

2012

STUDENT OUTCOMES

Australian vocational
education & training
statistics



Australian Government

**Department of Industry, Innovation
Science, Research and Tertiary Education**

Australian vocational education and training statistics

Student outcomes

2012

Highlights

Employment

- 77.8% of graduates were employed after training, similar to 2011.
- 73.2% of module completers were employed after training, down 2.3 percentage points from 2011.
- 46.8% of graduates and 33.7% of module completers who were not employed before training were employed after, similar to 2011.

Benefits of training

Of those employed after training:

- 80.0% of graduates and 68.5% of module completers found the training was relevant to their current job, similar to 2011.
- 75.5% of graduates and 61.1% of module completers received at least one job-related benefit, similar to 2011.

Further study

- 36.1% of graduates were enrolled in further study after training, up 1.5 percentage points from 2011.
- 88.0% of graduates were employed or in further study after training, similar to 2011.

Satisfaction

- 89.1% of graduates and 85.2% of module completers were satisfied with the overall quality of their training, similar to 2011.
- 84.8% of graduates and 82.3% of module completers fully or partly achieved their main reason for doing the training, similar to 2011.



Australian Government

**Department of Industry, Innovation
Science, Research and Tertiary Education**

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Introduction

This publication presents information about the outcomes of students who completed their vocational education and training (VET) during 2011. The figures are derived from the Student Outcomes Survey, which is an annual survey that covers students who have an Australian address as their usual address and are awarded a qualification (graduates), or who successfully complete part of a course and then leave the VET system (module completers).

This publication presents information on employment outcomes, reasons for not continuing the training (where applicable), satisfaction with the training and further study patterns.

Scope

Figure 1 outlines the scope of the survey. Out of scope of the survey are:

- students who undertook recreational, leisure or personal enrichment (short) courses
- VET in Schools students
- fee-for-service students at private providers
- overseas students (based on current address)
- students under 15 years of age.

For information about the number of survey respondents and their characteristics, see table 16.

Figure 1 Scope of the 2012 Student Outcomes Survey

Funding type	Provider type		
	TAFE and other government providers	Private providers	Community education providers ^a
Commonwealth- and state-funded	✓	✓	✓
Fee-for-service	✓		✓

Note: (a) This information is only collected in New South Wales and Victoria.

Technical notes

The Student Outcomes Survey is undertaken as a stratified, randomly selected sample from the National VET Provider Collection, with survey responses weighted to population benchmarks from the collection. As the estimates from the Student Outcomes Survey are based on information provided by a sample rather than a population, they are subject to sampling variability; that is, they may differ from the estimates that would have been produced if all graduates or module completers had been included and had responded to the survey.

For further technical details, please refer to Technical notes at <<http://www.ncver.edu.au/publications/2572.html>>.

Changes to previously published data

Improvements have been made to the classification of graduates and module completers (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. For the latest data, including updated time-series, please visit the NCVET website <<http://www.ncver.edu.au>>.

More information

For additional data on student outcomes classified by a greater range of personal and training characteristics, please refer to <<http://www.ncver.edu.au/publications/2572.html>>. In most cases, these tables report 95% confidence intervals.

Employment outcomes

Graduates

- 77.8% of graduates were employed after training, similar to 2011. *Table 1*
- 46.8% of graduates not employed before training were employed after, similar to 2011. *Table 1*
- 6.2% of graduates started their first full-time job after training, up 1.1 percentage points from 2011. *Table 1*
- Graduates working full-time after training earned \$54 500 per year on average. *Table 12*
- 83.0% of graduates undertook their training for employment-related reasons. Of these, 81.4% were employed after training. *Tables 2 & 3*

Module completers

- 73.2% of module completers were employed after training, down 2.3 percentage points from 2011. *Table 1*
- 33.7% of module completers not employed before training were employed after, similar to 2011. *Table 1*
- 3.6% of module completers started their first full-time job after training, up 0.8 percentage points from 2011. *Table 1*
- 73.7% of module completers undertook their training for employment-related reasons. Of these, 80.3% were employed after training. *Tables 2 & 3*

Apprentices and trainees

- 85.7% of graduates who undertook their training as part of an apprenticeship or traineeship were employed after training. *Table 10*
- 92.9% of graduates who undertook their training as part of an apprenticeship or traineeship in a trade occupation course were employed after training. *Table 14*
- 83.3% of graduates who undertook their training as part of an apprenticeship or traineeship in a non-trade occupation course were employed after training. *Table 14*
- 75.4% of module completers who undertook training as part of an apprenticeship or traineeship were employed after training. *Table 11*

Further study outcomes

- 36.1% of graduates were enrolled in further study after training, up 1.5 percentage points from 2011. *Table 1*
- 4.6% of graduates undertook their training for further study reasons. Of these, 73.1% were in further study after training. *Tables 2 & 3*

Benefits of the training

- 62.4% of graduates and 48.9% of module completers had an improved employment status after training, similar to 2011. *Table 1*
- Of graduates employed before training, 18.8% were employed at a higher skill level after training, down 2.0 percentage points from 2011. *Table 1*
- Of module completers employed before training, 9.6% were employed at a higher skill level after training, similar to 2011. *Table 1*
- 75.5% of graduates and 61.1% of module completers employed after training received at least one job-related benefit from the training, similar to 2011. *Table 1*

