

People with a physical disability

INTRODUCTION

- People with a physical disability are the largest group of persons with a disability. In 2003 there were 18 111 vocational education and training (VET) students who reported a physical disability. This represents 19.8% of the 91 439 VET students who reported a disability.
- Almost three-quarters (72.0% or 13 046) of students reporting a physical disability have a single disability, while 5065 (28.0%) reported multiple disabilities.

DEFINITION

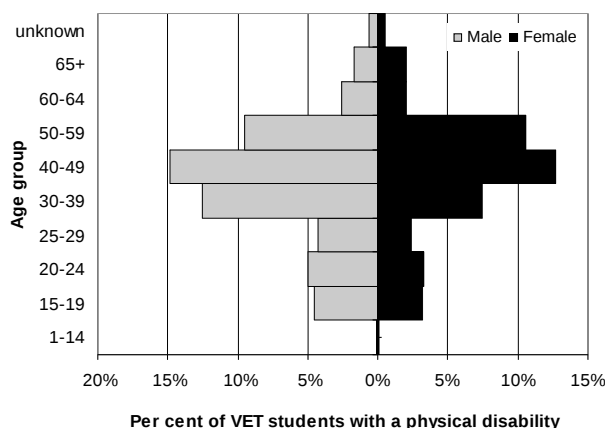
A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness or injury suffered later in life. Examples of physical disability include absence or deformities of limbs, arthritis, ataxia, back disorders, bone formation or degeneration, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia, spina bifida, etc. (NCVER 2002).

PEOPLE WITH A SINGLE PHYSICAL DISABILITY ONLY

Key characteristics

- 55.7% were males and 44.2% were females in 2003.
- More than three-quarters (76.0%) were aged 30 years or older. 15.9% were aged between 15 and 24 years, with a further 6.7% aged between 25 and 29 years.

Figure 1: VET students with a single physical disability, by age and sex, 2003



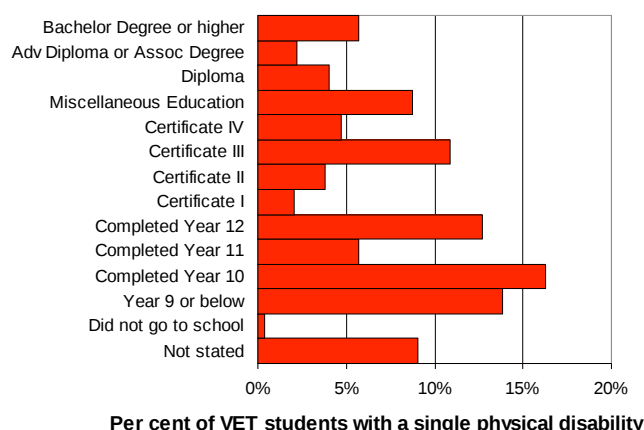
Previous education

- Approximately three out of ten (28.6%) VET students had completed Year 12.
- Almost half (42.1%) had previously completed some post-secondary education.

Table 1: Highest school level completed by VET students, 2003

Highest school level	Per cent of total		
	Physical disability only	Physical and other disability	Total VET population
Did not go to school	0.5	0.6	0.1
Year 9 or lower	18.8	23.5	7.8
Year 10	30.1	28.6	19.9
Year 11	10.8	11.2	10.3
Year 12	28.6	25.0	32.8
Not known	11.2	11.1	29.0
TOTAL (n)	13 046	5 065	1 717 795

Figure 2: Highest education level completed by VET students with a single physical disability, 2003



Employment status

- At the time of enrolment in 2003, three out of ten (30.5%) students were employed, with a slightly higher proportion (31.4%) unemployed, while slightly fewer (28.5%) were not in the labour force.

VET participation and attainment

Table 2: Attainment of VET students by disability status, 2003

	Per cent VET students		
	Physical disability only	Physical and other disability	Total VET population
Proportion undertaking AQF certificates III or higher	41.4	37.3	45.8
Subject completion rate*	75.6	72.9	81.9
Proportion completed an AQF qualification	15.1	12.0	18.0
TOTAL (n)	13 046	5 065	1 717 795
*Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed AQF = Australian Qualifications Framework			

People with a physical disability (cont.)

- There were higher proportions of students with a single physical disability enrolled in management and commerce (22.8%), information technologies (8.6%), society and culture (12.0%), creative arts (4.0%) and mixed field programs (18.6%) compared with all VET students.

Table 3: VET students by field of education and disability status, 2003

Field of education	Per cent VET students		
	Physical disability only	Physical and other disability	Total VET population
Natural and physical sciences	0.4	0.4	0.4
Information technology	8.6	7.9	4.2
Engineering and related technology	9.2	6.7	15.2
Architecture and building	3.3	2.4	5.8
Agriculture, environment and related studies	4.4	4.9	4.8
Health	3.0	2.1	6.0
Education	3.0	2.3	3.4
Management and commerce	22.8	19.5	21.4
Society and culture	12.0	10.7	10.7
Creative arts	4.0	5.3	3.4
Food, hospitality and personal services	4.0	3.2	9.3
Mixed field program	18.6	26.9	9.6
Subject only	6.8	7.8	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	13 046	5 065	1 717 795

PEOPLE WITH A PHYSICAL DISABILITY AND OTHER DISABILITY.

- Four out of every ten (39.7%) students with a physical and other disability were not in the labour force, while 28.6% were unemployed and 22.5% employed.
- Smaller proportions of students with a physical and other disability had previously completed Years 10 and 12 than students with only a physical disability, while a greater proportion had completed Year 9 or lower.
- Higher proportions of students with physical and other disabilities were undertaking certificate I (13.4%) and II (17.9%) than students with single physical disability.

- A greater proportion of students with physical and other disabilities undertake mixed field programs (26.9%) and creative arts (5.3%) than students with a single physical disability (18.6% and 4.0% respectively).
- There is a slightly lower proportion of VET students with physical and other disability who completed an Australian Qualifications Framework (AQF) qualification (12.0%) than students with a single physical disability and all VET students (15.1% and 18.0% respectively).

SUMMARY

- Students with a single physical disability tend to be older compared with students in other disability groups, and the VET population in general.
- There is a high proportion of students with a single physical disability undertaking AQF certificate III courses. It is expected that this high level of education would lead to good employment outcomes.
- The proportion of VET students with a single physical disability, who completed an AQF qualification (15.1%) was slightly lower as for all VET students.
- VET students with multiple disabilities (including physical) tend to have lower previous educational attainments than students with a single physical disability. They are also more likely to undertake courses at lower AQF certificate levels (particularly certificates I and II).

Reference

NCVER 2002, *AVETMISS – The standard for VET providers: Release 5.0 September 2002*, NCVER, Adelaide.

People with a medical condition

INTRODUCTION

- In the vocational education and training (VET) sector, 15 367 students reported that they had a medical disability in 2003 representing 16.8% of all students who reported a disability.
- Just over two-thirds (68.6%) of these students with a medical disability reported they had a single disability. The remaining 31.4% reported multiple disabilities.

DEFINITION

Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and results in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma, diabetes, multiple sclerosis and muscular dystrophy (NCVER 2002).

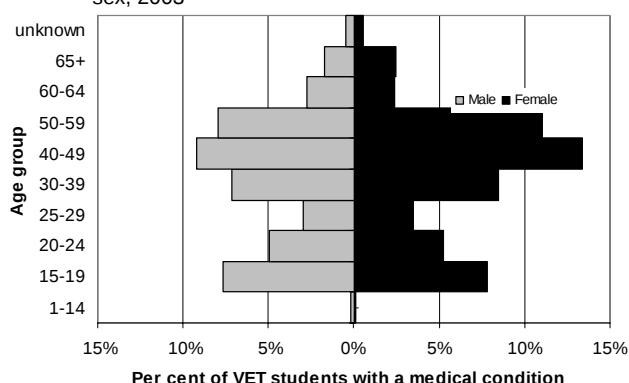
PEOPLE WITH A SINGLE MEDICAL

DISABILITY ONLY

Key characteristics

- The proportion of females (54.9%) exceeded males. This proportion of females was higher than for any other disability group.
- Just over half (50.8%) of the students in this category were aged 40 years and over, the majority shared nearly equally between the 40–49 year and 50–59 year groups (22.6% and 19.0% respectively).

