

# Government-funded student outcomes

## 2016

National Centre for Vocational Education Research



### Highlights

This publication provides a summary of the outcomes of students who completed government-funded vocational education and training (VET) during 2015, with the data collected in mid-2016. Government-funded VET is broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers.

#### Employment and further study outcomes

In 2016:

- 85.4% of graduates were employed or enrolled in further study after training, similar to 2015.
- 74.9% of graduates were employed after training, similar to 2015.
- 74.4% of subject completers were employed or enrolled in further study after training, similar to 2015.
- 70.8% of subject completers were employed after training, similar to 2015.

#### Satisfaction with training

In 2016:

- 86.1% of graduates were satisfied with the overall quality of their training, similar to 2015.
- 82.3% of subject completers were satisfied with the overall quality of their training, down 2.3 percentage points from 2015.

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This document should be attributed as NCVER 2016, *Australian vocational education and training statistics: government-funded student outcomes 2016*, NCVER, Adelaide.

This work has been produced by NCVER on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Department of Education and Training.

The views and opinions expressed in this document are those of NCVER and do not necessarily reflect the views of the Australian Government or state and territory governments.

ISSN 1837-1477

TD/TNC 125.15

Published by NCVER

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# Contents

Introduction	4
About this publication	4
Technical notes	4
Questionnaire changes in 2016	5
More information	5
Employment outcomes	6
Further study outcomes	7
Benefits of the training	7
Recommend the training	8
Satisfaction	8
Provider type	9
Tables	10
Terms	22
Explanatory notes	24

## Tables

1	Key findings for government-funded graduates and subject completers, 2015 and 2016 (%)	10
2	Main reason for undertaking the training for government-funded graduates and subject completers, 2015 and 2016 (%)	11
3	Employment and further study outcomes by main reason for undertaking training for government-funded graduates and subject completers, 2016 (%)	11
4	Main reason for not continuing the training for government-funded subject completers, 2015 and 2016 (%)	11
5	Key findings for government-funded graduates and subject completers, 10-year time series (%)	12
6	Key findings for government-funded graduates and subject completers by state/territory, 2016 (%)	13
7	Findings for government-funded graduates by various personal characteristics, 2016 (%)	14
8	Findings for government-funded subject completers by various personal characteristics, 2016 (%)	15
9	Findings for government-funded graduates by various training characteristics, 2016 (%)	16
10	Findings for government-funded subject completers by various training characteristics, 2016 (%)	17
11	Median annual income after training for government-funded graduates employed full-time, by personal characteristics, 2016 (\$)	18
12	Median annual income after training for government-funded graduates employed full-time, by training characteristics, 2016 (\$)	19
13	Occupational destination and training relevance for government-funded graduates by various training characteristics, 2016 (%)	20
14	Number of government-funded graduate and subject completer respondents by key characteristics, 2016	21
15	Number of government-funded graduate and subject completer respondents by state/territory, 2016	21

## Introduction

This publication provides a summary of the outcomes of students who completed government-funded vocational education and training (VET) during 2015, with the data collected in mid-2016. Government-funded VET is broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers.

The figures are derived from the National Student Outcomes Survey, which is an annual survey that covers students who have an Australian address as their residence and are awarded a qualification (graduates), or who successfully complete part of a course and then leave the VET system (subject completers). Over 30 000 government-funded students responded to the 2016 survey. This publication presents information on government-funded students' satisfaction, training benefits, training relevance, further study and employment outcomes in 2016.

## About this publication

This publication presents data on the outcomes of students who completed training in Australia's government-funded VET system, which includes both:

- Commonwealth and state government-funded training delivered by TAFE institutes, other government providers, community education providers and private training providers
- fee-for-service training delivered by TAFE institutes and other government providers.

It does not include students who completed fee-for-service training delivered by community education or private training providers.

This publication is prepared in accordance with government-funded scope definitions outlined in the Explanatory notes section on page 24.

Out of scope of the survey 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 15 years of age.

For information about the number of survey respondents and their characteristics, see table 14.

## Technical notes

The National 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 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 estimates that would have arisen had all graduates or subject completers been included and responded to the survey.

For further technical details, please refer to Technical notes at <http://www.ncver.edu.au/publications/2891.html>.

## Questionnaire changes in 2016

Following a trial in 2015, the 2016 questionnaire was shortened to reduce respondent burden and optimise question display on smartphones and tablets. The 2015 trial involved sending the shortened questionnaire to almost 20 000 graduates and their survey results were compared against a matched sample of graduates who were surveyed as part of the 2015 core survey. The results from the 2015 trial suggest responses to the following survey estimates may differ due to the changes in question wording:

- training was part of an apprenticeship or traineeship
- recommendation of the training
- satisfaction with teaching
- satisfaction with writing skills
- income after training.

Changes to the following survey estimates were not expected to be impacted by changes to question wording:

- main reason for undertaking the training
- recommendation of the training provider
- satisfaction with assessment
- satisfaction with problem-solving skills
- overall satisfaction
- received at least one job-related benefit
- employment status.

As a result of the shortened questionnaire, questions used to classify subject completers were streamlined, and the classification of subject completers was improved. Data for subject completers in previous years have been backdated to 2006 using this improved derivation.

For more information on the questionnaire changes, see the explanatory notes on page 24 and the Technical notes supporting documentation, available <<http://www.ncver.edu.au/publications/2891.html>>.

## More information

For additional data tables on government-funded student outcomes, classified by a greater range of personal and training characteristics, refer to the data tab at <<http://www.ncver.edu.au/publications/2891.html>>. These tables report 95% confidence intervals, which allow data users to determine the amount of certainty (or error) in a reported measure when comparing between years and groups. This is important, given that measures are based on information provided by a sample rather than a population.

For a graphical view of the data, see the data visualisation product *VET graduate outcomes*, available at <<https://www.ncver.edu.au/vet-graduate-outcomes>>. This product allows data users to view graduate outcomes by field of education, qualification level, intended occupation of training and training package.

