



Australian vocational education and training statistics

VET student outcomes 2020

Employ-Ease Pty Ltd

Qualification completers

National Centre for Vocational Education Research

Introduction

The *VET student outcomes 2020* series provides a summary of the outcomes and satisfaction of students who completed nationally recognised vocational education and training (VET) delivered by registered training organisations (RTOs) in Australia during 2019, using data collected in 2020. This report is focused on qualification completers (previously known as graduates) who are defined as students who completed a training package qualification or an accredited qualification.

Highlights

Employment outcomes

Of qualification completers at Employ-Ease Pty Ltd:

- 73% had an improved employment status after training.
- 56.8% were employed before training. Of these, 28.1% were employed at a higher skill level after training.
- 43.2% were not employed before training. Of these, 64.3% were employed after training.
- 79.6% were employed after training. Of these, 91.6% received at least one job-related benefit.

Students' satisfaction with training

Of qualification completers at Employ-Ease Pty Ltd:

- 92.7% were satisfied with the overall quality of their training
- 90.2% would recommend their training provider.

About this report

Information in the report is presented on Employ-Ease Pty Ltd qualification completers' reasons for training, their employment outcomes, further study outcomes and satisfaction with training. The figures are derived from the National Student Outcomes Survey, which is an annual survey of VET students.

Comparisons with the prior year are only shown where there are sufficient responses in the prior year. Where there is not a sufficient level of response for prior year comparisons, the 2019 data have been suppressed and the columns shaded in grey.

Technical notes

The sample for the National Student Outcomes Survey is selected from the National VET Provider and National VET in Schools collections. For Employ-Ease Pty Ltd, 403 qualification completers responded, giving a response rate of 41.8%.

Survey responses are weighted to population benchmarks from the national collections. As the estimates from the National Student Outcomes Survey are based on information provided by a sample rather than on a population, they are subject to sampling variability; that is, they may differ from the statistics that would have been produced had all students been included and responded to the survey.

The margin of error is a measure of how much sampling variability there is. The smaller the margin of error, the more accurate the estimate. The margin of error is calculated such that there is a 95% chance that the interval estimate \pm margin of error contains the true value. The interval is called the 95% confidence interval. For example, if an estimate is equal to 70% and the margin of error (using a confidence level of 95%) is 10%, the confidence interval for this estimate is 60% to 80%. This means we can be 95% confident the true value is between 60% and 80%.

It is important to consider the margin of error when comparing between groups and years, particularly when the results are close. Data users are encouraged to use the margin of error to determine if a difference between groups or years is statistically significant. Tables 3 and 5 in this report provides the margin of error for key survey findings and the up and/or down arrows indicate the difference between 2019 and 2020 survey estimates is statistically significant. Refer to the supporting documentation at <https://www.ncver.edu.au/research-and-statistics/collections/student-outcomes/vet-student-outcomes> for important information to assist with interpreting survey data (specifically understanding the margins of error available in this report).

Tables

Table 1 Main reason for training for qualification completers, Employ-Ease Pty Ltd 2020 (%)

Reason for training	Qualification completers
Employment-related	87.3
Get a job	40.8
Develop or start own business	2.1
Try for a different career	30.3
Get a better job or promotion	4.3
Requirement of job	3.8
Gain extra skills for current job	6.1
Further study	3.8
Get into another course of study	1.2
To obtain credit points towards my senior secondary schooling	0.3
To gain advanced entry to a higher qualification or university	2.3
Personal development	8.8
Improve general education skills	3.5
Get skills for community/voluntary work	2.6
Increase confidence/self-esteem	2.2
Recreational reasons	0.3
Other	0.2

Table 2 Employment and further study outcomes for qualification completers, 2019 and 2020 (%)

	Employ-Ease Pty Ltd		2020		
	2019	2020	Private training providers Victoria	Private training providers Australia	All VET providers Australia
Improved employment status after training					
Employed before training	56.5	56.8	64.9	68.4	64.7
Of these: Employed at a higher skill level after training	27.6	28.1	12.0	11.9	13.9
Of these: Better job after training	47.0	50.9	31.5	31.3	33.3
Not employed before training	43.5	43.2	35.1	31.6	35.3
Of these: Employed after training	70.1	64.3	35.6	40.0	36.2
Improved employment status after training	74.2	73.0	55.9	58.9	56.0
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	79.5	79.6	68.4	71.9	68.6
Of these: Temporarily stood down due to COVID-19	na	5.8	9.0	7.0	7.1
Not employed	20.5	20.4	31.6	28.1	31.4
Unemployed	14.3	10.8	16.6	15.5	16.4
Not in the labour force	6.1	9.6	14.9	12.4	14.8
Of these: Not looking for work due to COVID-19	na	74.1*	44.7	41.8	40.4
Of those not employed after training: Lost job due to COVID-19	na	15.2	24.0	24.9	20.6
Difference in proportion employed from before training to after	23.0	22.8	3.5	3.5	3.9
Employed or in further study after training	83.7	83.3	78.3	80.9	80.3
Enrolled in further study after training	17.8	14.4	29.6	29.8	33.1
Course delayed or postponed due to COVID-19	na	2.6	3.0	2.5	3.0
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	88.1	85.9	74.9	77.2	75.8
Received at least one job-related benefit	93.7	91.6	78.8	79.3	78.8
Total number of responses	391	403	23294	84989	165761

Grey shading of the entire column indicates the number of respondents in 2019 was less than 25 students.