Figure 1: VET students with a single medical disability by age and sex, 2003



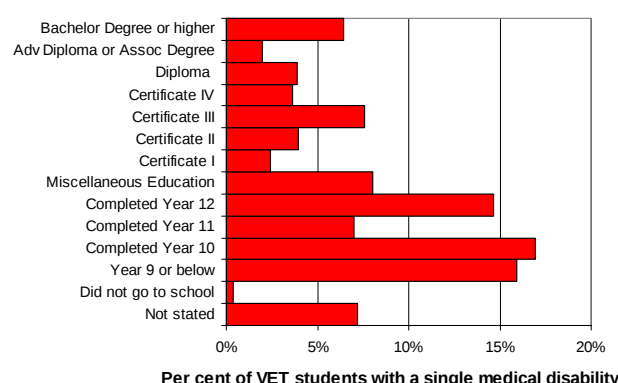
Previous education

- The proportions of students completing Years 10 and below were high compared with all VET students.
- Nearly two-fifths (37.9%) had completed some post-secondary study.

Table 1: Highest school level completed by VET students, 2003

Highest school level	Per cent VET students		
	Medical disability only	Medical and other disability	Total VET population
Did not go to school	0.4	0.5	0.1
Year 9 or lower	20.8	24.3	7.8
Year 10	26.4	27.9	19.9
Year 11	11.5	11.6	10.3
Year 12	31.7	26.8	32.8
Not known	9.1	8.8	29.0
TOTAL (n)	10 539	4 828	1 717 795

Figure 2: Highest education level completed by VET students with a single medical disability, 2003



Employment status

- At the time of enrolment in 2003, just over one-third (33.8%) of VET students with a medical disability were employed. A further 28.5% were unemployed and 29.7% were not in the labour force.

VET participation and attainment

Table 2: Attainment of VET students by disability status, 2003

VET attainment	Per cent VET students		
	Medical disability only	Medical and other disability	Total VET population
Proportion undertaking AQF certificate III or higher	40.7	38.2	45.8
Subject completion rate*	74.4	71.5	81.9
Proportion completed an AQF qualification	13.8	11.2	18.0
TOTAL (n)	10 539	4 828	1 717 795
*Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed AQF = Australian Qualifications Framework			

People with a medical condition (cont.)

- A high proportion (19.8%) of students chose to study in the management and commerce field, almost matching the proportion of 21.4% for all VET students. Next highest of the individual fields were society and culture (12.2%) and engineering and related technology (8.7%). mixed field programs accounted for a further 21.2%.

Table 3: VET students by field of education and disability status, 2003

Field of education	Per cent VET students		
	Medical disability only	Medical and other disability	Total VET population
Natural and physical sciences	0.5	0.4	0.4
Information technology	6.4	7.5	4.2
Engineering and related technology	8.7	7.4	15.2
Architecture and building	2.9	2.3	5.8
Agriculture, environment and related studies	5.0	4.6	4.8
Health	3.2	2.5	6.0
Education	2.8	2.7	3.4
Management and commerce	19.8	18.4	21.4
Society and culture	12.2	11.7	10.7
Creative arts	4.7	5.3	3.4
Food, hospitality and personal services	5.5	3.8	9.3
Mixed field program	21.2	26.8	9.6
Subject only	7.1	6.6	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	10 539	4 828	1 717 795

disability. The largest differences were for certificate I (multiple: 13.7%, medical only: 9.0%), and certificate III (multiple: 16.6%, medical only: 18.4%).

- Participation rates by fields were also fairly similar, the biggest difference being for mixed field programs (multiple disability: 26.8%, medical only: 21.2%). As for the single disability group, the highest activity in an individual field was management and commerce (multiple disability: 18.4% compared with medical only: 19.8%).
- There was a small difference between students with multiple disabilities and those with only a medical disability in terms of Australian Qualifications Framework (AQF) qualification completions (multiple: 11.2%, medical only: 13.8%).

SUMMARY

- The proportion of females in the medical disability only group was higher than for any other single disability category. This high proportion of females was most prominent in the 40 to 59 year age range.
- Participation rates, for people with a single and multiple medical disability were similar. Almost two-fifths were studying at certificate III level and higher, and well over one-third were studying either at certificate II or III.
- The most preferred fields of study, for people with a single and multiple medical disability were: mixed field programs, management and commerce, society and culture, and engineering and related technology.

PEOPLE WITH A MEDICAL DISABILITY AND OTHER DISABILITIES

- Just under one-quarter (24.6%) of students with medical and other disabilities were employed. A further 27.2% were unemployed and nearly two-fifths (39.4%) were not in the labour force.
- Students with medical and other disabilities generally tended towards slightly lower levels of school achievement than those with a single disability.
- In general, there were only minor differences between the participation rates by qualification level undertaken by students with multiple disabilities and those with only a medical

Reference

NCVER 2002 *AVETMISS – The standard for VET providers: Release 5.0 September 2002*, NCVER, Adelaide.

People with a vision disability

INTRODUCTION

- Vision disability is the third most common disability type reported by vocational education and training (VET) students. In 2003, 13 651 VET students reported they had a vision disability. This represents 14.9% of the 91 439 VET students who reported a disability.
- Three-quarters (75.0% or 10 237 students) reporting a vision disability have only a single disability, while one-quarter (25.0% or 3414 students) reported multiple disabilities.

DEFINITION

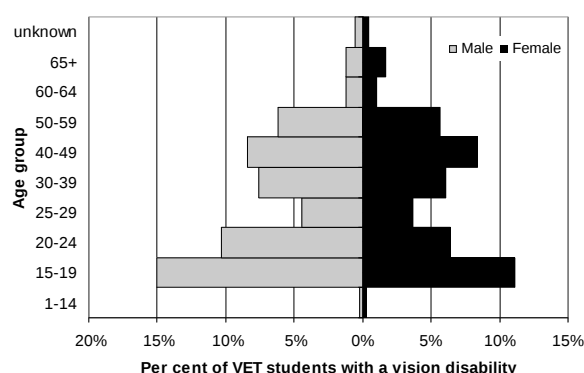
Vision disability relates to sensing the presence of light and sensing the form, size, shape and colour of visual stimuli. It can range from a partial loss of sight causing difficulties in seeing up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

PEOPLE WITH A SINGLE VISION DISABILITY ONLY

Key characteristics

- There is a greater proportion of males (55.2%) than females (44.7%) in 2003.
- This is a relatively young group, with 43.3% aged less than 25 years. In addition, a further 47.6% of students were aged between 30 and 64 years.

Figure 1: VET students with a single vision disability, by age and sex, 2003



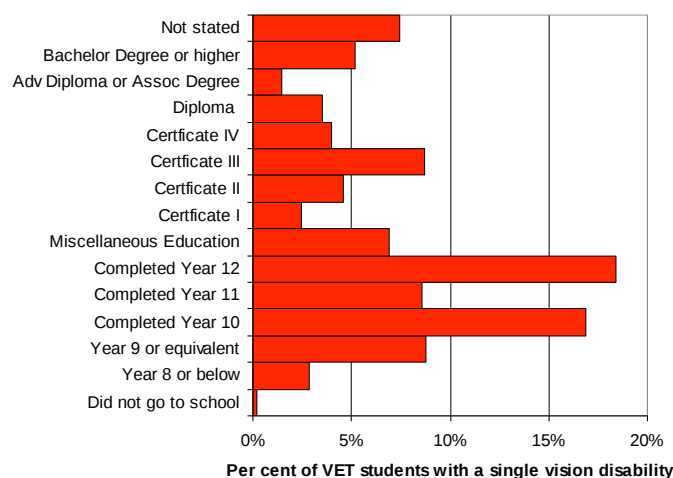
Previous education

- Half (50.4%) of students had completed either Year 11 (13.4%) or Year 12 (37.0%).
- Over one-third (36.8%) had previously completed some post-secondary education (i.e. beyond Year 12).

Table 1: Highest school level completed by VET students, 2003

Highest school level	Per cent of total		
	Vision disability only	Vision and other disability	Total VET population
Did not go to school	0.3	0.8	0.1
Year 9 or lower	14.3	27.3	7.8
Year 10	26.1	26.7	19.9
Year 11	13.4	10.2	10.3
Year 12	37.0	24.5	32.8
Not known	8.9	10.6	29.0
TOTAL (n)	10 237	3 414	1 717 795

Figure 2: Highest education level completed by VET students with a single vision disability, 2003



Employment status

- More than a half (53.1%) of students were employed at the time of their enrolment in 2003, while 23.4% were unemployed and 15.7% were not in the labour force.

