

Australian vocational education and training statistics

VET student outcomes

2017

National Centre for Vocational Education Research



Highlights

This publication provides a summary of the outcomes of students who completed their vocational education and training (VET) in Australia during 2016, using data collected in mid-2017. The outcomes are reported for students in receipt of Commonwealth or state funding and those who paid for their training by other means.

This publication supersedes previous publications on government-funded student outcomes, for which information is available in this publication and selected data products.

Outcomes

- 77.7% of graduates were employed after training, similar to 2016.
- 30.3% of graduates were not employed before training, up 2.1 percentage points from 2016. Of these, 47.1% were employed after training, similar to 2016.
- 86.1% of graduates were employed or enrolled in further study after training, down 0.7 percentage points from 2016.
- 84.2% of subject completers were employed after training.
- 18.2% of subject completers were not employed before training. Of these, 45.3% were employed after training.
- 86.1% of subject completers were employed or enrolled in further study after training.

Satisfaction with training

- 87.3% of graduates were satisfied with the overall quality of the training, up 1.3 percentage points from 2016.
- 90.1% of subject completers were satisfied with the overall quality of the training.

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Introduction

This publication provides a summary of the outcomes of students who completed their vocational education and training (VET) in Australia during 2016. The outcomes are reported for students in receipt of Commonwealth or state funding and those who paid for their training by other means. The figures are derived from the National Student Outcomes Survey, which is an annual survey of students awarded a qualification (graduates), or who successfully complete part of a course and then leave the VET system (subject completers).

The mandatory reporting of nationally recognised training activity to the National VET Provider Collection from 2014 provided a sampling frame to expand the scope of the National Student Outcomes Survey to include fee-for-service students (those who paid for the training or whose employer paid for the training) from private training and community education providers. In 2016, a trial was undertaken to expand the scope of the survey to report on the outcomes of all graduates. Previously, the survey only covered students who completed government-funded training.¹ Following the successful trial, the expanded scope was applied to the 2017 survey for graduates and, for the first time, subject completers.

Information is presented on students' reasons for training, their employment outcomes, further study outcomes and satisfaction with training. Data on the main reason for not continuing with the training are available for subject completers. Year-on-year comparisons of all graduates are presented for 2016 and 2017. As this is the first year of reporting subject completers under the expanded scope, information for all subject completers is only presented for 2017.

This publication supersedes previous publications on government-funded student outcomes, for which information for graduates and subject completers (including a ten year time-series) is available in this publication (see tables 14 to 16) and selected data products.

About this publication

This publication presents data on students who completed training in Australia's VET system. This includes training delivered by:

- TAFE (technical and further education) institutes
- universities
- community education providers
- private training providers.

Out of scope of the publication are:

- international students
- students who undertook recreational, leisure or personal enrichment (short) courses
- students who undertook VET delivered in schools, where training activity was undertaken as part of a senior secondary certificate
- students under 18 years of age.

The 2017 National Student Outcomes Survey excludes students aged under 18 years of age. Data from previous years have been backdated to exclude students aged under 18 years of age to ensure comparability between 2017 and previous years.

¹ Government-funded training was broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers. In 2017, the scope of government-funded training was revised and data for previous years have been backcast. Government-funded training now includes only Commonwealth and state/territory government-funded training (either Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding) from all training providers. All fee-for-service activity from training providers has been excluded.

For information about the number of survey respondents and their characteristics, see table 17. For information about the scope of this publication, see the explanatory notes section on page 37.

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 a population, they are subject to sampling variability; that is, they may differ from the estimates that would have arisen had all graduates and subject completers been included and responded to the survey.

How close the estimate is likely to be to the true population value is reflected in the confidence interval. The confidence interval can be calculated for any confidence level, but usually a level of 90%, 95%, or 99% is used. For this publication we use a confidence level of 95%, which means the probability that the confidence interval contains the true population value is 95%.

The confidence interval can be shown graphically using a black bar around the estimate (see figure A). Smaller bars correspond to more accurate estimates. The confidence interval is sometimes expressed as *Estimate +/- margin of error*. That is, the margin of error is half the width of the confidence interval. For example, in figure B, *Estimate A* is equal to 70% and the margin of error (using a confidence level of 95%) is 5%. The confidence interval for this estimate is 65% to 75%, which means we can be 95% confident the true value is between 65% and 75%.

Figure A Confidence interval and margin of error

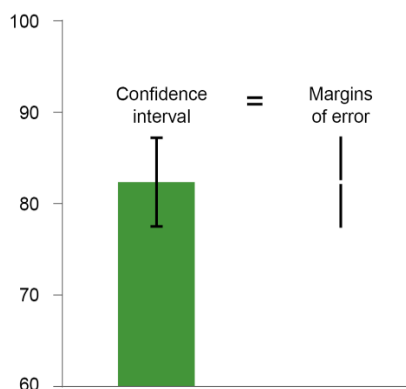
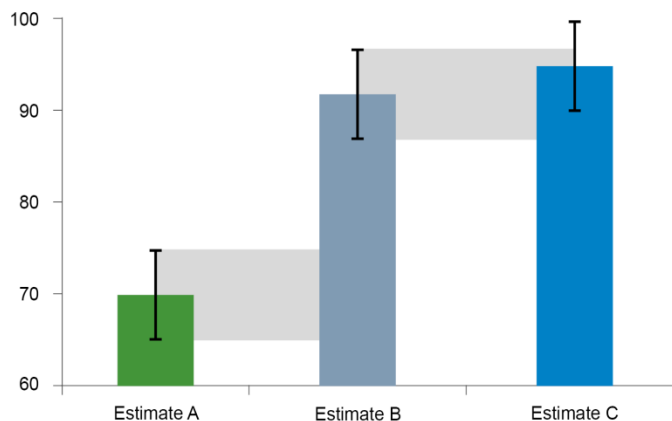


Figure B Confidence intervals



It is important to consider the margin of error when comparing between groups and years, particularly when the results are close. Data users are encouraged to use the margin of error to determine if a difference between groups is statistically significant. The margin of error for all survey estimates presented in this publication is available in the *VET student outcomes* excel summary tables at <https://www.ncver.edu.au/data/collection/student-outcomes>.

In figure B, the black bars for *Estimate A* and *Estimate B* do not overlap. This means that it can be concluded with a 95% level of confidence that there is a difference between *Estimate A* and *Estimate B*. In figure B, the error bars for *Estimate B* and *Estimate C* overlap. This means that it **cannot** be concluded with a 95% level of confidence that there is a difference between *Estimate B* and *Estimate C*.

For further technical details about the National Student Outcomes Survey, please refer to the technical notes supporting document at <https://www.ncver.edu.au/data/collection/student-outcomes>.

Transition to a new series

The *VET student outcomes* publication (new series) supersedes the *Government-funded student outcomes* publication (original series). Tables 14 to 16 in this publication report data on government-funded students, defined as those in receipt of Commonwealth or state funding. Information on government-funded student outcomes, including the ten year-time series of government-funded students by state/territory of funding, is available as Excel data tables. To view data tables on government-funded student outcomes and additional data tables on all VET student outcomes, refer to the results tab at <https://www.ncver.edu.au/data/collection/student-outcomes>.

Government-funded training was broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers. In 2017, the scope of government-funded training was revised and data for previous years have been backcast. Government-funded training now includes only Commonwealth and state/territory government-funded training (either Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state-specific funding) from all training providers. All fee-for-service activity from training providers has been excluded.

More information

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. The data visualisation product reports the margin of error for all survey estimates.

Access to these data is governed by the VET Data Protocol (updated 22 July 2015) and associated guidance; please refer to <https://education.gov.au/access-and-use-national-vet-provider-collection-data>.

Summary

Of the 150 596 VET students who responded to the survey, 133 746 were graduates and 16 850 were subject completers.

Table 17

Main reason for training

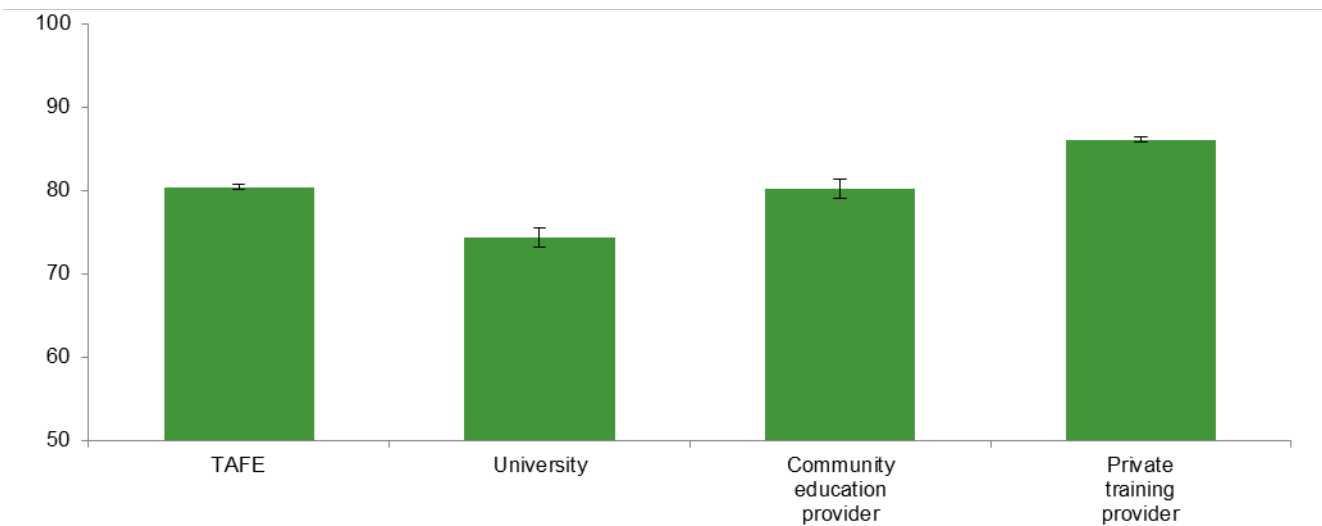
Graduates

In 2017:

- 83.7% of graduates undertook training for employment-related reasons, 12.6% for personal reasons, and 3.7% for further study reasons.
 - A higher proportion of graduates undertook training for employment-related reasons at private training providers (86.1%) than those studying at other types of providers.
 - A higher proportion of graduates undertook training to get into another course of study at universities (13.9%) than those studying at other types of providers.

Table 2, figure 1

Figure 1 Graduates who undertook the training for employment-related reasons, by provider type, 2017 (%)



- 84.2% of graduates achieved their main reason for undertaking training, up 1.0 percentage point from 2016.

Table 1

Subject completers

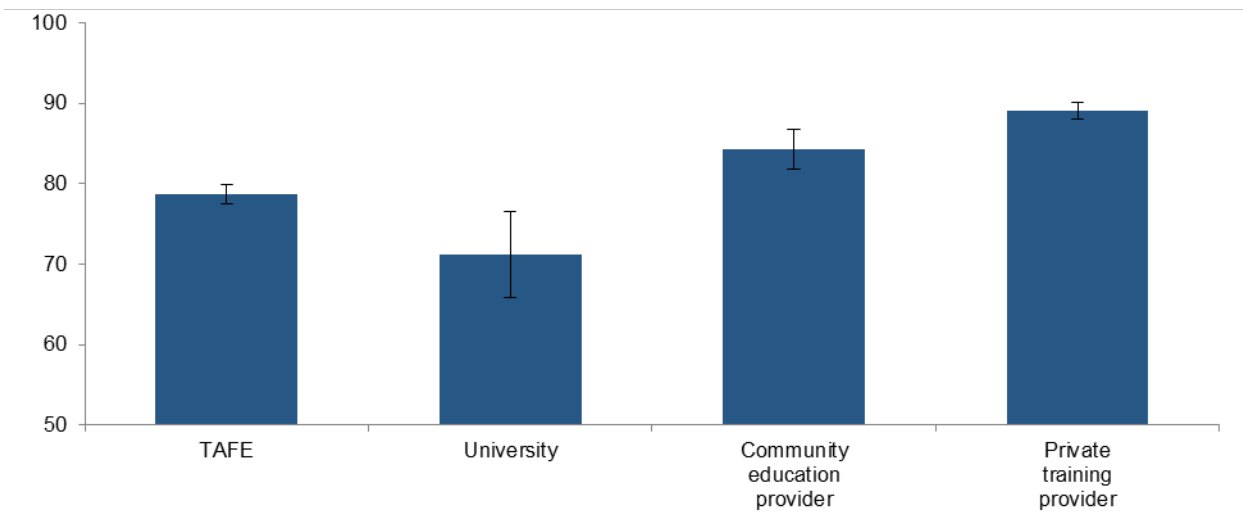
In 2017:

- 87.0% of subject completers undertook training for employment-related reasons, 11.5% for personal reasons, and 1.5% for further study reasons.
 - A higher proportion of subject completers undertook training for employment-related reasons at private training providers (89.1%) than those studying at other types of providers.

