

VET student outcomes 2019



Employ-Ease Pty Ltd graduates

National Centre for Vocational Education Research

Highlights

This report provides a summary of the outcomes of students who completed nationally recognised vocational education and training (VET) during 2018, using data collected in mid-2019. The figures are derived from the National Student Outcomes Survey, which is an annual survey of students awarded a qualification (graduates), or who completed at least one subject and left the VET system without obtaining a qualification (subject completers).

Employment and further study outcomes

Of graduates at Employ-Ease Pty Ltd:

- 74.2% had an improved employment status after training.
- 83.7% were employed or enrolled in further study after training.

Students' satisfaction with training

Of graduates at Employ-Ease Pty Ltd:

- 91.9% were satisfied with the overall quality of their training.
- 92.2% would recommend the training and 91.1% would recommend their training provider.
- 86.1% achieved their main reason for doing the training.

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Introduction

This report provides a summary of the outcomes of students who completed nationally recognised vocational education and training (VET) delivered by recognised training organisations (RTOs) in 2018, using data collected in mid-2019.¹ The figures are derived from the National Student Outcomes Survey, which is an annual survey that covers students who are awarded a qualification (graduates), or who completed at least one subject and left the VET system without obtaining a qualification (subject completers), with this report focused on graduates. The survey includes students who undertook government-subsidised training (government-funded) and those who undertook training on a fee-for-service basis.

Information in the report is presented on Employ-Ease Pty Ltd graduates' reasons for training, their employment outcomes, further study outcomes and satisfaction with training. 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 2018 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 Collection, with national response rates of 34.1% for graduates and 23.4% for subject completers. For Employ-Ease Pty Ltd, 362 graduates responded, giving a response rate of 42.0%.

Survey responses are weighted to population benchmarks from the National VET Provider Collection. 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.

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 (provided in table 2 for key survey findings) to determine if a difference between groups is statistically significant. In table 1, a statistical technique has been applied to determine if the difference in estimates between 2018 and 2019 for the RTO is statistically significant. No arrow in table 1 signals that the difference between 2018 and 2019 is not statistically significant.

Example

Estimate A is equal to 70% with a margin of error of 5%. The confidence interval for the estimate is 65% to 75%, which means we can be 95% confident that the true value is between 65% and 75%.

Estimate B is equal to 85% with a margin of error of 3%. The confidence interval is therefore 82% to 88%. **Given the confidence intervals do not overlap, we can be 95% confident that there is a difference between Estimate A and Estimate B.**

Estimate C is equal to 90% with a margin of error of 4%. The confidence interval is therefore 86% to 94%. **Given the confidence intervals for Estimates B and C overlap, we cannot conclude with a 95% level of confidence whether there is a difference between Estimate B and Estimate C and further testing is required to make any conclusions.**

For detailed technical information, see Technical notes at (<https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>).

¹ The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. For graduates, the only change to scope is the exclusion of higher level qualifications, such as bachelor's degrees. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.

More information

For additional data tables on student outcomes, classified by a greater range of student and training characteristics, refer to the data products tab at (<https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>).

Access to these data is governed by the National VET Data Policy (2018), agreed by the Council of Australian Governments (COAG) ministers responsible for skills. The National VET Data Policy can be viewed at (<https://docs.employment.gov.au/documents/national-vet-data-policy>).

Tables

Table 1 Key findings for graduates, 2018 and 2019 (%)