VET participation and attainment

Table 2: Attainment of VET students by disability status, 2003

VET attainment	Per cent VET students		
	Vision disability only	Vision and other disability	Total VET population
Proportion undertaking AQF certificate III or higher	48.9	34.1	45.8
Subject completion rate*	79.5	74.1	81.9
Proportion completed an AQF qualification	15.6	11.3	18.0
TOTAL (n)	10 237	3 414	1 717 795

*Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed
AQF = Australian Qualifications Framework

People with a vision disability (cont.)

- There were higher proportions of students with a single vision disability enrolled in engineering and related technology (17.1%), society and culture (10.5%), information technology (6.7%), agriculture, environment and related studies (5.5%), and mixed field programs (14.0%) compared with the total VET population.

Table 3: VET students by field of education, by disability status, 2003

Field of education	Per cent VET students		
	Vision disability only	Vision and other disability	Total VET population
Natural and physical sciences	0.6	0.4	0.4
Information technology	6.7	6.5	4.2
Engineering and related technology	17.1	9.2	15.2
Architecture and building	5.0	2.5	5.8
Agriculture, environment and related studies	5.5	5.7	4.8
Health	3.8	3.0	6.0
Education	2.7	2.0	3.4
Management and commerce	19.4	16.8	21.4
Society and culture	10.5	10.2	10.7
Creative arts	3.4	4.1	3.4
Food, hospitality and personal services	7.3	4.5	9.3
Mixed field program	14.0	28.5	9.6
Subject only	3.8	6.7	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	10 237	3 414	1 717 795

- More than one-quarter (28.5%) of students with vision and other disabilities were undertaking mixed field programs. This is twice that of single vision disability students (14.0%). Participation in agriculture, environment and related studies, and creative arts were also greater than that for single vision students.
- The proportion of students who completed an Australian Qualifications Framework (AQF) qualification was lower for vision and other disability students (11.3%) than single vision disability students (15.6%) and all VET students (18.0%).

SUMMARY

- Students with a single vision disability are a relatively young population compared with students in other disability groups and the total VET population.
- There is very high participation of students with a single vision disability at AQF certificate III or above. It is expected that this high level of education would lead to good employment outcomes.
- The completion of AQF qualifications was higher for students with a single vision disability than for all other disability groups.
- Students with vision disability and other disabilities had lower previous educational attainments than students with a single vision disability. In addition, they were more likely to undertake courses at lower AQF certificate levels (certificates I and II).

STUDENTS WITH A VISION DISABILITY AND OTHER DISABILITIES.

- Slightly more students (32.7%) with a vision and other disability were not in the labour force than were employed (29.6%) or unemployed (28.5%).
- Students with a vision and other disability were less likely to have completed Years 11 or 12 than students with a single vision disability.
- Greater proportions of students with vision and other disabilities were undertaking certificate I (14.9%) and II (19.8%) than students with a single vision disability.

Reference

NCVER 2002, *AVETMISS – The standard for VET providers: Release 5.0 September 2002*, NCVER, Adelaide.

People with a learning disability

INTRODUCTION

- In the vocational education and training (VET) sector, 12 317 students reported that they had a learning disability in 2003 representing 13.5% of all students who reported a disability.
- Just over two-thirds (68.3%) of these students reported they had a single disability. The remaining 31.7% reported multiple disabilities.

DEFINITION

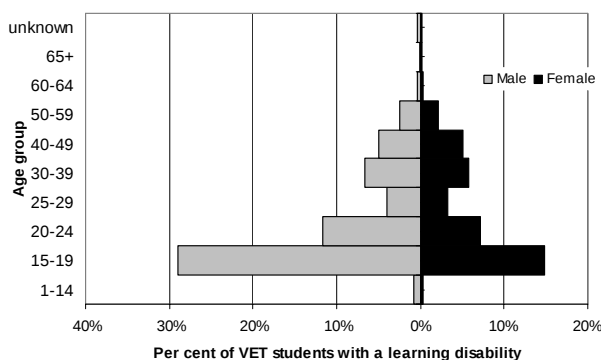
The United States National Joint Committee for Learning Disabilities defined learning disability as ... a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the lifespan. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability (cited in NCVET 2002).

PEOPLE WITH A SINGLE LEARNING DISABILITY ONLY

Key characteristics

- Just on three-fifths (60.6%) were males. This proportion is higher than for all other single disabilities except acquired brain impairment. The proportions of males in the 15–19 year and 20–24 year age groups markedly exceeded females.

Figure 1: VET students with a single learning difficulty by age and sex, 2003



- Almost two-thirds (63.9%) were less than 25 years of age, almost twice the proportion for all VET students

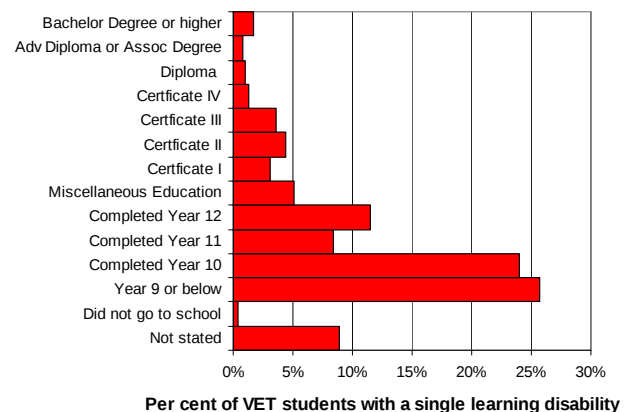
Previous education

- Year 10 was the most common secondary school level completed (30.7% of students).

Table 1: Highest school level completed by VET students, 2003

School level	Per cent of total		
	Learning disability only	Learning and other disability	Total VET population
Did not go to school	0.5	0.7	0.1
Year 9 or lower	30.2	31.6	7.8
Year 10	30.7	25.7	19.9
Year 11	10.7	10.5	10.3
Year 12	18.4	19.2	32.8
Not known	9.5	12.2	29.0
TOTAL (n)	8 416	3 901	1 717 795

Figure 2: Highest education level completed by VET students with a single learning disability, 2003



Employment status

- Well over one-third (38.3%) of VET students with a learning disability were employed at the time of enrolment in 2003. A further 23.7% were not in the labour force and 27.8% were unemployed.

VET participation and attainment

Table 2: Attainment of VET students by disability status, 2003

VET attainment	Per cent VET students		
	Learning disability only	Learning and other disability	Total VET population
Proportion undertaking AQF certificate III or higher	31.7	25.8	45.8
Subject completion rate*	73.0	71.4	81.9
Proportion completed an AQF qualification	11.6	10.0	18.0
TOTAL (n)	8 416	3 901	1 717 795

*Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed
AQF = Australian Qualifications Framework

People with a learning disability (cont.)

- Around one in eight (12.9%) students studied in the field of engineering and related technology. Next highest of the individual fields were food, hospitality and personal services with 9.7% and management and commerce with 9.6%, followed by society and culture with 8.5%. By far the largest proportion was in mixed field programs which accounted for 37.0%.

Table 3: VET students by field of education and disability status, 2003

Field of education	Per cent VET students		
	Learning disability only	Learning and other disability	Total VET population
Natural and physical sciences	0.3	0.2	0.4
Information technology	2.7	4.1	4.2
Engineering and related technology	12.9	9.1	15.2
Architecture and building	5.5	2.6	5.8
Agriculture, environment and related studies	6.7	5.6	4.8
Health	2.2	1.7	6.0
Education	0.7	0.7	3.4
Management and commerce	9.6	11.8	21.4
Society and culture	8.5	6.5	10.7
Creative arts	2.4	3.3	3.4
Food, hospitality and personal services	9.7	7.3	9.3
Mixed field program	37.0	43.3	9.6
Subject only	2.0	3.7	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	8 416	3 901	1 717 795

PEOPLE WITH A LEARNING DISABILITY AND OTHER DISABILITIES

- Slightly more than one-quarter (25.7%) of students with multiple disabilities were employed, a further third (33.9%) were not in the labour force and 29.5% were unemployed.
- Like their counterparts with a single learning disability, those with learning and other disabilities tended to have high proportions completing Year 10 and below when compared with all VET students.

- The proportion of students with learning and other disabilities who had completed a post-secondary qualification as their highest level of education was greater than for a learning disability only (25.2% compared with 21.0%).
- Participation rates by qualification level of students with learning and other disabilities were generally similar to those of students with a learning disability only. The exceptions were certificate III (multiple 14.7%, learning only 21.8%) and certificate I (multiple 28.5%, learning only 22.3%).
- Participation rates by fields were also similar with the major exception of mixed field programs (multiple disability 43.3%, learning only 37.0%). For the remainder, the most prominent differences were: engineering and related technologies (multiple 9.1%, learning only 12.9%) and architecture and building (multiple 2.6%, learning only 5.5%).
- There was some difference between students with multiple disabilities and students with only a learning disability in terms of Australian Qualifications Framework (AQF) completions (multiple 10.0%, learning only 11.6%). Both these rates were below that for all VET students (18.0%).

