8.4
Received a job-related benefit	%	4.7	4.8	8.6	11.9	6.7	5.0	np	12.1	2.6
Total with improved employment status after training	%	4.4	4.1	7.4	10.7	6.1	4.7	np	10.9	2.4
SEIFA IRSD quintile 2										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	9.7	10.2	21.3	16.5	19.8	16.6	np	51.3	5.8
Employed at a higher skill level after training	%	11.4	10.6	20.9	23.5	16.0	15.7	np	33.6	6.1
Received a job-related benefit	%	3.8	3.5	5.3	6.0	5.2	4.7	9.6	9.8	2.0
Total with improved employment status after training after training	%	3.6	3.3	4.8	5.4	4.7	4.3	9.1	8.9	1.9
SEIFA IRSD quintile 3										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	9.9	11.5	17.3	10.8	32.2	30.7	–	28.6	5.8
Employed at a higher skill level after training	%	10.1	12.0	22.2	10.5	31.0	23.4	np	24.6	5.8
Received a job-related benefit	%	3.7	3.7	5.7	3.5	9.5	7.9	17.8	8.7	1.9

**Table SWD.16 Relative standard errors for the percentage of graduates with improved employment status after training, 2008
(by SES based on SEIFA IRSD) (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 with improved employment status after training after training	%	3.2	3.3	5.4	3.1	8.5	7.3	14.8	7.6	1.7
SEIFA IRSD quintile 4										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	14.5	8.8	12.1	15.3	23.8	22.3	30.7	25.1	5.7
Employed at a higher skill level after training	%	13.0	9.8	10.9	12.7	23.8	18.5	19.4	33.9	5.4
Received a job-related benefit	%	4.5	2.9	3.9	5.0	8.6	5.5	7.1	7.8	1.8
Total with improved employment status after training after training	%	4.0	2.6	3.5	4.6	7.9	5.3	6.5	7.2	1.6
SEIFA IRSD quintile 5										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	13.5	12.3	6.2	14.1	26.5	—	19.7	33.8	4.8
Employed at a higher skill level after training	%	11.5	11.1	6.3	12.0	23.2	np	11.6	24.2	4.3
Received a job-related benefit	%	3.9	3.5	2.1	4.6	6.2	35.5	4.7	9.0	1.5
Total with improved employment status after training after training	%	3.4	3.2	1.9	3.9	5.7	35.5	4.3	8.1	1.3

(a) See table SWD.15 for detailed footnotes.

— Nil or rounded to zero. np Not published.

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

Table SWD.17 **Percentage of graduates with improved employment status after training, 2008 (by SES based on highest level of educational attainment) (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>
Bachelor degree or above										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	13.2	9.7	6.6	11.9	np	np	11.5	np	10.0
Employed at a higher skill level after training	%	9.3	8.0	7.9	6.2	7.0	8.8	5.3	14.7	8.2
Received a job-related benefit	%	50.4	60.1	54.4	57.7	66.7	48.9	53.5	62.3	55.7
Total with improved employment status after training	%	57.2	63.9	58.2	62.0	71.0	50.3	57.2	66.2	60.5
Diploma/Advanced Diploma										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	9.6	11.7	7.3	8.4	14.0	8.1	np	np	9.7
Employed at a higher skill level after training	%	10.2	8.9	11.4	9.0	np	4.8	7.3	9.9	9.4
Received a job-related benefit	%	58.1	57.8	64.8	61.9	74.8	58.9	62.3	54.8	60.5
Total with improved employment status after training	%	60.4	61.2	66.6	63.5	78.5	59.5	65.2	55.0	62.9
Certificate III/IV										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	8.4	6.6	5.1	7.9	9.7	6.4	np	5.1	7.1
Employed at a higher skill level after training	%	11.1	12.4	13.0	13.2	19.7	8.5	20.7	17.7	12.6
Received a job-related benefit	%	63.0	62.0	64.0	64.3	78.8	66.6	71.7	73.1	64.3

Table SWD.17 Percentage of graduates with improved employment status after training, 2008 (by SES based on highest level of educational attainment) (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 with improved employment status after training	%	65.4	63.6	65.6	67.4	79.4	68.0	73.6	77.0	66.3
Year 12 or equivalent or below (e)										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	14.3	16.7	15.5	13.7	18.1	12.6	10.1	12.1	15.3
Employed at a higher skill level after training	%	13.1	13.2	16.2	15.1	17.1	13.4	23.9	11.4	14.3
Received a job-related benefit	%	53.8	58.6	61.3	54.9	62.2	52.9	59.7	50.6	57.3
Total with improved employment status after training	%	59.1	63.2	66.1	61.5	67.2	57.4	63.0	54.5	62.3
All (f)										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	12.3	13.6	11.8	11.8	14.9	10.1	8.7	9.4	12.5
Employed at a higher skill level after training	%	12.0	12.0	14.3	14.0	15.6	11.3	18.0	12.5	12.9
Received a job-related benefit	%	55.9	59.4	61.3	57.8	66.7	57.0	61.6	56.3	58.9
Total with improved employment status after training	%	60.2	63.2	65.1	62.9	70.5	60.0	64.3	59.8	62.9

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

(b) 'Graduate' is defined as a past student who was awarded a qualification during the survey reference year. This excludes those students who left their training before completing a qualification.