Intended occupation

- 32.7% of graduates were employed in the same occupation as their training course, similar to 2011. A further 32.3% were employed in a different occupation but found the training relevant to their current job, similar to 2011. *Table 14*
- 77.0% of graduates who undertook the training as part of an apprenticeship or traineeship in a trade occupation course were employed in the same occupation as their training course, with another 10.9% employed in a different occupation but found the training relevant to their job. *Table 14*
- 34.5% of graduates who undertook the training as part of an apprenticeship or traineeship in a non-trade occupation course were employed in the same occupation as their training course, with another 37.9% employed in a different occupation but found the training relevant to their job. *Table 14*

Satisfaction and training relevance

- 89.1% of graduates and 85.2% of module completers were satisfied with the overall quality of their training, similar to 2011. *Table 1*
- 91.5% of graduates were satisfied with teaching, up 0.8 percentage points from 2011. *Table 1*
- 90.2% of graduates were satisfied with assessment and 78.4% with generic skills and learning experiences, similar to 2011. *Table 1*
- 89.2% of module completers were satisfied with teaching and 85.3% with assessment, similar to 2011. *Table 1*
- 65.8% of module completers were satisfied with generic skills and learning experiences, up 1.5 percentage points from 2011. *Table 1*
- 84.8% of graduates and 82.3% of module completers reported they had fully or partly achieved their main reason for training, similar to 2011. *Table 1*
- 80.0% of graduates and 68.5% of module completers employed after training found the training was relevant to their current job, similar to 2011. *Table 1*

Recognition of prior learning

- 64.9% of graduates had prior experience and skills relating to the training they undertook, up 2.5 percentage points from 2011. *Table 15*
- 61.6% of module completers had prior experience and skills relating to the training they undertook, similar to 2011. *Table 15*
- 27.9% of graduates and 18.0% of module completers had their training shortened based on prior study and/or previous experience and skills, similar to 2011. *Table 15*
- 17.0% of graduates considered themselves to have relevant experience and skills prior to undertaking their training, but did not receive an offer to have these assessed by the training provider, up 1.1 percentage points from 2011. *Table 15*
- 25.6% of module completers considered themselves to have relevant experience and skills prior to undertaking their training, but did not receive an offer to have these assessed by the training provider, similar to 2011. *Table 15*

Tables

Table 1 Key findings for graduates and module completers, 2011 and 2012 (%)

	Graduates		Module completers	
	2011	2012	2011	2012
Employment and further study outcomes				
After training (as at 25 May 2012)				
Employed	78.7	77.8	75.5	73.2
Not employed ¹	21.3	22.2	24.5	26.8
Unemployed	12.6	12.5	11.2	12.2
Not in the labour force	8.5	9.5	12.8	14.2
Employed before training	72.4	70.9	73.1	70.3
Difference in proportion employed from before training to after	6.3	6.9	2.4	2.9
Employed in first full-time job, started after training ^{2,3}	5.1	6.2	2.8	3.6
Employed or in further study after training ⁶	88.3	88.0	77.0	74.8
Enrolled in further study after training ⁶	34.6	36.1	4.3	4.7
Studying at university	7.4	7.8	4.3	4.7
Studying at TAFE institute	18.1	17.2	na	na
Studying at private provider or other registered provider	8.8	10.7	na	na
Training				
Main reason for undertaking training				
Employment-related	81.5	83.0	75.9	73.7
Further study	5.0	4.6	2.3	2.4
Personal development	13.5	12.4	21.7	24.0
Training was part of an apprenticeship or traineeship ²	28.7	28.2	11.5	13.9
Satisfaction outcomes				
Satisfied with teaching ⁴	90.7	91.5	89.2	89.2
Satisfied with assessment ⁴	89.7	90.2	84.8	85.3
Satisfied with generic skills and learning experiences ⁴	77.9	78.4	64.3	65.8
Satisfied with the overall quality of training	88.9	89.1	85.3	85.2
Fully or partly achieved their main reason for doing the training	85.4	84.8	82.8	82.3
Benefits of training				
Of those employed after training				
Found the training relevant to their current job	80.3	80.0	69.3	68.5
Received at least one job-related benefit	76.4	75.5	60.0	61.1
Improved employment status after training				
Of those employed before training				
Employed at a higher skill level ² after training	20.8	18.8	8.7	9.6
Of those not employed ¹ before training				
Employed after training	47.9	46.8	33.5	33.7
Improved employment status after training ⁵	63.6	62.4	49.1	48.9

For notes on tables, see page 21.

Table 2 Main reason for undertaking the training for graduates and module completers, 2011 and 2012 (%)

	Graduates		Module completers	
	2011	2012	2011	2012
Employment-related	81.5	83.0	75.9	73.7
Get a job	23.2	23.3	14.8	16.7
Develop an existing business	2.0	1.7	3.5	2.7
Start my own business	3.1	2.9	2.7	2.3
Try for a different career	10.3	9.3	6.5	5.9
Get a better job or promotion	7.8	7.6	3.9	3.7
It was a requirement of my job	16.4	18.2	25.3	24.3
Gain extra skills for current job	18.8	19.9	19.3	18.1
Further study: to get into another course of study	5.0	4.6	2.3	2.4
Personal development	13.5	12.4	21.7	24.0
To improve my general education skills	9.9	9.2	13.2	14.2
To get skills for community/voluntary work	1.1	1.0	3.0	4.0
To increase my confidence/self-esteem	1.6	1.4	3.3	3.4
Other	0.9	0.8	2.2	2.3

For notes on tables, see page 21.