SUMMARY

- There are more male students with a single learning disability than females. This difference is most marked in the lower age groups.
- The proportions of both groups of students with a learning disability (single and multiple disability) who were studying at AQF certificate III and above was considerably lower than that of the all VET students.
- The proportion of both groups of students with a learning disability who had completed an AQF qualification was lower than that of all VET students.
- Both groups of students with a learning disability were much more likely to participate in mixed field programs than all VET students.

Reference

NCVER 2002 AVETMISS – *The standard for VET providers: Release 5.0 September 2002*, NCVER, Adelaide.

People with a hearing disability

INTRODUCTION

- A total of 10 558 vocational education and training (VET) students reported having a hearing disability in 2003. This represents 11.5% of the 91 439 VET students who reported a disability that year.
- Of these students, more than seven out of ten (71.7% or 7566) reported having only a single hearing disability, while 28.3% (2992) reported hearing and other (i.e. multiple) disabilities.

DEFINITION

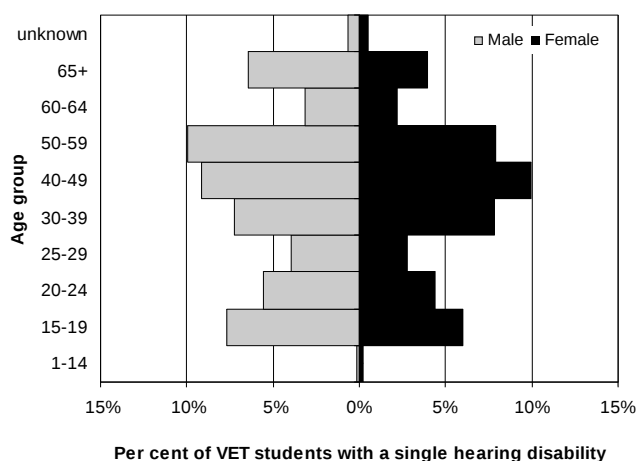
Hearing disability relates to the ability to sense the presence of sounds and discriminate the location, pitch, loudness and quality of sounds. It encompasses functions of hearing, auditory discrimination, localisation of sound source, lateralisation of sound, speech discrimination; impairments such as deafness, hearing impairment and hearing loss.

PEOPLE WITH A HEARING DISABILITY ONLY

Key characteristics

- There was a greater proportion of males (54%) than females (46%) in this disability group.
- Around 42.5% of students were aged over 40 years. Slightly less than one-quarter (24.1%) were aged less than 25 years.

Figure 1: VET students with a single hearing disability, by age and sex, 2003



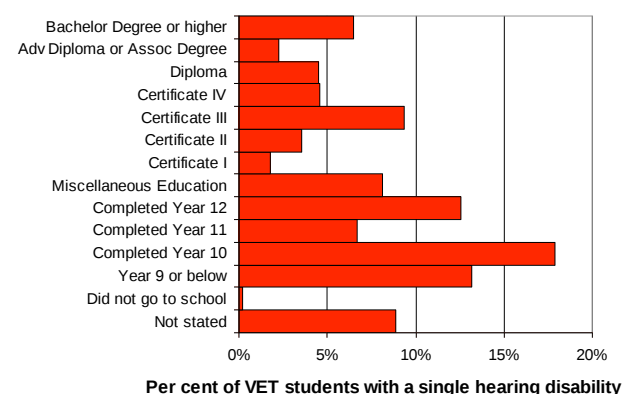
Previous education

- Almost three out of ten (29.5%) students had completed Year 12, with a similar proportion (30.2%) completing Year 10.
- Four out of ten (40.6%) students had completed some tertiary education prior to enrolment in 2003.

Table 1: Highest school level completed by VET students, 2003

Highest school level completed	Per cent of total		
	Hearing disability only	Hearing and other disability	Total VET population
Did not go to school	0.3	0.8	0.1
Year 9 or lower	17.8	26.6	7.8
Year 10	30.2	29.4	19.9
Year 11	10.9	8.9	10.3
Year 12	29.5	23.2	32.8
Not known	11.3	11.2	29.0
TOTAL (n)	7 566	2 992	1 717 795

Figure 2: Highest education level of VET students with a single hearing disability, 2003



Employment status

- Nearly half (48.7%) of students were employed at the time of their enrolment in 2003. In addition, 20.9% were unemployed, while 21.5% were not in the labour force.

VET participation and attainment

Table 2: Attainment of VET students by disability status, 2003

VET attainment	Per cent VET students		
	Hearing disability only	Hearing and other disability	Total VET population
Proportion undertaking AQF certificate III or higher	41.4	34.4	45.8
Subject completion rate*	79.0	74.4	81.9
Proportion completing an AQF qualification	13.3	11.5	18.0
TOTAL (n)	7 566	2 992	1 717 795

*Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed
AQF = Australian Qualifications Framework

People with a hearing disability (cont.)

- The largest proportion of students were enrolled in management and commerce (17.8%), mixed field programs (16.2%), engineering and related studies (12.5%) and society and culture (11.5%).
- Participation in information technology (5.5%), agriculture, environment and related studies (6.1%), society and culture (11.5%) and mixed field programs (16.2%) was higher than participation for the total VET population.

Table 3: VET students by field of education, by disability status, 2003

Field of education	Per cent VET students		
	Hearing disability only	Hearing and other disability	Total VET population
Natural and physical sciences	0.3	0.5	0.4
Information technology	5.5	5.9	4.2
Engineering and related technology	12.5	9.9	15.2
Architecture and building	4.2	3.0	5.8
Agriculture, environment and related studies	6.1	6.1	4.8
Health	4.5	2.6	6.0
Education	3.9	2.4	3.4
Management and commerce	17.8	16.8	21.4
Society and culture	11.5	10.3	10.7
Creative arts	3.4	4.2	3.4
Food, hospitality and personal services	6.4	4.6	9.3
Mixed field program	16.2	25.8	9.6
Subject only	7.6	7.8	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	7 566	2 992	1 717 795

- Students with multiple disabilities have low attainment in secondary school, with smaller proportions of students completing Years 10, 11 and 12 than students with a single hearing disability. By contrast, a higher proportion of students with multiple disabilities completed Year 9 or lower or did not go to school, than single hearing disability students.
- Students with hearing and other disabilities had higher participation in certificate I (14.1%) and certificate II (19.0%), than students with a single hearing disability (8.1% and 16.6% respectively).
- One-quarter (25.8%) of all students with hearing and other disabilities undertook mixed field programs in 2003. This was considerably higher than single hearing students (16.2%) and the total VET population (9.6%).
- There is a lower proportion of VET students with hearing and other disabilities who completed an Australian Qualifications Framework (AQF) qualification (11.5%) than students with a single hearing disability (13.3%) and all VET students (18.0%).

SUMMARY

- Students with a hearing disability tend to be older compared with students in other disability groups and the VET population in general.
- The high proportion of students in this disability group who undertook AQF certificate III courses and above should lead to good employment outcomes.
- Students with multiple disabilities have lower attainment in secondary school than single hearing disability students. They also experienced low achievements in post-secondary education.

STUDENTS WITH A HEARING DISABILITY AND OTHER DISABILITIES

- Just over one-third (33.8%) of students with multiple disabilities (including hearing) were not in the labour force. A slightly smaller proportion are employed (31.1%), while one-quarter (25.1%) are unemployed.

People with an intellectual disability

INTRODUCTION

- In the vocational education and training (VET) sector, 8771 students reported that they had an intellectual disability. This represents 9.6% of all students who reported a disability.
- Just over two-thirds (68.8%) of these students with an intellectual disability reported they had a single disability. The remaining 31.2% reported multiple disabilities.