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

(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.17 Percentage of graduates with improved employment status after training, 2008 (by SES based on highest level of educational attainment) (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>
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(e) Includes Certificate I, II, secondary school, statement of attainment, certificates of competency, pre-vocational training and Certificate nfd.

(f) 'All' includes those for whom highest level of educational attainment is unknown.

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

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

**Table SWD.18 Relative standard errors for the percentage of graduates with improved employment status after training, 2008
(by SES based on highest level of educational attainment) (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>
Bachelor degree or above										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	17.6	16.2	22.1	24.9	np	np	24.3	np	9.9
Employed at a higher skill level after training	%	18.9	18.6	22.8	43.5	56.7	37.9	34.6	44.1	10.3
Received a job-related benefit	%	6.2	4.8	6.6	7.8	9.8	11.5	9.3	12.8	2.8
Total with improved employment status after training	%	5.2	4.3	5.9	6.9	8.7	11.1	7.8	11.5	2.5
Diploma/Advanced Diploma										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	22.5	16.7	20.6	27.4	42.5	37.3	np	np	10.3
Employed at a higher skill level after training	%	18.3	18.7	18.0	29.4	np	40.9	42.7	64.7	9.6
Received a job-related benefit	%	5.8	5.2	5.6	7.3	8.5	8.8	9.4	13.9	2.7
Total with improved employment status after training after training	%	5.6	4.8	5.4	7.1	7.1	8.7	9.0	13.9	2.5
Certificate III/IV										
Proportion of VET graduates with improved employment status after training										
Not employed before training to employed after training	%	12.5	15.1	15.0	18.6	27.8	24.0	np	47.9	7.1
Employed at a higher skill level after training	%	12.5	11.3	12.6	15.3	18.1	19.4	20.3	26.6	5.8
Received a job-related benefit	%	3.3	3.4	3.6	4.3	5.1	4.4	7.1	6.9	1.6

**Table SWD.18 Relative standard errors for the percentage of graduates with improved employment status after training, 2008
(by SES based on highest level of educational attainment) (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 with improved employment status after training after training	%	3.1	3.3	3.4	4.0	5.1	4.3	6.7	6.1	1.6
Year 12 or equivalent or below										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	6.1	5.6	5.6	8.0	12.0	11.1	21.9	15.4	2.9
Employed at a higher skill level after training	%	6.9	6.4	6.3	7.6	12.2	10.8	11.2	18.1	3.1
Received a job-related benefit	%	2.6	2.1	2.0	2.9	4.8	4.0	5.3	5.9	1.1
Total with improved employment status after training after training	%	2.3	1.9	1.8	2.6	4.4	3.6	5.0	5.2	1.0
All										
Proportion of VET graduates with improved employed status after training										
Not employed before training to employed after training	%	5.1	4.8	4.9	6.7	10.5	9.5	16.1	13.8	2.5
Employed at a higher skill level after training	%	5.4	5.1	5.2	6.4	9.9	8.6	9.2	12.3	2.5
Received a job-related benefit	%	1.8	1.6	1.6	2.1	3.3	2.7	3.6	4.0	0.8
Total with improved employment status after training after training	%	1.7	1.4	1.5	1.9	3.1	2.5	3.3	3.7	0.8

(a) See table SWD.17 for detailed footnotes.

np Not published.

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

NASWD Indicator 5:

**The number of hard to fill
vacancies**

Table SWD.19

Table SWD.19 **Skilled Vacancies Index 2008 (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Skilled Vacancies Index - trend data									
January	96.4	110.7	94.6	95.2	104.2	99.7	np	117.1	99.0
February	92.2	110.7	90.0	96.6	103.6	100.5	np	120.7	98.0
March	88.5	109.2	85.8	97.9	102.2	99.4	np	121.3	96.7
April	85.8	107.5	82.6	98.9	100.1	97.5	np	119.3	95.4
May	83.5	106.0	80.2	99.0	98.0	96.0	np	116.2	94.1
June	80.9	104.0	77.6	98.6	96.0	95.7	np	112.9	92.2
July	76.7	100.4	73.5	97.3	93.7	95.2	np	109.9	88.9
August	71.2	94.9	68.4	94.7	90.9	93.2	np	106.8	84.3
September	64.8	88.5	63.2	90.4	87.3	89.7	np	102.7	78.8
October	57.9	81.9	58.2	83.9	82.4	84.9	np	97.2	72.5
November	51.1	75.1	52.9	75.3	76.1	78.8	np	90.8	65.6
December	44.9	67.8	47.6	65.5	69.0	71.9	np	84.1	58.4

(a) The Skilled Vacancies Index is the number of skilled vacancies in selected capital city newspapers, using trend data and converted to an index (2007 = 100). The data are based on a count of selected skilled vacancies in capital city newspapers.

(b) The data are also available for trades and professionals. Full data are available at <http://www.skillsinfo.gov.au/>

(c) Data are collected for the ACT but not published.

np Not published.

Source : DEEWR (2008) Skilled Vacancies Index.