# Employment outcomes

## Graduates

- 74.9% of graduates were employed after training, similar to 2015. *Table 1*
  - Of these, 77.9% found the training relevant to their current job, similar to 2015.
- 43.8% of graduates not employed before training were employed after, up 2.6 percentage points from 2015. *Table 1*
- 4.8% of graduates started their first full-time job after training, similar to 2015. *Table 1*
- The median annual income for graduates working full-time after training was \$52 200. *Table 11*
- 82.1% of graduates undertook training for employment-related reasons, down 2.5 percentage points from 2015. Of these, 78.9% were employed after training. *Tables 2 & 3*

## Subject completers

- 70.8% of subject completers were employed after training, similar to 2015. *Table 1*
  - Of these, 67.3% found the training relevant to their current job, down 3.0 percentage points from 2015.
- 33.5% of subject completers not employed before training were employed after, similar to 2015. *Table 1*
- 3.0% of subject completers started their first full-time job after training, similar to 2015. *Table 1*
- 76.6% of subject completers undertook training for employment-related reasons, similar to 2015. Of these, 77.1% were employed after training. *Tables 2 & 3*

## Apprentices and trainees

- 83.1% of graduates who undertook training as part of an apprenticeship or traineeship were employed after training. *Table 9*
- The median annual income for graduates who undertook training as part of an apprenticeship or traineeship and were working full-time after training was \$46 900. *Table 12*
- 91.6% of graduates who undertook training as part of a trade apprenticeship or traineeship were employed after training. *Table 13*
- 79.6% of graduates who undertook training as part of a non-trade apprenticeship or traineeship were employed after training. *Table 13*

## Occupation after training

Of graduates employed after training in 2016:

- 33.2% were employed in the same occupation as their training course, up 4.1 percentage points from 2015. *Table 13*
  - A further 28.2% were employed in a different occupation but found the training relevant to their current job.
- 71.7% who undertook the training as part of a trade apprenticeship or traineeship were employed in the same occupation as their training course. *Table 13*
  - A further 14.4% were employed in a different occupation but found the training relevant to their current job.

## Further study outcomes

### Graduates

- 32.3% of graduates were enrolled in further study after training, similar to 2015. *Table 1*
- 5.6% of graduates undertook training to get into another course, up 1.5 percentage points from 2015. Of these, 71.9% were enrolled in further study after training. *Tables 2 & 3*

### Subject completers

- 9.8% of subject completers were enrolled in further study<sup>1</sup> after training, similar to 2015. *Table 1*
- 2.6% of subject completers undertook their training to get into another course, similar to 2015. Of these, 36.1% were enrolled in further study after training. *Tables 2 & 3*

## Benefits of the training

### Graduates

- 55.0% of graduates had an improved employment status after training, down 3.6 percentage points from 2015. *Table 1*
- Of those employed before training, 18.2% of graduates were employed at a higher skill level after training, up 1.9 percentage points from 2015. *Table 1*
- 68.0% of graduates employed after training received at least one job-related benefit from the training, down 7.1 percentage points from 2015. *Table 1*

### Subject completers

- 42.0% of subject completers had an improved employment status after training, down 6.1 percentage points from 2015. *Table 1*
- Of those employed before training, 8.9% of subject completers were employed at a higher skill level after training, similar to 2015. *Table 1*
- 50.5% of subject completers employed after training received at least one job-related benefit from the training, down 12.1 percentage points from 2015. *Table 1*

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<sup>1</sup> For subject completers, the only further study included is university or secondary school study, as by definition subject completers have left the VET system.

## Recommend the training

### Graduates

- 91.1% of graduates would recommend their training, up 1.4 percentage points from 2015. *Table 1*
- 89.1% of graduates would recommend their training provider, similar to 2015. *Table 1*

### Subject completers

- 86.8% of subject completers would recommend their training, similar to 2015. *Table 1*
- 86.6% of subject completers would recommend their training provider, down 1.4 percentage points from 2015. *Table 1*

## Satisfaction

### Graduates

- 86.1% of graduates were satisfied with the overall quality of training, similar to 2015. *Table 1*
- 85.9% of graduates were satisfied with the teaching they received, 87.9% with assessment, 76.5% with development of problem-solving skills and 50.2% with writing skills. *Table 1*
- 82.9% of graduates reported they had fully or partly achieved their main reason for training, up 2.5 percentage points from 2015. *Table 1*

### Subject completers

- 82.3% of subject completers were satisfied with the overall quality of training, down 2.3 percentage points from 2015. *Table 1*
- 83.8% of subject completers were satisfied with the teaching they received, 85.0% with assessment, 69.0% with development of problem-solving skills and 39.2% with writing skills. *Table 1*
- 78.5% of subject completers reported they had fully or partly achieved their main reason for training, similar to 2015. *Table 1*



## Provider type

Comparisons of student outcomes by provider type should only be made for students whose training was Commonwealth or state-funded due to the coverage of the publication.

### Employment outcomes

Of students whose training was Commonwealth or state-funded:

- 71.7% of graduates at TAFE institutes and other government providers were employed after training. By comparison: *Table 9*
  - a lower proportion of graduates at community education providers were employed after training (63.9%)
  - a higher proportion of graduates at private training providers were employed after training (79.2%).
- 66.4% of subject completers at TAFE and other government providers were employed after training. By comparison: *Table 10*
  - a lower proportion of subject completers at community education providers were employed after training (51.6%)
  - a similar proportion of subject completers at private training providers were employed after training.

### Satisfaction

Of students whose training was Commonwealth or state-funded:

- 87.3% of graduates at TAFE institutes and other government providers were satisfied with the overall quality of training. By comparison: *Table 9*
  - a similar proportion were satisfied with the overall quality of training at community education providers
  - a lower proportion were satisfied with the overall quality of training at private training providers (84.4%).
- 80.9% of subject completers at TAFE institutes and other government providers were satisfied with the overall quality of training. By comparison: *Table 10*
  - a similar proportion were satisfied with the overall quality of training at community education providers
  - a lower proportion were satisfied with the overall quality of training at private training providers (77.2%).