Table 2, figure 2

Figure 2 Subject completers who undertook the training for employment-related reasons, by provider type, 2017 (%)

Table 2



- 89.9% of subject completers achieved their main reason for undertaking training.

Table 1

Main reason for not continuing the training

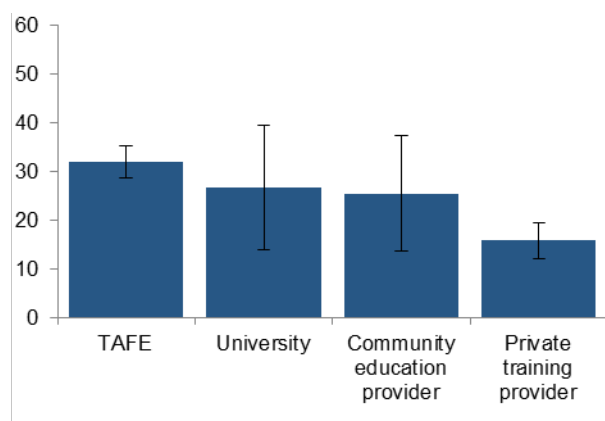
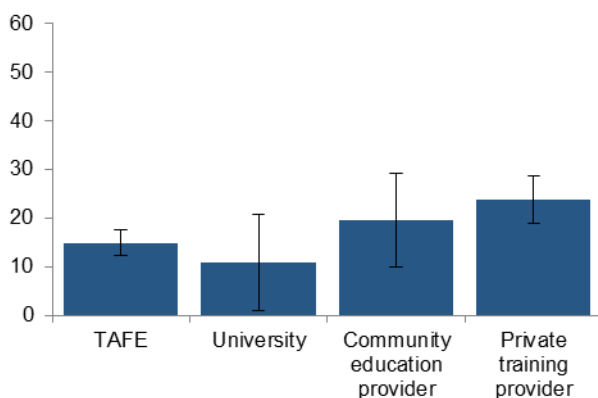
In 2017:

- 24.9% of subject completers did not continue the training for training-related reasons, 21.6% for reasons related to a change in job situation, and 21.2% for personal reasons. A further 20.6% did not continue with the training because they got what they wanted from the training.
 - A higher proportion of subject completers from private training providers (23.7%) did not continue with the training because they got what they wanted from the training, compared with subject completers from TAFE institutes (14.8%).
 - A higher proportion of subject completers from TAFE institutes (31.8%) did not continue with the training due to personal reasons, compared with subject completers from private training providers (15.7%).

Table 4, figures 3 & 4

Figure 3 Subject completers who did not continue training because they got what they wanted, by provider type, 2017 (%)

Figure 4 Subject completers who did not continue training for personal reasons, by provider type, 2017 (%)



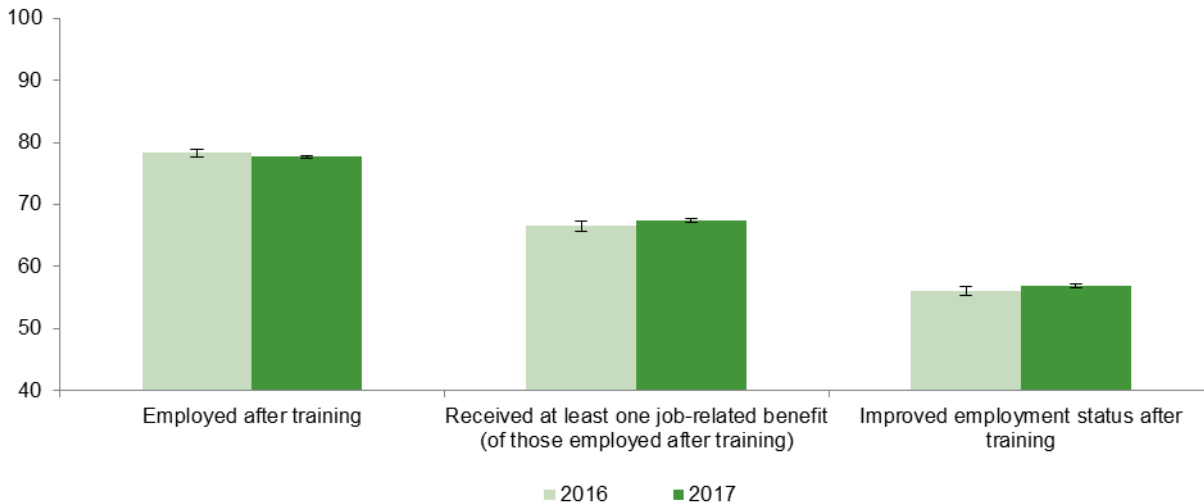
Employment outcomes

Graduates

In 2017:

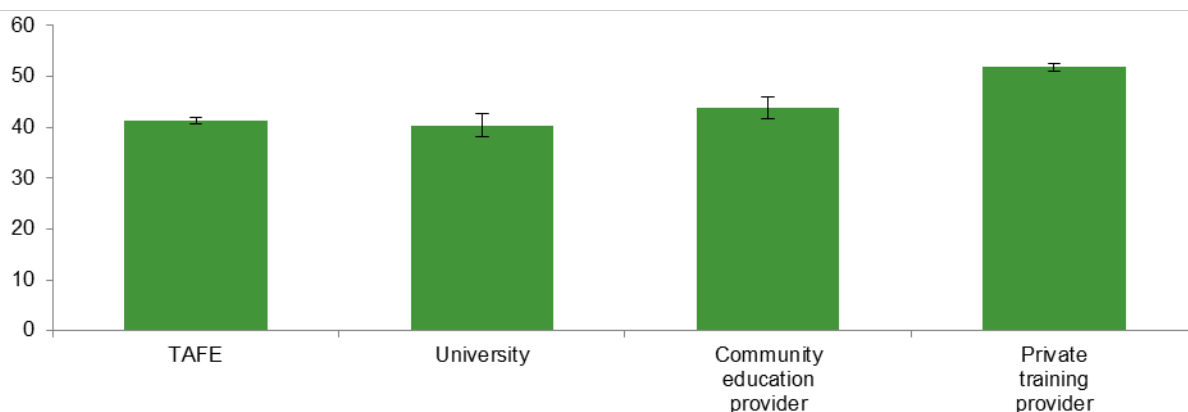
- 77.7% of graduates were employed after training, similar to 2016. *Table 1, figure 5*
- Of graduates employed after training, 67.5% received at least one job-related benefit from the training, up 1.0 percentage point from 2016. *Table 1, figure 5*
- 56.8% of graduates had an improved employment status after training, similar to 2016. *Table 1, figure 5*

Figure 5 Employment outcomes, job-related benefits (of students employed after training) and improved employment status for graduates, 2016–17 (%)



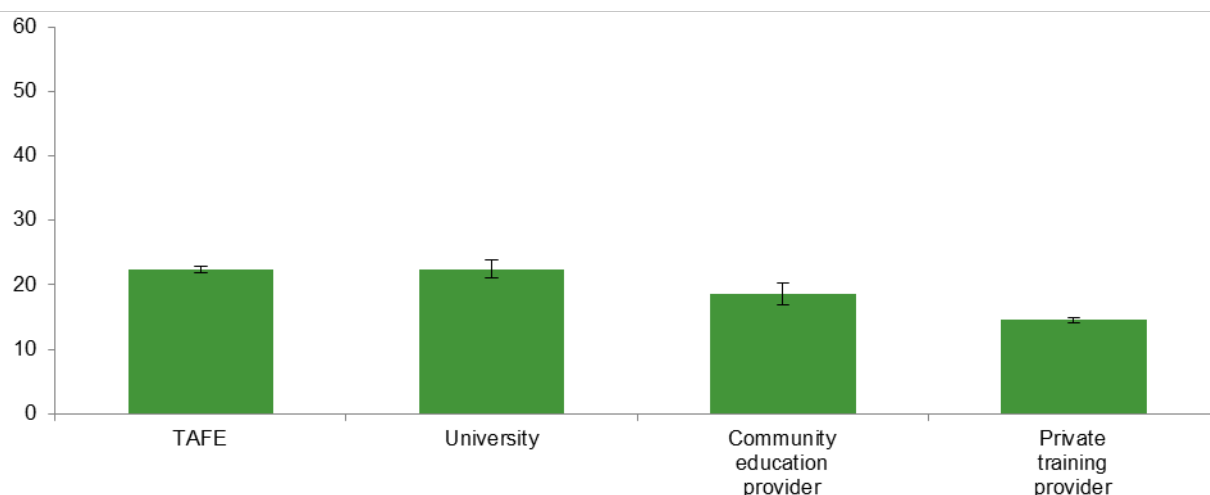
- 30.3% of graduates were not employed before training, up 2.1 percentage points from 2016. Of these, 47.1% were employed after training, similar to 2016. *Tables 1 & 5, figure 6*
 - The proportion of graduates not employed before training, who were employed after training was higher for graduates from private training providers (51.8%) than those studying at other types of providers.

Figure 6 Graduates not employed before training who were employed after training, by provider type, 2017 (%)



- 69.7% of graduates were employed before training, down 2.1 percentage points from 2016. Of these, 17.1% were employed at a higher skill level after training, up 1.7 percentage points from 2016. *Tables 1 & 5, figure 7*
 - Proportions of graduates employed at a higher skill level after training were similar for graduates from TAFE institutes and universities, but lower for graduates from community education and private training providers.

Figure 7 Graduates employed before training who were employed at a higher skill level after training, by provider type, 2017 (%)



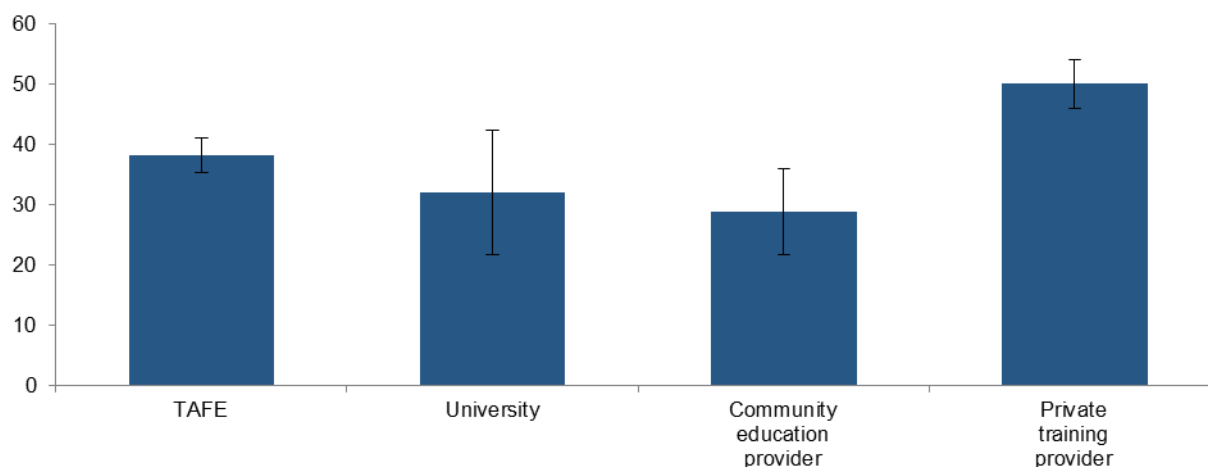
- 29.9% of graduates were employed after training in the same occupation as their training course, similar to 2016. *Table 13*
 - A further 30.9% were employed in a different occupation but found the training relevant to their current job, down 0.9 percentage points from 2016.
- The median annual income of graduates employed full-time after training was \$55 000. *Tables 11 & 12*
 - The median annual income for male graduates was \$60 000 and \$50 000 for female graduates.
 - By field of education, the median annual income was highest for graduates in Architecture and building (\$62 500) and Education (\$62 400).
 - The median annual income was lowest for graduates in Food, hospitality and personal services (\$43 900) and Mixed field programmes (\$46 300).
- The median annual income of graduates employed in their first full-time job after training was \$44 300. *Tables 11 & 12*

Subject completers

In 2017:

- 84.2% of subject completers were employed after training. *Table 1*
- 43.1% of subject completers had an improved employment status after training. *Table 1*
- 18.2% of subject completers were not employed before training. Of these, 45.3% were employed after training. *Tables 1 & 5, figure 8*
 - The proportion of subject completers not employed before training who were employed after training was higher for subject completers from private training providers (50.0%) than those studying at other types of providers.