Table 3 Employment and further study outcomes by main reason for undertaking training, for graduates and module completers, 2012 (%)

Reason for training	Graduates				Module completers			
	Employed	In further study	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training	Employed	In further study ⁶	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Employment-related	81.4	33.3	83.3	88.8	80.3	4.4	81.2	85.2
Further study	52.9	73.1	94.2	90.8	48.2	20.0	62.8	83.8
Personal development	64.1	41.2	91.1	90.0	54.7	4.3	87.7	85.2
All	77.8	36.1	84.8	89.1	73.2	4.7	82.3	85.2
All in 2011	78.7	34.6	85.4	88.9	75.5	4.3	82.8	85.3

For notes on tables, see page 21.

Table 4 Main reason for not continuing the training for module completers, 2011 and 2012 (%)

	Module completers	
	2011	2012
Got what they wanted from training	21.0	14.9
Changed jobs or started a new job	11.7	12.6
Training did not meet needs or other training-related reasons	24.0	27.2
Personal reasons	34.2	35.2
Other reasons	9.1	10.1

For notes on tables, see page 21.

Table 5 Key findings for graduates, ten-year time series (%)

Graduates	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Government-funded TAFE										
Employed after training	75.3	76.3	78.6	79.9	80.7	80.4	77.3	75.9	77.4	76.1
Employed or in further study after training ¹⁵	90.6	87.7	89.8	90.0	90.7	90.7	89.0	88.0	88.7	88.3
Enrolled in further study after training ¹⁵	43.9	33.4	36.7	35.9	35.7	38.1	37.6	36.6	36.3	38.6
Satisfied with teaching ⁴	na	86.8	89.4	88.8	89.7	89.7	89.9	89.5	90.5	91.3
Satisfied with assessment ⁴	na	85.9	88.1	88.0	88.5	88.8	88.8	89.1	89.9	90.4
Satisfied with generic skills and learning experiences ⁴	na	73.8	77.4	76.9	77.4	77.9	78.8	79.4	79.6	80.5
Satisfied with the overall quality of training	82.5	85.3	87.8	87.9	88.7	88.5	88.9	88.7	89.2	89.4
Fully or partly achieved main reason for doing the training	78.1	80.2	84.2	85.1	85.5	86.9	84.7	83.8	84.8	84.5
Of those employed after training										
Found the training relevant to their current job	75.7	76.1	74.5	76.1	77.5	76.4	77.3	77.5	78.4	78.2
Received at least one job-related benefit	70.0	73.1	81.1	78.1	76.7	78.5	76.3	75.0	77.2	76.9
Of those employed before training										
Employed at a higher skill level ² after training	25.2	20.9	21.5	25.0	26.2	26.9	27.4	24.6	23.5	21.4
Of those not employed ¹ before training										
Employed after training	44.4	44.4	50.0	52.2	52.3	52.1	45.9	45.0	46.2	44.3
Improved employment status after training ⁵	56.7	58.4	66.3	66.3	65.9	67.3	63.1	61.1	63.3	62.0
Total reported VET¹⁶										
Employed after training	na	na	80.7	81.6	82.7	82.4	79.6	77.5	78.7	77.8
Employed or in further study after training ¹⁵	na	na	90.1	90.5	91.2	91.3	89.6	87.9	88.3	88.0
Enrolled in further study after training ¹⁵	na	na	34.2	33.9	33.9	35.9	35.0	34.2	34.6	36.1
Satisfied with teaching ⁴	na	na	89.3	88.7	89.9	89.9	90.4	89.9	90.7	91.5
Satisfied with assessment ⁴	na	na	87.6	87.4	88.1	88.2	88.6	88.8	89.7	90.2
Satisfied with generic skills and learning experiences ⁴	na	na	75.1	74.5	75.5	76.5	77.2	76.8	77.9	78.4
Satisfied with the overall quality of training	na	na	86.7	87.0	88.2	88.0	88.5	88.3	88.9	89.1
Fully or partly achieved main reason for doing the training	na	na	85.1	86.0	86.7	87.7	86.1	84.8	85.4	84.8
Of those employed after training										
Found the training relevant to their current job	na	na	75.9	76.8	78.6	78.4	79.6	79.4	80.3	80.0
Received at least one job-related benefit	na	na	79.5	76.8	75.7	77.4	75.8	74.2	76.4	75.5
Of those employed before training										
Employed at a higher skill level ² after training	na	na	19.3	22.2	23.7	24.2	25.1	22.2	20.8	18.8
Of those not employed ¹ before training										
Employed after training	na	na	51.0	53.1	54.4	53.6	47.7	46.2	47.9	46.8
Improved employment status after training ⁵	na	na	66.4	66.4	66.4	67.7	64.1	61.5	63.6	62.4

For notes on tables, see page 21.

Table 6 Key findings for module completers ten-year time series (%)