# Tables

**Table 1 Key findings for government-funded graduates and subject completers, 2015 and 2016 (%)**

	Graduates		Subject completers	
	2015	2016	2015	2016
<b>Employment and further study outcomes</b>				
After training (as at 27 May 2016)				
Employed	74.2	74.9	71.3	70.8
Not employed	25.8	25.1	28.7	29.2
Unemployed	17.4	15.8	15.1	15.2
Not in the labour force	8.1	9.2	13.2	13.5
Employed before training	66.7	67.9	67.5	67.7
Difference in proportion employed from before training to after	7.5	7.0	3.8	3.1
Employed in first full-time job, started after training	4.4	4.8	3.3	3.0
Employed or in further study after training	85.2	85.4	75.4	74.4
Enrolled in further study after training	32.6	32.3	10.4	9.8
Studying at university	7.9	8.7	6.8	6.0
Studying at TAFE institutes	12.8	13.9	na	na
Studying at a private training provider or community education provider	8.1	6.6	na	na
Studying at a secondary school or other provider	3.7	3.0	3.6	3.8
<b>Training</b>				
Main reason for undertaking training				
Employment-related	84.6	82.1	77.7	76.6
Further study	4.1	5.6	2.3	2.6
Personal development	11.3	12.3	20.0	20.7
Training was part of an apprenticeship or traineeship	22.7	25.2	12.5	13.8
<b>Satisfaction outcomes</b>				
Satisfied with teaching	89.4	85.9	88.8	83.8
Satisfied with assessment	88.7	87.9	85.5	85.0
Satisfied with problem-solving skills	76.7	76.5	68.5	69.0
Satisfied with writing skills	na	50.2	na	39.2
Satisfied with the overall quality of training	86.7	86.1	84.6	82.3
Fully or partly achieved their main reason for doing the training	80.4	82.9	79.5	78.5
<b>Recommendation</b>				
Recommend training	89.7	91.1	88.0	86.8
Recommend training provider	88.7	89.1	88.0	86.6
<b>Benefits of training</b>				
Of those employed after training				
Found the training relevant to their current job	78.8	77.9	70.3	67.3
Received at least one job-related benefit	75.1	68.0	62.6	50.5
<b>Improved employment status after training</b>				
Of those employed before training				
Employed at a higher skill level after training	16.3	18.2	7.7	8.9
Of those not employed before training				
Employed after training	41.2	43.8	32.0	33.5
Improved employment status after training	58.6	55.0	48.1	42.0

Note: Caution should be exercised when comparing estimates for 'training was part of an apprenticeship or traineeship', 'satisfaction with teaching' and 'recommend training', because of changes to question wording between 2015 and 2016. For further notes on tables, see the explanatory notes on page 24.

**Table 2 Main reason for undertaking the training for government-funded graduates and subject completers, 2015 and 2016 (%)**

	Graduates		Subject completers	
	2015	2016	2015	2016
Employment-related	84.6	82.1	77.7	76.6
Get a job	27.9	26.1	20.5	18.9
To develop or start my own business	5.7	5.8	5.0	4.4
Try for a different career	11.2	11.6	6.6	7.1
Get a better job or promotion	7.7	6.9	4.2	3.6
It was a requirement of my job	14.5	14.4	23.2	24.1
Gain extra skills for current job	17.7	17.3	18.2	18.6
Further study: to get into another course of study	4.1	5.6	2.3	2.6
Personal development	11.3	12.3	20.0	20.7
To improve my general education skills	7.8	9.1	12.0	12.7
To get skills for community/voluntary work	1.1	1.2	3.4	3.7
To increase my confidence/self-esteem	1.7	1.5	2.9	2.4
For recreational reasons	0.4	0.4	1.3	1.5
Other	0.2	0.2	0.4	0.6

For notes on tables, see the explanatory notes on page 24.

**Table 3 Employment and further study outcomes by main reason for undertaking training for government-funded graduates and subject completers, 2016 (%)**

Reason for training	Graduates				Subject completers			
	Employed after training	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	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Employment-related	78.9	29.1	80.8	85.8	77.1	9.0	76.5	82.3
Further study	50.9	71.9	92.5	88.3	51.3	36.1	74.9	82.1
Personal development	59.3	37.2	92.1	87.5	51.1	9.6	86.7	82.4
<b>All</b>	<b>74.9</b>	<b>32.3</b>	<b>82.9</b>	<b>86.1</b>	<b>70.8</b>	<b>9.8</b>	<b>78.5</b>	<b>82.3</b>
<b>All in 2015</b>	<b>74.2</b>	<b>32.6</b>	<b>80.4</b>	<b>86.7</b>	<b>71.3</b>	<b>10.4</b>	<b>79.5</b>	<b>84.6</b>

For notes on tables, see the explanatory notes on page 24.

**Table 4 Main reason for not continuing the training for government-funded subject completers, 2015 and 2016 (%)**

	Subject completers	
	2015	2016
Got what they wanted from training	21.4	13.5
Change in job situation	13.3	19.2
Changed jobs or started a new job	10.6	14.8
I lost my job	2.7	4.4
Training-related reasons	22.9	30.5
I started other training	4.0	4.3
The training no longer related to my plans	7.7	9.2
The training was not what I expected	8.8	13.8
The training timetable was not flexible enough	2.5	3.2
Personal reasons	32.1	28.0
Other reasons	10.2	8.8

For notes on tables, see the explanatory notes on page 24.