NASWD Indicator 6:

There is currently no agreed measure, nor any available data, to inform this indicator.

**Proportion of people employed at
or above the level of their
qualification, by field of study**

**National Agreement
performance reporting:
National Agreement for Skills
and Workforce Development
— NIRA related indicators
attachment**

Attachment contents

NASWD report Indicator 7 The proportion of Indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate III, IV, Diploma and Advanced Diploma

Table NIRA.18 Proportion of 20–64 year old population with or working towards post school qualification in Certificate III, IV, Diploma and Advanced Diploma, by Indigenous status, 2006

NASWD report Indicator 7:

**The proportion of Indigenous
20–64 year olds with or working
towards post school qualification
in AQF Certificate III, IV, Diploma
and Advanced Diploma**

Table NIRA.18 Proportion of 20–64 year old population with or working towards post school qualification in Certificate III, IV, Diploma and Advanced Diploma, by Indigenous status, 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 (a)</i>
Indigenous										
20–64 year old population with qualifications at Cert. III, IV, Diploma or Advanced Diploma (b)	no.	11 694	2 952	10 197	3 363	1 857	1 712	401	2 145	34 348
20–64 year olds population working towards post school qualification (c)	no.	4 258	1 131	3 175	1 362	879	506	210	954	12 482
Total 20–64 year old population with or working towards post school qualification in Cert. III, IV, Diploma or Advanced Diploma (b), (c)	no.	15 952	4 083	13 372	4 725	2 736	2 218	611	3 099	46 830
Total 20–64 year old population (d)	no.	54 497	12 313	51 391	23 001	10 381	7 266	1 816	22 186	182 963
Proportion of 20-64 year old population with or working toward post school qualification in Cert. III, IV, Diploma and Adv. Diploma	%	29.3	33.2	26.0	20.5	26.4	30.5	33.6	14.0	25.6
Non-Indigenous										
20–64 year old population with qualifications at Cert. III, IV, Diploma or Advanced Diploma (b)	no.	930 368	688 029	572 345	294 338	214 100	65 592	41 890	24 834	2 831 790
20–64 year olds population working towards post school qualification (c)	no.	274 240	217 124	135 378	71 308	61 048	16 486	23 327	5 082	804 049
Total 20–64 year old population with or working towards post school qualification in Cert. III, IV, Diploma or Advanced Diploma (b), (c)	no.	1 204 608	905 153	707 723	365 646	275 148	82 078	65 217	29 916	3 635 839
Total 20–64 year old population (d)	no.	3 327 894	2 604 879	2 009 848	1 005 346	792 822	239 827	186 028	77 777	10 245 548
Proportion of 20-64 year old population with or working toward post school qualification in Cert. III, IV, Diploma and Adv. Diploma	%	36.2	34.7	35.2	36.4	34.7	34.2	35.1	38.5	35.5

Table NIRA.18 Proportion of 20–64 year old population with or working towards post school qualification in Certificate III, IV, Diploma and Advanced Diploma, by Indigenous status, 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 (a)</i>
		All (e)								
20–64 year old population with qualifications at Cert. III, IV, Diploma or Advanced Diploma (b)	no.	949 201	696 666	586 515	299 960	217 422	67 841	42 567	27 211	2 887 707
20–64 year olds population working towards post school qualification (c)	no.	281 410	220 619	139 655	73 317	62 454	17 147	23 690	6 081	824 436
Total 20–64 year old population with or working towards post school qualification in Cert. III, IV, Diploma or Advanced Diploma (b), (c)	no.	1 230 611	917 285	726 170	373 277	279 876	84 988	66 257	33 292	3 712 143
Total 20–64 year old population (d)	no.	3 409 953	2 639 596	2 075 696	1 036 185	809 108	249 173	188 933	100 684	10 510 583
Proportion of 20-64 year old population with or working toward post school qualification in Cert. III, IV, Diploma and Adv. Diploma	%	36.1	34.8	35.0	36.0	34.6	34.1	35.1	33.1	35.3

(a) Australia includes Other Territories.

(b) This includes persons who have indicated that they have attained one of these qualifications.

(c) This includes persons who have indicated that they are working towards a post school qualification. The Census does not enable disaggregation by qualification type, therefore this figure is an overcount of the required population.

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

(e) All persons includes those for whom Indigenous status is unknown.

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

Attachment 1: Data Quality Statements

This attachment includes copies of all DQSs as provided by the data providers. Table 2.10 lists each performance indicator in the NASWD and the page reference for the associated DQS. Table 2.11 lists the skills and workforce development related performance indicator in the NIRA and the page reference for the associated DQS.

Table 2.10 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 the working age population at literacy level 1, 2, and 3.	82
2. Proportion of 20–64 year olds who do not have qualifications at or above a AQF Certificate III.	84
3. Proportion of graduates employed after completing training, by previous employment status.	87; 91
4. The percentage of graduates with improved employment status after training.	89; 91
5. The number of hard to fill vacancies.	93
6. Proportion of people employed at or above the level of their qualification, by field of study	94

^a Performance indicators are sourced from the progress measures in the table on p.6 of the NASWD (2009b).