Module completers	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Government-funded TAFE										
Employed after training	67.6	68.6	69.6	70.3	71.2	72.4	67.3	68.0	67.6	65.6
Employed or in further study after training ^{6,15,17}	na	70.4	71.4	72.0	72.7	73.8	69.4	70.0	69.6	67.8
Enrolled in further study after training ^{6, 15,17}	na	4.9	4.7	4.0	4.2	4.7	5.3	5.4	5.0	5.0
Satisfied with teaching ⁴	na	85.1	86.6	85.7	87.2	88.2	87.6	87.1	87.3	86.9
Satisfied with assessment ⁴	na	81.9	83.4	83.2	83.9	84.3	84.7	83.8	84.4	84.5
Satisfied with generic skills and learning experiences ⁴	na	61.4	65.5	63.2	64.2	67.4	67.3	66.3	66.7	67.7
Satisfied with the overall quality of training	77.7	79.1	82.2	83.4	83.4	84.1	83.8	83.2	82.9	81.9
Fully or partly achieved main reason for doing the training	71.1	74.5	77.0	76.5	76.8	79.0	77.7	76.0	76.7	76.6
Of those employed after training										
Found the training relevant to their current job	59.9	59.5	60.2	60.8	60.8	61.8	61.9	62.1	64.2	60.7
Received at least one job-related benefit	49.7	53.8	66.5	62.0	58.9	59.3	59.3	57.3	60.6	59.2
Of those employed before training										
Employed at a higher skill level ² after training	13.2	12.5	11.6	11.0	12.1	13.5	14.0	14.0	11.5	12.4
Of those not employed ¹ before training										
Employed after training	31.0	31.4	34.0	33.6	33.5	36.4	30.1	31.5	31.7	32.7
Improved employment status after training ⁵	39.8	41.8	50.3	48.3	47.3	49.6	45.2	45.2	46.0	44.3
Total reported VET¹⁶										
Employed after training	na	na	77.1	75.8	76.5	78.2	75.4	74.8	75.5	73.2
Employed or in further study after training ^{6,15,17}	na	na	79.7	79.0	79.5	80.3	78.2	77.1	77.0	74.8
Enrolled in further study after training ^{6, 15,17}	na	na	4.4	4.1	4.1	4.1	4.8	4.8	4.3	4.7
Satisfied with teaching ⁴	na	na	89.9	89.2	89.5	90.4	89.7	90.1	89.2	89.2
Satisfied with assessment ⁴	na	na	84.1	84.3	84.0	84.9	84.9	85.0	84.8	85.3
Satisfied with generic skills and learning experiences ⁴	na	na	62.9	62.1	61.3	64.8	64.0	64.2	64.3	65.8
Satisfied with the overall quality of training	na	na	85.7	86.1	85.8	86.9	86.4	86.2	85.3	85.2
Fully or partly achieved main reason for doing the training	na	na	84.1	83.4	82.9	84.0	83.9	82.5	82.8	82.3
Of those employed after training										
Found the training relevant to their current job	na	na	64.9	64.4	64.7	65.3	68.2	67.5	69.3	68.5
Received at least one job-related benefit	na	na	65.4	61.6	57.8	58.5	58.6	57.7	60.0	61.1
Of those employed before training										
Employed at a higher skill level ² after training	na	na	8.0	9.0	10.0	9.7	10.9	10.9	8.7	9.6
Of those not employed ¹ before training										
Employed after training	na	na	34.3	32.5	33.7	36.0	29.9	33.2	33.5	33.7
Improved employment status after training ⁵	na	na	52.7	50.3	48.4	50.3	47.9	47.8	49.1	48.9

For notes on tables, see page 21.

Table 7 Key findings for graduates and module completers by state/territory, 2012 (%)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Graduates									
Employed after training	77.5	75.3	77.7	79.5	82.2	78.9	82.1	85.2	77.8
Employed or in further study after training	89.2	85.8	85.9	88.2	92.1	89.5	89.0	92.2	88.0
Enrolled in further study after training	38.3	35.7	32.1	35.2	38.1	36.9	34.0	33.0	36.1
Satisfied with teaching ⁴	91.0	91.1	91.7	92.6	93.0	92.3	88.9	90.8	91.5
Satisfied with assessment ⁴	90.2	89.3	91.0	90.9	91.2	91.4	85.8	86.1	90.2
Satisfied with generic skills and learning experiences ⁴	79.5	75.3	80.0	78.2	82.2	77.9	74.1	67.3	78.4
Satisfied with the overall quality of training	89.4	87.6	89.0	90.1	91.7	90.3	85.7	85.7	89.1
Fully or partly achieved main reason for doing the training	84.1	82.3	87.6	82.9	88.5	87.6	89.2	88.1	84.8
Of those employed after training									
Found the training relevant to their current job	81.6	78.3	77.2	82.3	80.8	85.7	84.4	77.8	80.0
Received at least one job-related benefit	74.3	72.1	79.3	78.3	78.1	81.7	74.8	73.0	75.5
Of those employed before training									
Employed at a higher skill level ² after training	18.3	16.5	21.3	17.6	22.5	19.8	15.8	19.7	18.8
Of those not employed ¹ before training									
Employed after training	44.2	45.7	52.2	43.4	49.6	48.7	47.7	52.5	46.8
Improved employment status after training ⁵	60.8	59.1	65.6	64.8	67.4	66.7	64.8	65.4	62.4
Module completers									
Employed after training	67.6	74.8	74.7	72.1	82.1	76.5	76.8	76.3	73.2
Employed or in further study after training ⁶	68.6	77.1	76.4	74.5	82.8	77.3	77.9	78.6	74.8
Enrolled in further study after training ⁶	3.3	6.1	4.5	5.5*	2.4	3.6	6.0	9.8*	4.7
Satisfied with teaching ⁴	89.1	89.9	88.2	89.5	87.6	92.5	88.2	82.3	89.2
Satisfied with assessment ⁴	84.0	85.3	86.7	84.3	85.7	91.6	83.3	79.8	85.3
Satisfied with generic skills and learning experiences ⁴	68.6	64.1	68.0	62.2	63.8	62.9	64.1	56.4	65.8
Satisfied with the overall quality of training	83.2	87.3	84.7	84.0	82.8	90.9	85.5	78.0	85.2
Fully or partly achieved main reason for doing the training	81.0	84.4	79.1	77.2	83.2	89.0	87.9	71.3	82.3
Of those employed after training									
Found the training relevant to their current job	68.5	69.4	68.7	58.6	68.8	71.8	69.6	57.6	68.5
Received at least one job-related benefit	61.3	60.8	61.4	59.9	60.6	63.0	62.4	60.5	61.1
Of those employed before training									
Employed at a higher skill level ² after training	9.2	8.9	11.5	7.3	11.3	7.7	10.5	12.5*	9.6
Of those not employed ¹ before training									
Employed after training	26.3	35.9	39.5	36.7	45.4	27.5	41.1	40.9	33.7
Improved employment status after training ⁵	44.7	50.1	50.9	47.8	54.5	49.7	53.8	49.3	48.9

For notes on tables, see page 21.