**Table 5 Key findings for government-funded graduates and subject completers, 10-year time series (%)**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Graduates</b>										
Employed after training	82.7	82.4	79.7	77.6	78.7	77.9	78.1	77.6	74.2	74.9
Employed or in further study after training	91.2	91.3	89.6	87.9	88.3	88.1	88.1	87.9	85.2	85.4
Enrolled in further study after training	33.9	35.9	35.0	34.2	34.6	36.2	34.6	35.0	32.6	32.3
Satisfied with teaching	89.9	89.9	90.4	89.8	90.7	91.5	90.1	89.9	89.4	85.9
Satisfied with assessment	88.1	88.2	88.6	88.8	89.7	90.1	89.0	89.0	88.7	87.9
Satisfied with problem-solving skills	72.7	74.8	75.5	75.4	76.7	76.9	76.9	76.2	76.7	76.5
Satisfied with writing skills	na	na	na	na	na	na	na	na	na	50.2
Satisfied with the overall quality of training	88.2	88.0	88.5	88.3	88.9	89.1	87.3	87.6	86.7	86.1
Fully or partly achieved main reason for doing the training	86.7	87.7	86.1	84.8	85.4	84.8	83.5	82.3	80.4	82.9
Of those employed after training										
Found the training relevant to their current job	78.5	78.4	79.7	79.4	80.4	80.0	80.7	77.9	78.8	77.9
Received at least one job-related benefit	75.6	77.4	75.8	74.2	76.4	75.4	73.4	72.5	75.1	68.0
Of those employed before training										
Employed at a higher skill level after training	23.7	24.2	25.1	22.2	20.8	18.8	16.3	14.8	16.3	18.2
Of those not employed before training										
Employed after training	54.6	53.6	47.8	46.2	47.9	46.9	43.7	44.4	41.2	43.8
Improved employment status after training	66.5	67.7	64.2	61.6	63.6	62.5	60.5	59.7	58.6	55.0
<b>Subject completers</b>										
Employed after training	76.2	77.6	74.7	74.4	74.7	72.2	74.1	73.5	71.3	70.8
Employed or in further study after training	80.0	80.7	78.6	77.7	77.6	75.5	77.7	76.7	75.4	74.4
Enrolled in further study after training	8.2	8.5	8.9	8.3	8.5	9.7	10.4	9.9	10.4	9.8
Satisfied with teaching	89.5	90.1	89.6	89.9	89.0	89.4	89.6	89.3	88.8	83.8
Satisfied with assessment	84.0	84.8	84.9	85.0	84.7	85.1	86.0	84.6	85.5	85.0
Satisfied with problem-solving skills	63.7	66.3	66.1	66.6	67.3	68.4	69.5	69.5	68.5	69.0
Satisfied with writing skills	na	na	na	na	na	na	na	na	na	39.2
Satisfied with the overall quality of training	85.8	86.6	86.2	86.1	85.0	85.1	85.3	84.1	84.6	82.3
Fully or partly achieved main reason for doing the training	83.0	83.9	83.7	82.4	82.5	82.2	82.3	80.8	79.5	78.5
Of those employed after training										
Found the training relevant to their current job	64.8	65.0	68.1	67.7	69.2	68.2	71.8	70.4	70.3	67.3
Received at least one job-related benefit	58.1	58.6	58.8	57.9	60.0	61.3	61.6	63.1	62.6	50.5
Of those employed before training										
Employed at a higher skill level after training	10.3	9.8	10.9	11.3	8.9	9.8	7.8	9.4	7.7	8.9
Of those not employed before training										
Employed after training	33.7	35.9	30.4	32.8	32.9	33.3	32.2	33.1	32.0	33.5
Improved employment status after training	48.6	50.1	47.9	47.8	48.8	48.5	49.3	50.1	48.1	42.0

Note: Caution should be exercised when comparing estimates for satisfaction with teaching because of changes to question wording between 2015 and 2016. For further notes on tables, see the explanatory notes on page 24.

**Table 6 Key findings for government-funded graduates and subject completers by state/territory, 2016 (%)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Graduates</b>									
Employed after training	72.9	75.4	73.7	77.2	75.5	80.0	87.2	86.1	74.9
Employed or in further study after training	86.0	85.5	83.4	86.6	85.2	89.7	92.2	92.3	85.4
Enrolled in further study after training	37.4	32.5	27.3	29.4	32.3	34.3	35.1	38.2	32.3
Satisfied with teaching	87.6	83.5	86.2	86.8	87.0	88.1	86.2	84.2	85.9
Satisfied with assessment	89.2	86.5	87.6	88.9	88.6	89.2	89.9	87.8	87.9
Satisfied with problem-solving skills	79.2	74.4	74.9	75.7	80.1	77.7	78.6	76.4	76.5
Satisfied with writing skills	54.8	49.8	46.3	48.0	52.3	46.3	52.2	49.3	50.2
Satisfied with the overall quality of training	87.4	84.9	85.4	86.7	87.4	88.3	88.4	85.0	86.1
Fully or partly achieved main reason for doing the training	84.7	82.6	80.3	83.3	83.3	85.6	90.9	88.4	82.9
Of those employed after training									
Found the training relevant to their current job	79.7	75.0	76.2	80.4	80.9	83.3	86.7	84.8	77.9
Received at least one job-related benefit	70.4	68.7	66.3	64.7	65.7	67.2	69.7	73.1	68.0
Of those employed before training									
Employed at a higher skill level after training	18.7	19.6	16.5	16.8	17.2	19.2	15.4	22.6	18.2
Of those not employed before training									
Employed after training	42.6	45.7	43.2	42.3	40.2	46.8	58.9	62.7	43.8
Improved employment status after training	55.1	56.2	53.6	53.6	52.6	56.1	63.5	66.9	55.0
<b>Subject completers</b>									
Employed after training	73.5	66.2	72.5	70.2	76.1	79.3	85.3	77.1	70.8
Employed or in further study after training	76.8	69.9	77.3	74.3	78.5	82.6	87.1	80.6	74.4
Enrolled in further study after training	8.4	10.4	11.3	9.9	7.9	9.7	13.1	9.1	9.8
Satisfied with teaching	88.8	81.7	79.1	84.6	82.9	88.9	88.4	83.7	83.8
Satisfied with assessment	86.5	83.8	82.9	86.7	84.9	89.3	90.1	83.3	85.0
Satisfied with problem-solving skills	71.1	67.9	66.3	67.1	72.4	70.8	72.3	69.4	69.0
Satisfied with writing skills	37.9	39.2	45.3	35.8	38.4	34.9	39.2	38.9	39.2
Satisfied with the overall quality of training	87.8	79.1	79.1	83.1	82.4	88.9	87.2	81.0	82.3
Fully or partly achieved main reason for doing the training	83.7	74.8	75.9	77.1	80.1	86.8	91.6	83.8	78.5
Of those employed after training									
Found the training relevant to their current job	69.5	64.7	68.0	58.8	75.7	72.0	74.7	66.9	67.3
Received at least one job-related benefit	49.8	50.7	50.2	48.2	53.6	46.7	52.6	58.0	50.5
Of those employed before training									
Employed at a higher skill level after training	5.7	9.1	11.5	10.0	14.0	6.6	5.6	9.9	8.9
Of those not employed before training									
Employed after training	30.4	34.7	29.3	34.5	38.6	27.7	47.4	41.8	33.5
Improved employment status after training	41.0	41.5	41.7	41.0	46.7	40.1	48.8	50.8	42.0