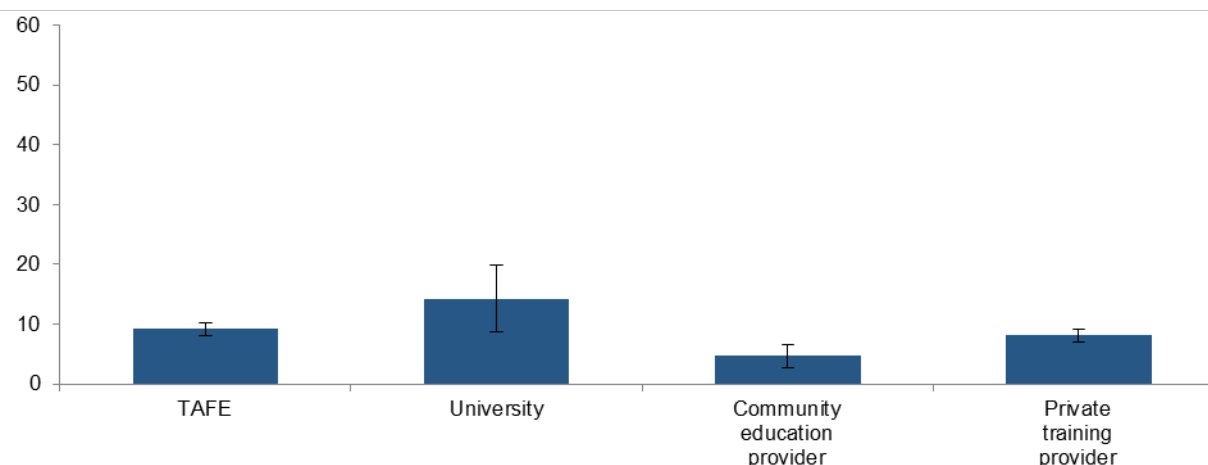
Figure 8 Subject completers not employed before training who were employed after training, by provider type, 2017 (%)



- 81.8% of subject completers were employed before training. Of these, 8.0% were employed at a higher skill level after training.
 - Proportions employed at a higher skill level were similar for subject completers from TAFE institutes and universities.
 - Proportions employed at a higher skill level were higher for subject completers from universities (14.3%), compared with subject completers from private training providers (8.1%) and community education providers (4.7%).

Tables 1 & 5, figure 9

Figure 9 Subject completers employed before training who were employed at a higher skill level after training, by provider type, 2017 (%)



Apprentice and trainee employment outcomes

In 2017, of graduates who undertook their training as part of an apprenticeship or traineeship:

- 81.2% were employed after training, down 1.4 percentage points from 2016.
 - The median annual income of those employed full-time after training was \$47 000.
- 92.2% of graduates in a trade occupation course were employed after training.
 - 69.7% of these graduates were employed in the same occupation as their training course.
 - A further 16.2% were employed in a different occupation but found the training relevant to their current job.
- 78.3% of graduates in a non-trade occupation course were employed after training.
 - 37.5% of these graduates were employed in the same occupation as their training course.
 - A further 28.3% were employed in a different occupation but found the training relevant to their current job.

Tables 9 & 12

Table 13

Table 13

Further study outcomes

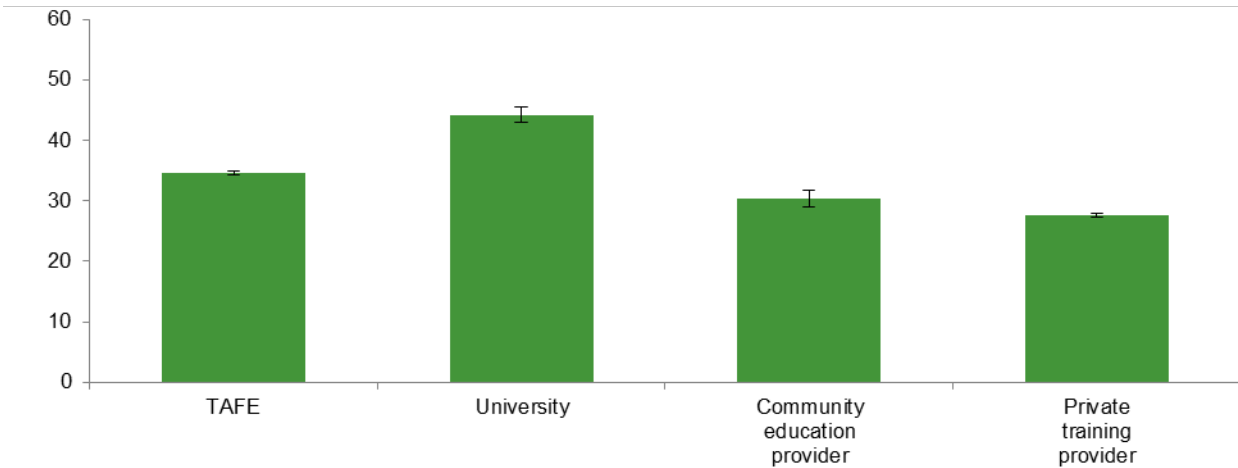
In 2017:

- 30.4% of graduates were enrolled in further study after training, down 0.8 percentage points from 2016.
 - A higher proportion of VET graduates were enrolled in further study after training from university (44.2%), compared with graduates from other types of providers.

Tables 1 & 5, figure 10

Figure 10 Graduates enrolled in further study after training, by provider type, 2017 (%)

Table 1



- 10.8% of subject completers were enrolled in further study² after training.

Employment and further study outcomes

In 2017:

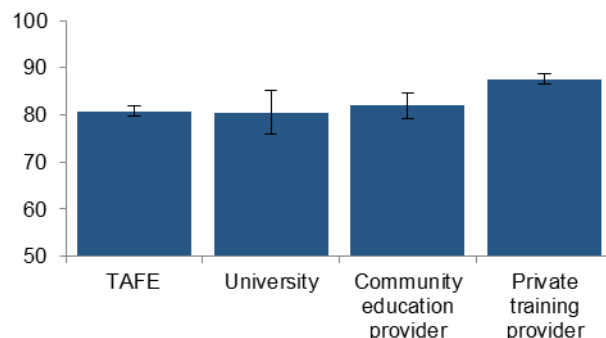
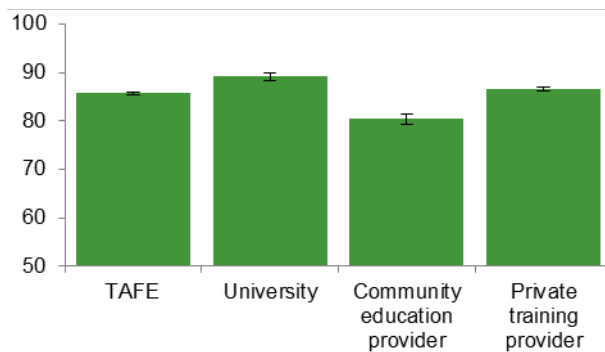
- 86.1% of graduates were employed or in further study after training, down 0.7 percentage points from 2016.
 - A higher proportion of VET graduates from universities (89.2%) were employed or in further study after training, compared with graduates from other types of providers.
- 86.1% of subject completers were employed or in further study² after training.
 - A higher proportion of subject completers from private training providers (87.6%) were employed or in further study after training, compared with subject completers from other types of providers.

Tables 1 & 5, figure 11

Tables 1 & 5, figure 12

Figure 11 Graduates employed or in further study after training, by provider type, 2017 (%)

Figure 12 Subject completers employed or in further study after training, by provider type, 2017 (%)



2 For subject completers, the only further study included is university or secondary school study, as by definition subject completers have left the VET system.

Satisfaction with training

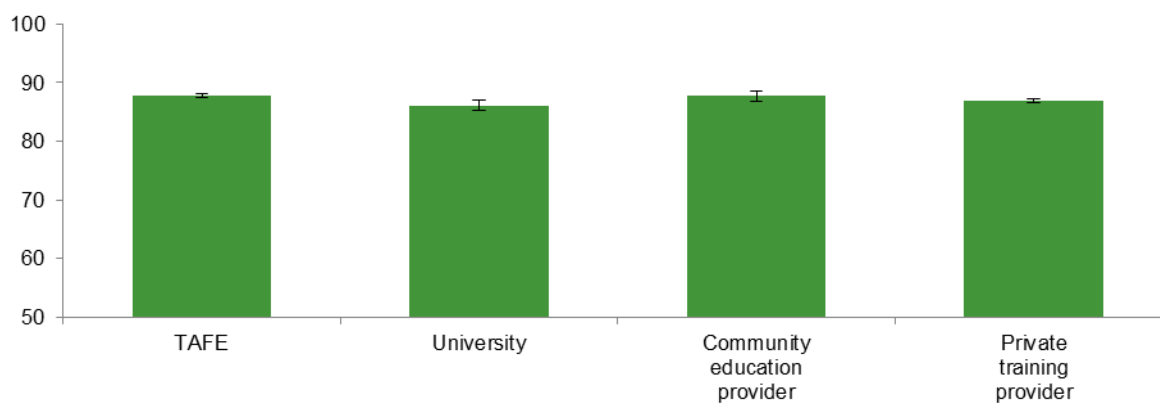
Graduates

In 2017:

- 87.3% of graduates were satisfied with the overall quality of training, up 1.3 percentage points from 2016.
 - Proportions were similar for graduates from TAFE institutes and community education providers.
 - Proportions were higher for graduates from TAFE institutes (87.8%), compared with graduates from universities (86.1%) and private training providers (87.0%).

Tables 1 & 5, figure 13

Figure 13 Graduates satisfied with the overall quality of training, by provider type, 2017 (%)



- 91.6% of graduates would recommend the training, up 1.1 percentage points from 2016.
 - A higher proportion of graduates from TAFE institutes (92.4%) and community education providers (92.3%) would recommend the training, compared with graduates from private training providers (91.2%).
- 89.4% of graduates would recommend their training provider, up 1.5 percentage points from 2016.
 - A lower proportion of graduates from private training providers would recommend their training provider, compared with graduates from other types of providers.

Tables 1 & 5, figure 14

Tables 1 & 5, figure 15

Figure 14 Graduates who would recommend the training, by provider type, 2017 (%)

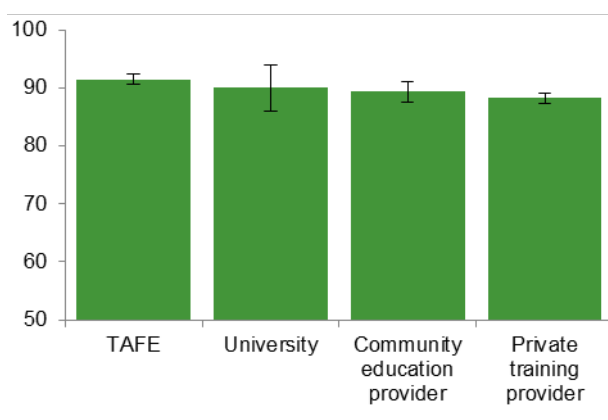
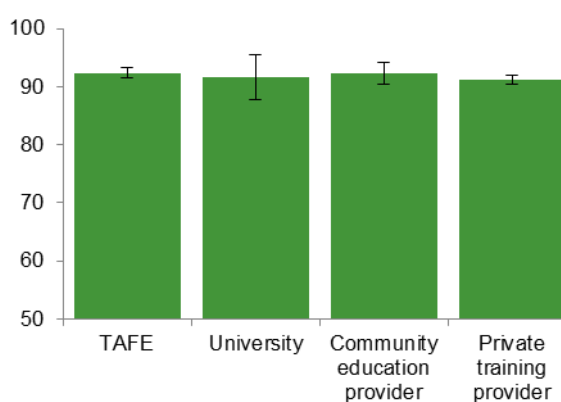


Figure 15 Graduates who would recommend the training provider, by provider type, 2017 (%)



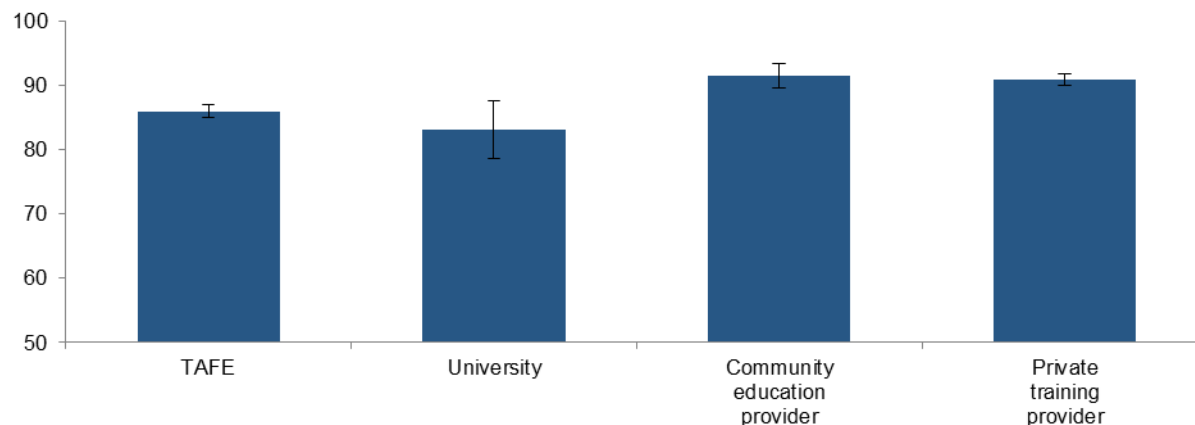
Subject completers

In 2017:

- 90.1% of subject completers were satisfied with the overall quality of training.
 - A higher proportion of subject completers from private training providers (90.9%) and community education providers (91.4%) were satisfied with the overall quality of training, compared with subject completers from TAFE institutes (85.9%) and universities (83.1%).