Table 8 Findings for graduates by various personal characteristics, 2012 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Sex					
Males	79.6	7.4	88.5	85.3	89.6
Females	76.2	6.6	87.6	84.4	88.5
Age group					
15 to 19 years	67.7	11.7	85.0	86.0	92.4
20 to 24 years	79.6	8.9	90.2	85.3	89.2
25 to 44 years	79.6	6.5	88.0	84.1	87.8
45 to 64 years	80.8	1.9	88.4	84.3	88.6
65 years and over	54.4	-9.4	60.8	91.0	89.4
Student remoteness (ARIA+) region⁸					
Major cities	76.0	7.1	87.2	83.5	88.5
Inner and outer regional	79.6	6.8	88.6	86.4	89.9
Remote and very remote	88.4	5.8	93.7	93.8	92.7
Indigenous status					
Indigenous	67.1	9.5	80.1	85.3	93.5
Non-Indigenous	78.1	6.7	88.2	84.8	89.0
Disability status (including impairment or long-term condition)					
With a disability	52.4	4.9	72.7	75.2	88.2
Without a disability	80.1	7.1	89.4	85.7	89.2
Speak a language other than English at home					
Other language	66.5	10.4	82.9	80.4	91.3
English	80.4	5.9	89.1	85.9	88.5
Highest qualification before training					
Diploma or higher	81.9	5.3	89.2	83.1	86.5
Certificate III/IV	81.3	4.1	90.1	84.2	88.8
Year 12	77.0	8.5	89.1	84.6	88.6
Year 11/certificate I/II	71.6	10.7	83.8	87.6	92.2
Year 10 and below	70.3	8.6	82.9	86.9	92.3
Employment status before training					
Employed	90.4	na	94.5	88.2	88.8
Not employed ¹	46.8	na	71.9	76.6	89.7
All graduates	77.8	6.9	88.0	84.8	89.1
All graduates in 2011	78.7	6.3	88.3	85.4	88.9

For notes on tables, see page 21.

Table 9 Findings for module completers by various personal characteristics, 2012 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study ⁶	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Sex					
Males	77.1	3.3	78.7	83.7	86.2
Females	68.2	2.4	70.1	80.6	84.1
Age group					
15 to 19 years	56.1	7.9	59.1	76.4	84.9
20 to 24 years	71.2	5.5	75.9	79.4	81.8
25 to 44 years	81.7	2.8	82.7	83.1	85.4
45 to 64 years	77.3	-0.3	78.0	84.5	86.8
65 years and over	36.4	-0.1	36.6	90.9	88.6
Student remoteness (ARIA+) region⁸					
Major cities	70.4	3.6	72.7	79.7	83.3
Inner and outer regional	75.2	2.5	76.4	84.4	87.0
Remote and very remote	81.2	-0.3	81.7	88.8	87.2
Indigenous status					
Indigenous	61.3	5.5	62.1	75.0	89.9
Non-Indigenous	73.6	2.7	75.4	82.9	85.2
Disability status (including impairment or long-term condition)					
With a disability	47.0	0.0	49.1	71.5	79.7
Without a disability	76.1	3.1	77.7	83.7	86.1
Speak a language other than English at home					
Other language	63.2	4.7	65.5	78.8	82.9
English	75.1	2.3	76.7	83.3	85.8
Highest qualification before training					
Diploma or higher	81.8	1.5	83.6	85.8	84.3
Certificate III/IV	83.0	0.1	83.8	84.7	85.7
Year 12	70.8	5.6	74.8	79.1	84.9
Year 11/certificate I/II	61.3	3.3	62.5	81.7	85.9
Year 10 and below	59.0	4.8	59.5	78.3	85.7
Employment status before training					
Employed	89.7	na	90.8	86.8	86.0
Not employed ¹	33.7	na	36.6	71.9	83.7
All module completers	73.2	2.9	74.8	82.3	85.2
All module completers in 2011	75.5	2.4	77.0	82.8	85.3

For notes on tables, see page 21.