DEFINITION

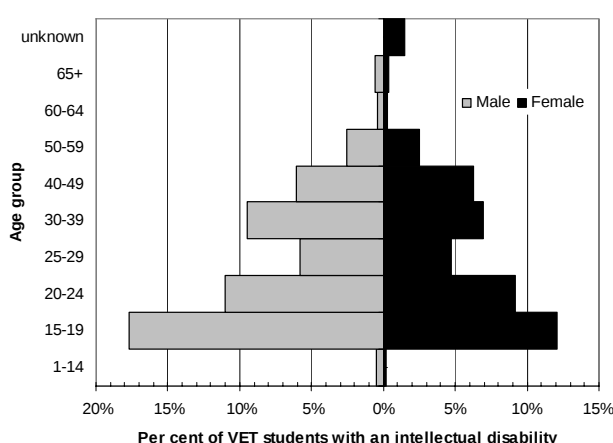
There is a diversity in the underlying concepts, definitions and classifications of intellectual disability adopted in Australia. In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness. (NCVER 2002)

PEOPLE WITH A SINGLE INTELLECTUAL DISABILITY ONLY

Key characteristics

- Slightly more than half (55.8%) of the students in this category were males. The most prominent differences in favour of males were in the 15–19, 20–24 and 30–39 year age groups.
- Just over half (50.6%) of the students were less than 25 years of age, a majority of them (29.7%) being in the 15–19 year age group.

Figure 1: VET students with a single intellectual difficulty by age and sex, 2003



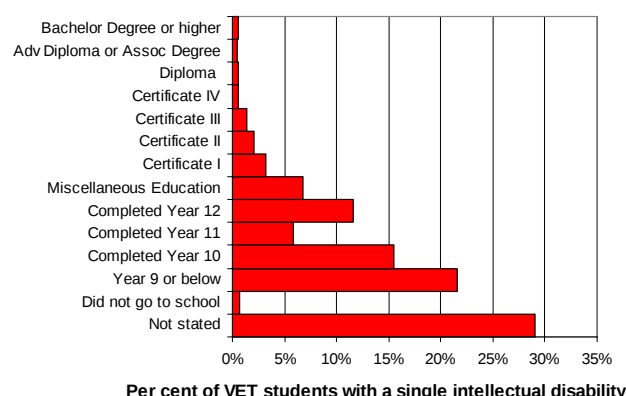
Previous education

- Nearly one-quarter (24.5%) of the students had completed Year 9 or below.
- At enrolment in 2003, a relatively small proportion (15.7%) had completed post-compulsory study, considerably lower than that for the total VET population (25.9%).

Table 1: Highest school level completed by VET students, 2003

	Per cent of total		
	Intellectual disability	Intellectual and other disability	Total VET population
Did not go to school	0.7	1.2	0.1
Year 9 or lower	24.5	26.6	7.8
Year 10	19.5	22.3	19.9
Year 11	7.7	10.5	10.3
Year 12	16.6	19.1	32.8
Not known	31.1	20.2	29.0
TOTAL (n)	6 031	2 740	1 717 795

Figure 2: Highest education level completed by VET students with a single intellectual disability, 2003



Employment status

- At the time of enrolment in 2003, 29.1% of VET students with an intellectual disability were employed. A further 20.7% were unemployed and 37.1% were not in the workforce.

VET participation and attainment

Table 2: Attainment of VET students by disability status, 2003

VET attainment	Per cent VET students		
	Intellectual disability only	Intellectual and other disability	Total VET population
Proportion undertaking AQF certificate III or higher	12.8	17.0	45.8
Subject completion rate*	76.7	71.9	81.9
Proportion completed an AQF qualification	7.0	8.6	18.0
TOTAL (n)	6 031	2 740	1 717 795

*Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed
AQF = Australian Qualifications Framework

People with an intellectual disability (cont.)

- One in eight (12.8%) students studied at AQF certificate III or above. This is far less than that for the total VET population (45.8%).
- Just over three-quarters (76.7%) of students completed their subjects studied, somewhat less than the 81.9% for the total VET population.
- The proportion of students completing an Australian Qualifications Framework (AQF) qualification in 2003 (7.0%) was less than half that of the total VET population (17.2%).
- Nearly half (45.3%) the students were enrolled in mixed field programs. The highest of the proportions for the remaining fields were: management and commerce (8.5%), engineering and related technology (6.0%), food, hospitality and personal services (5.9%) and agricultural, environment and related studies (4.8%).

Table 3: VET students by field of education and disability status, 2003

Field of education	Per cent VET students		
	Intellectual disability only	Intellectual and other disability	Total VET population
Natural and physical sciences	0.0	0.1	0.4
Information technology	1.5	3.1	4.2
Engineering and related technology	6.0	6.7	15.2
Architecture and building	2.0	2.0	5.8
Agriculture, environment and related studies	4.8	5.7	4.8
Health	0.7	1.0	6.0
Education	0.7	0.7	3.4
Management and commerce	8.5	10.2	21.4
Society and culture	3.5	4.4	10.7
Creative arts	1.8	3.1	3.4
Food, hospitality and personal services	5.9	5.5	9.3
Mixed field program	45.3	46.2	9.6
Subject only	19.5	11.2	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	6 031	2 740	1 717 795

PEOPLE WITH AN INTELLECTUAL DISABILITY AND OTHER DISABILITIES

- Almost one-quarter (24.9%) of students with an intellectual and other disabilities were employed.

A further 23.3% were unemployed and nearly two-fifths (38.4%) were not in the labour force.

- Students with intellectual and other disabilities tended to have slightly lower levels of school achievement than those with a single disability.
- Students with intellectual and other disabilities had higher participation rates in certificate III and above study than those with an intellectual disability only (multiple 17.0%, intellectual only 12.8%).
- Highest participation rates by field for the intellectual and other disability group were mixed field programs (46.2%) followed by management and commerce (10.2%) then engineering and related technologies (6.7%). These participation rates were quite similar to those for the intellectual disability only group.
- There was a small difference between students with multiple disabilities and those with only an intellectual disability in terms of AQF qualification completions (multiple: 8.6%, intellectual only: 7.0%).

SUMMARY

- Students with a single intellectual disability tended to be younger than those who did not have a disability. More than half were under 25 years of age compared with slightly more than two thirds for all VET students.
- Compared with most other disability groups and the total VET population, the intellectual disability group had a higher proportion of males, particularly in the lower age groups.
- The proportion of students with an intellectual disability who were studying at AQF certificate III level and higher was extremely low, the average rate for the two groups with intellectual disability being 14.1%, which was less than one-third that of the total VET population. About one-third were studying at certificate I level, higher than any other disability groups.
- Nearly half of students with an intellectual disability were enrolled in mixed field programs, a higher proportion than for any other disability.

Reference

NCVER 2002 AVETMISS – *The standard for VET providers: Release 5.0 September 2002*, NCVER, Adelaide.

People with a mental illness

INTRODUCTION

- A total of 7663 students in the vocational education and training (VET) sector reported they had a mental illness. This represents 8.4% of the 91 439 students who reported a disability in 2003.
- Less than three-quarters (72.3% or 5544) of students with a mental illness reported having a single disability, while 27.7% (2119) reported multiple disabilities.

DEFINITION

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

PEOPLE WITH A MENTAL ILLNESS ONLY

Key characteristics

- There are slightly more females (53.1%) than males (46.8%).
- More than half (55.6%) of VET students with a mental illness were aged 30 years or older. More than one-quarter (26.6%) of students were aged between 30 and 39 years.

Figure 1: VET students with a single mental illness, by age and sex, 2003

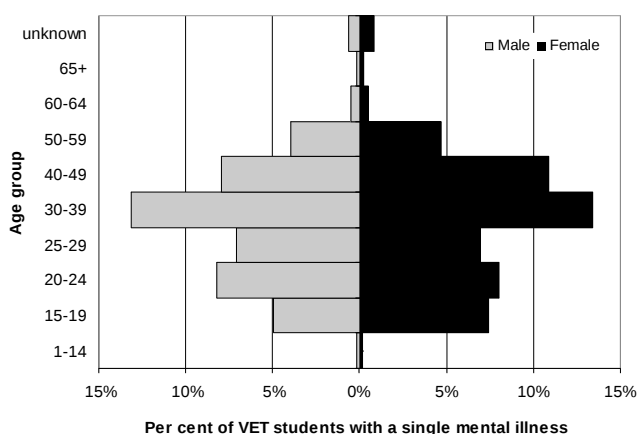
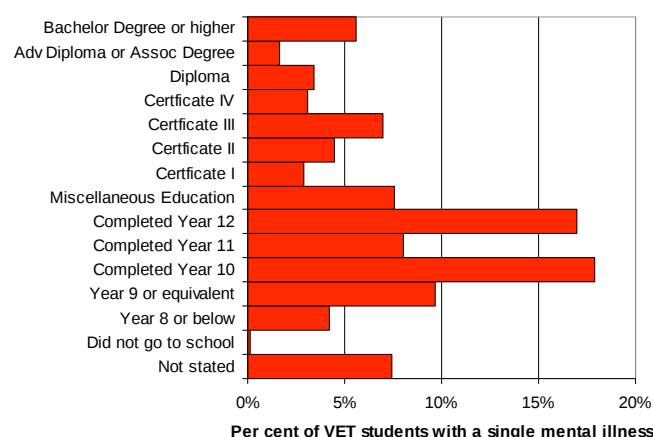


Table 1: Highest school level completed by VET students, 2003

Highest school level completed	Per cent of total		
	Mental illness only	Mental illness and other disability	Total VET population
Did not go to school	0.2	0.8	0.1
Year 9 or lower	17.5	26.3	7.8
Year 10	27.2	29.0	19.9
Year 11	12.4	11.2	10.3
Year 12	34.1	25.4	32.8
Not known	8.7	7.3	29.0
TOTAL (n)	5 544	2 119	1 717 795

Figure 2: Highest education level of VET students with a single mental illness, 2003



Employment status

- Most students with a mental illness were either not in the labour force (35.6%) or unemployed (34.5%). Only one in five students (20.8%) were employed at the time of their enrolment in 2003.