| | Employ-Ease Pty Ltd | | 2019 | | |
|-----------------------------------------------------------------|---------------------|------|-------------------------------------|--------------------------------------|-----------------------------|
| | 2018 | 2019 | Private training providers Victoria | Private training providers Australia | All VET providers Australia |
| Improved employment status after training | | | | | |
| Employed before training | | 56.5 | 68.9 | 70.8 | 66.7 |
| Of these: Employed at a higher skill level after training | | 27.6 | 15.4 | 16.0 | 18.0 |
| Of these: Better job after training | | 47.0 | 36.1 | 36.0 | 37.5 |
| Not employed before training | | 43.5 | 31.1 | 29.2 | 33.3 |
| Of these: Employed after training | | 70.1 | 50.6 | 52.0 | 46.8 |
| Improved employment status after training | | 74.2 | 67.7 | 69.1 | 65.8 |
| Employment and further study outcomes | | | | | |
| After training (as at May of the survey year) | | | | | |
| Employed | | 79.5 | 78.7 | 80.3 | 76.6 |
| Not employed | | 20.5 | 21.3 | 19.7 | 23.4 |
| Unemployed | | 14.3 | 13.4 | 12.9 | 14.6 |
| Not in the labour force | | 6.1 | 7.8 | 6.8 | 8.7 |
| Difference in proportion employed from before training to after | | 23.0 | 9.8 | 9.5 | 9.9 |
| Employed or in further study after training | | 83.7 | 84.9 | 86.0 | 85.6 |
| Enrolled in further study after training | | 17.8 | 25.5 | 26.1 | 30.3 |
| Studying at university | | 2.0 | 5.6 | 5.7 | 7.1 |
| Studying at a TAFE institute | | 5.5 | 5.1 | 4.3 | 10.8 |
| Studying at a private training or community education provider | | 7.3 | 9.2 | 10.8 | 8.1 |
| Studying at other provider | | 2.9 | 5.4 | 5.2 | 4.1 |
| Satisfaction outcomes | | | | | |
| Developed problem-solving skills | | 84.6 | 76.3 | 76.9 | 77.9 |
| Improved writing skills | | 64.4 | 50.8 | 50.8 | 52.6 |
| Improved numerical skills | | 48.8 | 44.7 | 42.9 | 45.6 |
| Satisfied with teaching | | 89.8 | 85.5 | 87.0 | 86.9 |
| Satisfied with assessment | | 92.0 | 88.3 | 89.4 | 89.2 |
| Satisfied with the overall quality of training | | 91.9 | 86.8 | 88.0 | 88.1 |
| Achieved their main reason for doing the training | | 86.1 | 83.6 | 85.0 | 83.9 |
| Recommendation | | | | | |
| Recommend training | | 92.2 | 89.5 | 90.5 | 90.6 |
| Recommend training provider | | 91.1 | 87.3 | 88.4 | 88.9 |
| Benefits of training | | | | | |
| Of those employed after training | | | | | |
| Found the training relevant to their current job | | 88.1 | 79.7 | 81.3 | 80.5 |
| Received at least one job-related benefit | | 93.7 | 83.9 | 84.2 | 84.0 |
| Total number of responses | | 391 | 19 814 | 71 410 | 122 536 |

Grey shading of an individual cell indicates a break-in-series. Grey shading of the entire column indicates the sample size for 2018 was less than 25 graduates / subject completers. For further information on notes on tables, see the explanatory notes on page 13.