Table 5,
figure 16

Figure 16 Subject completers who were satisfied with the overall quality of training, by provider type, 2017 (%)



- 93.9% of subject completers would recommend the training.
 - A higher proportion of subject completers from private training providers (94.6%) and community education providers (94.2%) would recommend their training, compared with subject completers from TAFE institutes (90.6%) and universities (88.2%).

Table 5,
figure 17

- 92.8% of subject completers would recommend their training provider.
 - A higher proportion of subject completers from community education providers (93.5%) and private training providers (93.2%) would recommend their training provider, compared with subject completers from TAFE institutes (90.9%) and universities (86.8%).

Table 5,
figure 18

Figure 17 Subject completers who would recommend the training, by provider type, 2017 (%)

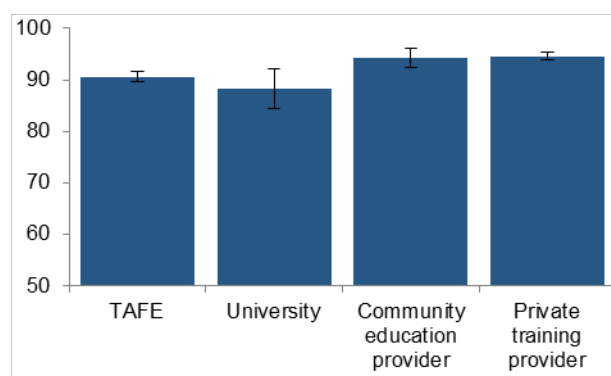
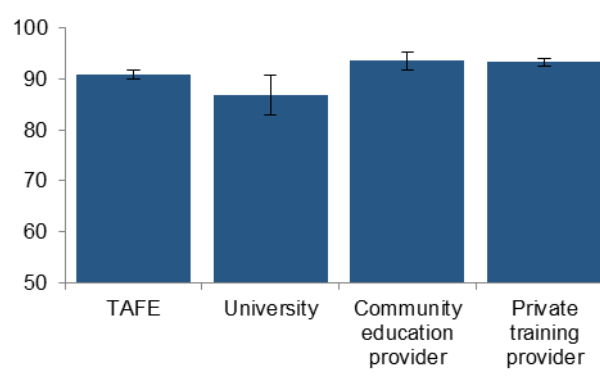


Figure 18 Subject completers who would recommend the training provider, by provider type, 2017 (%)



Funding source

Graduates

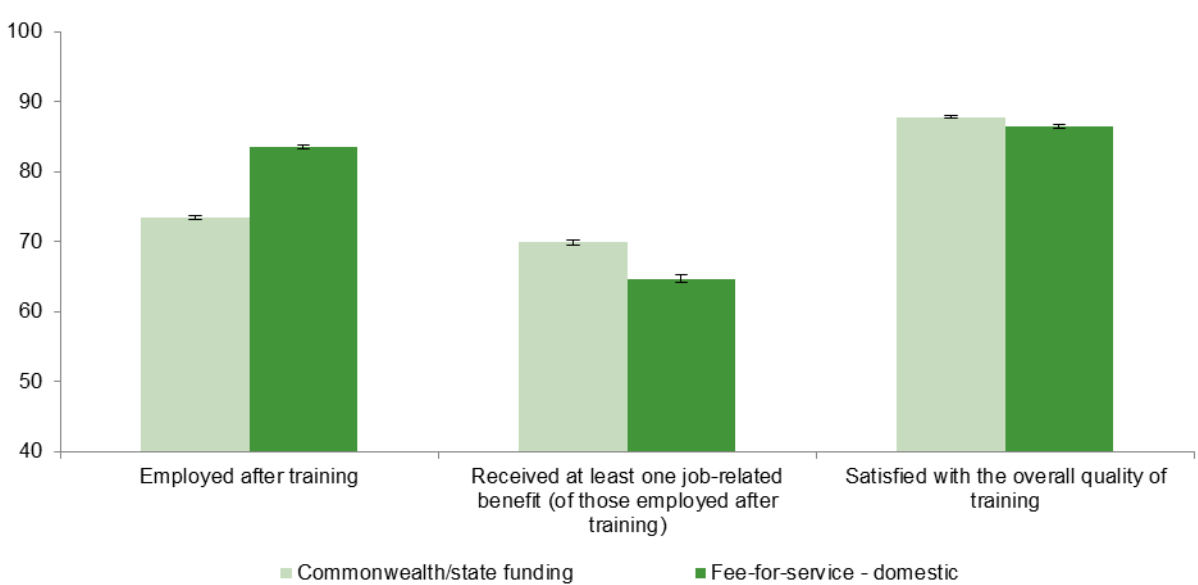
In 2017:

- 73.5% of graduates whose training was Commonwealth or state funded were employed after training, compared with 83.5% of fee-for-service graduates. Of those employed after training:
 - 69.9% of graduates whose training was Commonwealth or state funded received at least one job-related benefit, compared with 64.7% of fee-for-service graduates.
- 87.8% of graduates whose training was Commonwealth or state funded were satisfied with the overall quality of the training, compared with 86.5% of fee-for-service graduates.

Table 14,
figure 19

Table 14,
figure 19

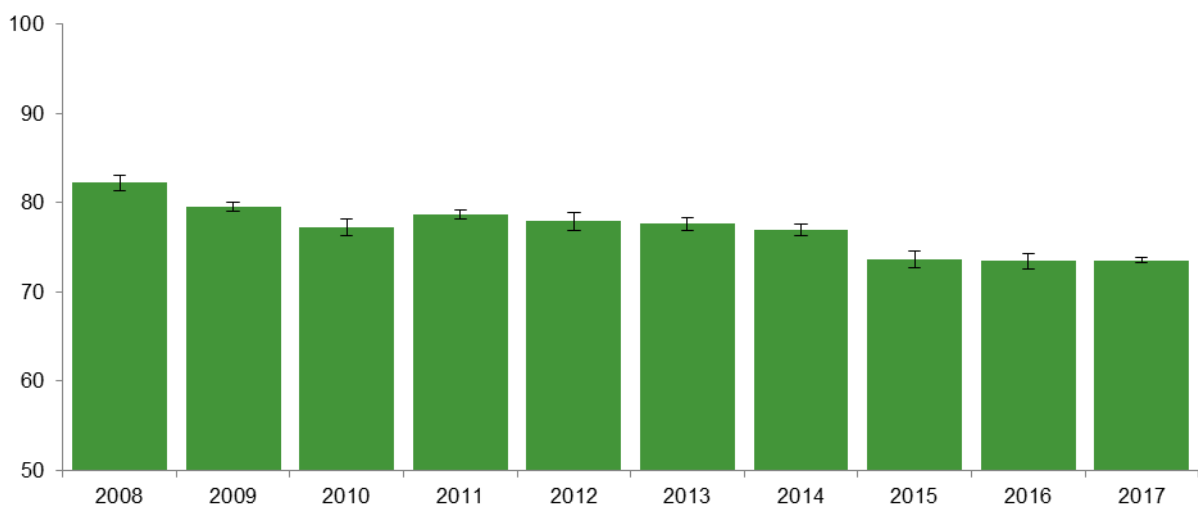
Figure 19 Employment outcomes, job-related benefits (of students employed after training) and satisfaction for graduates, by funding source, 2017 (%)



- The proportion of Commonwealth- or state-funded graduates employed after training decreased by 3.3 percentage points from 2014 to 2015 but has since remained at a similar level.

Table 16,
figure 20

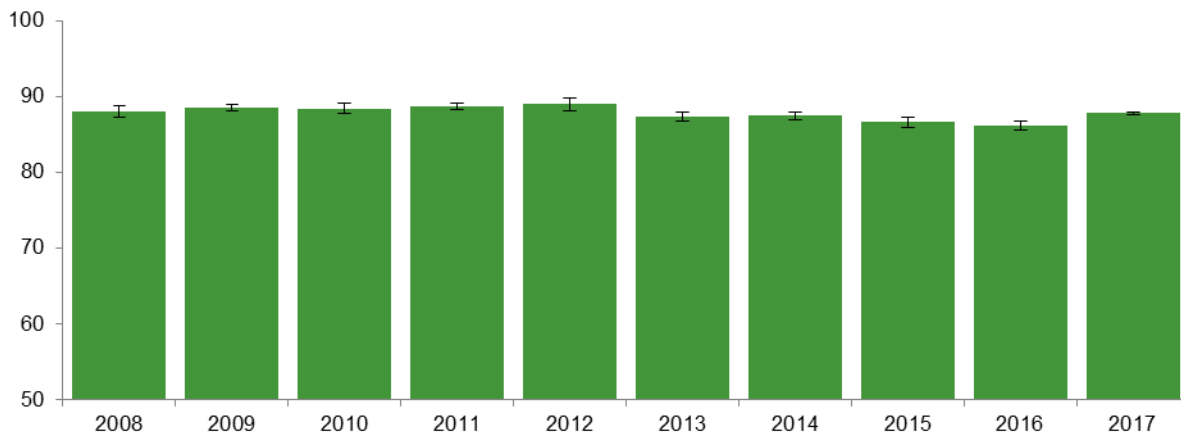
Figure 20 Commonwealth- or state-funded graduates employed after training, 2008–17 (%)



- The proportion of Commonwealth- or state-funded graduates satisfied with the overall quality of training increased by 1.6 percentage points from 2016 to 2017, after remaining at a similar level between 2015 and 2016.

Table 16,
figure 21

Figure 21 Commonwealth- or state-funded graduates satisfied with the overall quality of training, 2008–17 (%)



Subject completers

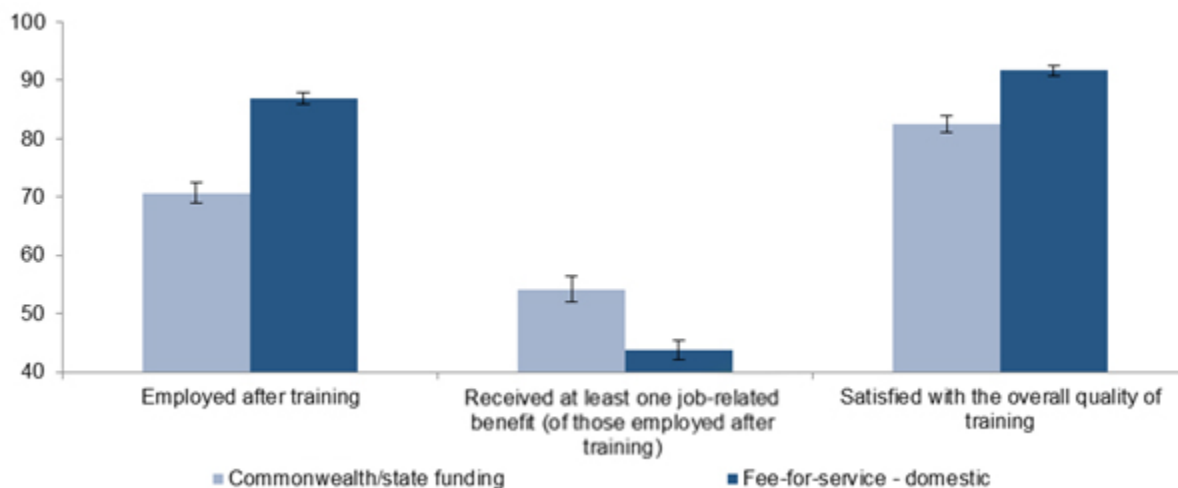
In 2017:

- 70.7% of subject completers whose training was Commonwealth or state funded were employed after training, compared with 86.8% of fee-for-service subject completers. Of those employed after training:
 - 54.2% of subject completers whose training was Commonwealth or state funded received at least one job-related benefit, compared with 43.8% of fee-for-service subject completers.
- 82.5% of subject completers whose training was Commonwealth or state funded were satisfied with the overall quality of the training, compared with 91.6% of fee-for-service subject completers.