Table 10 Findings for graduates by various training characteristics, 2012 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Qualification					
Diploma or higher	83.2	3.6	91.9	83.1	86.3
Certificate IV	84.0	1.7	92.1	84.9	87.3
Certificate III	79.2	10.1	88.0	87.1	90.1
Certificate II	61.8	9.9	78.8	80.9	92.0
Certificate I	50.5	14.2	72.5	82.8	91.5
Field of education					
Natural and physical sciences	68.3	13.7	82.3	81.8	94.6
Information technology	57.3	9.4	81.9	75.0	85.8
Engineering and related technologies	83.9	5.3	90.3	85.9	90.3
Architecture and building	85.5	10.6	91.4	85.5	87.8
Agriculture, environmental and related studies	81.0	8.3	88.7	87.3	91.1
Health	83.2	4.9	91.6	89.2	89.5
Education	91.1	1.0	93.5	85.9	85.3
Management and commerce	77.8	5.3	88.0	80.8	88.3
Society and culture	76.3	11.5	87.0	89.2	90.4
Creative arts	58.5	2.3	80.9	76.7	84.9
Food, hospitality and personal services	74.6	8.3	84.7	87.6	90.5
Mixed field programmes	42.0	12.6	74.9	86.4	91.0
Industry skills council					
Agri-Food	81.4	7.5	88.8	88.5	91.3
Auto Skills Australia	89.4	9.4	93.6	92.5	92.4
Community Services and Health	80.8	11.0	89.5	90.8	90.2
Construction and Property Services	82.4	12.5	86.6	88.4	89.9
Electrocomms and Energy Utilities	90.9	7.1	95.5	91.3	87.7
ForestWorks	92.2	9.8	92.2	93.1	93.1
Government Skills Australia	96.1	3.8	96.6	89.3	82.3
Innovation and Business	78.0	4.6	89.1	80.4	87.2
Manufacturing Skills Australia	86.3	5.5	91.0	84.7	89.2
Service Skills Australia	73.8	5.1	84.4	84.7	89.7
SkillsDMC	71.9	2.7	85.8	74.5	91.2
Transport and Logistics	72.1	1.9	82.6	74.5	89.6
Not assigned to an industry skills council	59.4	8.5	82.9	84.1	90.1
Training was part of an apprenticeship or traineeship²					
Yes	85.7	9.3	91.7	93.0	90.8
No	75.3	6.2	87.0	81.7	88.4
All graduates	77.8	6.9	88.0	84.8	89.1
All graduates in 2011	78.7	6.3	88.3	85.4	88.9

For notes on tables, see page 21.

Table 11 Findings for module completers by various training characteristics, 2012 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study ⁶	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Qualification					
Diploma or higher	79.1	1.7	82.9	71.4	76.5
Certificate IV	81.5	2.3	83.7	79.1	79.5
Certificate III	73.8	2.4	75.6	79.5	83.3
Certificate II	66.2	5.5	67.8	82.7	88.0
Certificate I	51.0	3.1	52.1	79.2	87.2
Other ⁷	82.7	0.4	83.8	85.8	86.9
Statement of attainment	74.4	4.3	75.6	90.5	89.6
Subject-only—no qualification	67.2	1.8	68.0	85.7	88.9
Field of education					
Natural and physical sciences	75.4	3.9	76.8	77.0	88.1
Information technology	65.1	3.8	67.9	76.3	74.8
Engineering and related technologies	84.7	4.0	85.4	87.2	88.9
Architecture and building	76.5	3.1	77.7	84.8	87.1
Agriculture, environmental and related studies	78.4	-2.2	79.9	89.9	91.5
Health	89.6	2.6	89.9	91.2	90.3
Education	82.6	-3.2	82.7	83.8	86.7
Management and commerce	72.0	2.6	74.2	74.5	78.5
Society and culture	71.3	4.5	74.3	77.7	81.9
Creative arts	59.2	2.1	64.1	75.2	76.6
Food, hospitality and personal services	71.6	3.2	73.7	82.8	87.1
Mixed field programmes	55.0	5.9	57.2	76.8	81.8
Subject-only enrolment	67.2	1.8	68.0	85.7	88.9
Industry skills council					
Agri-Food	75.3	-0.2	77.1	86.6	89.7
Auto Skills Australia	80.6	3.5	81.2	85.8	86.1
Community Services and Health	76.9	0.7	78.1	80.9	85.5
Construction and Property Services	76.4	4.5	77.2	82.9	86.0
Electrocomms and Energy Utilities	84.1	1.5	85.5	80.3	81.7
ForestWorks	79.0	0.2	84.3	98.7	99.4
Government Skills Australia	98.9	-0.8	98.9	98.2	90.7
Innovation and Business	68.8	3.7	71.7	71.9	76.9
Manufacturing Skills Australia	78.9	4.2	80.5	85.7	86.8
Service Skills Australia	69.1	4.1	71.4	79.0	82.9
SkillsDMC	88.3	2.9	88.3	87.7	94.3
Transport and Logistics	82.6	2.6	83.3	83.9	88.4
Not assigned to an industry skills council	71.3	3.0	72.7	85.0	86.8
Training was part of an apprenticeship or traineeship²					
Yes	75.4	5.6	76.5	84.9	84.6
No	73.9	2.6	75.8	81.3	84.8
All module completers	73.2	2.9	74.8	82.3	85.2
All module completers in 2011	75.5	2.4	77.0	82.8	85.3

For notes on tables, see page 21.

Table 12 Average annual income after training for graduates employed full-time, by personal characteristics, 2012 (\$)

	Average annual income ¹⁴
Sex	
Males	58 300
Females	48 800
Age group	
15 to 19 years	34 000
20 to 24 years	43 900
25 to 44 years	62 100
45 to 64 years	63 800
65 years and over	57 300
Student remoteness (ARIA+) region⁸	
Major cities	55 000
Inner and outer regional	53 200
Remote and very remote	62 600
Indigenous status	
Indigenous	55 100
Non-Indigenous	54 600
Disability status (including impairment or long-term condition)	
With a disability	53 800
Without a disability	54 600
Speak a language other than English at home	
Other language	54 300
English	54 700
Highest qualification before training	
Diploma or higher	65 800
Certificate III/IV	57 900
Year 12	46 600
Year 11/certificate I/II	46 200
Year 10 and below	46 900
Employment status before training	
Employed	56 300
Not employed ¹	43 500
All	54 500

For notes on tables, see page 21.