Table 2 95% margin of error for estimates shown in Table 1

| | Employ-Ease Pty Ltd | | 2019 | | |
|-----------------------------------------------------------------|---------------------|------|-------------------------------------|--------------------------------------|-----------------------------|
| | 2018 | 2019 | Private training providers Victoria | Private training providers Australia | All VET providers Australia |
| Improved employment status after training | | | | | |
| Employed before training | | 4.4 | 0.6 | 0.3 | 0.2 |
| Of these: Employed at a higher skill level after training | | 5.3 | 0.6 | 0.3 | 0.2 |
| Of these: Better job after training | | 5.8 | 0.7 | 0.4 | 0.3 |
| Not employed before training | | 4.4 | 0.6 | 0.3 | 0.2 |
| Of these: Employed after training | | 6.2 | 1.1 | 0.6 | 0.4 |
| Improved employment status after training | | 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 | 0.5 | 0.3 | 0.2 |
| Not employed | | 3.5 | 0.5 | 0.3 | 0.2 |
| Unemployed | | 3.0 | 0.4 | 0.2 | 0.2 |
| Not in the labour force | | 2.1 | 0.3 | 0.2 | 0.1 |
| Difference in proportion employed from before training to after | | na | na | na | na |
| Employed or in further study after training | | 3.2 | 0.4 | 0.2 | 0.2 |
| Enrolled in further study after training | | 3.2 | 0.5 | 0.3 | 0.2 |
| Studying at university | | 1.2 | 0.3 | 0.2 | 0.1 |
| Studying at a TAFE institute | | 2.0 | 0.3 | 0.1 | 0.1 |
| Studying at a private training or community education provider | | 2.2 | 0.3 | 0.2 | 0.1 |
| Studying at other provider | | 1.4 | 0.3 | 0.1 | 0.1 |
| Satisfaction outcomes | | | | | |
| Developed problem-solving skills | | 3.0 | 0.5 | 0.3 | 0.2 |
| Improved writing skills | | 4.2 | 0.6 | 0.3 | 0.2 |
| Improved numerical skills | | 4.4 | 0.6 | 0.3 | 0.2 |
| Satisfied with teaching | | 2.6 | 0.4 | 0.2 | 0.2 |
| Satisfied with assessment | | 2.3 | 0.4 | 0.2 | 0.2 |
| Satisfied with the overall quality of training | | 2.2 | 0.4 | 0.2 | 0.2 |
| Achieved their main reason for doing the training | | 2.9 | 0.4 | 0.2 | 0.2 |
| Recommendation | | | | | |
| Recommend training | | 2.3 | 0.4 | 0.2 | 0.1 |
| Recommend training provider | | 2.4 | 0.4 | 0.2 | 0.2 |
| Benefits of training | | | | | |
| Of those employed after training | | | | | |
| Found the training relevant to their current job | | 3.2 | 0.6 | 0.3 | 0.2 |
| Received at least one job-related benefit | | 2.4 | 0.5 | 0.3 | 0.2 |
| Total number of responses | | 391 | 19 814 | 71 410 | 122 536 |

For notes on tables, see the explanatory notes on page 13.

Table 3 Main reason for undertaking the training for graduates, Employ-Ease Pty Ltd 2019 (%)

| Reason for training | Graduates |
|-------------------------------------------------|--------------|
| Employment-related | 90.2 |
| Get a job | 50.0 |
| Develop or start own business | 0.5 |
| Try for a different career | 24.9 |
| Get a better job or promotion | 6.8 |
| Requirement of job | 2.1 |
| Gain extra skills for current job | 5.9 |
| Further study: Get into another course of study | 2.5 |
| Personal development | 7.3 |
| Improve general education skills | 3.3 |
| Get skills for community/voluntary work | 1.9 |
| Increase confidence/self-esteem | 1.6 |
| Recreational reasons | 0.2 |
| Other | 0.2 |
| All graduates | 100.0 |

For notes on tables, see the explanatory notes on page 13.

Table 4 Employment and further study outcomes by main reason for undertaking training for graduates, Employ-Ease Pty Ltd 2019 (%)

| Reason for training | Improved employment status after training | In further study after training | Achieved their main reason for doing the training | Satisfied with the overall quality of training |
|----------------------|-------------------------------------------|---------------------------------|---------------------------------------------------|------------------------------------------------|
| Employment-related | 74.1 | 18.7 | 85.5 | 92.7 |
| Further study | 78.6* | 8.8* | 83.9* | 83.9* |
| Personal development | 72.9* | 9.9 | 95.4 | 84.0* |
| All graduates | 74.2 | 17.8 | 86.1 | 91.9 |

For notes on tables, see the explanatory notes on page 13.