Table 14, figure 22

Table 14, figure 22

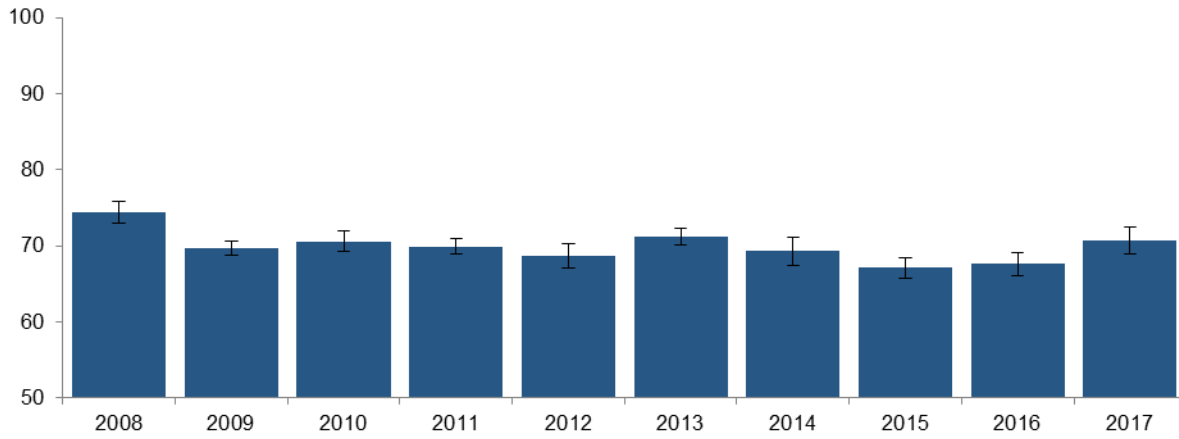
Figure 22 Employment outcomes, job-related benefits (of students employed after training) and satisfaction for subject completers, by funding source, 2017 (%)



- The proportion of Commonwealth- or state-funded subject completers employed after training was similar between 2015 and 2016, but increased by 3.1 percentage points from 2016 to 2017.

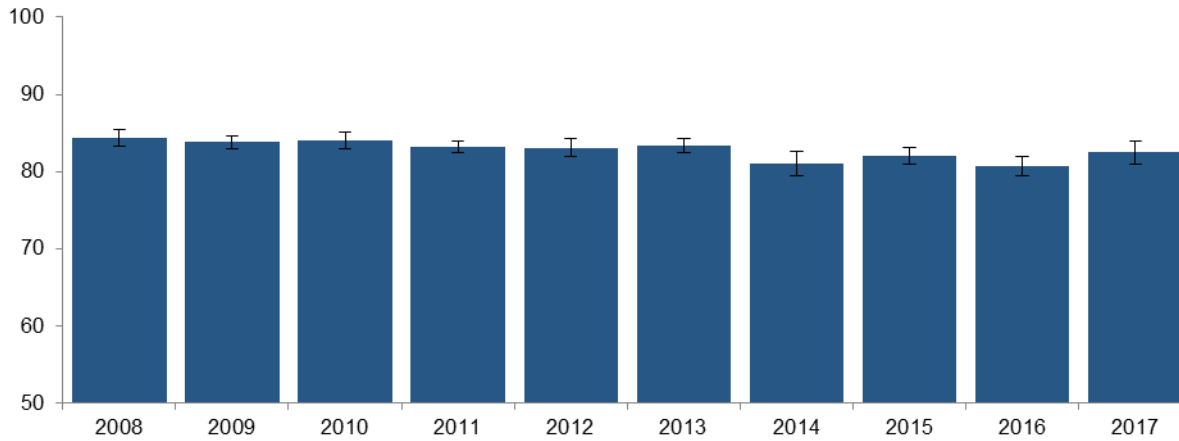
Table 16, figure 23

Figure 23 Commonwealth- or state-funded subject completers employed after training, 2008–17 (%)



- The proportion of Commonwealth- or state-funded subject completers satisfied with the overall quality of training decreased by 2.3 percentage points from 2013 to 2014 and has remained at a similar level since 2014. *Table 16, figure 24*

Figure 24 Commonwealth- or state-funded subject completers satisfied with the overall quality of training 2008–17 (%)



Tables

Table 1 Key findings for graduates and subject completers, 2016 and 2017 (%)

	Graduates		Subject completers	
	2016	2017	2016	2017
Employment and further study outcomes				
After training (as at May of the survey year)				
Employed	78.3	77.7		84.2
Not employed	21.7	22.3		15.8
Unemployed	13.9	14.4		8.5
Not in the labour force	7.6	7.9		7.2
Employed before training	71.8	69.7		81.8
Difference in proportion employed from before training to after	6.5	8.0	Not available	2.4
Employed in first full-time job, started after training	4.9	5.3		3.3
Employed or in further study after training	86.8	86.1		86.1
Enrolled in further study after training	31.2	30.4		10.8
Studying at university	7.5	7.7		6.8
Studying at a TAFE institute	9.2	9.4		na
Studying at a private training provider or community education provider	10.7	9.8		na
Studying at a secondary school or other provider	3.6	3.4		4.1
Satisfaction outcomes				
Satisfied with teaching	85.9	87.1		90.1
Satisfied with assessment	88.4	89.4		90.9
Developed problem-solving skills	75.3	78.0	Not available	73.7
Improved writing skills	48.4	51.1		31.3
Satisfied with the overall quality of training	86.0	87.3		90.1
Achieved their main reason for doing the training	83.2	84.2		89.9
Recommendation				
Recommend training	90.5	91.6	Not available	93.9
Recommend training provider	87.9	89.4		92.8
Benefits of training				
Of those employed after training				
Found the training relevant to their current job	78.3	79.0	Not available	76.8
Received at least one job-related benefit	66.5	67.5		45.1
Improved employment status after training				
Of those employed before training				
Employed at a higher skill level after training	15.4	17.1		8.0
Of those not employed before training				
Employed after training	46.3	47.1	Not available	45.3
Improved employment status after training	56.1	56.8		43.1

For notes on tables, see the explanatory notes on page 37.

Table 2 Main reason for undertaking the training for graduates and subject completers, by provider type, 2017 (%)

Reason for training	Provider type				All students
	TAFE	University	Community education provider	Private training provider	
Graduates					
Employment-related	80.4	74.4	80.2	86.1	83.7
Get a job	27.8	25.6	30.7	23.3	25.1
To develop or start my own business	6.6	5.4	7.1	7.4	7.1
Try for a different career	13.4	10.6	12.6	10.7	11.6
Get a better job or promotion	7.1	8.0	5.3	7.6	7.3
It was a requirement of my job	11.8	9.5	8.9	15.5	13.9
Gain extra skills for current job	13.9	15.3	15.6	21.5	18.7
Further study: to get into another course of study	6.5	13.9	2.6	1.8	3.7
Personal development	13.1	11.6	17.2	12.1	12.6
To improve my general education skills	9.3	8.9	10.3	8.5	8.8
To get skills for community/voluntary work	1.4	1.1	3.6	1.8	1.7
To increase my confidence/self-esteem	1.6	1.0	2.6	1.2	1.4
For recreational reasons	0.3	0.2	0.4	0.3	0.3
Other	0.6	0.5	0.3	0.4	0.4
Subject completers					
Employment-related	78.7	71.2	84.3	89.1	87.0
Get a job	14.7	12.0	9.0	12.4	12.5
To develop or start my own business	5.8	4.4	1.3	2.2	2.7
Try for a different career	6.9	6.8	2.4	3.9	4.3
Get a better job or promotion	3.6	5.2	0.8	2.3	2.4
It was a requirement of my job	27.1	29.2	59.2	52.1	48.8
Gain extra skills for current job	20.6	13.5	11.5	16.1	16.4
Further study: to get into another course of study	3.1	11.3	1.8	1.0	1.5
Personal development	18.2	17.5	13.9	9.9	11.5
To improve my general education skills	10.7	12.4	8.2	5.0	6.1
To get skills for community/voluntary work	3.6	2.8	3.5	3.4	3.4
To increase my confidence/self-esteem	1.8	1.9	1.4	0.6	0.8
For recreational reasons	0.6	0.0	0.4	0.4	0.4
Other	1.5	0.4	0.4	0.6	0.7

For notes on tables, see the explanatory notes on page 37.

Table 3 Outcomes and satisfaction for graduates and subject completers, by provider type and main reason for undertaking training, 2017 (%)

Reason for training	Graduates				Subject completers			
	Employed	In further study	Achieved main reason for doing the training	Satisfied with the overall quality of training	Employed	In further study	Achieved main reason for doing the training	Satisfied with the overall quality of training
TAFE								
Employment-related	78.1	31.0	81.0	87.3	83.5	7.3	83.5	86.4
Further study	47.9	70.5	91.0	89.1	49.9	35.3	80.3	84.1
Personal development	54.5	38.7	92.8	90.3	60.3	9.0	87.4	84.5
University								
Employment-related	80.5	36.5	82.2	86.0	86.0	10.2	84.0	85.5
Further study	53.2	82.5	93.9	87.1	21.8*	55.6*	81.0*	73.6*
Personal development	61.0	46.9	92.4	85.8	52.6*	25.0*	97.8	79.4*
Community education provider								
Employment-related	73.3	28.5	84.3	87.1	87.8	11.1	93.0	92.1
Further study	41.4	53.2	88.3	89.4	23.5*	33.3*	92.5*	99.7
Personal development	55.6	35.5	92.9	90.4	43.2	5.8	90.4	87.7
Private training provider								
Employment-related	82.4	26.6	83.5	86.8	88.0	10.7	91.0	91.4
Further study	66.6	55.2	87.6	88.2	54.8*	35.2*	85.6*	87.1*
Personal development	71.4	31.0	91.7	88.3	69.9	13.2	89.8	86.9
All students								
Employment-related	80.7	28.3	82.7	87.0	87.4	10.3	90.1	90.8
Further study	54.0	66.8	90.2	88.6	47.8	36.6	84.3	86.4
Personal development	64.7	34.2	92.1	89.0	65.0	11.7	89.4	86.3

For notes on tables, see the explanatory notes on page 37.

Table 4 Main reason for not continuing the training for subject completers, by provider type, 2017 (%)

Reason for not continuing training	Provider type				
	TAFE	University	Community education provider	Private training provider	All subject completers
Got what they wanted from training	14.8	10.8	19.5	23.7	20.6
Change in job situation	16.8	13.1*	22.9*	23.8	21.6
Changed jobs or started a new job	14.3	13.1*	22.9*	20.3	18.6
I lost my job	2.6	0.0	0.0	3.5	2.9
Training-related reasons	26.6	40.2*	23.0*	23.8	24.9
I started other training	3.9	17.1*	5.0	5.0	4.9
The training no longer related to my plans	8.1	8.8	5.9	7.0	7.3
The training was not what I expected	11.7	10.6	6.5	8.2	9.2
The training timetable was not flexible enough	2.8	3.7	5.6	3.6	3.5
Personal reasons	31.8	26.6*	25.4*	15.7	21.2
Other reasons	9.9	9.4	9.1	12.9	11.7

For notes on tables, see the explanatory notes on page 37.

Table 5 Key findings for graduates and subject completers, by provider type, 2017 (%)

	Provider type				
	TAFE	University	Community education provider	Private training provider	All students
Graduates					
Employed after training	73.1	74.4	69.5	80.8	77.7
Employed or in further study after training	85.7	89.2	80.4	86.6	86.1
Enrolled in further study after training	34.6	44.2	30.4	27.6	30.4
Satisfied with teaching	87.5	84.3	87.6	87.0	87.1
Satisfied with assessment	89.9	86.2	90.8	89.3	89.4
Developed problem-solving skills	79.6	78.6	79.9	76.9	78.0
Improved writing skills	53.4	51.2	58.2	49.3	51.1
Satisfied with the overall quality of training	87.8	86.1	87.7	87.0	87.3
Achieved main reason for doing the training	83.2	85.0	85.9	84.5	84.2
Recommend training	92.4	91.6	92.3	91.2	91.6
Recommend training provider	91.5	90.0	89.3	88.2	89.4
Of those employed after training					
Found the training relevant to their current job	78.1	73.4	82.1	79.5	79.0
Received at least one job-related benefit	70.1	65.2	73.5	66.1	67.5
Of those employed before training					
Employed at a higher skill level after training	22.4	22.4	18.6	14.5	17.1
Of those not employed before training					
Employed after training	41.3	40.4	43.8	51.8	47.1
Improved employment status after training	55.2	53.9	54.5	57.9	56.8
Subject completers					
Employed after training	78.3	72.8	80.3	85.9	84.2
Employed or in further study after training	80.8	80.5	82.0	87.6	86.1
Enrolled in further study after training	8.6	18.0	10.7	11.2	10.8
Satisfied with teaching	86.2	82.2	91.7	90.7	90.1
Satisfied with assessment	88.9	80.6	90.5	91.4	90.9
Developed problem-solving skills	74.3	70.7	77.0	73.3	73.7
Improved writing skills	37.4	37.8	26.7	30.4	31.3
Satisfied with the overall quality of training	85.9	83.1	91.4	90.9	90.1
Achieved main reason for doing the training	84.0	86.1	92.4	90.8	89.9
Recommend training	90.6	88.2	94.2	94.6	93.9
Recommend training provider	90.9	86.8	93.5	93.2	92.8
Of those employed after training					
Found the training relevant to their current job	72.8	73.2	83.5	76.9	76.8
Received at least one job-related benefit	50.6	49.3	35.3	45.1	45.1
Of those employed before training					
Employed at a higher skill level after training	9.2	14.3	4.7	8.1	8.0
Of those not employed before training					
Employed after training	38.2	32.0*	28.8	50.0	45.3
Improved employment status after training	44.7	43.9	32.1	43.9	43.1

For notes on tables, see the explanatory notes on page 37.