For notes on tables, see the explanatory notes on page 24.

**Table 7 Findings for government-funded graduates by various personal characteristics, 2016 (%)**

	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
<b>Sex</b>					
Males	77.5	7.0	87.2	82.8	86.4
Females	72.3	7.1	83.6	83.1	85.9
<b>Age group</b>					
15 to 19 years	65.1	12.6	84.4	83.0	87.5
20 to 24 years	76.0	9.6	88.3	86.1	86.3
25 to 44 years	76.8	5.7	85.5	82.0	85.8
45 to 64 years	76.1	4.3	83.8	80.7	86.0
65 years and over	49.9	-3.8	59.7	87.1	85.3
<b>Student remoteness (ARIA+) region</b>					
Major cities	73.0	7.3	84.4	82.2	85.7
Inner and outer regional	77.7	6.9	87.0	83.9	86.7
Remote and very remote	85.2	3.0	91.5	88.0	88.1
<b>Indigenous status</b>					
Indigenous	67.5	12.4	79.3	85.5	88.8
Non-Indigenous	75.1	6.9	85.7	82.8	86.0
<b>Disability status (including impairment or long-term condition)</b>					
With a disability	52.7	9.8	74.9	75.3	85.6
Without a disability	77.7	6.7	86.9	83.8	86.1
<b>Speak a language other than English at home</b>					
Other language	59.1	8.9	75.1	81.3	88.7
English	78.6	6.6	87.9	83.5	85.6
<b>Highest qualification before training</b>					
Diploma or higher	78.1	4.5	87.5	83.2	86.5
Certificate III/IV	78.9	4.7	89.5	83.3	85.2
Year 12	74.6	9.2	85.1	83.2	85.6
Year 11/certificate I/II	71.9	8.9	83.2	83.3	85.8
Year 10 and below	69.3	9.0	79.7	81.1	88.2
<b>Employment status before training</b>					
Employed	88.8	na	93.1	85.9	85.4
Not employed	43.8	na	68.0	76.3	87.6
<b>All graduates</b>	<b>74.9</b>	<b>7.0</b>	<b>85.4</b>	<b>82.9</b>	<b>86.1</b>
<b>All graduates in 2015</b>	<b>74.2</b>	<b>7.5</b>	<b>85.2</b>	<b>80.4</b>	<b>86.7</b>

For notes on tables, see the explanatory notes on page 24.

**Table 8 Findings for government-funded subject completers by various personal characteristics, 2016 (%)**

	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
<b>Sex</b>					
Males	75.2	3.9	78.2	79.1	82.9
Females	64.8	2.1	69.2	77.7	81.5
<b>Age group</b>					
15 to 19 years	55.0	8.4	66.0	73.2	80.7
20 to 24 years	70.0	8.1	75.3	74.3	76.2
25 to 44 years	77.4	1.4	79.9	78.8	82.7
45 to 64 years	74.5	2.0	75.9	80.9	85.6
65 years and over	35.8	-4.2	37.1	89.9	83.7
<b>Student remoteness (ARIA+) region</b>					
Major cities	67.5	3.7	71.6	75.4	79.4
Inner and outer regional	74.6	3.2	77.5	81.7	85.6
Remote and very remote	76.8	-4.7	80.2	89.8	88.7
<b>Indigenous status</b>					
Indigenous	62.3	6.2	65.1	80.2	87.2
Non-Indigenous	71.2	3.0	74.8	78.5	82.1
<b>Disability status (including impairment or long-term condition)</b>					
With a disability	48.0	6.0	54.2	67.2	76.8
Without a disability	73.1	3.0	76.5	79.7	82.8
<b>Speak a language other than English at home</b>					
Other language	58.9	8.5	62.6	74.9	80.6
English	73.0	2.2	76.4	78.7	82.3
<b>Highest qualification before training</b>					
Diploma or higher	81.7	1.0	83.8	84.1	83.7
Certificate III/IV	80.7	1.6	82.8	78.8	82.5
Year 12	67.3	2.6	72.1	74.4	80.0
Year 11/certificate I/II	64.1	9.3	69.1	79.1	82.1
Year 10 and below	59.5	4.4	63.3	77.3	83.6
<b>Employment status before training</b>					
Employed	88.0	na	90.2	82.9	84.0
Not employed	33.5	na	40.2	69.6	79.5
<b>All subject completers</b>	<b>70.8</b>	<b>3.1</b>	<b>74.4</b>	<b>78.5</b>	<b>82.3</b>
<b>All subject completers in 2015</b>	<b>71.3</b>	<b>3.8</b>	<b>75.4</b>	<b>79.5</b>	<b>84.6</b>

For notes on tables, see the explanatory notes on page 23.