VET participation and attainment

Table 2: Attainment of VET students by disability status, 2003

VET attainment	Per cent of total		
	Mental illness only	Mental illness and other disability	Total VET population
Proportion undertaking AQF certificate III or higher	40.0	38.0	45.8
Subject completion rate*	67.4	67.5	81.9
Proportion completed an AQF qualification	12.1	10.6	18.0
TOTAL (n)	5 544	2 119	1 717 795

*Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed
AQF = Australian Qualifications Framework

Previous education

- More than one-third (34.1%) of students with a single mental illness completed Year 12.
- Over one-third (35.6%) of students completed tertiary studies. Qualifications included certificate III (6.9%), certificate IV (3.1%), diplomas and advanced diplomas (5.0%) and bachelor and higher degrees (5.6%).

People with a mental illness (cont.)

- The subject completion rate was lower than all other disability groups (average 75.9%) and the total VET population (81.9%).
- Only one in eight (12.1%) students with a mental illness completed an Australian Qualifications Framework (AQF) qualification in 2003. This is the lowest award rate of all the major disability groups and considerably lower than that for the total VET population (18.0%).
- Three out of ten (30.3%) students in this group were studying mixed field programs, more than three times the rate for the total VET population (9.6%). Other education fields above the rate for the total VET population included society and culture (12.5%), creative arts (6.7%), information technology (6.3%) and natural and physical sciences (0.7%).

Table 3: VET students by field of education and disability status, 2003

Field of education	Per cent VET students		
	Mental illness only	Mental illness and other disability	Total VET population
Natural and physical sciences	0.7	0.5	0.4
Information technology	6.3	6.9	4.2
Engineering and related technology	6.3	6.1	15.2
Architecture and building	2.1	2.2	5.8
Agriculture, environment and related studies	4.6	5.0	4.8
Health	2.2	2.3	6.0
Education	1.1	1.7	3.4
Management and commerce	15.4	15.1	21.4
Society and culture	12.5	11.4	10.7
Creative arts	6.7	6.8	3.4
Food, hospitality and personal services	4.9	4.4	9.3
Mixed field program	30.3	32.5	9.6
Subject only	6.6	5.1	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	5 544	2 119	1 717 795

STUDENTS WITH A MENTAL ILLNESS AND OTHER DISABILITIES

- Less than one in five students (19.7%) with multiple disabilities (including mental illness) were employed at the time of enrolment in 2003. This is the lowest rate of all major disability groups. Four out of ten (40.3%) students were not in the labour force and 31.4% were unemployed. These rates are highest for all the major disability groups.
- Students with mental illness and other disabilities had lower secondary school attainment than students with mental illness only. They had lower completion rates for Years 11 (11.2%) and 12 (25.4%), and higher rates for all lower years.
- A greater proportion (38.2%) of students with multiple disabilities completed some post-secondary education (beyond Year 12) than students with a mental illness only (35.6%). This difference is explained by more students (10.0%) completing miscellaneous education than students with only mental illness (7.6%).
- Almost one-third (32.5%) of students were undertaking mixed field programs in 2003, more than students with mental illness only (30.3%) and the total VET population (9.6%).
- Students with multiple disabilities had a marginally higher subject completion rate (67.5%) than students with mental illness only (67.4%). However, this rate was lower than all other disability groups except intellectual and unspecified.

SUMMARY

- Students with a mental illness are more likely to be middle-aged, particularly aged between 30 and 39 years.
- Although students with a mental illness have good participation in, and completion of, secondary and post-secondary education, they have very low subject completion rates in VET. Furthermore, they have the lowest award rate of all the major disability groups and considerably lower than that for the total VET population.
- Students with multiple disabilities had lower subject completion rates than all other disability groups except intellectual and unspecified groups.

Reference

NCVER 2002, *AVETMISS – The standard for VET providers: Release 5.0 September 2002*, NCVER, Adelaide.

People with acquired brain impairment

INTRODUCTION

- In the vocational education and training (VET) sector, 1856 students of the 91 439 students who reported a disability reported that they had an acquired brain impairment (ABI). This represents 2.0% of all students with a disability.
- In comparison with other disability groups, a relatively high proportion of students with acquired brain impairment (50.3%) reported multiple disabilities (other disabilities in addition to acquired brain impairment).

DEFINITION

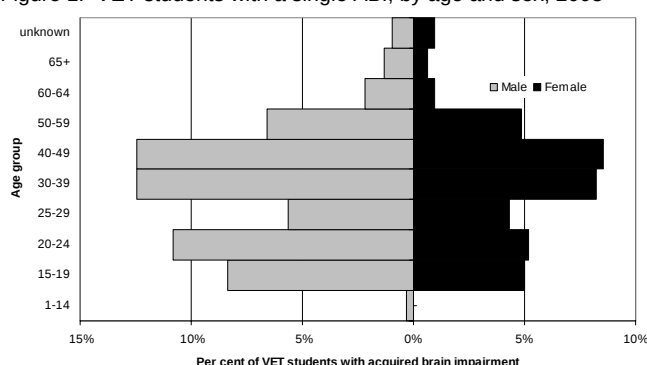
Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional or independent functioning (Ministerial Implementation Committee on Head Injury in 1995, cited in NCVER 2002). Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment (NCVER 2002).

PEOPLE WITH AN ACQUIRED BRAIN IMPAIRMENT ONLY

Key characteristics

- More than three-fifths (61.1%) of VET students with ABI only were males—a higher proportion than any other group.
- About three in ten (29.7%) VET students with an ABI were less than 25 years of age and well over one-third (37.7%) were aged 40 years or older.

Figure 1: VET students with a single ABI, by age and sex, 2003



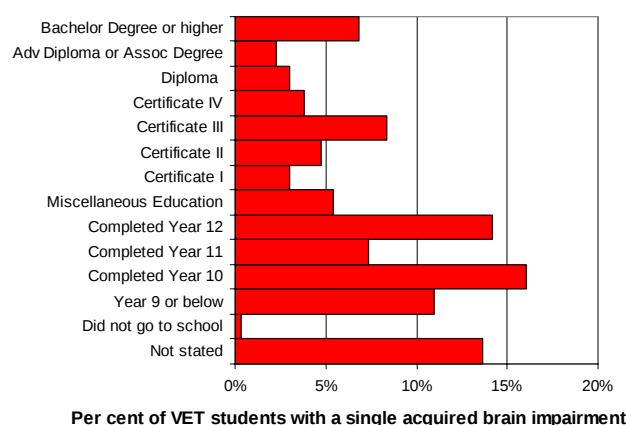
Previous education

- Almost one-third (31.2%) of students in this category had completed Year 12 with a further 38.4% completing either Years 10 or 11.
- At enrolment in 2003, more than one-third (37.5%) of students had completed some post-secondary education.

Table 1: Highest school level completed by VET students, 2003

	Per cent of total		
	ABI only	ABI and other disability	Total VET population
Did not go to school	0.5	0.5	0.1
Year 9 or lower	14.6	18.6	7.8
Year 10	27.2	32.5	19.9
Year 11	11.2	11.0	10.3
Year 12	31.2	27.4	32.8
Not known	15.3	9.9	29.0
TOTAL (n)	923	933	1 717 795

Figure 2: Highest education level completed by VET students with a single ABI, 2003



Employment status

- Just over a quarter (27.6%) of VET students with an acquired brain impairment were employed at the time of enrolment, somewhat lower than most other disability groups. The unemployment rate was 24.7%, and 34.5% were not in the labour force.