Table 3 95% margin of error for estimates shown in Table 2

	Employ-Ease Pty Ltd		2020		
	2019	2020	Private training providers Victoria	Private training providers Australia	All VET providers Australia
Improved employment status after training					
Employed before training	4.4	4.3	0.5	0.3	0.2
Of these: Employed at a higher skill level after training	5.3	5.3	0.5	0.2	0.2
Of these: Better job after training	5.8	5.8	0.7	0.3	0.3
Not employed before training	4.4	4.3	0.5	0.3	0.2
Of these: Employed after training	6.2	6.4	0.9	0.5	0.3
Improved employment status after training	3.9	3.9	0.6	0.3	0.2
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	3.5	3.4	0.5	0.3	0.2
Of these: Temporarily stood down due to COVID-19	na	2.2	0.4	0.2	0.1
Not employed	3.5	3.4	0.5	0.3	0.2
Unemployed	3.0	2.7	0.4	0.2	0.2
Not in the labour force	2.1	2.4	0.4	0.2	0.1
Of these: Not looking for work due to COVID-19	na	11.2	1.4	0.8	0.5
Of those not employed after training: Lost job due to COVID-19	na	7.0	0.8	0.5	0.3
Difference in proportion employed from before training to after	na	na	na	na	na
Employed or in further study after training	3.2	3.1	0.5	0.2	0.2
Enrolled in further study after training	3.2	3.0	0.5	0.3	0.2
Course delayed or postponed due to COVID-19	na	1.4	0.2	0.1	0.1
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	3.2	3.5	0.6	0.3	0.2
Received at least one job-related benefit	2.4	2.8	0.6	0.3	0.2

Grey shading of the entire column indicates the number of respondents in 2019 was less than 25 students.

Table 4 Satisfaction outcomes for qualification completers, 2019 and 2020 (%)

	Employ-Ease Pty Ltd		2020		
	2019	2020	Private training providers Victoria	Private training providers Australia	All VET providers Australia
Satisfaction with training					
Developed problem-solving skills	84.6	81.9	78.8	77.8	79.2
Improved writing skills	64.4	62.6	53.3	50.8	51.9
Improved numerical skills	48.8	45.6	43.9	42.7	45.5
Satisfied with teaching	89.8	92.1	86.6	86.9	87.1
Satisfied with assessment	92.0	93.6	88.6	89.2	89.1
Satisfied with the overall quality of training	91.9	92.7	87.7	88.1	88.4
Achieved their main reason for doing the training	86.1	88.5	82.8	84.5	83.6
Recommend training	92.2	93.4	84.6	85.1	85.4
Satisfaction with training provider					
Satisfied with the facilities	na	84.6	83.9	84.5	85.2
Satisfied with the learning resources provided	na	91.8	83.9	84.2	83.4
Satisfied with the location of the training provider	na	90.3	85.6	85.2	86.2
Satisfied with support services	na	84.2	79.3	79.3	79.0
Recommend training provider	91.1	90.2	83.2	83.6	84.3
Total number of responses	391	403	23294	84989	165761

Grey shading of an individual cell indicates a break-in-series. Grey shading of the entire column indicates the number of respondents in 2019 was less than 25 students

Table 5 95% margin of error for estimates shown in Table 4

	Employ-Ease Pty Ltd		2020		
	2019	2020	Private training providers Victoria	Private training providers Australia	All VET providers Australia
Satisfaction with training					
Developed problem-solving skills	3.0	3.2	0.4	0.2	0.2
Improved writing skills	4.2	4.1	0.6	0.3	0.2
Improved numerical skills	4.4	4.3	0.6	0.3	0.2
Satisfied with teaching	2.6	2.3	0.4	0.2	0.1
Satisfied with assessment	2.3	2.0	0.3	0.2	0.1
Satisfied with the overall quality of training	2.2	2.2	0.4	0.2	0.1
Achieved their main reason for doing the training	2.9	2.6	0.4	0.2	0.2
Recommend training	2.3	2.1	0.4	0.2	0.1
Satisfaction with training provider					
Satisfied with the facilities	na	3.0	0.4	0.2	0.2
Satisfied with the learning resources provided	na	2.3	0.4	0.2	0.2
Satisfied with the location of the training provider	na	2.5	0.4	0.2	0.1
Satisfied with support services	na	3.1	0.5	0.2	0.2
Recommend training provider	2.4	2.5	0.4	0.2	0.1

Grey shading of the entire column indicates the number of respondents in 2019 was less than 25 students.