Table 2.11 Data quality statements for related performance indicators in the National Indigenous Reform Agreement^a

<i>Performance indicator</i>	<i>Page no. in this report</i>
7. The proportion of indigenous 20–64 year olds with or working towards post school qualification in AQF Certificate III, IV, Diploma and Advanced Diploma.	95

^a The performance indicator is sourced from the performance measures on p. 11 of the NIRA (2009c).

Data Quality Statement – Indicator 1

Indicator	Proportion of the working age population at literacy levels 1, 2 and 3
Measure (1) Document literacy	<p><u>Numerator:</u> Estimated number of persons aged 15-64 years at document literacy levels 1, 2 and 3.</p> <p><u>Denominator:</u> Estimated number of persons in the Australian population, aged 15-64.</p>
Measure (2) Numeracy	<p><u>Numerator:</u> Estimated number of persons aged 15-64 years at numeracy levels 1, 2 and 3.</p> <p><u>Denominator:</u> Estimated number of persons in the Australian population, aged 15-64.</p>
Data Source	The ABS Adult Literacy and Life Skills Survey (ALLS) collects data on aspects of literacy across five skill levels and provides disaggregation by state and territory and socio-economic status. For information on the ALLS scope and coverage, see Adult Literacy and Life Skills Survey
Institutional environment	For 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	<p>ALLS collects information on five aspects of literacy; prose, document, numeracy, problem-solving and health. Document and numeracy literacy have been used to report this indicator.</p> <p>Five skills levels are calculated for the literacy domains, with Level 1 being the lowest measured level of literacy. Level 3 is regarded by the survey developers the “minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy.”</p> <p>Disaggregation by state and territory, Socioeconomic Indexes for Areas (SEIFA) and level of highest educational attainment are available. Indigenous information is not available.</p>
Timeliness	Annual data are not available. ALLS was conducted from June 2006 to January 2007, with data released in January 2008. Another literacy survey is planned in 2011.
Accuracy	<p>The ALLS was conducted using computer assisted personal interviews. The total survey sample was 8,988 fully/adequately responding dwellings/persons.</p> <p>The measures have acceptable (less than 25%) relative standard errors (RSEs) for all disaggregations.</p> <p>In order to minimise respondent burden, not all literacy domains were directly assessed for each respondent. A process was employed to obtain proficiency scores in literacy for all individuals, even though each individual responded to only a part of the assessment item pool.</p>
Coherence	Definitions for literacy in the 2011 iteration of this survey will change, however results from previous surveys will be remodelled by the ABS to produce a single literacy domain and enable comparison over time. Numeracy will be directly comparable between 2006 and 2011.

Interpretability	Information is available to aid interpretation of the data in the Explanatory Notes and Glossary on the ABS website. See Adult Literacy and Life Skills Surveys
Accessibility	The publication and standard data are available on the ABS website at Adult Literacy and Life Skills Survey Data are also available on request.

Data Quality Statement – Indicator 2

Indicator	Proportion of the 20-64 year old population who do not have qualifications at AQF Certificate III or above																				
Measure (Benchmark)	<p><u>Numerator:</u> Number of persons not having attained at least equivalent of AQF Certificate III, aged 20-64.</p> <p><u>Denominator:</u> Number of persons in the Australian population, aged 20-64, excluding persons whose level of education was not determined.</p>																				
Measure (Annual Proxy)	<p><u>Numerator:</u> Estimated number of persons not having attained at least equivalent of AQF Certificate III, aged 20-64.</p> <p><u>Denominator:</u> Estimated number of persons in the Australian population, aged 20-64.</p>																				
Data sources	<p><u>Census</u> The ABS Census of Population and Housing (Census), the benchmark for this measure, provides five-yearly benchmarking data and disaggregations by Indigenous status and socio-economic status. For information on the Census scope and coverage, see Census Quality Statement.</p> <p><u>SEW</u> The ABS Survey of Education and Work (SEW), as an annual proxy, provides annual estimates for the numerator. For information on the SEW scope and coverage, see SEW Quality Statement.</p> <p>The denominator is also drawn from SEW data, which are weighted to the benchmarks for the total SEW in-scope population.</p>																				
Institutional environment	For 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	<p><u>Census</u></p> <p>Potential sources of error in Census data include failure to return a Census form or failure to answer every applicable question. Neither of these sources of error is considered to have affected the quality of data reported against this indicator for the total population, however for the Indigenous estimates, undercounting of Indigenous Australians may introduce bias into the results which would affect the comparability of estimates among jurisdictions. The net undercount for all Indigenous Australians was estimated at 11.5%, calculated as the difference between the Census count and estimated Indigenous population on Census night. Estimates of the Indigenous net undercount for all jurisdictions are included below:</p> <p>Estimated Indigenous net undercount by state/territory</p> <table> <tr> <th></th><th>Undercount rate %</th></tr> <tr> <td>NSW</td><td>8.6</td></tr> <tr> <td>Vic.</td><td>9.4</td></tr> <tr> <td>Qld</td><td>11.6</td></tr> <tr> <td>SA</td><td>8.6</td></tr> <tr> <td>WA</td><td>16.6</td></tr> <tr> <td>Tas.</td><td>8.8</td></tr> <tr> <td>NT</td><td>16.0</td></tr> <tr> <td>ACT</td><td>8.8</td></tr> <tr> <td>Australia</td><td>11.5</td></tr> </table>		Undercount rate %	NSW	8.6	Vic.	9.4	Qld	11.6	SA	8.6	WA	16.6	Tas.	8.8	NT	16.0	ACT	8.8	Australia	11.5
	Undercount rate %																				
NSW	8.6																				
Vic.	9.4																				
Qld	11.6																				
SA	8.6																				
WA	16.6																				
Tas.	8.8																				
NT	16.0																				
ACT	8.8																				
Australia	11.5																				