VET participation and attainment

Table 2: Attainment of VET students by disability status, 2003

VET attainment	Per cent VET students		
	ABI only	ABI and other disability	Total VET population
Proportion undertaking AQF certificate III or higher	36.2	37.1	45.8
Subject completion rate*	74.4	72.6	81.9
Proportion completed an AQF qualification	12.5	11.4	18.0
TOTAL (n)	923	933	1 717 795

*Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed
AQF = Australian Qualifications Framework

People with acquired brain impairment (cont.)

- With the notable exception of mixed field programs, the proportions of enrolments of students with acquired brain impairment in most fields were either lower or similar to those of all VET students.

Table 3: VET students by field of education and disability status, 2003

Field of education	Percent VET students		
	ABI only	ABI and other disability	Total VET population
Natural and physical sciences	0.2	0.4	0.4
Information technology	6.7	6.5	4.2
Engineering and related technology	9.5	8.3	15.2
Architecture and building	3.3	4.7	5.8
Agriculture, environment and related studies	5.4	4.6	4.8
Health	3.4	2.6	6.0
Education	1.4	2.1	3.4
Management and commerce	13.4	18.2	21.4
Society and culture	9.3	9.1	10.7
Creative arts	5.3	4.0	3.4
Food, hospitality and personal services	5.0	4.0	9.3
Mixed field program	27.2	29.7	9.6
Subject only	9.9	5.8	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	923	933	1 717 795

- The proportion of students with acquired brain impairment and other disabilities studying in the field of management and commerce (18.2%) was greater than that of students with an ABI only (13.4%). Differences for the other fields were relatively small (refer to table 3).
- The proportion of students with acquired brain impairment plus other disability who completed an Australian Qualifications Framework (AQF) qualification (12.3%) was less than one percentage point below that of those with an ABI only, but was markedly lower than that for all VET students (17.7%).

SUMMARY

- In terms of number, acquired brain impairment was the smallest disability category considered in this study (1856 students).
- The proportion of males was higher than that of any other disability considered.
- The employment rate for VET students with acquired brain impairment was lower than that for most other disability categories.
- The proportion of VET students with acquired brain impairment completing AQF qualifications was lower than that for all VET students.

STUDENTS WITH AN ACQUIRED BRAIN IMPAIRMENT AND OTHER DISABILITIES

- Slightly more than one-quarter (26.6%) of students with an acquired brain impairment and other disabilities were employed.
- The highest school levels completed by students with acquired brain impairment and other disabilities tended to be slightly lower than those with only an ABI.
- There were no notable differences between VET students with an acquired brain impairment only and those with an ABI and other disabilities in terms of the proportions studying at the various qualification levels.

Reference

NCVER 2002 *AVETMISS – The standard for VET providers: Release 5.0 September 2002*, NCVER, Adelaide.

People with other/unspecified disabilities

INTRODUCTION

- A total of 19 735 vocational education and training (VET) students reported either other (12 753) or an unspecified disability (6982) in 2003. Altogether, this represents 21.6% of the 91 439 students who reported a disability that year.
- A total of 16 735 (84.8%) students who reported either other or unspecified disability identified a single disability, while 3000 reported having multiple disabilities. Virtually all (99.2%) of those who reported an unspecified disability reported a single disability.

DEFINITION

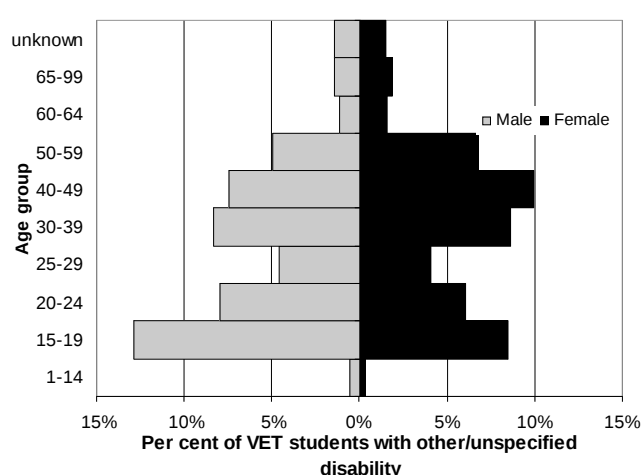
This disability group refers to students who either reported a disability other than one of the eight major groups, or did not specify the disability they suffered.

PEOPLE WITH AN OTHER/UNSPECIFIED DISABILITY ONLY

Key characteristics

- There are slightly more males (50.6%) than females (49.2%) in this combined group.
- The largest age group is the 15–19 year age group, with 21.3% of students. In addition, almost half (46.1%) of students were aged between 30 and 59 years.

Figure 1: VET students with a single other/unspecified disability, by age and sex, 2003



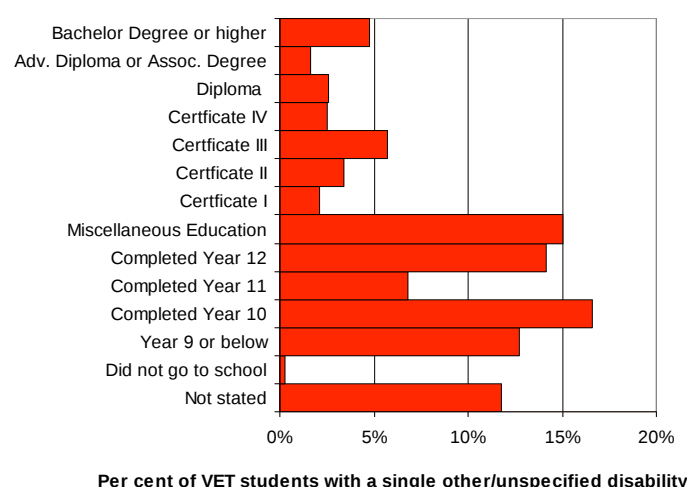
Prior education

- More than a quarter (27.8%) of students completed Year 12.
- Half (50.5%) of students did not complete any post-secondary education.

Table 1: Highest school level completed by VET students, 2003

Highest school level completed	Per cent of total		Total VET population
	Other/unspecified disability only	Other/unspecified and other disability	
Did not go to school	0.3	0.3	0.1
Year 9 or lower	15.8	24.6	7.8
Year 10	24.1	26.4	19.9
Year 11	10.7	12.8	10.3
Year 12	27.8	26.3	32.8
Not known	21.4	9.6	29.0
TOTAL (n)	16 735	3 000	1 717 795

Figure 2: Highest school level completed by VET students with a single other/unspecified disability, 2003



Employment status

- Four out of ten (41.3%) students were employed, 23.1% were unemployed and 22.5% were not in the workforce.

VET participation and attainment

Table 2: Attainment of VET students by disability status, 2003

VET attainment	Per cent VET students		Total VET population
	Other/unspecified disability only	Other/unspecified and other disability	
Proportion undertaking AQF certificate III or higher	38.9	39.4	45.8
Subject completion rate*	76.3	71.9	81.9
Proportion completed an AQF qualification	11.6	10.8	18.0
TOTAL (n)	16 735	3 000	1 717 795
Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed			
AQF = Australian Qualifications Framework			

People with other/unspecified disabilities (cont.)

- Higher proportions of students with an other/unspecified disability were enrolled in information technologies (6.1%), society and culture (11.7%), creative arts (4.2%) and mixed field programs (19.0%) compared with all VET students.

Table 3: VET students by field of education and disability status, 2003

VET attainment	Per cent VET students		
	Other/ unspecified disability only	Other/ unspecified and other disability	Total VET population
Natural and physical sciences	0.4	0.3	0.4
Information technology	6.1	6.1	4.2
Engineering and related technology	10.8	8.6	15.2
Architecture and building	3.7	2.8	5.8
Agriculture, environment and related studies	4.6	5.6	4.8
Health	4.8	2.7	6.0
Education	2.1	2.0	3.4
Management and commerce	19.3	16.5	21.4
Society and culture	11.7	10.4	10.7
Creative arts	4.2	5.3	3.4
Food, hospitality and personal services	7.5	5.6	9.3
Mixed field program	19.0	27.3	9.6
Subject only	5.8	6.7	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	16 735	3 000	1 717 795

- A slightly smaller proportion (37.1%) of students with multiple disabilities completed some post-secondary education than students with a single other/unspecified disability (37.8%).
- A higher proportion of students with multiple disabilities were undertaking studies at Australian Qualifications Framework (AQF) certificate III and above than students with a single disability (38.9%).
- Students with multiple disabilities had higher participation than single disability (other/unspecified) students at all tertiary education levels except bachelor and higher degrees and miscellaneous education.
- The highest participation was in mixed field programs (27.3%).