Table 6 Outcomes and satisfaction for graduates by student characteristics, Employ-Ease Pty Ltd 2020 (%)

	Improved employment status after training	Employed or in further study	Achieved their goal or in main reason for doing the training	Satisfied with the overall quality of training	Recommend the training provider
Gender					
Males	69.6*	78.4	87.4	85.4	81.2
Females	73.8	84.3	88.7	94.3	92.1
Age group					
15 to 19 years	np	68.8*	76.4*	82.2*	84.3*
20 to 24 years	75.5*	94.2	86.0	87.5	88.0
25 to 44 years	74.5	81.0	91.6	96.5	94.1
45 to 64 years	73.1	84.1	86.1	90.1	86.5
65 years and over	68.7*	68.7*	90.2*	100.0*	90.2*
Student remoteness (ARIA+) region					
Major cities	71.6	82.5	88.3	91.9	88.9
Inner and outer regional	83.9	88.9	89.5	98.3	100.0
Remote and very remote	np	np	np	np	np
Indigenous status					
Indigenous	np	np	np	np	np
Non-Indigenous	73.6	83.4	88.7	93.0	90.4
Disability status (including impairment or long-term condition)					
With a disability	59.1*	72.4*	84.4*	92.1	92.1
Without a disability	74.3	84.3	88.8	92.8	90.0
Speak a language other than English at home					
Other language	74.0	84.2	89.5	94.0	91.4
English	72.1	82.4	87.4	91.5	89.0
Employment status before training					
Employed	79.7	91.1	90.4	93.1	88.9
Not employed	64.3	70.5	86.4	92.0	91.5
Total	73.0	83.3	88.5	92.7	90.2

Table 7 Outcomes and satisfaction for graduates by training characteristics, Employ-Ease Pty Ltd 2020 (%)

	Improved employment status after training	Employed or in further study	Achieved their goal in main reason for doing the training	Satisfied with the overall quality of training	Recommend the training provider
Type of training					
Training package qualifications	73.8	83.9	88.3	92.6	90.1
Accredited qualifications	np	np	np	np	np
Apprentice/trainee status					
Apprentices and trainees undertaking off-the-job-training	np	np	np	np	np
Not apprentices and trainees undertaking off-the-job training	73.0	83.3	88.5	92.7	90.2
Program level of education					
Diploma or higher	100.0*	100.0*	80.2*	100.0*	94.4
Certificate IV	83.2	90.5	94.5	94.6	90.2
Certificate III	67.4	79.7	85.7	91.2	89.8
Certificate II	np	np	np	np	np
Certificate I	np	np	np	np	np
Program field of education					
Natural and physical sciences	np	np	np	np	np
Information technology	np	np	np	np	np
Engineering and related technologies	np	np	np	np	np
Architecture and building	np	np	np	np	np
Agriculture, environmental and related studies	np	np	np	np	np
Health	42.1*	60.7*	61.3*	77.4*	65.2*
Education	np	np	np	np	np
Management and commerce	100.0*	100.0*	80.2*	100.0*	94.4
Society and culture	75.5	85.2	91.0	93.6	92.0
Creative arts	np	np	np	np	np
Food, hospitality and personal services	np	np	np	np	np
Mixed field programmes	np	np	np	np	np
Funding source					
Commonwealth/state funding	70.4	80.9	90.9	94.1	92.4
Fee-for-service-domestic	78.3	88.1	83.6	89.7	85.8
Total	73.0	83.3	88.5	92.7	90.2

Table 8 Number of qualification completer respondents by key characteristics, Employ-Ease Pty Ltd 2020

Qualification completers	
Student characteristics	
Age group	
15 to 19 years	8
20 to 24 years	36
25 to 44 years	167
45 to 64 years	182
65 years and over	10
Females	343
Indigenous	2
With a disability	32
Speak a language other than English at home	189
From remote/very remote areas	0
Training characteristics	
Type of training	
Training package qualifications	399
Accredited qualifications	4
Apprentices and trainees undertaking off-the-job-training	0
Funding source	
Government funding	275
Fee-for-service domestic	128
Total	403

Explanatory notes

For information on the terms and definitions used in this report, please see the *Terms and definitions* supporting documentation at <<https://www.ncver.edu.au/research-and-statistics/collections/student-outcomes/vet-student-outcomes>>.