Table 6 Key findings for graduates and subject completers, by state/territory of student residence, 2017 (%)

	State/territory of student residence								Australia
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	
Graduates									
Employed after training	76.0	76.2	79.0	80.7	77.6	81.1	87.1	85.9	77.7
Employed or in further study after training	86.1	84.9	85.7	88.3	86.8	89.2	91.8	92.3	86.1
Enrolled in further study after training	32.8	29.8	26.9	29.2	33.3	31.2	32.9	36.1	30.4
Satisfied with teaching	88.0	85.4	87.0	87.9	87.8	88.3	87.5	87.8	87.1
Satisfied with assessment	90.0	88.0	89.6	90.1	90.1	90.5	90.8	89.3	89.4
Developed problem-solving skills	79.9	76.8	76.6	78.1	78.3	79.9	79.6	74.7	78.0
Improved writing skills	54.3	52.0	48.1	48.0	50.4	46.2	53.1	47.4	51.1
Satisfied with the overall quality of training	88.2	85.3	87.3	88.3	88.3	88.5	88.2	87.7	87.3
Achieved main reason for doing the training	85.7	83.3	82.4	84.4	84.7	86.3	90.7	87.5	84.2
Recommend training	92.5	89.7	91.3	92.9	93.1	93.5	93.6	92.1	91.6
Recommend training provider	90.6	86.8	88.9	90.8	91.0	91.3	90.7	89.9	89.4
Of those employed after training									
Found the training relevant to their current job	80.6	76.8	78.2	80.0	78.8	84.2	86.3	80.5	79.0
Received at least one job-related benefit	69.7	68.0	65.7	68.5	63.8	67.0	70.5	70.1	67.5
Of those employed before training									
Employed at a higher skill level after training	17.0	17.7	16.6	19.8	16.2	18.0	13.9	16.4	17.1
Of those not employed before training									
Employed after training	43.5	47.7	49.7	51.4	46.0	46.3	58.8	56.9	47.1
Improved employment status after training	56.7	56.4	56.8	59.5	54.1	57.6	64.0	64.2	56.8
Subject completers									
Employed after training	84.6	82.9	84.6	82.9	84.8	84.6	85.6	90.4	84.2
Employed or in further study after training	86.4	84.8	86.1	85.6	87.3	87.3	88.2	92.2	86.1
Enrolled in further study after training	11.4	10.1	11.1	11.4	9.1	9.0	13.8	14.0	10.8
Satisfied with teaching	90.7	90.6	88.8	89.4	90.3	88.7	92.1	89.5	90.1
Satisfied with assessment	91.2	91.2	89.5	89.9	93.3	90.3	91.0	90.2	90.9
Developed problem-solving skills	74.8	74.8	73.9	71.3	70.1	71.2	75.7	68.9	73.7
Improved writing skills	31.2	31.3	32.6	28.5	32.4	24.2	32.2	26.6	31.3
Satisfied with the overall quality of training	90.5	90.4	89.0	89.1	91.7	89.9	90.6	90.2	90.1
Achieved main reason for doing the training	90.4	90.5	89.3	88.1	88.9	90.5	92.2	92.3	89.9
Recommend training	93.9	93.7	93.7	93.8	95.4	93.8	94.8	93.3	93.9
Recommend training provider	94.1	92.0	91.1	93.2	94.2	93.5	93.5	92.9	92.8
Of those employed after training									
Found the training relevant to their current job	77.1	78.9	75.5	77.6	74.6	75.0	77.3	72.7	76.8
Received at least one job-related benefit	44.4	46.0	43.6	44.2	48.7	44.7	50.1	45.5	45.1
Of those employed before training									
Employed at a higher skill level after training	7.7	8.6	8.0	6.6	7.6	6.5	11.5	11.8	8.0
Of those not employed before training									
Employed after training	47.9	41.3	45.0	46.4	46.9	40.6	49.7*	52.7*	45.3
Improved employment status after training	42.8	43.3	42.2	42.3	45.1	41.5	48.5	46.7	43.1

For notes on tables, see the explanatory notes on page 37.

Table 7 Outcomes and satisfaction for graduates, by student characteristics, 2017 (%)

	Employed after training	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training
Sex					
Males	80.4	59.5	87.6	84.6	88.3
Females	75.1	54.2	84.7	83.8	86.3
Age group					
18 to 19 years	66.4	51.0	83.9	82.2	89.0
20 to 24 years	75.8	61.3	86.7	85.8	87.3
25 to 44 years	80.2	58.1	87.0	84.7	87.2
45 to 64 years	78.9	53.0	85.5	82.2	86.8
65 years and over	58.8	39.9	68.6	86.0	89.0
Student remoteness (ARIA+) region					
Major cities	76.1	56.0	85.1	83.5	86.8
Inner and outer regional	80.1	58.1	87.9	85.1	88.1
Remote and very remote	87.0	61.2	91.1	89.5	89.6
Indigenous status					
Indigenous	71.7	56.4	81.7	84.6	90.0
Non-Indigenous	77.8	56.8	86.2	84.2	87.2
Disability status (including impairment or long-term condition)					
With a disability	53.7	41.0	73.2	75.5	85.7
Without a disability	79.6	58.1	87.2	84.9	87.4
Speak a language other than English at home					
Other language	66.0	52.1	77.9	83.6	89.8
English	80.6	58.0	88.2	84.3	86.6
Highest qualification before training					
Diploma or higher	81.6	57.0	88.4	85.1	86.3
Certificate III/IV	81.2	57.8	89.6	84.8	87.3
Year 12	76.0	57.9	85.0	84.0	87.4
Year 11/certificate I/II	70.9	54.4	82.0	82.8	88.2
Year 10 and below	70.8	53.0	79.6	82.4	88.4
SEIFA (IRSD)					
Quintile 1 – most disadvantaged	71.8	53.7	82.7	83.0	88.8
Quintile 2	77.1	56.3	85.7	83.7	88.0
Quintile 3	78.3	57.0	86.2	84.4	87.4
Quintile 4	80.3	58.5	87.6	84.4	86.0
Quintile 5 – least disadvantaged	81.0	58.5	88.6	85.4	85.8
Employment status before training					
Employed	89.7	60.9	93.3	87.3	87.1
Not employed	47.1	47.1	67.7	77.0	88.0
All graduates	77.7	56.8	86.1	84.2	87.3
All graduates in 2016	78.3	56.1	86.8	83.2	86.0

For notes on tables, see the explanatory notes on page 37.

Table 8 Outcomes and satisfaction for subject completers, by student characteristics, 2017 (%)

	Employed after training	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training
Sex					
Males	84.9	45.7	86.6	90.4	90.2
Females	83.5	40.1	85.6	89.3	90.0
Age group					
18 to 19 years	71.3	53.8	79.1	81.0	85.9
20 to 24 years	79.6	51.4	83.4	86.8	88.8
25 to 44 years	86.2	42.6	87.8	90.3	90.2
45 to 64 years	88.7	39.0	89.3	92.2	91.5
65 years and over	53.2	28.9	53.3	94.4	90.6
Student remoteness (ARIA+) region					
Major cities	83.5	43.8	85.5	89.1	89.9
Inner and outer regional	84.5	41.7	86.3	90.5	89.5
Remote and very remote	90.0	46.8	91.2	93.5	94.4
Indigenous status					
Indigenous	75.4	46.1	80.0	84.1	90.4
Non-Indigenous	84.5	43.0	86.3	90.1	90.0
Disability status (including impairment or long-term condition)					
With a disability	61.3	34.3	63.9	78.9	83.7
Without a disability	85.2	43.7	87.2	90.5	90.4
Speak a language other than English at home					
Other language	75.1	48.3	78.7	86.4	88.4
English	85.3	42.4	87.0	90.4	90.3
Highest qualification before training					
Diploma or higher	88.9	40.2	89.9	92.1	91.2
Certificate III/IV	85.9	40.7	88.0	90.6	90.2
Year 12	82.3	48.7	85.1	88.9	90.0
Year 11/certificate I/II	74.5	45.3	77.4	84.4	86.8
Year 10 and below	73.3	42.4	75.2	87.0	88.5
SEIFA (IRSD)					
Quintile 1 – most disadvantaged	81.4	42.6	83.3	88.3	89.8
Quintile 2	83.6	43.7	85.4	90.7	90.0
Quintile 3	83.5	43.4	85.1	89.5	90.0
Quintile 4	85.1	43.3	86.7	90.2	90.1
Quintile 5 – least disadvantaged	87.0	43.0	89.5	90.2	89.9
Employment status before training					
Employed	91.8	42.5	92.7	92.5	91.0
Not employed	45.3	45.3	52.1	78.0	86.4
All subject completers	84.2	43.1	86.1	89.9	90.1

For notes on tables, see the explanatory notes on page 37.

Table 9 Outcomes and satisfaction for graduates, by training characteristics, 2017 (%)

	Employed after training	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training
Qualification					
Diploma or higher	79.5	57.2	87.8	83.5	85.0
Certificate IV	85.1	55.7	91.5	86.1	87.1
Certificate III	76.8	60.9	84.8	84.5	88.1
Certificate II	65.9	48.4	78.6	80.5	89.4
Certificate I	48.2	35.6	68.1	80.6	87.3
Field of education					
Natural and physical sciences	70.1	47.7	82.2	75.1	88.8
Information technology	51.4	34.3	78.3	70.7	83.1
Engineering and related technologies	84.6	62.6	88.7	84.7	88.0
Architecture and building	88.4	72.5	91.9	87.8	87.9
Agriculture, environmental and related studies	82.1	61.1	88.7	86.3	87.7
Health	82.3	60.6	89.9	85.8	84.7
Education	87.0	62.9	90.5	89.1	87.6
Management and commerce	79.2	52.5	87.1	81.6	86.4
Society and culture	75.9	58.6	84.6	84.7	88.9
Creative arts	59.5	38.9	79.5	78.6	84.0
Food, hospitality and personal services	74.8	59.0	84.0	85.3	86.7
Mixed field programmes	37.8	26.7	66.3	83.7	87.9
Training was part of an apprenticeship or traineeship					
Yes	81.2	70.5	87.0	92.3	89.7
No	76.9	53.4	86.0	82.1	86.6
Provider type and funding source					
TAFE					
Commonwealth/state funding	70.7	55.0	84.6	82.9	88.6
Fee-for-service – domestic	82.1	55.8	89.8	84.0	84.9
<i>Sub-total TAFE</i>	<i>73.1</i>	<i>55.2</i>	<i>85.7</i>	<i>83.2</i>	<i>87.8</i>
University					
Commonwealth/state funding	70.2	52.9	87.7	84.2	85.4
Fee-for-service – domestic	89.5	57.6	94.5	87.9	88.5
<i>Sub-total university</i>	<i>74.4</i>	<i>53.9</i>	<i>89.2</i>	<i>85.0</i>	<i>86.1</i>
Community education provider					
Commonwealth/state funding	66.3	53.1	78.7	84.7	87.3
Fee-for-service – domestic	76.5	57.7	84.1	88.3	88.5
<i>Sub-total community education provider</i>	<i>69.5</i>	<i>54.5</i>	<i>80.4</i>	<i>85.9</i>	<i>87.7</i>
Private training provider					
Commonwealth/state funding	77.0	56.9	83.2	82.4	87.4
Fee-for-service – domestic	84.0	58.8	89.5	86.3	86.8
<i>Sub-total private training provider</i>	<i>80.8</i>	<i>57.9</i>	<i>86.6</i>	<i>84.5</i>	<i>87.0</i>
Mode of delivery					
Internal only	72.9	54.2	83.4	82.1	88.0
External only	83.4	57.3	89.7	83.7	83.6
Workplace-based only	85.6	58.3	89.6	90.3	88.4
Other modes or a combination of modes	80.9	62.7	88.3	86.9	87.8
All graduates	77.7	56.8	86.1	84.2	87.3
All graduates 2016	78.3	56.1	86.8	83.2	86.0

For notes on tables, see the explanatory notes on page 37.