SUMMARY

- The greatest proportion of students in this category were aged between 15 and 19 years (21.3%).
- Measures of VET participation and attainment were lower for this disability group than the total VET population.
- Students with multiple disabilities had lower subject completion rates and AQF qualifications awarded than students with a single disability, but were undertaking a higher proportion of studies at AQF certificate III and higher.

PEOPLE WITH MULTIPLE OTHER/UNSPECIFIED DISABILITIES

- More than a third (34.2%) of students with multiple disabilities were not in the labour force, while almost equal numbers were employed (28.9%) and unemployed (28.8%).
- Almost a quarter (24.6%) of students with multiple disabilities completed Year 9 or lower at school.

Reference

NCVER 2002, *AVETMISS – The standard for VET providers: Release 5.0 September 2002*, NCVER, Adelaide.

Indigenous people with disabilities

INTRODUCTION

- A total of 5410 of the 91 439 vocational education and training (VET) students who reported a disability in 2003 identified themselves as Indigenous. This represents 5.9% of all students with a disability.
- Of these Indigenous students, 4600 (85%) reported that they had a single disability, while 810 (15%) reported multiple disabilities.

DEFINITION

Descriptions of the eight disability groups used to classify disability can be found in NCVER's *AVETMISS – The standard for VET providers: Release 5.0 September 2002* (available at <<http://www.ncver.edu.au/vetstandard/31196.html>>).

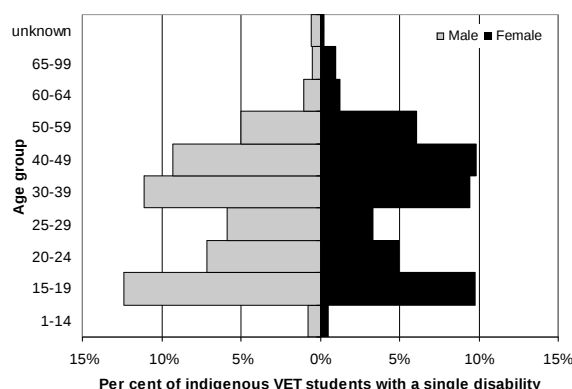
The Indigenous status of VET students is a self-assessment response by students as to whether they are of Aboriginal or Torres Strait Islander origin.

INDIGENOUS PEOPLE WITH A SINGLE DISABILITY ONLY

Key characteristics

- Over half (53.7%) of Indigenous VET students with a single disability were males and 46.3% were females.
- More than one in five (22.2%) of Indigenous VET students with a single disability were aged between 15 and 19 years. Over half (54.5%) of Indigenous VET students with a disability were aged 30 years or older.

Figure 1: Indigenous VET students with a single disability, by age and sex, 2003



Employment status

- The largest group of Indigenous VET students was not in the labour force (31.1%), with a further 27.9% unemployed. Only 30.2% were employed.

- The most frequently reported disabilities among Indigenous VET students are medical condition (16.8%), learning disability (14.9%) and vision disability (13.2%). These three groups are all above the proportion evident in the total VET population.

Table 1: Indigenous VET students by disability status and disability group, 2003

Disability group	Per cent of total	
	Indigenous students with single disability	All students with single disability
Hearing	10.5	9.6
Physical	12.7	16.5
Intellectual	4.6	7.6
Learning	14.9	10.6
Mental illness	5.5	7.0
Acquired brain impairment	1.2	1.2
Vision	13.2	13.0
Medical condition	16.8	13.3
Other	14.2	12.4
Unspecified	6.5	8.8
TOTAL (n)	4 600	79 037

- Indigenous students with a single disability have much lower school achievement rates than students with a single disability and the total VET population. Only 11.8% of Indigenous VET students with a single disability completed Year 12, compared with 28.4% of VET students with a single disability and 32.8% of all VET students.

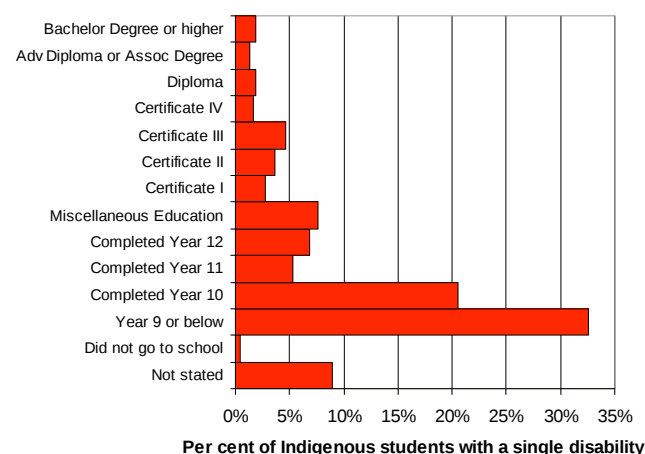
Table 2: Highest school level completed by Indigenous VET students with a single disability, 2003

Highest school level completed	Per cent of total		
	Indigenous students with a single disability	All VET students with a single disability	Total VET population
Did not go to school	0.6	0.4	0.1
Year 9 or lower	41.0	19.3	7.8
Year 10	28.7	26.8	19.9
Year 11	8.0	11.1	10.3
Year 12	11.8	28.4	32.8
Not known	9.9	14.0	29.0
TOTAL (n)	4 600	79 037	1 717 795

- Indigenous students with a disability have very low attainment of tertiary qualifications. Only one-quarter (25.4%) had completed a post-school qualification, of whom 7.6% had completed miscellaneous education.

Indigenous people with disabilities (cont.)

Figure 2: Highest education level completed by Indigenous VET students with a single disability, 2003



VET participation and attainment

Table 3: Attainment of Indigenous VET students by disability status, 2003

VET attainment	Per cent VET students		
	Indigenous students with single disability	Indigenous students with multiple disabilities	Total VET population
Proportion undertaking AQF certificate III or higher	30.6	35.5	45.8
Subject completion rate*	65.1	63.9	81.9
Proportion completed an AQF qualification	9.0	9.7	18.0
TOTAL (n)	4 600	810	1 717 795
Subject completion rate = Pass + Recognition of prior learning + Non-assessable satisfactorily completed divided by Pass + Fail + Withdraw + RPL + NA satisfactorily completed and NA not satisfactorily completed AQF = Australian Qualifications Framework			

- One-third (33.5%) of Indigenous students with a disability undertook mixed field programs, with participation also higher in society and culture (13.4%) and agriculture, environment and related studies (7.8%) than for the total VET population.

INDIGENOUS PEOPLE WITH MULTIPLE DISABILITIES

- The secondary school attainment of Indigenous students with multiple disabilities is slightly worse than that for Indigenous students with a single disability and considerably worse than all VET students.
- The participation of Indigenous students with multiple disabilities was higher in mixed field programs (39.5%), society and culture (13.7%)

and creative arts (7.1%) than for indigenous students with a single disability and the total VET population.

Table 4: Indigenous VET students by field of education and disability status, 2003

Field of education	Per cent VET students		
	Indigenous students with a single disability	Indigenous students with multiple disabilities	Total VET population
Natural and physical sciences	0.1	0.2	0.4
Information technology	2.6	2.5	4.2
Engineering and related technology	8.3	7.2	15.2
Architecture and building	3.5	2.0	5.8
Agriculture, environment and related studies	7.8	5.7	4.8
Health	3.4	3.6	6.0
Education	2.3	3.4	3.4
Management and commerce	11.8	10.9	21.4
Society and culture	13.4	13.7	10.7
Creative arts	5.9	7.1	3.4
Food, hospitality and personal services	4.1	3.2	9.3
Mixed field program	33.5	39.5	9.6
Subject only	3.2	1.0	5.8
TOTAL (%)	100.0	100.0	100.0
TOTAL (n)	4 600	810	1 717 795

SUMMARY

- Indigenous students with a disability—both single and multiple—have very poor secondary school attainment.
- Only a quarter of Indigenous students with a single disability have acquired any tertiary level qualification at the time of their enrolment in 2003.
- The VET attainment of Indigenous students with a disability in the VET sector is well below that of the total VET population.

Reference

NCVER 2002, *AVETMISS – The standard for VET providers: Release 5.0 September 2002*, NCVER, Adelaide.