**Table 9 Findings for government-funded graduates by various training characteristics, 2016 (%)**

	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
<b>Qualification</b>					
Diploma or higher	76.8	3.8	87.6	81.5	83.6
Certificate IV	79.3	2.4	89.1	82.8	85.0
Certificate III	76.6	10.5	85.3	84.8	87.0
Certificate II	61.3	9.6	77.6	78.5	89.4
Certificate I	39.7	7.3	66.0	80.4	88.1
<b>Field of education</b>					
Natural and physical sciences	61.6	4.1	74.8	67.6	87.5
Information technology	48.2	8.1	78.7	71.9	79.7
Engineering and related technologies	83.2	5.3	87.9	82.0	85.1
Architecture and building	88.3	7.0	91.8	87.8	86.1
Agriculture, environmental and related studies	84.4	8.0	90.0	86.7	87.5
Health	78.8	5.6	88.1	85.2	85.7
Education	84.7	7.2	88.2	89.4	84.6
Management and commerce	76.3	5.0	86.1	78.7	85.3
Society and culture	73.4	12.8	84.5	85.1	88.2
Creative arts	55.7	-1.1	81.9	77.2	85.4
Food, hospitality and personal services	75.9	9.3	85.0	85.3	86.9
Mixed field programmes	36.6	8.1	68.9	86.3	90.5
<b>Training was part of an apprenticeship or traineeship</b>					
Yes	83.1	8.9	89.1	92.8	87.8
No	72.2	6.3	84.3	79.6	85.5
<b>Provider type and funding source</b>					
TAFE and other government providers					
Commonwealth/state funding	71.7	8.4	85.4	83.3	87.3
Fee-for-service – domestic	79.7	3.0	87.7	83.4	85.5
<i>Sub-total TAFE and other government providers</i>	73.8	6.9	86.0	83.3	86.8
Community education providers					
Commonwealth/state funding	63.9	11.8	76.5	83.0	86.5
Fee-for-service – domestic	Not applicable for scope of publication				
<i>Sub-total community education providers</i>	63.9	11.8	76.5	83.0	86.5
Private training providers					
Commonwealth/state funding	79.2	6.7	85.2	81.9	84.4
Fee-for-service – domestic	Not applicable for scope of publication				
<i>Sub-total private training providers</i>	79.2	6.7	85.2	81.9	84.4
<b>All graduates</b>	<b>74.9</b>	<b>7.0</b>	<b>85.4</b>	<b>82.9</b>	<b>86.1</b>
<b>All graduates in 2015</b>	<b>74.2</b>	<b>7.5</b>	<b>85.2</b>	<b>80.4</b>	<b>86.7</b>

For notes on tables, see the explanatory notes on page 24.



**Table 10 Findings for government-funded subject completers by various training characteristics, 2016 (%)**

	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
<b>Qualification</b>					
Diploma or higher	70.0	4.1	74.4	57.2	65.3
Certificate IV	79.9	1.9	82.8	69.7	78.1
Certificate III	72.1	5.5	75.9	76.4	79.6
Certificate II	60.1	4.8	65.2	72.4	80.4
Certificate I	36.9	9.2	41.8	77.3	74.0
Other	75.9	1.5	79.3	84.5	86.2
Statement of attainment	81.4	0.5	83.7	91.3	91.8
Subject only – no qualification	60.0	1.4	63.5	83.2	86.4
<b>Field of education</b>					
Natural and physical sciences	81.2	4.1	83.0	59.4	87.5
Information technology	51.2	-3.5	55.7	67.4	71.4
Engineering and related technologies	82.4	-0.2	85.3	80.3	84.5
Architecture and building	80.7	3.3	83.3	72.1	75.3
Agriculture, environmental and related studies	82.7	3.2	84.2	86.9	89.3
Health	74.5	-0.5	79.7	73.6	79.3
Education	76.6	1.4	78.3	76.7	79.3
Management and commerce	76.8	3.6	79.9	69.6	74.7
Society and culture	72.1	6.4	75.8	72.4	78.8
Creative arts	50.7	3.8	58.9	74.7	68.0
Food, hospitality and personal services	66.7	5.8	70.7	68.4	79.1
Mixed field programmes	46.9	10.4	52.7	79.5	79.0
No field of education	70.2	1.3	73.5	86.4	88.8
<b>Training was part of a skill set</b>					
Yes	83.2	1.1	86.1	90.5	92.0
No	69.1	3.4	72.8	76.9	81.0
<b>Training was part of an apprenticeship or traineeship</b>					
Yes	71.1	4.8	75.2	85.9	80.6
No	70.9	2.7	74.4	77.4	82.5
<b>Provider type and funding source</b>					
TAFE and other government providers					
Commonwealth/state funding	66.4	5.7	70.8	73.5	80.9
Fee-for-service – domestic	81.7	0.0	84.9	87.7	88.4
<i>Sub-total TAFE and other government providers</i>	75.7	2.3	79.4	82.1	85.4
Community education providers					
Commonwealth/state funding	51.6	5.7	54.7	79.0	81.1
Fee-for-service – domestic	Not applicable for scope of publication				
<i>Sub-total community education providers</i>	51.6	5.7	54.7	79.0	81.1
Private training providers					
Commonwealth/state funding	69.7	3.7	73.3	72.0	77.2
Fee-for-service – domestic	Not applicable for scope of publication				
<i>Sub-total private training providers</i>	69.7	3.7	73.3	72.0	77.2
<b>All subject completers</b>	<b>70.8</b>	<b>3.1</b>	<b>74.4</b>	<b>78.5</b>	<b>82.3</b>
<b>All subject completers in 2015</b>	<b>71.3</b>	<b>3.8</b>	<b>75.4</b>	<b>79.5</b>	<b>84.6</b>

For notes on tables, see the explanatory notes on page 24.