Table 10 Outcomes and satisfaction for subject completers, by training characteristics, 2017 (%)

	Employed after training	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training
Qualification					
Diploma or higher	72.0	41.8	76.1	69.4	77.8
Certificate IV	80.6	48.9	82.6	79.0	80.8
Certificate III	80.2	52.8	82.3	84.7	83.1
Certificate II	72.8	43.7	75.6	82.5	88.2
Certificate I	70.9	40.8*	73.0	91.7	89.5
Field of education					
Natural and physical sciences	71.7*	53.8*	77.3*	89.6*	85.2*
Information technology	52.5*	33.7*	56.9*	59.5*	61.8*
Engineering and related technologies	86.3	50.0	87.8	88.5	87.9
Architecture and building	83.4	52.3	84.8	89.8	90.9
Agriculture, environmental and related studies	83.8	44.7	86.0	89.8	90.0
Health	89.3	40.5	92.0	92.4	87.8
Education	83.3	48.4	83.9	87.4	86.7
Management and commerce	78.9	48.3	81.4	73.7	76.5
Society and culture	75.3	46.8	78.2	77.9	84.2
Creative arts	49.6*	29.1*	54.5*	75.7	76.0*
Food, hospitality and personal services	70.5	49.5	75.0	83.2	86.3
Mixed field programmes	61.9	30.2	65.6	86.2	83.1
No field of education	86.7	41.9	88.4	92.7	92.6
Training was part of a skill set					
Yes	83.0	41.2	84.3	89.2	89.2
No	78.7	46.0	81.2	83.9	84.6
Training was part of an apprenticeship or traineeship					
Yes	80.1	60.1	83.4	91.8	89.1
No	84.6	41.6	86.4	89.7	90.2
Provider type and funding source					
TAFE					
Commonwealth/state funding	74.6	46.0	77.4	81.1	84.6
Fee-for-service – domestic	82.9	43.1	85.1	87.7	87.4
<i>Sub-total TAFE</i>	<i>78.3</i>	<i>44.7</i>	<i>80.8</i>	<i>84.0</i>	<i>85.9</i>
University					
Commonwealth/state funding	64.3	43.5	76.0	78.7	77.9
Fee-for-service – domestic	83.4	44.3	86.2	95.3	89.6
<i>Sub-total university</i>	<i>72.8</i>	<i>43.9</i>	<i>80.5</i>	<i>86.1</i>	<i>83.1</i>
Community education provider					
Commonwealth/state funding	52.1	32.0	55.0	81.8	83.1
Fee-for-service – domestic	89.0	32.1	90.3	95.7	93.9
<i>Sub-total community education provider</i>	<i>80.3</i>	<i>32.1</i>	<i>82.0</i>	<i>92.4</i>	<i>91.4</i>
Private training provider					
Commonwealth/state funding	71.6	45.7	73.8	77.2	79.6
Fee-for-service – domestic	86.9	43.8	88.7	91.8	91.7
<i>Sub-total private training provider</i>	<i>85.9</i>	<i>43.9</i>	<i>87.6</i>	<i>90.8</i>	<i>90.9</i>
Mode of delivery					
Internal only	81.6	43.4	83.7	90.2	91.4
External only	82.6	48.5	85.3	82.7	83.8
Workplace-based only	92.4	35.2	93.0	95.4	92.6
Other modes or a combination of modes	82.9	49.2	85.4	88.4	89.6
All subject completers	84.2	43.1	86.1	89.9	90.1

For notes on tables, see the explanatory notes on page 37.

Table 11 Median annual income after training for graduates employed full-time, by student characteristics, 2017 (\$)

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
Sex		
Males	60 000	46 900
Females	50 000	41 600
Age group		
18 to 19 years	33 700	32 100
20 to 24 years	44 300	41 600
25 to 44 years	60 000	48 300
45 to 64 years	65 000	52 100
65 years and over	59 600	44 000
Student remoteness (ARIA+) region		
Major cities	55 000	44 300
Inner and outer regional	54 000	43 000
Remote and very remote	65 000	52 100
Indigenous status		
Indigenous	53 200	47 200
Non-Indigenous	55 000	44 300
Disability status (including impairment or long-term condition)		
With a disability	49 900	41 500
Without a disability	55 000	44 300
Speak a language other than English at home		
Other language	52 000	43 900
English	56 700	44 300
Highest qualification before training		
Diploma or higher	65 200	49 500
Certificate III/IV	57 400	46 900
Year 12	50 000	41 500
Year 11/certificate I/II	49 400	39 600
Year 10 and below	52 100	43 600
SEIFA (IRSD)		
Quintile 1 – most disadvantaged	52 200	43 100
Quintile 2	52 200	43 700
Quintile 3	55 000	44 200
Quintile 4	57 000	44 300
Quintile 5 – least disadvantaged	60 000	44 900
Employment status before training		
Employed	59 400	46 900
Not employed	44 000	40 000
All graduates	55 000	44 300

For notes on tables, see the explanatory notes on page 37.

Table 12 Median annual income after training for graduates employed full-time, by training characteristics, 2017 (\$)

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
Qualification		
Diploma or higher	60 000	46 900
Certificate IV	64 900	49 700
Certificate III	50 000	42 000
Certificate II	49 900	36 500
Certificate I	46 600	38 000
Field of education		
Natural and physical sciences	46 900	39 900
Information technology	50 100	42 900
Engineering and related technologies	59 900	46 900
Architecture and building	62 500	46 500
Agriculture, environmental and related studies	52 100	41 600
Health	55 800	49 700
Education	62 400	46 600
Management and commerce	59 500	44 300
Society and culture	49 600	41 600
Creative arts	46 800	41 500
Food, hospitality and personal services	43 900	39 900
Mixed field programmes	46 300	39 100
Training was part of an apprenticeship or traineeship		
Yes	47 000	42 900
No	60 000	44 300
Funding source		
Commonwealth/state funding	50 000	41 700
Fee-for-service – domestic	64 800	47 100
Provider type and funding source		
TAFE		
Commonwealth/state funding	49 600	41 400
Fee-for-service – domestic	62 000	46 300
<i>Sub-total TAFE</i>	52 200	41 600
Universities		
Commonwealth/state funding	52 000	41 800
Fee-for-service – domestic	78 100	45 700
<i>Sub-total university</i>	58 700	44 000
Community education provider		
Commonwealth/state funding	44 000	39 800
Fee-for-service – domestic	53 900	46 400
<i>Sub-total community education provider</i>	47 000	41 600
Private training provider		
Commonwealth/state funding	52 100	42 300
Fee-for-service – domestic	64 900	48 000
<i>Sub-total private training provider</i>	57 400	45 600
All graduates	55 000	44 300

For notes on tables, see the explanatory notes on page 37.

Table 13 Occupational destination and training relevance for graduates, by training characteristics, 2017 (%)

	Employed				Total employed	Not employed	Total
	In same occupation group (as training course)	In different occupation (from training course) – training was relevant to current job	In different occupation (from training course) – training was not relevant to current job	Occupation after training or training relevance not known			
Intended occupation of training activity							
Managers	11.2	56.5	12.9	3.8	84.4	15.6	100.0
Professionals	22.0	39.1	17.2	2.6	80.9	19.1	100.0
Technicians and trades workers	41.9	28.7	11.1	2.8	84.6	15.4	100.0
Community and personal service workers	40.1	20.1	13.9	3.3	77.4	22.6	100.0
Clerical and administrative workers	14.2	44.2	15.0	3.1	76.4	23.6	100.0
Sales workers	30.2	34.1	11.3	3.3	78.8	21.2	100.0
Machinery operators and drivers	26.2	29.2	15.6	3.6	74.6	25.4	100.0
Labourers	15.4	41.6	15.6	3.6	76.2	23.8	100.0
Training was part of an apprenticeship or traineeship							
In a trade occupation course	69.7	16.2	4.1	2.2	92.2	7.8	100.0
In a non-trade occupation course	37.5	28.3	8.3	4.3	78.3	21.7	100.0
All graduates	29.9	30.9	13.6	3.0	77.7	22.3	100.0
All graduates in 2016	29.7	31.8	14.2	2.4	78.3	21.7	100.0

For notes on tables, see the explanatory notes on page 37.

Table 14 Key findings for graduates and subject completers, by funding source, 2017 (%)

	Funding source		All students
	Commonwealth/ state funding	Fee-for-service – domestic	
Graduates			
Employed after training	73.5	83.5	77.7
Employed or in further study after training	83.8	89.4	86.1
Enrolled in further study after training	30.4	30.4	30.4
Satisfied with teaching	87.7	86.2	87.1
Satisfied with assessment	89.7	89.1	89.4
Developed problem-solving skills	79.1	76.3	78.0
Improved writing skills	52.8	48.6	51.1
Satisfied with the overall quality of training	87.8	86.5	87.3
Achieved main reason for doing the training	82.8	86.1	84.2
Recommend training	92.1	91.0	91.6
Recommend training provider	90.0	88.5	89.4
Of those employed after training			
Found the training relevant to their current job	78.7	79.5	79.0
Received at least one job-related benefit	69.9	64.7	67.5
Of those employed before training			
Employed at a higher skill level after training	20.5	13.4	17.1
Of those not employed before training			
Employed after training	45.2	51.6	47.1
Improved employment status after training	55.7	58.3	56.8
Subject completers			
Employed after training	70.7	86.8	84.2
Employed or in further study after training	73.6	88.5	86.1
Enrolled in further study after training	9.8	11.0	10.8
Satisfied with teaching	84.0	91.2	90.1
Satisfied with assessment	85.6	91.9	90.9
Developed problem-solving skills	74.2	73.6	73.7
Improved writing skills	41.4	29.2	31.3
Satisfied with the overall quality of training	82.5	91.6	90.1
Achieved main reason for doing the training	79.8	91.8	89.9
Recommend training	88.4	95.0	93.9
Recommend training provider	87.1	93.9	92.8
Of those employed after training			
Found the training relevant to their current job	72.3	77.5	76.8
Received at least one job-related benefit	54.2	43.8	45.1
Of those employed before training			
Employed at a higher skill level after training	13.0	7.3	8.0
Of those not employed before training			
Employed after training	34.3	50.1	45.3
Improved employment status after training	44.2	43.0	43.1

For notes on tables, see the explanatory notes on page 37.

Table 15 Key findings for Commonwealth- or state-funded graduates and subject completers by state/territory of funding, 2017 (%)

	State/territory of funding								
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
Graduates									
Employed after training	69.8	72.1	75.8	77.9	73.6	78.8	85.9	82.2	73.5
Employed or in further study after training	83.7	82.5	82.9	86.8	84.8	88.4	91.2	91.0	83.8
Enrolled in further study after training	35.3	30.6	23.9	27.9	33.2	31.7	32.4	40.7	30.4
Satisfied with teaching	89.1	85.6	88.3	88.5	87.9	88.9	86.3	86.2	87.7
Satisfied with assessment	90.5	88.1	90.0	90.0	90.4	91.1	91.0	89.3	89.7
Developed problem-solving skills	81.2	78.2	77.5	79.8	79.7	81.0	80.6	78.1	79.1
Improved writing skills	55.9	55.3	48.3	50.5	52.8	47.9	57.1	49.5	52.8
Satisfied with the overall quality of training	89.2	85.3	88.2	89.2	88.7	89.4	88.7	87.9	87.8
Achieved main reason for doing the training	83.9	82.1	80.6	83.7	83.4	86.2	91.0	87.1	82.8
Recommend training	93.1	89.8	91.9	93.7	93.8	94.6	94.3	92.8	92.1
Recommend training provider	91.8	86.8	90.1	91.6	91.7	92.5	89.8	90.4	90.0
Of those employed after training									
Found the training relevant to their current job	80.0	75.4	78.1	82.5	79.5	84.9	86.7	80.2	78.7
Received at least one job-related benefit	72.1	69.5	68.7	72.6	66.1	68.8	71.0	76.1	69.9
Of those employed before training									
Employed at a higher skill level after training	20.9	20.2	19.8	25.9	20.4	20.3	14.2	23.3	20.5
Of those not employed before training									
Employed after training	40.2	45.8	49.7	50.8	41.8	46.2	56.2	54.6	45.2
Improved employment status after training	54.2	54.8	57.0	60.5	52.9	57.3	64.6	66.4	55.7
Subject completers									
Employed after training	75.1	60.4	70.8	70.5	73.4	77.3	84.6	83.8	70.7
Employed or in further study after training	77.1	64.2	74.2	73.0	77.2	80.7	87.6	86.8	73.6
Enrolled in further study after training	9.2	10.5	9.5	6.4	7.7	6.7	18.6	16.8	9.8
Satisfied with teaching	87.0	80.8	77.7	85.3	85.5	83.7	86.2	80.3*	84.0
Satisfied with assessment	86.5	82.4	83.9	88.1	89.8	88.2	87.5	82.1*	85.6
Developed problem-solving skills	74.8	72.6	71.2	75.8	78.3	76.0	74.8	70.0*	74.2
Improved writing skills	39.3	40.6	44.8	43.2	44.9	37.4	46.5	38.6*	41.4
Satisfied with the overall quality of training	85.6	80.2	74.9	84.1	82.5	83.9	84.1	77.9*	82.5
Achieved main reason for doing the training	81.8	79.7	72.2	78.1	78.1	82.7	80.9	82.0	79.8
Recommend training	89.7	87.2	83.3	89.7	90.2	89.0	89.4	83.6*	88.4
Recommend training provider	91.6	84.8	74.9	87.3	88.6	88.2	90.6	81.7*	87.1
Of those employed after training									
Found the training relevant to their current job	73.6	70.5	66.2	74.1	76.9	74.0	71.9	69.3*	72.3
Received at least one job-related benefit	49.0	61.6	56.2	60.2	55.5	45.0	52.0*	57.4*	54.2
Of those employed before training									
Employed at a higher skill level after training	9.7	14.9	17.6	12.9	17.2	14.7	20.3*	28.8*	13.0
Of those not employed before training									
Employed after training	34.8	28.7	42.9	40.0	33.0	36.0*	53.4*	63.4*	34.3
Improved employment status after training	42.7	42.8	47.9	50.0	44.1	40.1	55.0	54.8*	44.2

For notes on tables, see the explanatory notes on page 37.