Table 5 Outcomes and satisfaction for graduates by student characteristics, Employ-Ease Pty Ltd 2019 (%)

| | Improved employment status after training | Employed or in further study | Achieved their main reason for doing the training | Satisfied with the overall quality of training | Recommend the training provider |
|------------------------------------------------------------------------|-------------------------------------------|------------------------------|---------------------------------------------------|------------------------------------------------|---------------------------------|
| Gender | | | | | |
| Males | 77.7 | 85.3 | 87.8 | 95.3 | 95.3 |
| Females | 73.2 | 83.3 | 85.7 | 91.1 | 90.0 |
| Age group | | | | | |
| 18 to 19 years | np | np | np | np | np |
| 20 to 24 years | 55.3* | 73.4* | 78.1* | 90.9 | 90.8 |
| 25 to 44 years | 74.3 | 83.5 | 87.6 | 94.9 | 92.6 |
| 45 to 64 years | 79.5 | 86.6 | 86.6 | 87.9 | 89.1 |
| 65 years and over | np | np | np | np | np |
| Student remoteness (ARIA+) region | | | | | |
| Major cities | 73.9 | 83.7 | 86.1 | 92.5 | 91.6 |
| Inner and outer regional | 78.8* | 85.4* | 89.2* | 87.0 | 87.0 |
| Remote and very remote | na | na | na | na | na |
| Indigenous status | | | | | |
| Indigenous | np | np | np | np | np |
| Non-Indigenous | 74.1 | 83.7 | 86.2 | 92.0 | 91.2 |
| Disability status (including impairment or long-term condition) | | | | | |
| With a disability | 69.3* | 89.6 | 84.8* | 90.8 | 94.2 |
| Without a disability | 74.5 | 83.3 | 86.2 | 92.0 | 90.8 |
| Speak a language other than English at home | | | | | |
| Other language | 72.5 | 82.7 | 83.9 | 94.6 | 92.3 |
| English | 75.7 | 84.6 | 88.2 | 89.5 | 90.0 |
| Employment status before training | | | | | |
| Employed | 77.1 | 88.0 | 90.6 | 93.3 | 94.0 |
| Not employed | 70.1 | 75.6 | 82.0 | 91.8 | 89.3 |
| Training was part of an apprenticeship or traineeship | | | | | |
| Yes | 72.6 | 85.1 | 90.5 | 96.2 | 93.3 |
| No | 74.8 | 83.2 | 84.2 | 90.1 | 90.1 |
| All graduates | 74.2 | 83.7 | 86.1 | 91.9 | 91.1 |

For notes on tables, see the explanatory notes on page 13.

Table 6 Outcomes and satisfaction for graduates by training characteristics, Employ-Ease Pty Ltd 2019 (%)

| | Improved employment status after training | Employed or in further study | Achieved their main reason for doing the training | Satisfied with the overall quality of training | Recommend the training provider |
|------------------------------------------------|-------------------------------------------|------------------------------|---------------------------------------------------|------------------------------------------------|---------------------------------|
| Type of training | | | | | |
| Training package qualifications | 74.2 | 83.7 | 86.1 | 91.9 | 91.1 |
| Accredited qualifications | na | na | na | na | na |
| Program level of education | | | | | |
| Diploma or higher | 84.9* | 95.0 | 89.1* | 95.2 | 95.2 |
| Certificate IV | 82.9 | 87.5 | 92.0 | 92.3 | 92.7 |
| Certificate III | 68.3 | 80.8 | 82.6 | 91.4 | 89.8 |
| Certificate II | na | na | na | na | na |
| Certificate I | na | na | na | na | na |
| Program Field of education | | | | | |
| Natural and physical sciences | na | na | na | na | na |
| Information technology | na | na | na | na | na |
| Engineering and related technologies | na | na | na | na | na |
| Architecture and building | na | na | na | na | na |
| Agriculture, environmental and related studies | na | na | na | na | na |
| Health | na | na | na | na | na |
| Education | na | na | na | na | na |
| Management and commerce | 84.9* | 95.0 | 89.1* | 95.2 | 95.2 |
| Society and culture | 73.6 | 83.2 | 86.0 | 91.7 | 90.9 |
| Creative arts | na | na | na | na | na |
| Food, hospitality and personal services | na | na | na | na | na |
| Mixed field programmes | na | na | na | na | na |
| Funding source | | | | | |
| Commonwealth/state funding | 73.9 | 84.2 | 86.6 | 92.3 | 92.1 |
| Fee-for-service - domestic | 74.5 | 83.0 | 85.5 | 91.3 | 89.6 |
| All graduates | 74.2 | 83.7 | 86.1 | 91.9 | 91.1 |

For notes on tables, see the explanatory notes on page 13.