**Table 11 Median annual income after training for government-funded graduates employed full-time, by personal characteristics, 2016 (\$)**

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
<b>Sex</b>		
Males	55 000	44 600
Females	46 900	41 600
<b>Age group</b>		
15 to 19 years	33 800	34 000
20 to 24 years	43 000	41 600
25 to 44 years	57 000	48 100
45 to 64 years	60 000	50 300
65 years and over	54 600	na
<b>Student remoteness (ARIA+) region</b>		
Major cities	52 200	42 400
Inner and outer regional	51 200	41 700
Remote and very remote	62 400	51 400
<b>Indigenous status</b>		
Indigenous	49 800	44 300
Non-Indigenous	52 200	42 800
<b>Disability status (including impairment or long-term condition)</b>		
With a disability	46 900	39 700
Without a disability	52 200	43 900
<b>Speak a language other than English at home</b>		
Other language	49 800	43 500
English	52 100	42 900
<b>Highest qualification before training</b>		
Diploma or higher	60 000	45 500
Certificate III/IV	55 000	43 900
Year 12	47 700	42 100
Year 11/certificate I/II	49 300	44 000
Year 10 and below	49 400	40 000
<b>Employment status before training</b>		
Employed	53 200	45 600
Not employed	41 700	39 800
<b>All</b>	<b>52 200</b>	<b>42 800</b>

For notes on tables, see the explanatory notes on page 24.

**Table 12 Median annual income after training for government-funded graduates employed full-time, by training characteristics, 2016 (\$)**

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
<b>Qualification</b>		
Diploma or higher	57 100	44 100
Certificate IV	60 000	49 100
Certificate III	48 500	43 000
Certificate II	44 900	34 200
Certificate I	49 800	np
<b>Field of education</b>		
Natural and physical sciences	48 600	38 600
Information technology	43 500	38 600
Engineering and related technologies	57 200	47 000
Architecture and building	52 200	47 300
Agriculture, environmental and related studies	49 700	44 600
Health	49 500	44 800
Education	52 000	45 500
Management and commerce	52 800	43 500
Society and culture	47 000	41 600
Creative arts	41 700	34 600
Food, hospitality and personal services	41 700	37 100
Mixed field programmes	36 500	36 300
<b>Training was part of an apprenticeship or traineeship</b>		
Yes	46 900	44 600
No	55 000	42 000
<b>Provider type and funding source</b>		
TAFE and other government providers		
Commonwealth/state funding	49 000	41 700
Fee-for-service – domestic	60 000	46 700
<i>Sub-total TAFE and other government providers</i>	52 200	42 000
Community education providers		
Commonwealth/state funding	42 100	39 400
Fee-for-service – domestic	Not applicable for scope of publication	
<i>Sub-total community education providers</i>	42 100	39 400
Private training providers		
Commonwealth/state funding	52 100	44 100
Fee-for-service – domestic	Not applicable for scope of publication	
<i>Sub-total private training providers</i>	52 100	44 100
<b>All</b>	<b>52 200</b>	<b>42 800</b>

For notes on tables, see the explanatory notes on page 24.

**Table 13 Occupational destination and training relevance for government-funded graduates by various training characteristics, 2016 (%)**

	Employed				Total employed	Not employed	Total
	In same occupation group (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			
<b>Intended occupation of training activity</b>							
Managers	12.3	54.8	13.3	0.7*	82.6	17.4	100.0
Professionals	18.6	32.4	20.9	0.4*	73.3	26.7	100.0
Technicians and trades workers	45.3	22.7	12.1	0.9	81.6	18.4	100.0
Community and personal service workers	42.9	19.2	12.4	1.0	76.3	23.7	100.0
Clerical and administrative workers	13.2	40.6	16.8	0.9*	72.7	27.3	100.0
Sales workers	32.4	31.2	12.3	np	77.2	22.8	100.0
Machinery operators and drivers	27.5	27.3	17.6	0.5*	73.8	26.2	100.0
Labourers	24.1	36.3	15.1	1.8*	78.5	21.5	100.0
<b>Training was part of an apprenticeship or traineeship</b>							
In a trade occupation course	71.7	14.4	4.2	0.9	91.6	8.4	100.0
In a non-trade occupation course	38.4	31.1	8.2	0.7*	79.6	20.4	100.0
<b>All graduates</b>	<b>33.2</b>	<b>28.2</b>	<b>14.2</b>	<b>0.9</b>	<b>77.4</b>	<b>22.6</b>	<b>100.0</b>
<b>All graduates in 2015</b>	<b>29.1</b>	<b>31.4</b>	<b>13.8</b>	<b>1.4</b>	<b>76.1</b>	<b>23.9</b>	<b>100.0</b>

For notes on tables, see the explanatory notes on page 24.

**Table 14 Number of government-funded graduate and subject completer respondents by key characteristics, 2016**

Student characteristics	Graduates	Subject completers
Age group		
15 to 19 years	2 181	753
20 to 24 years	4 959	943
25 to 44 years	9 161	2 913
45 to 64 years	6 054	2 704
65 years and over	286	455
Females	12 954	3 847
Indigenous	831	421
With a disability	1 852	675
Speak a language other than English at home	4 184	1 046
From remote/very remote areas	624	419
Highest qualification before training		
Diploma or higher	4 444	1 614
Certificate III/IV	5 838	1 623
Year 12	6 105	1 726
Year 11/certificate I/II	2 196	743
Year 10 and below	2 947	1 371
<b>Total</b>	<b>22 641</b>	<b>7 768</b>

For notes on tables, see the explanatory notes on page 24.

**Table 15 Number of government-funded graduate and subject completer respondents by state/territory, 2016**

State/territory	Graduates	Subject completers
New South Wales	4 861	2 501
Victoria	6 951	1 393
Queensland	2 949	789
South Australia	2 011	967
Western Australia	1 908	589
Tasmania	1 505	528
Northern Territory	1 103	508
Australian Capital Territory	1 353	493
<b>Australia</b>	<b>22 641</b>	<b>7 768</b>

For notes on tables, see the explanatory notes on page 24.

## Terms

For more information, please see Technical notes, Terms and definitions and other supporting documents at <http://www.ncver.edu.au/publications/2891.html>.

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

**Community education providers** have a primary focus on education and training for personal and community development.

**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.

**Government-funded VET** is broadly defined as all VET activity delivered by government providers and government-funded activity delivered by community education and private training providers.