Table 16 Key findings for Commonwealth- or state-funded graduates and subject completers, 10-year time series (%)

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Graduates										
Employed after training	82.2	79.5	77.2	78.6	77.9	77.6	76.9	73.6	73.4	73.5
Employed or in further study after training	91.4	89.6	87.7	88.2	88.3	87.8	87.7	84.8	84.7	83.8
Enrolled in further study after training	36.4	35.4	34.5	34.5	36.4	35.1	35.2	32.5	32.8	30.4
Satisfied with teaching	89.8	90.3	89.8	90.7	91.4	90.1	89.9	89.4	86.1	87.7
Satisfied with assessment	88.4	88.8	88.8	89.7	90.1	88.9	88.9	88.7	87.8	89.7
Developed problem-solving skills	75.1	76.2	76.3	77.0	77.4	77.3	76.4	77.0	76.8	79.1
Improved writing skills	na	na	na	na	na	na	na	na	50.8	52.8
Satisfied with the overall quality of training	88.0	88.6	88.4	88.7	89.0	87.3	87.5	86.6	86.2	87.8
Achieved main reason for doing the training	87.6	85.7	84.3	85.1	84.4	83.0	81.9	79.7	82.2	82.8
Recommend training	94.3	94.0	93.5	93.8	93.4	92.2	91.1	89.5	90.8	92.1
Recommend training provider	92.5	92.5	92.0	91.7	91.3	90.2	89.9	88.3	88.6	90.0
Of those employed after training										
Found the training relevant to their current job	78.5	79.8	79.9	80.6	80.0	80.6	78.0	78.6	76.7	78.7
Received at least one job-related benefit	78.7	77.1	75.4	77.2	75.9	74.1	72.9	75.7	68.6	69.9
Of those employed before training										
Employed at a higher skill level after training	26.1	27.1	24.1	22.2	19.7	17.5	15.7	17.2	19.6	20.5
Of those not employed before training										
Employed after training	54.5	48.6	47.2	48.2	47.9	44.2	44.4	41.9	44.1	45.2
Improved employment status after training	68.4	65.0	62.3	64.2	62.9	60.7	59.6	58.7	54.7	55.7
Subject completers										
Employed after training	74.4	69.7	70.6	69.9	68.7	71.3	69.3	67.1	67.6	70.7
Employed or in further study after training	77.3	73.7	73.4	73.0	72.1	74.9	72.8	71.4	70.8	73.6
Enrolled in further study after training	8.8	9.3	8.2	8.4	9.1	10.3	9.9	10.1	8.8	9.8
Satisfied with teaching	88.9	88.1	88.7	87.6	88.0	88.2	87.4	87.4	82.3	84.0
Satisfied with assessment	84.5	83.8	84.0	83.9	84.7	85.1	82.5	84.3	83.4	85.6
Developed problem-solving skills	67.9	67.3	68.1	69.0	69.4	70.7	68.8	69.5	70.2	74.2
Improved writing skills	na	na	na	na	na	na	na	na	43.9	41.4
Satisfied with the overall quality of training	84.3	83.8	84.0	83.2	83.1	83.3	81.0	82.0	80.7	82.5
Achieved main reason for doing the training	81.3	80.0	78.7	78.2	78.6	79.4	76.6	75.2	75.9	79.8
Recommend training	89.6	90.0	89.2	88.8	88.4	87.6	87.0	85.3	85.7	88.4
Recommend training provider	90.0	90.6	88.9	88.1	87.9	86.7	86.6	84.7	84.1	87.1
Of those employed after training										
Found the training relevant to their current job	65.1	66.8	66.1	68.2	67.7	71.0	69.0	69.0	68.5	72.3
Received at least one job-related benefit	60.8	60.5	59.1	61.8	62.3	61.7	63.1	63.9	55.4	54.2
Of those employed before training										
Employed at a higher skill level after training	13.8	15.1	15.1	12.2	12.7	9.2	12.2	10.2	12.9	13.0
Of those not employed before training										
Employed after training	36.7	29.1	32.3	32.8	33.6	32.2	32.1	32.6	35.5	34.3
Improved employment status after training	50.6	46.4	46.7	47.6	47.7	47.8	47.9	47.0	44.6	44.2

Note: Caution should be exercised when comparing estimates for 'satisfaction with teaching' because of changes to question wording between 2016 and prior years. For further notes on tables, see the explanatory notes on page 37.

Table 17 Number of graduate and subject completer respondents, by key characteristics, 2017

Student characteristics	Graduates	Subject completers
State/territory of residence		
New South Wales	38 068	6 786
Victoria	31 276	2 828
Queensland	31 726	1 874
South Australia	9 736	1 307
Western Australia	14 108	1 174
Tasmania	4 115	1 158
Northern Territory	1 852	704
Australian Capital Territory	2 865	1 019
Funding source		
Commonwealth/state funding	77 367	7 082
Fee-for-service – domestic	56 379	9 768
Provider type		
TAFE	46 323	9 232
University	4 338	417
Community education provider	5 579	959
Private training provider	77 506	6 242
Age group		
18 to 19 years	9 730	1 047
20 to 24 years	24 320	2 213
25 to 44 years	61 284	6 901
45 to 64 years	36 810	6 078
65 years and over	1 602	611
Females	73 693	9 042
Indigenous	6 007	841
With a disability	10 607	1 078
Speak a language other than English at home	27 532	2 029
From remote/very remote areas	3 346	711
Quintile 1 – most disadvantaged	27 982	3 559
Highest qualification before training		
Diploma or higher	34 067	5 454
Certificate III/IV	34 010	3 809
Year 12	38 054	4 107
Year 11/certificate I/II	11 502	1 338
Year 10 and below	15 106	1 947
Total	133 746	16 850

For notes on tables, see the explanatory notes on page 37.

Terms

For more information, please see the technical notes, terms and definitions, and other supporting documents at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.

Apprentice or trainee is a student who self identifies undertaking some training under an Apprenticeship/ Traineeship Contract.

Community education providers are not-for-profit, community-based organisations with a primary focus on adult education. Community-based adult education delivers programs relating to leisure, personal and community development, employment skills, preparation for VET and nationally recognised programs of study.

Confidence intervals provide a measure of the accuracy of a survey estimate. They refer to a range of values in which the true value is likely to fall within if everyone in the population were surveyed and responded to the survey.

Employed at a higher skill level is where a person is employed in an occupation with a higher skill level after training, in comparison with their occupation before training.

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

Government-funded VET includes only Commonwealth and state/territory government-funded training (either Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding) from all training providers. All fee-for-service activity from training providers is excluded.

Graduate refers to a student who completed all the requirements of a qualification, as reported in the National VET Provider Collection. For further information, see the technical notes supporting documentation (<<https://www.ncver.edu.au/data/collection/student-outcomes>>).

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

Job-related benefits are based on persons employed after training who reported receiving a job related benefit from the training.

Margin of error is a statistic that provides a measure of sampling error.

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), regardless of when they began their employment.

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.

Mode of delivery identifies the style or mode of delivery for a subject/program. This comprises the following delivery modes or a combination of these modes.

- Internal delivery – when the student attends training in a permanent or semi-permanent training delivery location. This includes workshop, laboratory, simulator, and classroom-based training, even when the training is delivered using video or internet links in real time.
- External delivery – when the student does not primarily attend a physical delivery location but instead undertakes training in their own time and location using training materials that are provided online or by correspondence. This type of training is often referred to as self-paced learning.
- Workplace-based training – training activity conducted in the workplace.
- Other modes of delivery – includes recognition of prior learning.

Nationally recognised training is a program of training leading to vocational qualifications and credentials that are recognised across Australia and delivered by registered training organisations (RTOs). It includes:

- industry training package qualifications and units of competency as listed on the national register, training.gov.au (TGA), or
- courses that have been accredited by a vocational education and training (VET) regulator, which includes:
 - Australian Skills Quality Authority (ASQA)

- Victorian Registration and Qualifications Authority
- Western Australia’s Training Accreditation Council.

Non-trades refer 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). An Australian Bureau of Statistics classification, it identifies occupations according to their primary purpose (ABS cat.no.1220.0). Occupation is defined according to the survey responses.

Private training providers includes education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, enterprises, and 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 of funding is the state or territory that administered the funding of the training activity.

State or territory of student residence is the state or territory in which the student usually resides.

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 from the National VET Provider Collection to identify ‘actual’ subject completers. Instead, a sample of potential subject completers is chosen, which includes students who are continuing in the VET system. The status of respondents is determined through the survey responses. For further information, see the technical notes supporting documentation (<<https://www.ncver.edu.au/data/collection/student-outcomes>>).

TAFE (technical and further education) 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).

Trades refer 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.

Universities include Australia’s universities, which have been established or recognised under state or territory legislation, except the Australian National University, which is constituted under an Act of the Australian Parliament. Data reported for universities are for graduates who completed VET qualifications.

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

Explanatory notes

Data treatment

na Not applicable.

* The estimate has a margin of error greater than or equal to 10% and therefore should be used with caution.

np Not published. NCVET does not report on estimates based on five or fewer respondents because the estimates are unreliable.

Scope

- 1 This publication provides a summary of the outcomes of students who completed their vocational education and training (VET) in Australia during 2016, using data collected in mid-2017. The scope of the students included in the publication is provided below.

Scope matrix

	TAFE institutes	University	Community education provider	Private training provider
Commonwealth and state funding	✓	✓	✓	✓
Domestic fee-for-service	✓	✓	✓	✓
International fee-for-service	✗	✗	✗	✗

- 2 The 2017 National Student Outcomes Survey excludes students aged under 18 years of age. Data from previous years have been backdated to exclude students aged under 18 years of age to ensure comparability between 2017 and previous years.

Definitions and derivations

- 3 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information).
- 4 The percentage of students satisfied overall is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the questionnaire item. Similarly, satisfaction with teaching and assessment, developed problem-solving skills, and improved writing skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 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 Graduates who completed training that included both Commonwealth/state-funded and fee-for-service subjects are reported as 'Commonwealth/state-funded'.
- 7 Achieved main reason for training is based on the proportion of respondents reporting that the training 'fully' or 'partly' helped them to achieve their main reason for training.
- 8 For subject completers, the only 'further study' included is university or secondary school study, as by definition subject completers have left the VET system.
- 9 In 2017, there are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are included in the 'Australia' column in the table showing key findings for Commonwealth-or state-funded students by state/territory of funding.
- 10 In 2016, information on student characteristics, such as disability status and Indigenous status was sourced from the National VET Provider Collection. In 2017, information on student characteristics was sourced from the National VET Provider Collection, when available, and asked of respondents when this information was missing in the National VET Provider Collection.

Changes only applicable to government-funded student outcomes data

- 11 Following a trial in 2015, the 2016 questionnaire was shortened to reduce respondent burden and optimise question display on smartphones and tablets. The results from the 2015 trial suggest responses to the following survey estimates may differ for 2016 and onwards compared with previous years due to the changes in question wording:
 - training was part of an apprenticeship or traineeship
 - recommendation of the training
 - satisfaction with teaching
 - improved writing skills
 - income after training.
- 12 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 (<<https://www.ncver.edu.au/data/collection/student-outcomes>>).
- 13 Prior to 2016, 19 questions on satisfaction were used to report three overarching 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 categories: satisfied with teaching, satisfied with assessment, improved writing skills and developed problem-solving skills. For more information, see the technical notes supporting documentation and the Data dictionary: satisfaction outcomes (<<https://www.ncver.edu.au/data/collection/student-outcomes>>).
- 14 Data on improved writing skills are only provided for 2016 and onwards. Prior to 2016, students were asked to rate their improvement in written communication.
- 15 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.
- 16 Prior to 2016, selected questions were not asked of students from community education providers. These include questions relating 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.
- 17 Due to improvements in data quality of the sampling frame (National VET Provider Collection), from 2017 the derivation of graduates and subject completers have changed to be more in line with administrative data. Previously, due to lags in reporting of qualifications completed to the National VET Provider Collection, government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been backdated for 2016, the year the data quality improvement is first seen. For further information, see the technical notes at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.

Australian Bureau of Statistics data

- 18 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 on ARIA+ refer to <http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- 19 Socio-Economic Indexes for Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socioeconomic advantage and disadvantage. The Index of Relative Socio-Economic Disadvantage (IRSD) is one of four indexes in the SEIFA suite. Further information on SEIFA can be found at <<http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>>.
- 20 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). Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.



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