Table 13 Average annual income after training for graduates employed full-time, by training characteristics, 2012 (\$)

	Average annual income ¹⁴
Qualification	
Diploma or higher	64 500
Certificate IV	61 800
Certificate III	47 600
Certificate II	43 300
Certificate I	49 500
Field of education	
Natural and physical sciences	57 500
Information technology	49 500
Engineering and related technologies	58 500
Architecture and building	47 000
Agriculture, environmental and related studies	46 800
Health	55 800
Education	71 800
Management and commerce	55 500
Society and culture	48 100
Creative arts	40 800
Food, hospitality and personal services	38 700
Mixed field programmes	48 300
Industry skills council	
Agri-Food	44 300
Auto Skills Australia	47 800
Community Services and Health	47 500
Construction and Property Services	48 000
Electrocomms and Energy Utilities	62 100
ForestWorks	49 600
Government Skills Australia	70 000
Innovation and Business	60 800
Manufacturing Skills Australia	59 500
Service Skills Australia	41 600
SkillsDMC	73 800
Transport and Logistics	58 700
Not assigned to an industry skills council	54 500
Training was part of an apprenticeship or traineeship²	
Yes	46 500
No	59 400
All	54 500

For notes on tables, see page 21.

Table 14 Occupational destination and training relevance² for graduates by various training characteristics, 2012 (%)

	Employed				Total employed ¹⁰	Not employed ¹	Total
	In same occupation group ⁹ (as training course)	In different occupation (to training course)—training was relevant to current job	In different occupation (to training course)—training was not relevant to current job	Occupation after training not known			
Intended occupation of training activity⁹							
Managers	10.4	62.6	12.3	0.6*	86.3	13.7	100.0
Professionals	19.1	37.3	21.5	0.5*	78.6	21.4	100.0
Technicians and trades workers	55.1	20.8	9.6	0.3*	86.0	14.0	100.0
Community and personal service workers	39.4	21.1	14.7	0.8*	76.2	23.8	100.0
Clerical and administrative workers	17.4	44.3	13.8	1.3*	77.2	22.8	100.0
Sales workers	29.0	32.5	13.8	1.1*	76.5	23.5	100.0
Machinery operators and drivers	26.3	30.1	14.7	**	71.9	28.1	100.0
Labourers	24.1	33.3	18.3	0.6*	76.3	23.7	100.0
Training was part of an apprenticeship or traineeship							
In a trade occupation course ¹¹	77.0	10.9	4.7	0.3*	92.9	7.1	100.0
In a non-trade occupation course ¹²	34.5	37.9	10.3	0.6*	83.3	16.7	100.0
All graduates¹³	32.7	32.3	13.6	0.8	79.6	20.4	100.0
All graduates¹³ in 2011	33.3	31.7	12.7	3.3	81.1	18.9	100.0

For notes on tables, see page 21.

Table 15 Recognition of prior experience and skills² for graduates and module completers, 2011 and 2012 (%)

	Graduates		Module completers	
	2011	2012	2011	2012
With prior experience and skills related to the training	62.4	64.9	61.0	61.6
Training shortened	28.4	27.9	17.2	18.0
Based on prior study only	5.3	4.7	2.4	2.6
Based on previous experience and skills only	8.3	8.2	5.6	6.1
Based on both prior study and previous experience and skills	14.8	15.0	9.2	9.2
Training not shortened	33.9	37.0	43.8	43.6
Training provider did not offer to assess prior experience and skills	15.9	17.0	26.3	25.6
Did not accept offer to have prior experience and skills assessed	7.4	8.4	7.8	8.5
Experience and skills assessed but training not shortened	10.7	11.5	9.6	9.4
No prior experience and skills related to the training	37.6	35.1	39.0	38.4
Training provider offered to assess prior experience and skills	23.6	22.3	20.3	21.8
Training provider did not offer to assess prior experience and skills	14.0	12.9	18.7	16.6

For notes on tables, see page 21.

Table 16 Number of respondents and the estimated population of graduates and module completers by key characteristics, 2012

Student characteristics	Graduates		Module completers	
	Respondents	Estimated population	Respondents	Estimated population
Age group				
15 to 19 years	3 097	66 260	1 558	66 770
20 to 24 years	4 100	104 150	1 194	66 090
25 to 44 years	7 719	154 690	3 667	168 740
45 to 64 years	5 474	82 170	3 562	125 950
65 years and over	178	2 670	410	19 260
Females	12 162	218 810	5 176	200 860
Indigenous	707	14 870	473	20 030
With a disability	1 747	35 100	1 055	45 950
Speak a language other than English at home	4 206	80 530	1 859	80 760
From remote/very remote areas ^a	686	12 110	849	23 070
Highest qualification before training				
Diploma or higher	5 528	90 050	2 907	110 520
Certificate III/IV	4 906	98 720	2 267	96 040
Year 12	4 829	107 560	1 884	88 570
Year 11/certificate I/II	1 968	42 080	998	42 600
Year 10 and below	2 598	55 480	1 717	78 020
Total	20 582	410 450	10 448	450 910

For notes on tables, see page 21.

Table 17 Number of respondents and the estimated population of graduates and module completers by state, 2012

State/territory where study was completed	Graduates		Module completers	
	Respondents	Estimated population	Respondents	Estimated population
New South Wales	6 436	133 400	2 456	134 140
Victoria	5 514	111 190	2 581	170 580
Queensland	3 403	72 340	2 305	68 290
South Australia	1 140	30 580	408	17 550
Western Australia	2 440	42 260	1 394	34 830
Tasmania	526	9 050	588	14 910
Northern Territory	588	4 740	465	5 900
Australian Capital Territory	535	6 900	251	4 710
Australia	20 582	410 450	10 448	450 910

For notes on tables, see page 21.