	<p>Source: ABS 2008 (Cat no. 3238.0.55.001).</p> <p>The quality of information on qualifications is affected by the level of detail provided and the ease with which responses can be coded. Quality statements for the data items are available, which include information on non-response, see particularly: Non-School Qualification and Indigenous Status.</p> <p><u>SEW</u></p> <p>The SEW collects information on qualifications. Disaggregation by state and territory is available but the SEW excludes people living in very remote areas — this impacts on comparability of data for the Northern Territory, where these people are around 23% of the population. From 2009, the SEW will include remote areas, but will exclude discrete Indigenous communities.</p> <p>SEIFA and Indigenous status information cannot currently be obtained from SEW. SEIFA will be available from 2009 onwards.</p>
Timeliness	<p><u>Census</u></p> <p>Census data relating to the 2008 reporting period are not available. The Census is conducted every five years, with the most recent Census conducted in 2006. Census data on education and training are generally available on the ABS website 12 to 18 months after the Census.</p> <p><u>SEW</u></p> <p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey. The results from SEW 2008 were released in November 2008.</p>
Accuracy	<p><u>Census</u></p> <p>Potential sources of error in Census data include failure to return a Census form or failure to answer every applicable question. Neither of these sources of error is considered to have affected the quality of data reported against this indicator.</p> <p>A quality statement for this data item is available, see: Non-School Qualification.</p> <p><u>SEW</u></p> <p>The 2008 SEW response rate was 96%. SEW data are weighted to account for non-response.</p> <p>Due to the large population size, the measure has low levels of relative standard errors (RSEs) for state and territories.</p>
Coherence	<p>The data items used to construct the measures are consistent and comparable, and support assessment of annual change. While there are a range of differences between the scope, coverage, timing and collection methodologies of the SEW and the Census, these issues do not affect their broad consistency for this measure.</p> <p>The Australian Standard Classification of Education (ASCED) has been</p>

	used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.
Interpretability	Information is available for both collections to aid interpretation of the data. See Census Reference and Information and Education and Work Australia on the ABS website.
Accessibility	See Census Products and Education and Work, Australia for standard products available for the two data sources. Specialised data tables are also available on request for both collections.

Data Quality Statement – Indicator 3

Indicator	Proportion of graduates employed after completing training, by previous employment status.
Measure (computation)	<p>Proportion of graduates employed after training who were either:</p> <ol style="list-style-type: none"> 1. employed before training <ol style="list-style-type: none"> a. employed full-time before training b. employed part-time before training 2. unemployed before training 3. not in the labour force before training 4. not employed before training for which no further information was provided <p>Graduates refers to students, with an Australian address as their usual address, who were awarded a qualification from a vocational education and training (VET) provider in Australia.</p> <p>Employed after training refers to respondents who had a job of any kind at the reference date doing work for payment or profit or doing unpaid work in a family business, or was absent on holidays, on paid leave, on strike or temporarily stood down. Employment is full-time if the usual number of hours worked each week is 35 hours or more, and part-time if it is less than 35 hours.</p> <p><u>Numerator:</u> Number of graduates employed on 30 May 2008 who completed their VET during 2007 and who were either:</p> <ol style="list-style-type: none"> 1. employed before training <ol style="list-style-type: none"> a. employed full-time before training b. employed part-time before training 2. unemployed before training 3. not in the labour force before training 4. not employed before training for which no further information was provided <p><u>Denominator:</u> Number of graduates who completed their training during 2007 (less those with prior employment status not stated).</p>
Data source	<p>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.</p> <p>For information on the scope and coverage of the survey, see the Student Outcomes Quality Statement.</p> <p>The sample for the survey is drawn from the National VET Provider Collection. For further information, see the National VET Provider Collection Quality Statement.</p>
Institutional	For information on the NCVER, see About NCVER