**Graduate** refers to either a student who completed all the requirements for a qualification, or a student who self-reported completing a qualification and was determined as eligible for that qualification (via a logistic model). For further information, see the Technical notes supporting documentation (<http://www.ncver.edu.au/publications/2891.html>).

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

**Median annual income – employed full-time after training** refers to the income of those who are employed full-time after training (35 hours or more per week).

**Median annual income – employed in first full-time job, started after training** refers to the income of those who are employed after training in their first full-time job (35 hours or more per week) and commenced their full-time job after they finished the training.

**Non-trades** refers to apprentices and trainees undertaking courses intended to lead to occupations outside the trades. Non-trades includes all occupations listed under the Australian and New Zealand Standard Classification of Occupations (ANZSCO First edition version 1.2), excluding major group 3 (Technicians and trades workers).

**Occupation** is defined by the Australian and New Zealand Classification of Occupations (ANZSCO), version 1.2 (2013). This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose (ABS cat.no.1220.0). Occupation is defined according to survey responses.

**Other government providers** are government-owned and managed education facilities/organisations, other than TAFE institutes, that deliver VET (for example, agricultural colleges and higher education institutes).

**Private training providers** include non-government enterprises, education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, and other private training providers not elsewhere classified.

**Skill sets** are groupings of units of competency that are 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. They may be either a nationally recognised skill set, which is endorsed in a national training package, or a locally recognised skill set.

**State/territory** is the state or territory that administered the funding of the training activity.

**Stratified random sample** refers to a sampling design where the population is divided into non-overlapping subgroups, or "strata", and a random sample of units is selected from each subgroup independently.

**Subject completer** refers to a student who successfully completed part of a qualification and then left the VET system. At the time of sample selection, insufficient information is available to identify 'actual' subject completers. Instead, a sample of potential subject completers is chosen, which includes continuing students and graduates. The status of respondents is determined through the survey responses. For further information, see the Technical notes supporting documentation (<http://www.ncver.edu.au/publications/2891.html>).

**Trades** refers to apprentices and trainees undertaking courses intended to lead to trades occupations under major group 3 (Technicians and trades workers) of ANZSCO, version 1.2.

**Technical and further education (TAFE) institutes** are government training providers that provide a range of technical and vocational education and training courses and other programs (for example, entry and bridging courses, language and literacy courses, adult basic education courses, Senior Secondary Certificate of Education courses, personal enrichment courses, and small business courses).

**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 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

## Data treatment

na Not applicable

\* The estimate has a relative standard error greater than or equal to 25% 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.

## Scope

1 This publication provides a summary of the outcomes of students who completed government-funded vocational education and training during 2015, with the data collected in mid-2016. Government-funded VET includes both:

- Commonwealth and state government-funded training delivered by TAFE institutes, other government providers, community education providers and private training providers
- fee-for-service training delivered by TAFE institutes and other government providers.

It does not include fee-for-service training delivered by community education providers or private training providers.

### Scope matrix

	TAFE institutes and other government providers	Community education providers	Private training providers
Commonwealth and state funding	✓	✓	✓
Domestic fee-for-service	✓	✗	✗
International fee-for-service	✗	✗	✗

## Definitions and derivations

- 2 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information).
- 3 Prior to 2016, selected questions were not asked of students from community education providers. These include questions related to whether employed in first full-time job after training; recommendation of the training; recommendation of the training provider; whether training was part of an apprenticeship or traineeship; and occupation of employment (which affects occupational destination and employed at a higher skill level after training derived fields). Therefore, percentages based on these variables reported prior to 2016 represent the proportion of graduates or subject completers, excluding those from community education providers.
- 4 For subject completers, the only further study included is university or secondary school study, as by definition subject completers have left the VET system.
- 5 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.
- 6 'Other' qualification levels includes bridging and enabling courses, Years 11 and 12, education not elsewhere identified and non-award courses.

## Changes to derivations

- 7 In 2016, the questionnaire was shortened to reduce respondent burden and optimise question display on smartphones and tablets. As a result, questions used to classify subject completers were streamlined, and the classification of subject completers was improved. Data for subject completers in previous years have been backdated to 2006 using this improved derivation. For further information, see the Technical notes supporting documentation (<<http://www.ncver.edu.au/publications/2891.html>>).



- 8 In 2016, questions on student characteristics, such as disability status and Indigenous status were removed from the questionnaire and sourced from the National VET Provider Collection.
- 9 Prior to 2016, 19 questions on satisfaction were used to report three overarching satisfaction categories: satisfaction with teaching, assessment, and generic skills and learning experiences. To reduce respondent burden and to improve optimisation on smart phones and tablets, the 19 questions were reduced to four overarching satisfaction categories: satisfaction with teaching, assessment, writing skills and problem-solving skills. For more information, see the Technical notes supporting documentation and the Data dictionary: satisfaction outcomes (<<http://www.ncver.edu.au/publications/2891.html>>).
- 10 Data on satisfaction with writing skills are only provided for 2016. Prior to 2016, students were asked to rate their satisfaction with improvement in written communication.
- 11 In 2016, the derivation of income after training changed from an average based on mid-point values to a median based on a single value. As a result of these changes, the median income in 2016 should not be compared with the average income reported in previous publications.
- 12 Further study questions were asked of students from community education providers for the first time in 2011. The percentages reported prior to 2011 do not include community education providers.

### Australian Bureau of Statistics data

- 13 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- 14 Occupation is defined by the Australian and New Zealand Standard Classification of Occupations (ANZSCO), version 1.2 (2013). This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose (ABS cat.no1220.0). Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.

### Occupational destinations and training relevance derivations

- 15 The 'total' column in the occupational destinations and training relevance table includes instances where training relevance is not known.
- 16 The 'all graduates in 2015' row excludes students from community education providers (for whom occupation after training was not captured prior to 2016). Also excluded from totals for all years 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 in other tables where the base is all graduates.



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