Terms

For more information, please see Technical notes, Terms and definitions and other supporting documents at <http://www.ncver.edu.au/publications/2572.html>.

All TAFE providers refers to technical and further education institutes (TAFE), including skills institutes and polytechnics.

All VET providers refers to all types of training providers (including TAFE institutes and other government providers, skills institutes, polytechnics and private and community education providers).

Apprentice or trainee is a person who undertook a contract of training with an employer and a training provider.

Employed at a higher skill level is where a person is employed in an occupation with a higher skill level after training compared with their occupation before training (regardless of full-time/part-time employment status before and after training).

Graduate refers to either:

- a. a student who completed all the requirements for a qualification, or
- b. a student who self-reported completing a qualification and was determined as eligible for that qualification (via logistic model).

Industry skills council refers to a set of 11 national bodies that have replaced the former national industry training advisory bodies (ITABs). They provide advice to Australian, state and territory governments on the training that is required by industry.

Intended occupation of training activity is based on the occupation code of the qualification.

Module completer refers to a student who successfully completed part of a qualification and then left the VET system. It is important to note that, at the time of sample selection, insufficient information was available to identify 'actual' module completers. Instead, a sample of potential module completers was chosen, which includes continuing students and graduates. The exact status of respondents is determined at data analysis stage through the information provided on the survey form.

Occupation is defined by the Australian and New Zealand Classification of Occupations (ANZSCO), first edition, revision one, 2009. This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose. Occupation is defined based on survey responses.

Previous experience and skills refers to relevant job or life experience that was gained before enrolling in the training.

Prior study refers to relevant study at university, TAFE, private provider, secondary school or elsewhere that was undertaken before enrolling in the training.

Satisfied with the overall quality of training means that the respondent 'agreed' or 'strongly agreed' on a 5-point scale with the statement: 'Overall, I was satisfied with the quality of the training'.

Total reported VET refers to all reported VET activity including Commonwealth- and state-funded through TAFE and other government providers, private providers and community education providers, and fee-for-service activity through TAFE and other government providers and community education providers.

Notes on tables

- na Not applicable
- * The estimate has a relative standard error greater than 25% and therefore should be used with caution.
- ** NCVET does not report on estimates based on less than five respondents because the estimates are unreliable.
- 1 'Not employed' is defined as unemployed (looking for full-time or part-time work), not in the labour force, or not employed (no further information).
- 2 These questions are not asked of students from community education providers. Therefore, the percentage reported represents the proportion of graduates or module completers, respectively, excluding those from community education providers.
- 3 In 2012, a new question was added to the survey to derive the proportion of students who started their first full-time job after training. Prior to 2012, students who started their first full-time job before or during their training were reported in the derivation of 'Employed in first full-time job after training'. In 2012, a new variable 'Employed in first full-time job, started after training' is reported and estimates for previous years have been derived. For further information see *Data dictionary: employment and further study outcomes* (<http://www.ncver.edu.au/publications/2572.html>).
- 4 Satisfied with teaching, assessment and generic skills and learning experiences are derived by taking the average of the items under each heading in the questionnaire. Percentages are the proportion of respondents with average scores of 3.5 or higher on each scale. For more information see *Measuring student satisfaction from the Student Outcomes Survey* (<http://www.ncver.edu.au/publications/2492.html>) and *Data dictionary: satisfaction outcomes* (<http://www.ncver.edu.au/publications/2572.html>).
- 5 Improved employment status after training is 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.
- 6 For module completers, the only further study included is university study as, by definition, module completers have left the VET system.
- 7 This includes bridging and enabling courses, Years 11 and 12, education not elsewhere identified and non-award courses.
- 8 Access/Remoteness Index of Australia (ARIA+) was developed by The National Centre for Social Applications of Geographic Information Systems (GISCA) based on ARIA. ARIA+ is now the standard ABS-endorsed measure of remoteness. It is an index of remoteness derived from measures of road distances between populated localities and service centres. These road distances are then used to generate a remoteness score for any location in Australia. ARIA+ forms the basis for the ABS 'Remoteness Structure' component of the Australian Standard Geographical Classification. For more details refer to <http://www.adelaide.edu.au/apmrc/research/projects/category/aria.html>.
- 9 Occupation is defined by the Australian and New Zealand Classification of Occupations (ANZSCO), first edition, revision one, 2009. This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose. Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.
- 10 Total includes instances where training relevance is not known.
- 11 A trade course has an intended occupation code corresponding to 'Technicians and trades workers'.
- 12 A non-trade course has an intended occupation code corresponding to an occupation outside of the trades. 'Non-trades' includes all occupations listed under the Australian and New Zealand Standard Classification of Occupations (ANZSCO) first edition, revision one, 2009, with the exception of major group 3 (Technicians and trades workers).
- 13 Totals exclude students from community education providers (for whom occupation after training is not captured). Also excluded are a small number of students with an unknown intended ANZSCO category. As a result, figures for 'total employed' and 'not employed' differ from those contained within other tables where the base is all graduates.
- 14 Average annual income after training has been determined by taking mid-point values as the question is answered in categories.

- 15 Further study questions were asked of students from community education providers for the first time in 2011. Because these questions were not asked of these student prior to 2011, the percentages reported represent the proportion of graduates or module completers, excluding those from community education providers.
- 16 Prior to 2005, information was only collected from students undertaking Commonwealth- and state-funded programs through TAFE institutes.
- 17 Information on further study outcomes was not captured for module completers prior to 2004.



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