Scope

- 1 The *VET student outcomes 2020* series provides a summary of the outcomes of students who completed nationally recognised VET delivered by registered training organisations (RTOs) in Australia during 2019, using National Student Outcomes Survey data collected in mid-2020.
- 2 Historically the National Student Outcomes Survey included graduates (students who completed a qualification) and subject completers (students who completed at least one subject and left the VET system without obtaining a qualification). To better reflect the training undertaken in the VET system, the number of groups surveyed in 2020 has expanded to cover:
 - Qualification completers: students who completed a training package qualification or an accredited qualification (previously known as graduates, no definition change to this group).
 - Qualification part-completers: students who enrolled in but only completed part of a training package qualification or an accredited qualification (and are no longer undertaking that training).
 - Nationally recognised short course completers: students who completed a training package skill set or an accredited course.
 - Nationally recognised short course part-completers: students who enrolled in but only completed part of a training package skill set or accredited course (and are no longer undertaking that training).
 - Subject(s) only completers: students who completed one or more subjects not delivered as part of a nationally recognised program and who are no longer undertaking training in the VET sector.
- 3 Out of scope of the *VET student outcomes 2020* series are:
 - international students
 - students who undertook recreational, leisure or personal enrichment (short) courses
 - students under 15 years of age
 - students from correctional facilities
 - students who completed non-nationally recognised training.
- 4 Students aged 15 to 17 years were out of scope of the 2019 survey. Students 15 years and older are included in 2020 data.
- 5 The 2020 survey was expanded to include VET undertaken by senior secondary students for the first time.
- 6 Results should be treated with some caution when comparing 2020 survey estimates with prior years on 'labour force status before and after training' and 'relevance of training to job after training' due to the inclusion of students aged 15 to 17 years in 2020. The inclusion of students aged 15 to 17 years only had a minor impact on the national estimates for other key survey measures.

Definitions and derivations

- 7 The percentage of students satisfied with various aspects of their training and the training provider (e.g. teaching assessment, training provider's facilities, learning resources, support services, training provider's location and the overall quality of training) is based on the proportion of respondents reporting that they are 'Very satisfied' or 'Satisfied' with the relevant questionnaire item. The percentage of students who developed problem-solving skills, improved writing skills and improved numerical skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 8 'Improved employment status after training' is defined as either employment status changing from not employed before training to employed after training *or* employed at a higher skill level after training *or* received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

- 9 'Employed at a higher skill level' is based on those employed before training who are employed in an occupation with a higher skill level after training, in comparison with their occupation before training. The base includes those not employed after training.
- 10 Job-related benefits are based on those employed after training who reported receiving a job-related benefit from the training, including: set up or expanded their own business, got a promotion, increased earnings, gained extra skills for their job or other job-related benefits.
- 11 'Achieved main reason for training' is based on the proportion of respondents reporting that the training 'Fully' or 'Partly' helped them to achieve their main reason for training.

Reporting changes

- 12 There were several revisions to the 2020 questionnaire, including:
 - The response scale for recommend the training provider and recommend the training changed from a 'Yes/No' response option to a 'Very likely to very unlikely' 5 point response scale. As a result of this change, the 2020 results are not comparable with prior years. The percentage of students who would recommend their training provider or training is based on the proportion of respondents reporting 'Very likely' or 'Likely' with the relevant questionnaire item.
 - The inclusion of new categories in the reasons for training item of 'To obtain credit points towards my senior secondary schooling' and 'To obtain credit points towards my senior secondary schooling'.
 - The inclusion of new categories for items on 'Further study after training', 'Employment after training' and 'looking for work' to understand the impacts of the COVID-19 pandemic on study being cancelled, delayed or postponed, on being employed but temporarily stood down and on not looking for work due COVID-19.
 - A new question was added whether job was lost due to COVID-19.
 - New questions were added on satisfaction with the RTO's location, learning resources, facilities and support services.
- 13 In 2020, most student groups did not receive the full questionnaire to reduce student burden. This means, in this report, 'recommend the training', is available only for certificate II and above qualification completers, as the question was only asked in the longer questionnaire.
- 14 In 2020, information on whether training was part of an apprenticeship or traineeship was sourced from the National VET Provider and National VET in Schools collections. Prior to 2020, apprentice and trainee status was sourced from survey responses. An analysis of the impact of the change suggests employment outcomes and improved writing skills for apprentices and trainees in 2020 compared with 2019 and prior years should be treated with caution due to an over-representation in prior years of students who speak a language other than English at home when the derivation is based on survey responses.

Australian Bureau of Statistics data

- 15 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), produced by the Hugo Centre for Population and Housing, the standard ABS-endorsed measure of remoteness. For more details of ARIA+ refer to <<https://www.adelaide.edu.au/hugo-centre/services/aria>>.

Data treatment

- na Not applicable.
- * The estimate has a margin of error greater than or equal to 10% and therefore should be used with caution.
- np Not published. NCVET does not report on estimates based on five or fewer respondents because the estimates are unreliable.

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