environment	
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. 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. Students who undertook recreational, leisure or personal enrichment (short) courses, VET in School students, and overseas full-fee paying students are excluded from the survey.</p>
Timeliness	<p>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 2008 survey were released on the NCVER website on 4 December 2008.</p>
Accuracy	<p>For the 2008 survey, the sample was derived to allow reporting at the national and state levels. National and state reporting is carried out every year, with institute reporting in alternate years.</p> <p>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 to have affected the quality of data reported against this indicator.</p> <p>The response rate to the survey is about 43% for graduates. Survey data are weighted to account for non-response.</p> <p>The measure has acceptable (less than 25%) relative standard errors (RSEs) for all VET graduates at the state and territory level. When data are disaggregated by state/territory and Indigenous status or socio-economic status (SES), many RSEs are consistently above 25%, due to small sample sizes.</p>
Coherence	<p>The data items used to construct the measures are consistent and comparable, and support assessment of annual change. The scope of the survey is nationally recognised VET (excluding VET in School and overseas full-fee paying students). However, coverage up to and including 2008 has been largely restricted to government funded nationally recognised VET. Coverage is expected to improve over time.</p> <p>The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC), and Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO).</p>
Interpretability	<p>Information is available for the Student Outcomes Survey to aid interpretation of the data. See Student Outcomes Survey on the NCVER website.</p>
Accessibility	<p>See Student Outcomes Survey on the NCVER website for standard products. Data are also available on request.</p>

Data Quality Statement – Indicator 4

Indicator	The percentage of graduates with improved employment status after training.
Measure (computation)	<p>The percentage of graduates with an improved employment status after training. This was comprised of the:</p> <ol style="list-style-type: none"> Proportion of graduates not employed before training who were employed after training Proportion of graduates who were employed at a higher skill level after training Proportion of graduates who received at least one job related benefit after training <p>Graduates refers to students, with an Australian address as their usual address, who were awarded a qualification from a vocational education and training (VET) provider in Australia.</p> <p>Employed after training refers to respondents who had a job of any kind at the reference date doing work for payment or profit or doing unpaid work in a family business, or was absent on holidays, on paid leave, on strike or temporarily stood down. Employment is full-time if the usual number of hours worked each week is 35 hours or more, and part-time if it is less than 35 hours.</p> <p><u>Numerator:</u> Number of graduates employed on 30 May 2008 who completed their VET during 2007 and who:</p> <ol style="list-style-type: none"> were not employed before training (both unemployed and not in the labour force) were employed at a higher skill level (based on ANZSCO) after training (regardless of full-time/ 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 their earnings, or other job-related benefit after completing their training. <p>The numerator used to calculate the percentage of graduates with an improved employment status after training was the number of graduates included in at least one of the three groups listed above.</p> <p><u>Denominator:</u> Number of graduates who completed their training during 2007 (less those with the numerator variable not stated).</p>
Data source	<p>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.</p> <p>For information on the scope and coverage of the survey, see the Student Outcomes Quality Statement.</p> <p>The sample for the survey is drawn from the National VET Provider Collection. For further information, see the National VET Provider</p>

	Collection Quality Statement.
Institutional environment	For information on the NCVER, see About NCVER
Relevance	The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. 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. Students who undertook recreational, leisure or personal enrichment (short) courses, VET in School students, and overseas full-fee paying students are excluded from the survey.
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 2008 survey were released on the NCVER website on 4 December 2008.
Accuracy	<p>For the 2008 survey, the sample was derived to allow reporting at the national and state levels. National and state reporting is carried out every year, with institute reporting in alternate years.</p> <p>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 to have affected the quality of data reported against this indicator.</p> <p>The response rate to the survey is about 43% for graduates. Survey data are weighted to account for non-response.</p> <p>The measure has acceptable (less than 25%) relative standard errors (RSEs) for all VET graduates at the state and territory level. When data are disaggregated by state/territory and Indigenous status or socio-economic status (SES), many RSEs are consistently above 25%, due to small sample sizes.</p>
Coherence	<p>The data items used to construct the measures are consistent and comparable, and support assessment of annual change. The scope of the survey is nationally recognised VET (excluding VET in School and overseas full-fee paying students). However, coverage up to and including 2008 has been largely restricted to government funded nationally recognised VET. Coverage is expected to improve over time.</p> <p>The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC), and Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO).</p>
Interpretability	Information is available for the Student Outcomes Survey to aid interpretation of the data. See Student Outcomes Survey on the NCVER website.
Accessibility	See Student Outcomes Survey on the NCVER website for standard products. Data are also available on request.

Data Quality Statement – Student Outcomes Survey (general – relevant to indicators 3 and 4)

Institutional environment	For information on the National Centre for Vocational Education Research (NCVER), see About NCVER
Relevance	<p>The Student Outcomes Survey provides annual information about students' employment outcomes and satisfaction with vocational education and training (VET) in Australia.</p> <p>The type of information provided includes the level and type of training students undertake, highest prior educational attainment, labour force characteristics before and after training, further study patterns, and reasons for not continuing with the training (where applicable).</p> <p>Students who undertook recreational, leisure or personal enrichment (short) courses, VET in School students, and overseas full-fee paying students are excluded from the survey.</p> <p>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.</p> <p>The Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) is used to classify the level and field of education. The survey also uses the Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry, and Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation.</p> <p>The Standards for Statistics on Cultural and Language Diversity (ABS cat no. 1289.0) is used to classify country of birth.</p> <p>The Access/Remoteness Index of Australia (ARIA+) is used to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) based on ARIA. ARIA+ is now the standard ABS endorsed measure of remoteness.</p>
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 2008 survey were released on 4 December 2008, approximately four months after the data were collected.
Accuracy	<p>In 2008, 29,062 students responded to the survey (after taking into account scope exclusions), 22,205 of whom were graduates. The response rate for graduates was 43%. Survey data are weighted to account for non-response.</p> <p>In 2008, the survey was designed to provide estimates for the whole of Australia and for each state and territory. In alternate years, the survey is designed to provide estimates at the institute level and a larger sample is used. For example in 2007 67,205 students responded.</p> <p>Two types of error are possible in an estimate based on a survey: sampling</p>