Table 7 Number of graduate respondents by key characteristics, Employ-Ease Pty Ltd 2019

| | Graduates |
|---------------------------------------------------|------------|
| Type of training | |
| Training package qualifications | 391 |
| Accredited qualifications | 0 |
| Funding source | |
| Commonwealth/state funding | 242 |
| Fee-for-service domestic | 149 |
| Age group | |
| 18 to 19 years | np |
| 20 to 24 years | 32 |
| 25 to 44 years | 192 |
| 45 to 64 years | 160 |
| 65 years and over | np |
| Females | 325 |
| Indigenous | np |
| With a disability | 28 |
| Speak a language other than English at home | 176 |
| From remote/very remote areas | 0 |
| Training part of an apprenticeship or traineeship | 94 |
| Total | 391 |

For notes on tables, see the explanatory notes on page 13.

Terms

For more information, please see Technical notes, Terms and definitions and other supporting documents at (<https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>).

Accredited courses refer to nationally recognised courses accredited by VET regulators. They are courses that result in a statement of attainment outcome. The title of such courses commences with the words 'Course in'.

Accredited qualifications refer to nationally recognised courses accredited by VET regulators. They are qualifications at certificate I level or above that are not specified in a national training package.

Apprentice/trainee status indicates whether a student is undertaking some off-the-job training under an apprenticeship/traineeship training contract.

Disability refers to whether the student self-identifies as having a disability, impairment or long-term condition.

Domestic fee-for-service funding is the revenue provided by a student whose citizenship status is Australian, New Zealand or permanent resident for the purpose of undertaking education and training.

English (main language spoken at home) whether the student speaks a language other than English at home.

Government funding relates to Commonwealth and state/territory funded activity delivered by registered training organisations (RTOs).

Graduate refers to a student who completed all the requirements of a qualification, as reported in the National VET Provider Collection.

Higher level qualifications that are not a training package qualifications or accredited qualifications. These qualifications are accredited by higher education institutions with self-accrediting authority or state or territory accreditation authorities.

Nationally recognised training leads to vocational qualifications and credentials that are recognised across Australia and are delivered by registered training organisations (RTOs). Nationally recognised training is listed on the National Training Register (training.gov.au).

Non-nationally recognised training includes locally developed courses, higher level qualifications and locally developed skill sets. Non-nationally recognised training are not on the national register (training.gov.au).

Not employed is defined as unemployed, not in the labour force, or not employed (no further information).

Qualifications in the VET sector refer to the Australian Qualifications Framework (AQF) levels of education from certificate I through to graduate diploma.

Registered training organisations (RTOs) are training providers registered by the Australian Skills Quality Authority (ASQA) or, in some cases, a state or territory registering and accrediting body, to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.

State or territory is the state or territory in which the training provider's head office is located.

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry, or a group of industries. Each training package is made up of three components; units of competency, qualifications framework levels of education and assessment guidelines. For further information refer to (<http://www.training.gov.au>).

Training package qualifications are nationally endorsed qualifications specified in a national training package.

Training package skill sets are nationally recognised skill sets, specified in a national training package. They are groupings of units of competency or modules that have been combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement.

Weights are used to reduce bias and ensure the weighted sample is representative of the target population. Each responding unit is assigned a weight that indicates how many population units that unit represents. The National Student Outcomes Survey sample is weighted to ensure the weighted distributions of key characteristics match the distribution of those characteristics in the population (the National VET Provider Collection).

Explanatory notes for graduates

Scope

1. This report provides a summary of the outcomes of students who completed nationally recognised VET delivered by RTOs in Australia during 2018, using data collected in mid-2019. This includes:
 - Nationally recognised programs that are associated with one or more clusters of subjects. These include; training package qualifications and skill sets, accredited qualifications, and accredited courses that lead to a statement of attainment.
 - Nationally recognised subjects delivered stand alone or as part of a non-nationally recognised program.
2. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. For graduates, the only change to scope is the exclusion of higher level qualifications, such as bachelor's degrees. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.
3. The scope of the students included in the report is provided below.

Scope matrix

| | TAFE institutes | Universities | Community education providers | Private training providers |
|--------------------------------|-----------------|--------------|-------------------------------|----------------------------|
| Commonwealth and state funding | ✓ | ✓ | ✓ | ✓ |
| Domestic fee-for-service | ✓ | ✓ | ✓ | ✓ |
| International fee-for-service | X | X | X | X |

4. Out of scope of the report are:
 - international students
 - students who undertook recreational, leisure or personal enrichment (short) courses
 - students who undertook VET delivered in schools, where training activity was undertaken as part of a senior secondary certificate
 - students under 18 years of age
 - students from correctional facilities
 - students who completed non-nationally recognised training.

Definitions and derivations

5. In 2019, the percentage of students satisfied with teaching, satisfied with assessment and satisfied overall is based on the proportion of respondents reporting that they are 'Very satisfied' or 'Satisfied' with the 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.
6. 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.
7. 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. In VET student outcomes reports and data products released prior to 2019, the proportion employed at a higher skill level was based on those employed before and after training.

8. 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, or other job-related benefits. In 2019, a new category was added for 'gained extra skills for my job'.
9. 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.
10. Graduates who completed training that included both Commonwealth/state-funded and fee-for-service subjects are reported as 'Commonwealth/state-funded'.
11. 'Qualification' in the training characteristics tables refers to the qualification level completed for the graduates.

Reporting changes

12. From the 2017 surveys and onwards, information on student characteristics, such as disability status and Indigenous status, was sourced from the National VET Provider Collection. It was asked of respondents only when missing from the National VET Provider Collection.
13. The main reason for not continuing the training is shown for subject completers who enrolled in but did not complete a qualification. This represents a change from previous years and for this reason, data on reason for not continuing the training in this publication should not be compared with data in previous years' publications.
14. Following a trial in 2018, the 2019 questionnaire was revised. The changes include:
 - minor changes to question wording to questions on further study after training and level of further study after training
 - changes to question wording and a change from an agreement scale to a satisfaction scale for questions on satisfied with teaching and assessment and satisfied overall
 - a change in the order of the satisfied with teaching and assessment questions to appear after the developed problem-solving, improved writing skills and improved numerical skills bank of questions
 - the inclusion of a new category in the job-related benefits item of 'gained extra skills for my job'
 - new questions added on 'improved numerical skills' and 'better job after training'.
15. The results from the 2018 questionnaire trial suggest the following survey estimates in 2019 are not comparable with prior years due to the changes in question wording:
 - received at least one job-related benefit
 - improved employment status after training (derived from 'received at least one job-related benefit')

The results from the trial suggest that the 2019 responses to satisfaction with teaching and assessment and overall satisfaction may differ to prior years due to the changes in question wording. For further information, see the Technical notes supporting documentation at (<https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>).
16. In 2019, NCVET conducted a national Apprentice and Trainee Experience and Destination (ATED) survey that was integrated with the 2019 National Student Outcomes Survey. The surveys ran concurrently. Key National Student Outcomes Survey questions were included in the ATED questionnaire alongside other questions specific to apprentices and trainees. Where a student was sampled for both surveys, they were invited to participate in one survey only—ATED. Following a mode effects analysis, the responses to these key questions were merged back into the National Student Outcomes Survey response file. As a result of this approach, apprentices and trainees sampled for both surveys did not answer all questions in the National Student Outcomes Survey.
17. In 2019, information on whether training was part of an apprenticeship or traineeship was sourced from the National Apprentice and Trainee Collection if the student answered the ATED questionnaire or from the survey responses if the student answered the National Student Outcomes Survey questionnaire.

Australian Bureau of Statistics data

18. Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the Hugo Centre for Migration and Population Research at the University of Adelaide. ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to (<https://www.adelaide.edu.au/hugo-centre/news/list/2018/11/21/accessibilityremoteness-index-of-australia-plus-aria-2016>).

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.



National Centre for Vocational Education Research

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