

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, 391 graduates responded, giving a response rate of 41.0%.

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	49.7	56.5	68.9	70.8	66.7
Of these: Employed at a higher skill level after training	25.6	27.6	15.4	16.0	18.0
Of these: Better job after training	na	47.0	36.1	36.0	37.5
Not employed before training	50.3	43.5	31.1	29.2	33.3
Of these: Employed after training	64.1	70.1	50.6	52.0	46.8
Improved employment status after training	72.0	74.2	67.7	69.1	65.8
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	77.7	79.5	78.7	80.3	76.6
Not employed	22.3	20.5	21.3	19.7	23.4
Unemployed	12.4	14.3	13.4	12.9	14.6
Not in the labour force	9.9	6.1	7.8	6.8	8.7
Difference in proportion employed from before training to after	28.0	23.0	9.8	9.5	9.9
Employed or in further study after training	81.3	83.7	84.9	86.0	85.6
Enrolled in further study after training	17.3	17.8	25.5	26.1	30.3
Studying at university	2.3	2.0	5.6	5.7	7.1
Studying at a TAFE institute	4.3	5.5	5.1	4.3	10.8
Studying at a private training or community education provider	4.5	7.3	9.2	10.8	8.1
Studying at other provider	6.2	2.9 ▼	5.4	5.2	4.1
Satisfaction outcomes					
Developed problem-solving skills	87.7	84.6	76.3	76.9	77.9
Improved writing skills	61.8	64.4	50.8	50.8	52.6
Improved numerical skills	na	48.8	44.7	42.9	45.6
Satisfied with teaching	95.2	89.8 ▼	85.5	87.0	86.9
Satisfied with assessment	94.8	92.0	88.3	89.4	89.2
Satisfied with the overall quality of training	93.9	91.9	86.8	88.0	88.1
Achieved their main reason for doing the training	90.7	86.1 ▼	83.6	85.0	83.9
Recommendation					
Recommend training	96.8	92.2 ▼	89.5	90.5	90.6
Recommend training provider	95.6	91.1 ▼	87.3	88.4	88.9
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	86.2	88.1	79.7	81.3	80.5
Received at least one job-related benefit	89.6	93.7	83.9	84.2	84.0
Total number of responses	233	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	5.4	4.4	0.6	0.3	0.2
Of these: Employed at a higher skill level after training	6.9	5.3	0.6	0.3	0.2
Of these: Better job after training	na	5.8	0.7	0.4	0.3
Not employed before training	5.4	4.4	0.6	0.3	0.2
Of these: Employed after training	7.4	6.2	1.1	0.6	0.4
Improved employment status after training	4.9	3.9	0.6	0.3	0.2
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	4.5	3.5	0.5	0.3	0.2
Not employed	4.5	3.5	0.5	0.3	0.2
Unemployed	3.5	3.0	0.4	0.2	0.2
Not in the labour force	3.2	2.1	0.3	0.2	0.1
Difference in proportion employed from before training to after	na	na	na	na	na
Employed or in further study after training	4.1	3.2	0.4	0.2	0.2
Enrolled in further study after training	4.1	3.2	0.5	0.3	0.2
Studying at university	1.7	1.2	0.3	0.2	0.1
Studying at a TAFE institute	2.2	2.0	0.3	0.1	0.1
Studying at a private training or community education provider	2.3	2.2	0.3	0.2	0.1
Studying at other provider	2.7	1.4	0.3	0.1	0.1
Satisfaction outcomes					
Developed problem-solving skills	3.4	3.0	0.5	0.3	0.2
Improved writing skills	5.2	4.2	0.6	0.3	0.2
Improved numerical skills	na	4.4	0.6	0.3	0.2
Satisfied with teaching	2.3	2.6	0.4	0.2	0.2
Satisfied with assessment	2.3	2.3	0.4	0.2	0.2
Satisfied with the overall quality of training	2.6	2.2	0.4	0.2	0.2
Achieved their main reason for doing the training	3.2	2.9	0.4	0.2	0.2
Recommendation					
Recommend training	1.8	2.3	0.4	0.2	0.1
Recommend training provider	2.1	2.4	0.4	0.2	0.2
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	4.3	3.2	0.6	0.3	0.2
Received at least one job-related benefit	3.9	2.4	0.5	0.3	0.2
Total number of responses	233	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	109
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.



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