	<p>error and non-sampling error. <i>Non-sampling error</i> may occur for reasons such as non-response bias, incorrect responses, attrition and processing errors. <i>Sampling error</i> is a measure of the variability that occurs because a sample, rather than the entire population, responds to a survey.</p> <p>Since the estimates from the Student Outcomes Survey are based on information provided by a sample rather than a population then such estimates are subject to sampling variability; that is they may differ from the estimates that would have been produced if all graduates or module completers had been included and responded to the survey. One measure of the likely difference is given by the standard error. Standard errors enable us to calculate confidence intervals, or significance levels, for the estimates. By convention, a 95% confidence interval is applied in judging the reliability of survey estimates. That is, there are 19 chances in 20 that the estimate obtained from the sample will be within two standard errors of the true population value (i.e. the value if the whole population is surveyed).</p>
Coherence	<p>The data items used to construct the measures are consistent and comparable, and support assessment of annual change. The scope of the survey is all VET. However, coverage up to and including 2008 has been largely restricted to government funded VET. Coverage is expected to improve over time. This issue will not affect consistency.</p> <p>The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC), and Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO).</p>
Interpretability	Information is available for the Student Outcomes Survey to aid interpretation of the data. See Student Outcomes Survey on the NCVER website.
Accessibility	See Student Outcomes Survey on the NCVER website for standard products. Data are also available on request.

Data Quality Statement – Indicator 5

Target/Outcome	As stated in the relevant National Agreement - skills are used effectively to increase labour market efficiency, productivity, innovation, and ensure increased utilisation of human capital
Indicator	As stated in the relevant National Agreement - number of hard to fill vacancies, as evident in the Skilled Vacancies Index (SVI)
Measure (computation)	Number of skilled vacancies in selected capital city newspapers, using trend data and converted to an Index (2007 = 100). SVI data are available for Trades and Professionals, and by State.
Data source/s	The data are based on a count of selected skilled vacancies in capital city newspapers, coded to occupations.
Institutional environment	The data are collected by officers in the State Offices of the Department of Education, Employment and Workplace Relations (DEEWR), and coordinated in National Office.
Relevance	<p>The SVI provides a guide to trends in the demand for skilled labour, but does not measure the number of vacancies, or hard-to-fill vacancies, at a point in time. Consequently, the SVI is best viewed as only one indicator of changes in the level of hard-to-fill vacancies. Data are available for Trades and Professionals, and for 18 occupational groups, as well as for ICT (online index).</p> <p>Figures are available for each State and the Northern Territory. Data are collected for the ACT but not published.</p>
Timeliness	The SVI is very timely. Vacancies are counted early in the month and usually published later in the same month. The series goes back to the early 1980s.
Accuracy	While the data are accurately collected and collated, the SVI covers selected, not all, skilled occupations and the reliability of the SVI has been affected by the shift to online vacancies, especially for Professional occupations.
Coherence	The SVI is coherent within the limitations established for the collection of the data. With the exception of ICT, where data are now obtained from online websites, the SVI has been collated for over 25 years. However, the role of the SVI as a guide to hard-to-fill vacancies is somewhat limited by the occupational coverage and reliance on newspaper advertising.
Accessibility	The SVI data are highly accessible. Almost the entire data base since the early 1980s and for over 100 occupations is available on the SkillsInfo website (www.skillsinfo.gov.au). The ACT data are not published, but can be made available on request.
Interpretability	The SVI is quite easy to interpret, and relies on trend data to monitor trends. Explanatory notes provide contextual information.

Data Quality Statement – Indicator 6

No data source currently available for this indicator. Therefore, no Data Quality Statement required.

Data Quality Statement – Indicator 7

Indicator	Proportion of Indigenous 20–64 year old population with or working towards post school qualification in Certificate III, Certificate IV, Diploma and Advanced Diploma
Measure	<p><u>Numerator:</u> Number of persons aged 20–64 years who have attained post school qualifications in Certificate III, Certificate IV, Diploma, or Advanced Diploma, or are currently working towards any post school qualification.</p> <p><u>Denominator:</u> Number of persons in the Australian population, aged 20–64, excluding persons whose level of education or attainment status was not stated.</p>
Data Source/s	The ABS Census of Population and Housing (Census) provides 5-yearly benchmarking data and disaggregations by Indigenous status and socio-economic status. For information on the Census scope and coverage, see Census Quality Statement .
Institutional environment	For 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	<p>The Census collects information 5-yearly on completed qualifications including Certificate III, Certificate IV, Diploma, and Advanced Diploma. Disaggregation is available by state and territory and by Indigenous status. Although full time/part time student status is available, level of education of current studies is not available.</p> <p>Therefore, the data for this measure includes all people aged 20–64 who are studying, irrespective of the level of education at which they are studying. The data includes all people aged 20–64 who have completed the required qualifications for this measure but because it also includes 20–64 year old people studying at all levels of education, the available data does not fully match the data needs of this measure.</p>
Timeliness	Census data relating to the 2008 reporting period are not available. The Census is conducted every five years, with the most recent Census conducted in 2006. Census data on education and training are generally available on the ABS website 12 to 18 months after the Census.
Accuracy	<p><u>Census</u></p> <p>Potential sources of error in Census data include failure to return a Census form or failure to answer every applicable question. Neither of these sources of error is considered to have affected the quality of data reported against this indicator for the total population, however for the Indigenous estimates, undercounting of Indigenous Australians may introduce bias into the results which would affect the comparability of estimates among jurisdictions. The net undercount for all Indigenous Australians was estimated at 11.5%, calculated as the difference between the Census count and estimated Indigenous population on Census night. Estimates of the Indigenous net undercount for all jurisdictions are included below:</p> <p>Estimated Indigenous net undercount by state/territory</p>

	Undercount rate %	
	NSW	8.6
	Vic.	9.4
	Qld	11.6
	SA	8.6
	WA	16.6
	Tas.	8.8
	NT	16.0
	ACT	8.8
	Australia	11.5
Source: ABS 2008 (Cat no. 3238.0.55.001).		
<p>The quality of information on qualifications is affected by the level of detail provided and the ease with which responses can be coded. Quality statements for these data items are available, which include information on non-response, see particularly: Non-School Qualification and Student Status, and Indigenous Status.</p>		
Coherence	<p>The data items used to construct the measures are consistent and comparable, and support assessment of annual change.</p> <p>The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.</p>	
Interpretability	<p>Information is available to aid interpretation of the data. See Census Reference and Information on the ABS website.</p>	
Accessibility	<p>See Census Products for standard products available. Data are also available on request.</p>	

References

- COAG (Council of Australian Governments) 2009a, *COAG Communiqué 30 April 2009*, http://www.coag.gov.au/coag_meeting_outcomes/2009-04-30/index.cfm (accessed 26 May 2009).
- 2009b, *National Agreement for Skills and Workforce Development*, http://www.coag.gov.au/intergov_agreements/federal_financial_relations/docs/IGA_FFR_ScheduleF_National_Skills_and_Workforce_Development_National_Agreement.pdf (accessed 26 May 2009).
- 2009c, *National Indigenous Reform Agreement*, http://www.coag.gov.au/intergov_agreements/federal_financial_relations/docs/IGA_FFR_ScheduleF_National_Indigenous_Reform_Agreement.pdf (accessed 26 May 2009).
- NCVER (forthcoming) (National Centre for Vocational Education and Research) 2009, *Australian Vocational Education and Training Statistics: Students and Courses 2008*, Adelaide.

Acronyms and abbreviations

ABS	Australian Bureau of Statistics
ACT	Australian Capital Territory
ALLS	Adult Literacy and Life Skills
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ARIA	Accessibility and Remoteness Index for Australia
ASCED	Australian Standard Classification of Education
Aust	Australia
CRC	COAG Reform Council
DEEWR	Department of Education, Employment and Workplace Relations
DQS	Data Quality Statement
IGA	Intergovernmental Agreement on Federal Financial Relations
IRSD	Index of Relative Social Disadvantage
MCVTE	Ministerial Council on Vocational and Technical Education
na	not available
NASWD	National Agreement for Skills and Workforce Development
NCVER	National Centre for Vocational Education Research
NCVER	National Centre for Vocational Education Research
NESB	non-English speaking background
NIRA	National Indigenous Reform Agreement
NISC	National Industry Skills Committee
np	not published
NPPs	National Partnership Payments
NQC	National Quality Council
NSOC	National Senior Officials Committee
NSW	New South Wales

NT	Northern Territory
PC	Productivity Commission
Qld	Queensland
RSE	relative standard error
SA	South Australia
SCRGSP	Steering Committee for the Review of Government Service Provision
SEIFA	Socioeconomic Indexes for Areas
SES	socio-economic status
SEW	Survey of Education and Work
SOS	Student outcomes survey
TAFE	technical and further education
Tas	Tasmania
TIMSS	Trends in International Mathematics and Science Study
VET	vocational education and training
Vic	Victoria
WA	Western Australia

Glossary

Completions	Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Enrolment	The registration of a student at a training organisation's delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.
Fee-for-service	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.
Government funded	Government recurrent funded students (which relates directly to training activity funded under the <i>Commonwealth–State Agreement for Skilling Australia's Workforce</i> 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.
Program of study	A generic term to describe Training Package qualifications, nationally recognised accredited courses, other courses (not nationally recognised accredited courses), units of competency and modules.
Recurrent funding	Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.
Registered training organisation (RTO)	RTOs are organisations registered by a State or Territory recognition authority to deliver specified VET and/or assessment services, and issue nationally recognised qualifications in accordance with the AQTF. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.
TAFE	Technical and further education colleges and institutes, which are the primary providers of government funded VET.
Training packages	An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support

VET program

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.).

A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills.