

Australian vocational education and training statistics

VET student outcomes

2018

National Centre for Vocational Education Research



Highlights

This publication summarises the outcomes of students who completed their vocational education and training (VET) in Australia during 2017 using data collected in mid-2018. It reports on students who undertook government-subsidised training and those who undertook training on a fee-for-service basis. The figures are derived from the National Student Outcomes Survey, which is an annual survey of students who were awarded a qualification (graduates), or who successfully completed part of a course and then left the VET system (subject completers).

Outcomes

- 59.0% of *graduates* improved their employment status after training, up 2.2 percentage points from 2017.
- 85.4% of *graduates* were employed or enrolled in further study after training, down 0.7 percentage points from 2017.
- 45.8% of *subject completers* improved their employment status after training, up 2.7 percentage points from 2017.
- 87.0% of *subject completers* were employed or enrolled in further study after training, up 0.9 percentage points from 2017.

Satisfaction with training

- 86.8% of *graduates* were satisfied with the overall quality of the training, down 0.5 percentage points from 2017.
- 90.4% of *subject completers* were satisfied with the overall quality of the training, similar to 2017.

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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 2017. The outcomes are reported for students who undertook government-subsidised training and those who undertook training on a fee-for-service basis. The figures are derived from the National Student Outcomes Survey, which is an annual survey of students awarded a qualification (graduates), or who successfully completed 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 from private training and community education providers. Following a successful trial to expand the survey scope to all graduates in 2016, the expanded scope was applied from the 2017 survey and onwards to both graduates and 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.

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 associated 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.

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 36.

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

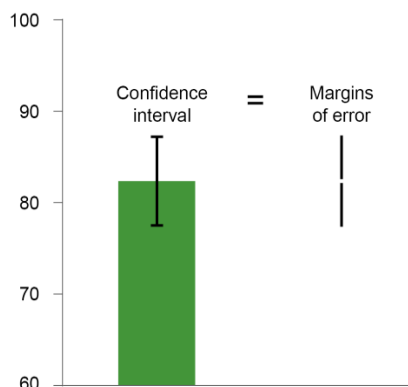
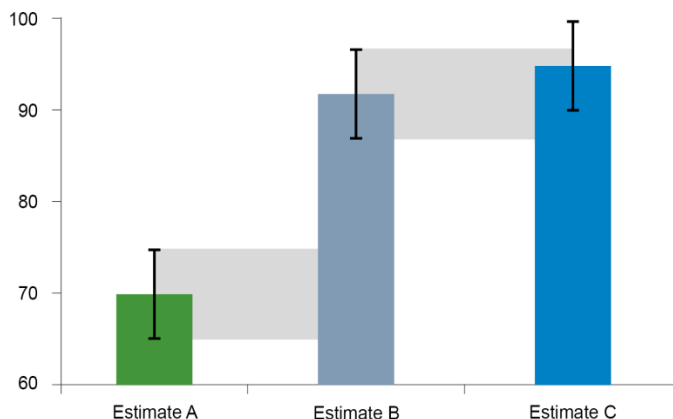


Figure B Confidence intervals



It is important to consider the margin of error when making comparisons 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 available at <https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-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*. However, the error bars for *Estimate B* and *Estimate C* do 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*. It also cannot be concluded that *Estimate B* and *Estimate C* are similar, and further testing needs to be undertaken to determine whether there is a statistically significant difference between the estimates.

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

More information

This publication provides a summary of data. Further information (including data on government-funded student outcomes) can be obtained from the associated data products, available at <https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>.

Access to these data is governed by the National VET Data Policy (2017), agreed by the Council of Australian Governments (COAG) ministers responsible for skills. The National VET Data Policy can be viewed at <https://docs.education.gov.au/node/46116>.

Summary

Of the 206 944 VET students who responded to the survey, 143 852 were graduates and 63 092 were subject completers.

Table 17

Main reason for training

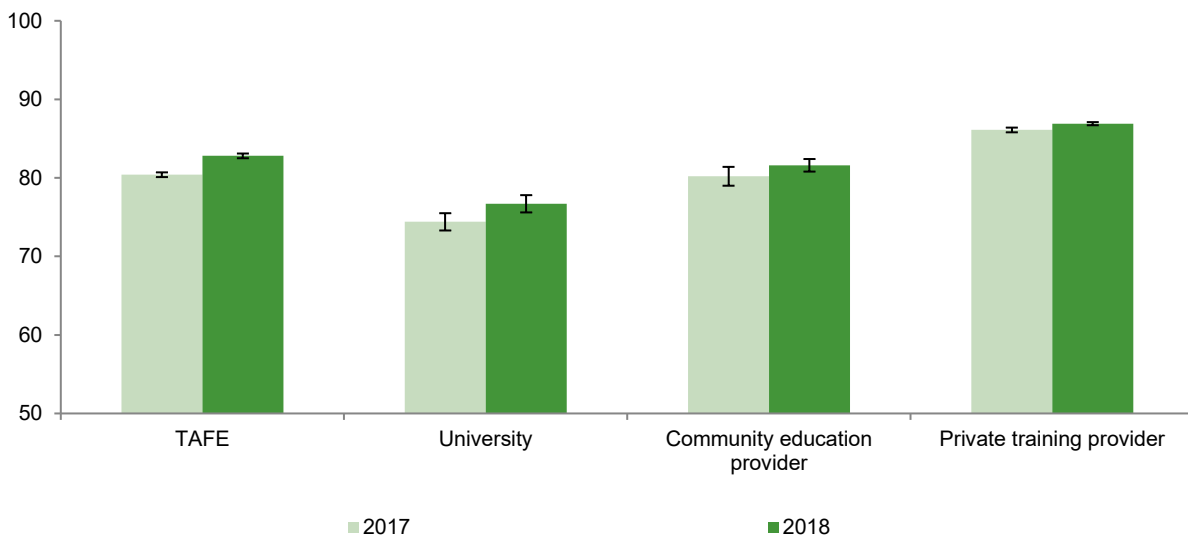
Graduates

In 2018:

- 85.1% of graduates undertook training for employment-related reasons, 11.4% for personal reasons, and 3.4% for further study reasons.
- A higher proportion of graduates undertook training for employment-related reasons at private training providers (86.9%) than those studying at other types of providers.
- A higher proportion of VET graduates undertook training at universities (13.4%) to get into another course of study 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, 2017–18 (%)



- 84.2% of graduates achieved their main reason for undertaking training, similar to 2017.

Table 1

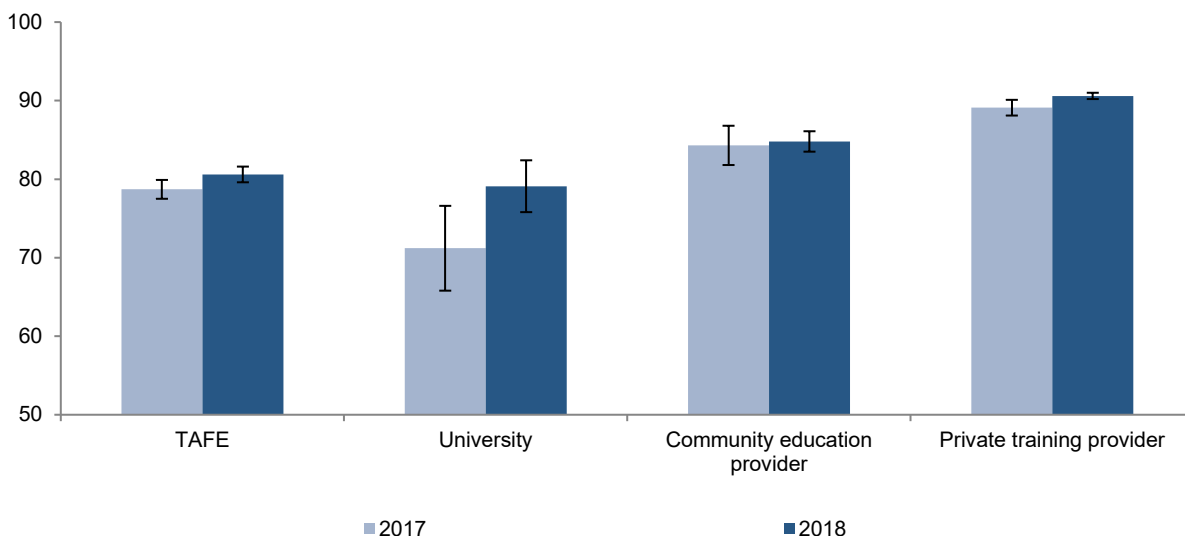
Subject completers

In 2018:

- 88.7% of subject completers undertook training for employment-related reasons, 10.0% for personal reasons, and 1.3% for further study reasons.
- A higher proportion of subject completers undertook training for employment-related reasons at private training providers (90.6%) 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, 2017–18 (%)



- 90.8% of subject completers achieved their main reason for undertaking training, up 0.9 percentage points from 2017.

Table 1

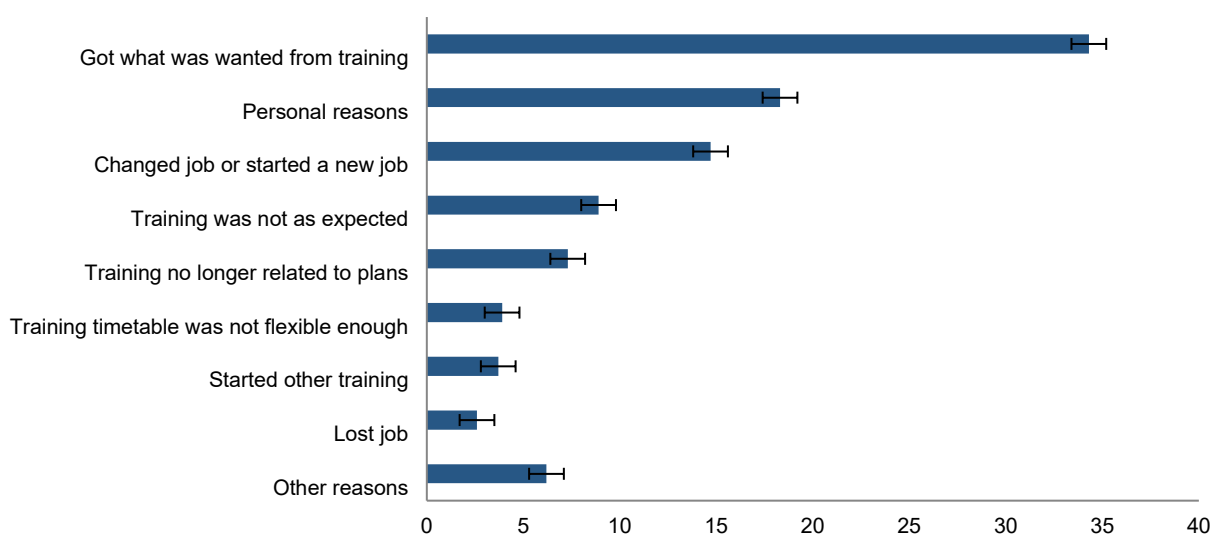
Main reason for not continuing the training

In 2018:

- 34.3% of subject completers did not continue the training because they got what was wanted from the training, 18.3% for personal reasons and 17.3% due to a change in job situation.
 - A higher proportion of subject completers from community education providers (41.3%) and private training providers (40.0%) did not continue with the training because they got what was wanted from the training, compared with subject completers from TAFE institutes (25.9%) and universities (20.7%).
 - A higher proportion of subject completers from TAFE institutes (25.9%) and universities (25.9%) did not continue with the training due to personal reasons, compared with subject completers from private training providers (12.8%).

Table 4, figure 3

Figure 3 Subject completers main reason for not continuing the training, 2018 (%)



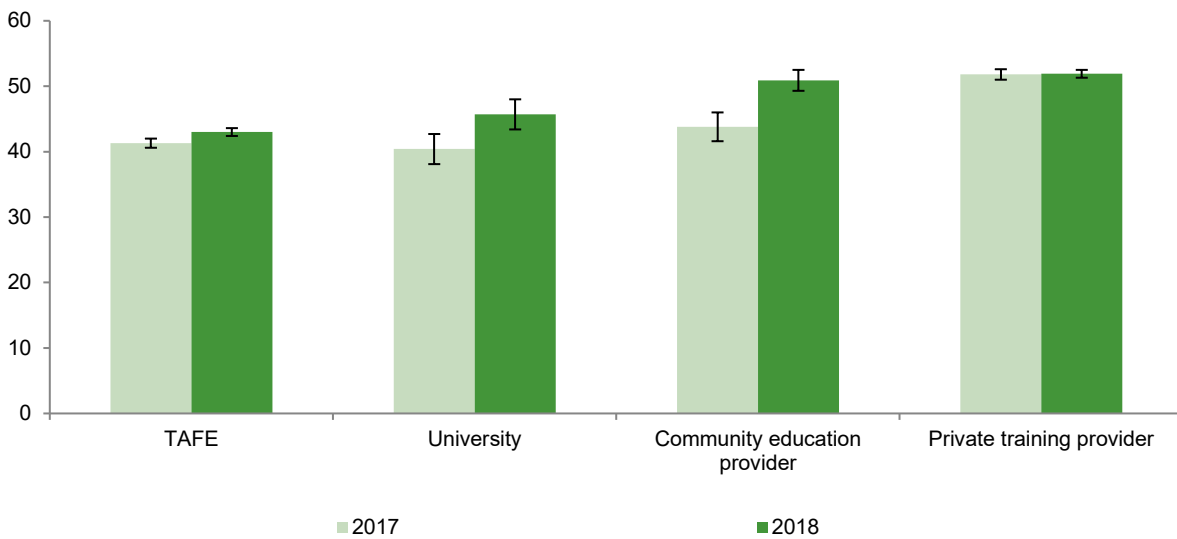
Employment outcomes

Graduates

In 2018:

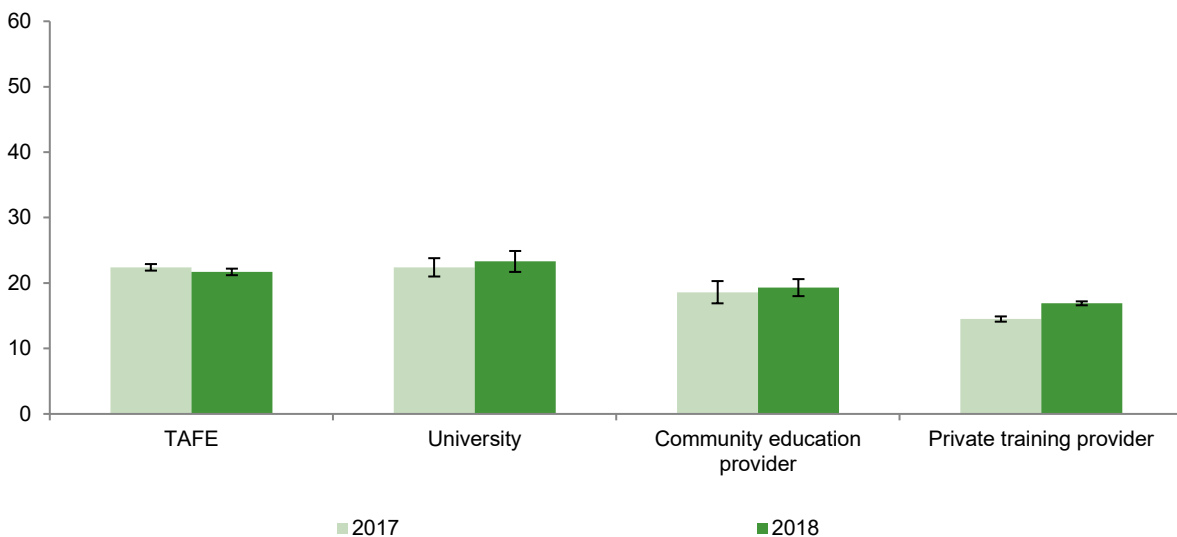
- 59.0% of graduates improved their employment status after training, up 2.2 percentage points from 2017. *Table 1*
- 32.3% of graduates were not employed before training, up 2.0 percentage points from 2017. *Tables 1 & 5, figure 4*
Of these, 48.4% were employed after training, up 1.3 percentage points 2017.
- The proportion of graduates not employed before training, who were employed after training was similar for graduates from private training providers and community education providers but lower for those from universities and TAFE institutes.

Figure 4 Graduates not employed before training who were employed after training, by provider type, 2017–18 (%)



- 67.7% of graduates were employed before training, down 2.0 percentage points from 2017. *Tables 1 & 5, figure 5*
Of these, 18.6% were employed at a higher skill level after training, up 1.5 percentage points from 2017.
- 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 5 Graduates employed before training who were employed at a higher skill level after training, by provider type, 2017–18 (%)



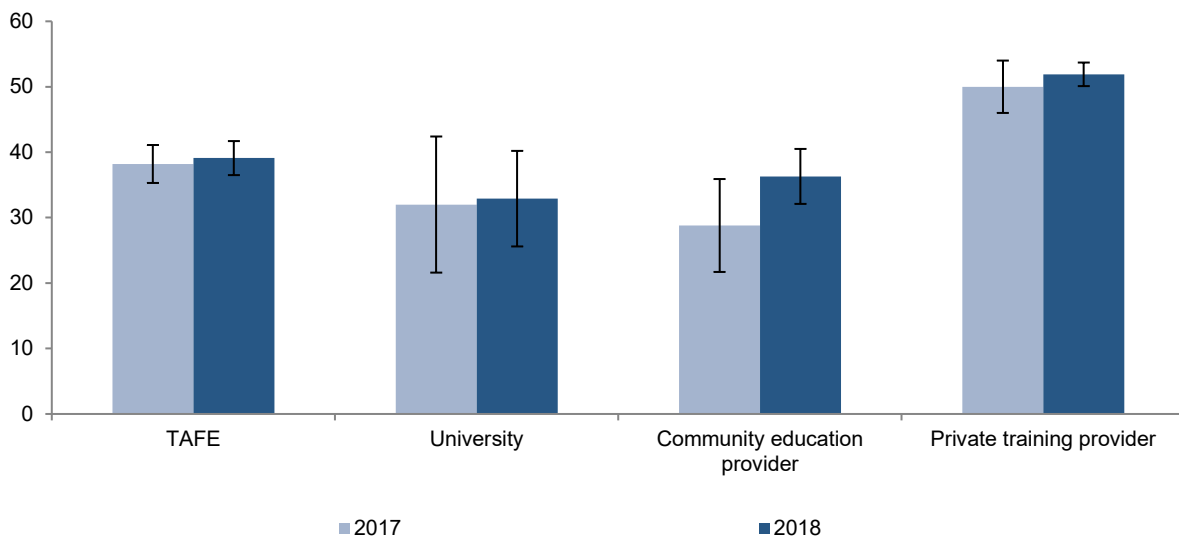
- Of graduates employed after training, 71.0% received at least one job-related benefit from the training, up 3.5 percentage points from 2017. *Table 1*
- 27.2% of graduates were employed after training in the same occupation as their training course, down 2.7 percentage points from 2017. *Table 13*
 - A further 31.5% were employed in a different occupation but found the training relevant to their current job, up 0.6 percentage points from 2017.
- The median annual income of graduates employed full-time after training was \$56 600. *Tables 11 & 12*
 - The median annual income for male graduates was \$62 400 and \$49 400 for female graduates.
 - By field of education, the median annual income was highest for graduates in Engineering and related technologies (\$63 800) and lowest for graduates in Creative arts (\$41 500).
- The median annual income of graduates employed in their first full-time job after training was \$45 000. *Tables 11 & 12*

Subject completers

In 2018:

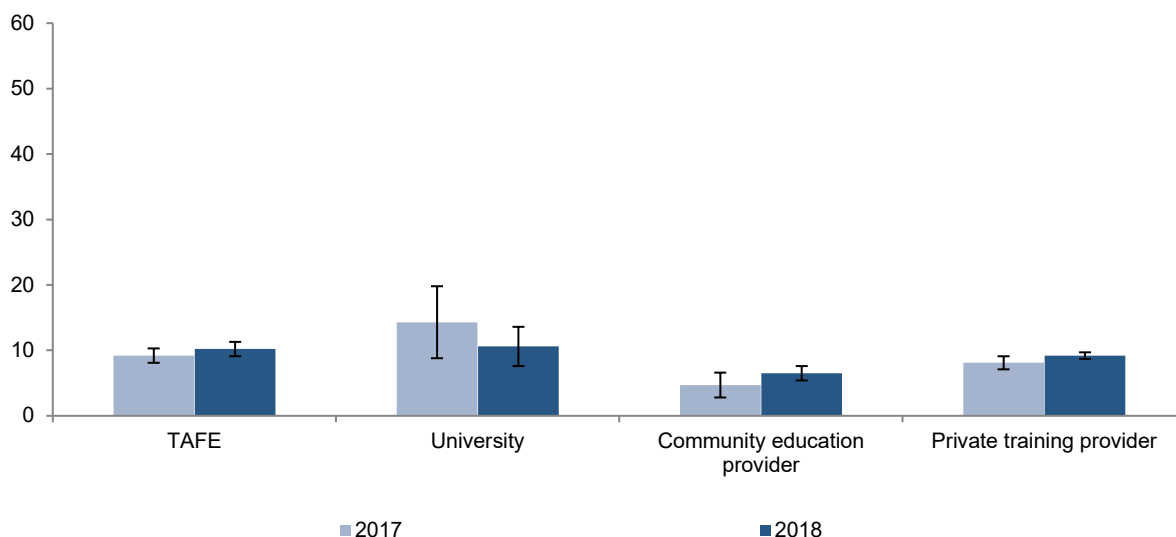
- 45.8% of subject completers improved their employment status after training, up 2.7 percentage points from 2017. *Table 1*
- 18.8% of subject completers were not employed before training, similar to 2017. Of these, 47.5% were employed after training, similar to 2017. *Tables 1 & 5, figure 6*
 - The proportion of subject completers not employed before training who were employed after training was higher for subject completers from private training providers (51.9%) than those studying at other types of providers.

Figure 6 Subject completers not employed before training who were employed after training, by provider type, 2017–18 (%)



- 81.2% of subject completers were employed before training, similar to 2017. Of these, 8.9% were employed at a higher skill level after training, up 0.9 percentage points from 2017. *Tables 1 & 5, figure 7*
 - The proportion employed at a higher skill level after training was lower for subject completers from community education providers (6.5%) than other types of providers.

Figure 7 Subject completers employed before training who were employed at a higher skill level after training, by provider type, 2017–18 (%)



- Of the subject completers who were employed after training, 47.9% received at least one job-related benefit from the training, up 2.8 percentage points from 2017.

Table 1

Apprentice and trainee employment outcomes

In 2018:

- 70.6% of graduates who undertook their training as part of an apprenticeship or traineeship improved their employment status after training, compared with 55.7% of graduates who did not undertake training as part of an apprenticeship or traineeship.

Table 9

In 2018, of the graduates who undertook their training as part of an apprenticeship or traineeship:

- 79.8% were employed after training, down 1.4 percentage points from 2017.
 - The median annual income of those employed full-time after training was \$48 700.
- 91.2% of graduates in a trade occupation course were employed after training.
 - 62.6% of graduates in a trade occupation course were employed in the same occupation as their training course.
 - A further 19.9% were employed in a different occupation but found the training relevant to their current job.
- 77.3% of graduates in a non-trade occupation course were employed after training.
 - 31.5% of graduates in a non-trade occupation course were employed in the same occupation as their training course.
 - A further 31.0% were employed in a different occupation but found the training relevant to their current job.

Tables 9 & 12

Table 13, figure 8

Table 13, figure 8

Figure 8 Occupational destination and training relevance for graduates who undertook training as part of an apprenticeship or traineeship, by intended occupation of training activity, 2018 (%)

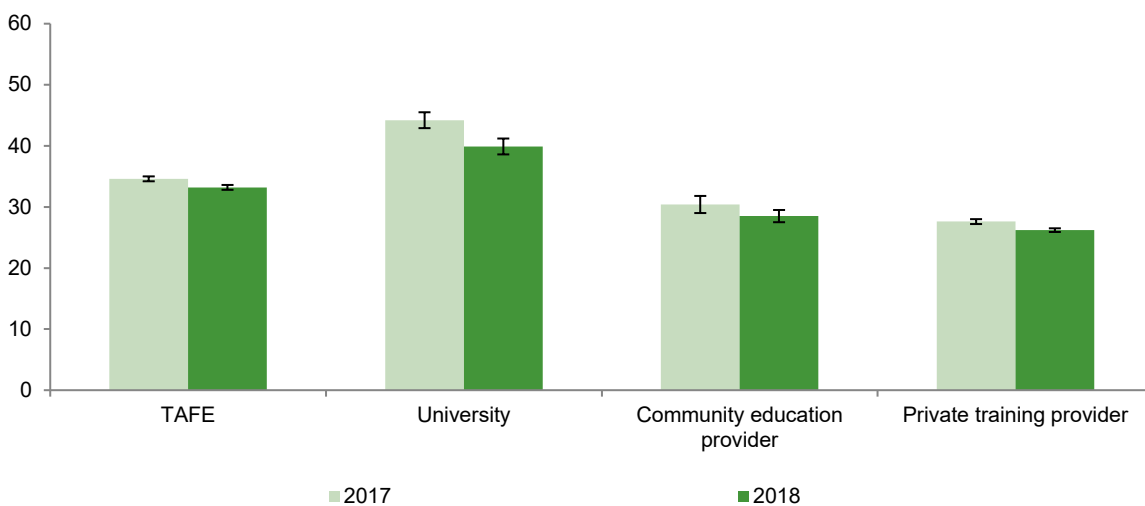


Further study outcomes

In 2018:

- 28.9% of graduates were enrolled in further study after training, down 1.5 percentage points from 2017. *Tables 1 & 5, figure 9*
- A higher proportion of VET graduates from universities (39.9%) were enrolled in further study after training, than those studying at other types of providers.
- 8.8% of subject completers were enrolled in further study¹ after training, down 2.0 percentage points from 2017. *Table 1*

Figure 9 Graduates enrolled in further study after training, by provider type, 2017–18 (%)



¹ For subject completers, the only further study included is at non-VET institutes, for example universities, as by definition subject completers have left the VET system.

Employment and further study outcomes

In 2018:

- 85.4% of graduates were employed or in further study after training, down 0.7 percentage points from 2017.
- A higher proportion of VET graduates from universities (88.1%) were employed or in further study after training, than those studying at other types of providers.
- 87.0% of subject completers were employed or in further study after training, up 0.9 percentage points from 2017.
- A higher proportion of subject completers from private training providers (88.2%) were employed or in further study after training than those studying at other types of providers.

Tables 1 & 5, figure 10

Tables 1 & 5, figure 11

Figure 10 Graduates employed or in further study after training, by provider type, 2018 (%)

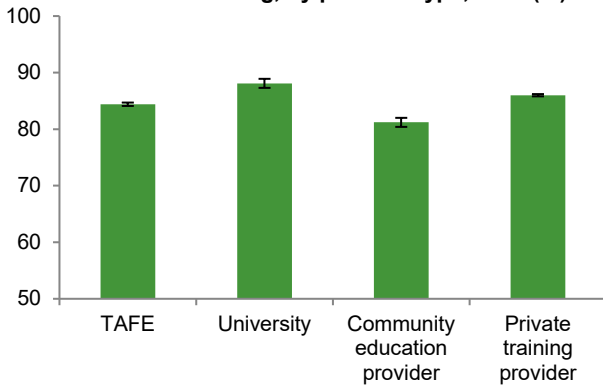
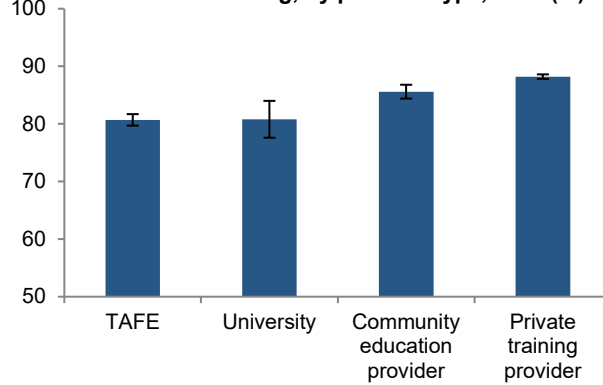


Figure 11 Subject completers employed or in further study after training, by provider type, 2018 (%)



Satisfaction with training

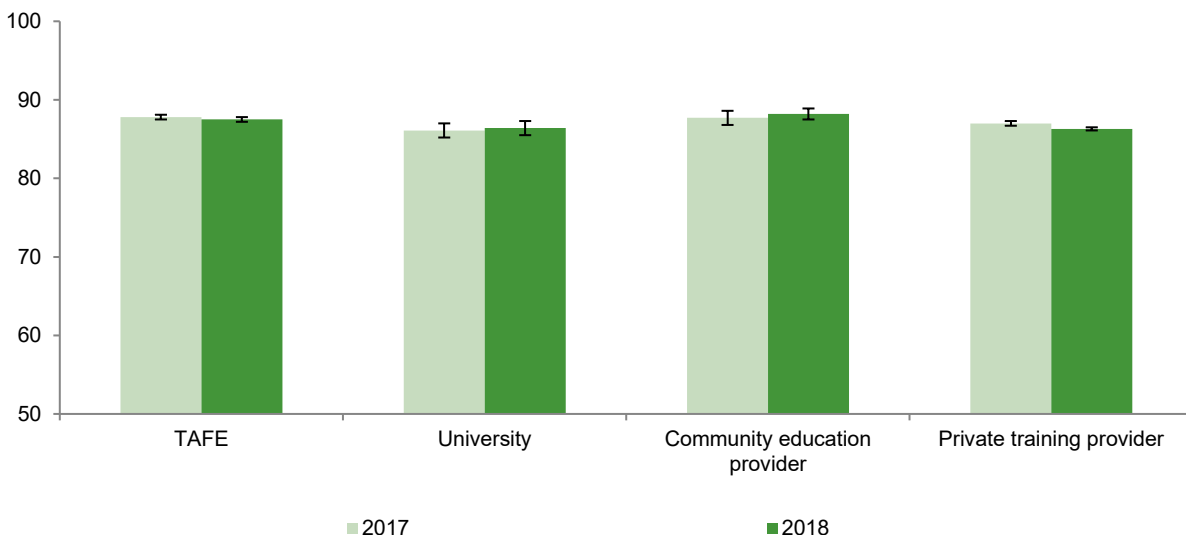
Graduates

In 2018:

- 86.8% of graduates were satisfied with the overall quality of training, down 0.5 percentage points from 2017.
- Proportions were higher for graduates from community education providers (88.2%) and TAFE institutes (87.5%), compared with VET graduates from universities (86.4%) and private training providers (86.3%).

Tables 1 & 5, figure 12

Figure 12 Graduates satisfied with the overall quality of training, by provider type, 2017–18 (%)



- 91.0% of graduates would recommend the training, down 0.6 percentage points from 2017.
 - A higher proportion of graduates from community education providers (92.6%) would recommend the training, than those studying at other types of providers.
- 89.6% of graduates would recommend their training provider, similar to 2017.
 - A lower proportion of graduates from private training providers (88.6%) would recommend their training provider than those studying at other types of providers.

Tables 1 & 5, figure 13

Tables 1 & 5, figure 14

Figure 13 Graduates who would recommend the training, by provider type, 2018 (%)

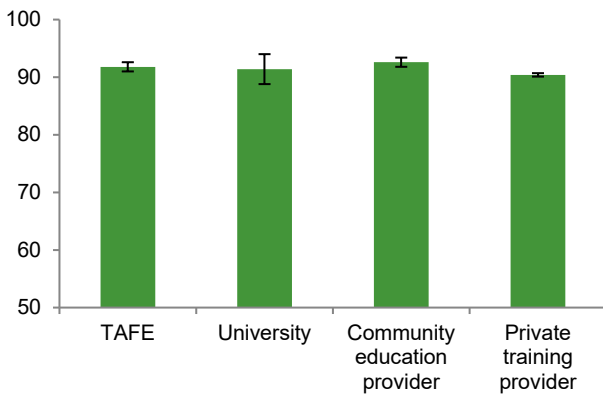
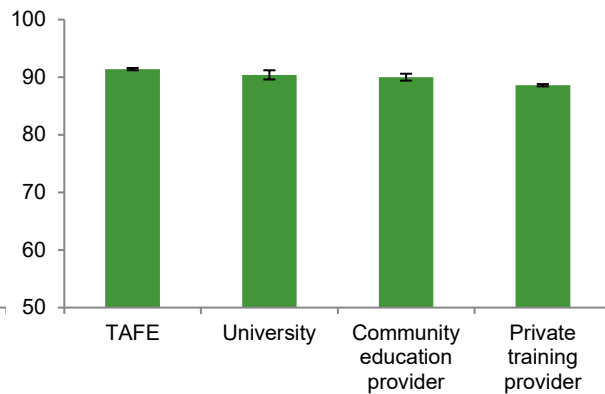


Figure 14 Graduates who would recommend the training provider, by provider type, 2018 (%)



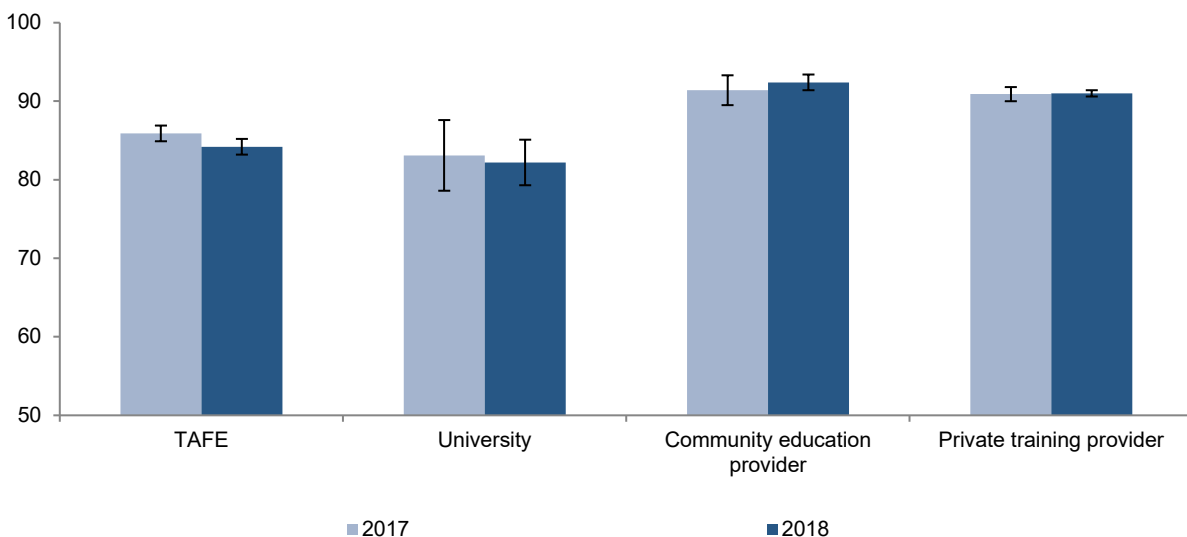
Subject completers

In 2018:

- 90.4% of subject completers were satisfied with the overall quality of training, similar to 2017.
 - A higher proportion of subject completers from community education providers (92.4%) were satisfied with the overall quality of training than those studying at other types of providers.

Tables 1 & 5, figure 15

Figure 15 Subject completers who were satisfied with the overall quality of training, by provider type, 2017–18 (%)



- 93.8% of subject completers would recommend the training and 93.3% would recommend their training provider, similar to 2017.
 - A higher proportion of subject completers from community education providers would recommend their training (95.3%) and training provider (95.5%), than those studying at other types of providers.

Tables 1 & 5, figures 16 & 17

Figure 16 Subject completers who would recommend the training, by provider type, 2018 (%)

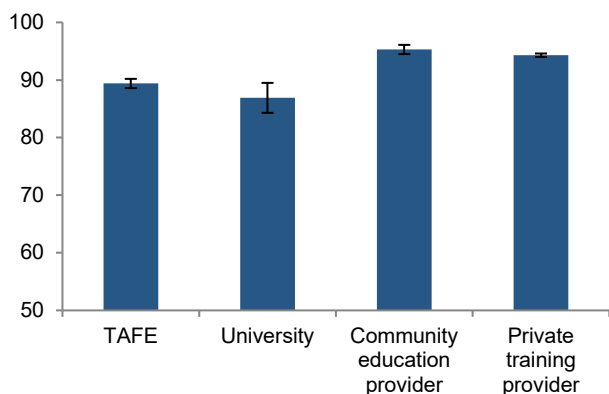
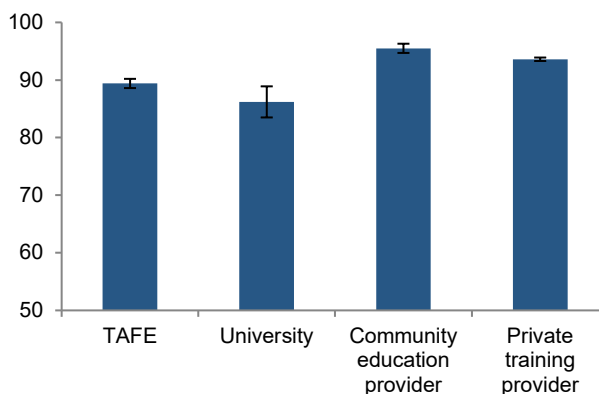


Figure 17 Subject completers who would recommend the training provider, by provider type, 2018 (%)



Government-funded student outcomes

A ten-year time-series is available on the outcomes of government-funded students (defined as Commonwealth- or state-funded students).

Graduates

In 2018:

- 58.6% of government-funded graduates improved their employment status after training, up 2.9 percentage points from 2017.
- 87.4% of government-funded graduates were satisfied with the overall quality of training, down 0.4 percentage points from 2017.

Table 16, figure 18

Table 16, figure 19

Of government-funded graduates, the proportion:

- with an improved employment status after training decreased by 4.0 percentage points between 2015 and 2016 but has steadily increased each year since 2016
- satisfied with the overall quality of training increased by 1.6 percentage points between 2016 and 2017 and decreased by 0.4 percentage points from 2017 to 2018.

Table 16, figure 18

Table 16, figure 19

Figure 18 Government-funded graduates with an improved employment status after training, 2009–18 (%)

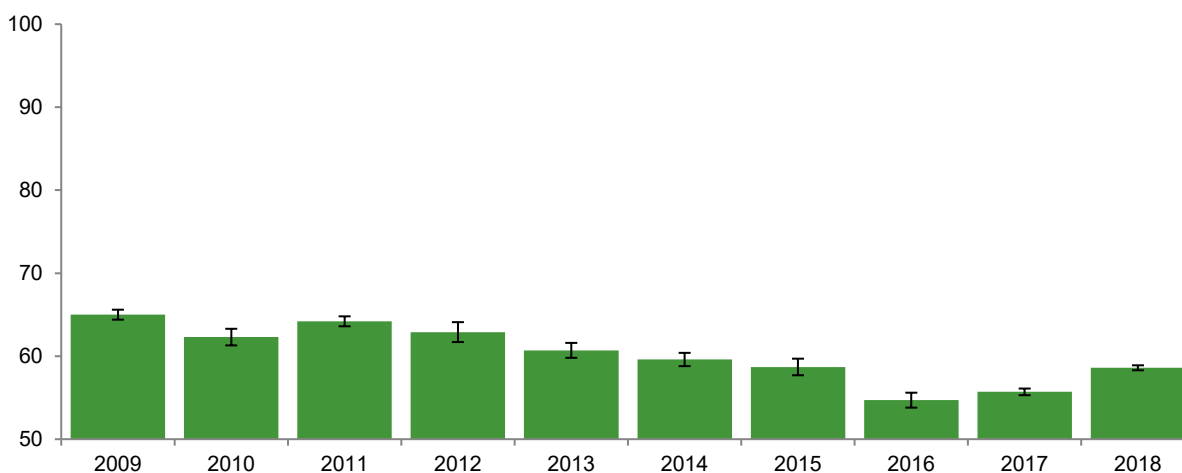
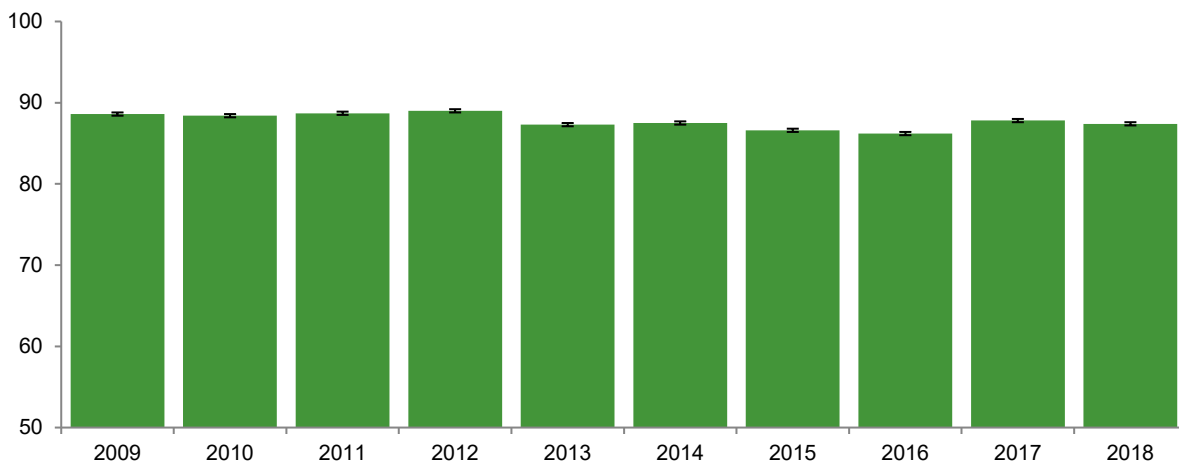


Figure 19 Government-funded graduates satisfied with the overall quality of training, 2009–18 (%)



Subject completers

In 2018:

- 45.0% of government-funded subject completers improved their employment status after training, similar to 2017.
- 80.3% of government-funded subject completers were satisfied with the overall quality of training, down 2.2 percentage points from 2017.

Table 16, figure 20

Table 16, figure 21

Of government-funded subject completers, the proportion:

- with an improved employment status after training decreased by 2.4 percentage points between 2015 and 2016 and has since remained at a similar level
- satisfied with the overall quality of training remained at a similar level between 2014 and 2017 but decreased by 2.2 percentage points from 2017 to 2018.

Table 16, figure 20

Table 16, figure 21

Figure 20 Government-funded subject completers with improved employment status after training, 2009–18 (%)

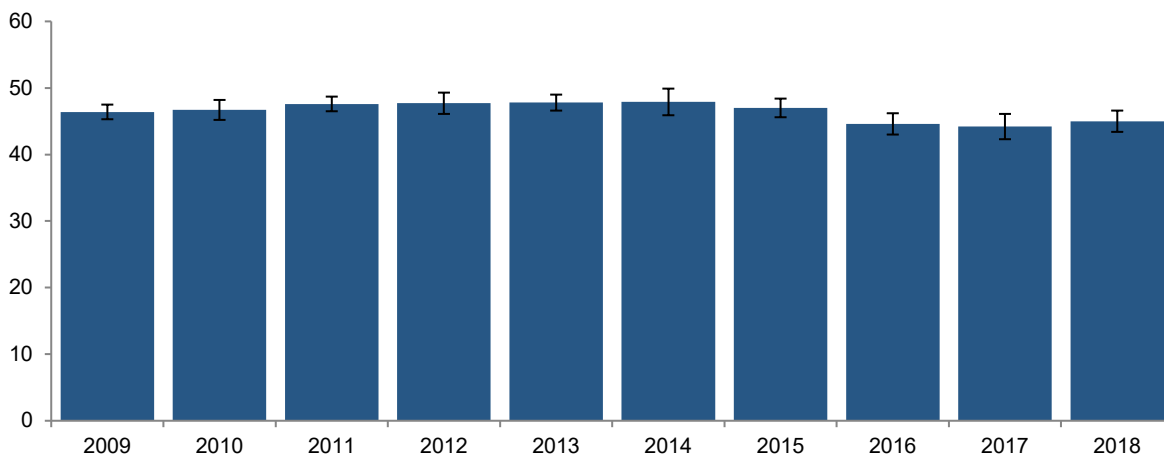
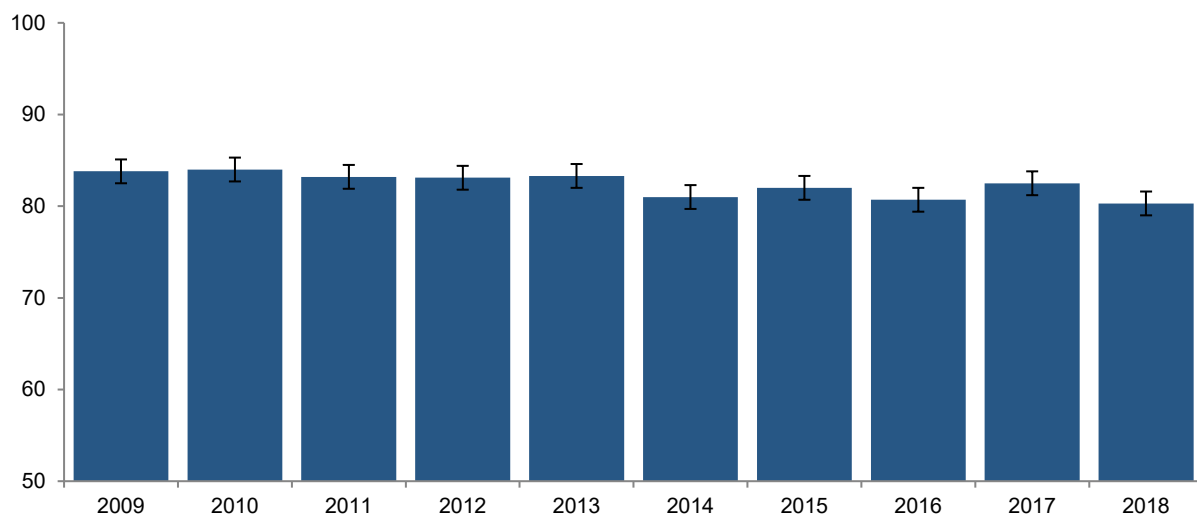


Figure 21 Government-funded subject completers satisfied with the overall quality of training 2009–18 (%)



Tables

Table 1 Key findings for graduates and subject completers, 2017 and 2018 (%)

	Graduates		Subject completers	
	2017	2018	2017	2018
Improved employment status after training				
Employed before training	69.7	67.7	81.8	81.2
Of these: Employed at a higher skill level after training	17.1	18.6	8.0	8.9
Not employed before training	30.3	32.3	18.2	18.8
Of these: Employed after training	47.1	48.4	45.3	47.5
Improved employment status after training	56.8	59.0	43.1	45.8
Employment and further study outcomes				
After training (as at May of the survey year)				
Employed	77.7	77.3	84.2	85.1
Not employed	22.3	22.7	15.8	14.9
Unemployed	14.4	14.2	8.5	7.2
Not in the labour force	7.9	8.5	7.2	7.6
Difference in proportion employed from before training to after	8.0	9.6	2.4	3.9
Employed in first full-time job, started after training	5.3	5.8	3.3	3.8
Employed or in further study after training	86.1	85.4	86.1	87.0
Enrolled in further study after training	30.4	28.9	10.8	8.8
Studying at university	7.7	7.8	6.8	5.3
Studying at a TAFE institute	9.4	9.3	na	na
Studying at a private training or community education provider	9.8	8.3	na	na
Studying at other provider	3.4	3.4	4.1	3.6
Satisfaction outcomes				
Satisfied with teaching	87.1	86.9	90.1	90.8
Satisfied with assessment	89.4	89.0	90.9	91.0
Developed problem-solving skills	78.0	80.0	73.7	77.8
Improved writing skills	51.1	55.8	31.3	38.7
Satisfied with the overall quality of training	87.3	86.8	90.1	90.4
Achieved their main reason for doing the training	84.2	84.2	89.9	90.8
Recommendation				
Recommend training	91.6	91.0	93.9	93.8
Recommend training provider	89.4	89.6	92.8	93.3
Benefits of training				
Of those employed after training:				
Found the training relevant to their current job	79.0	79.0	76.8	79.8
Received at least one job-related benefit	67.5	71.0	45.1	47.9

For notes on tables, see the explanatory notes on page 36.

Table 2 Main reason for undertaking the training for graduates and subject completers, by provider type, 2018 (%)

Reason for training	Provider type				All students
	TAFE	University	Community education provider	Private training provider	
Graduates					
Employment-related	82.8	76.7	81.6	86.9	85.1
Get a job	33.6	31.4	35.5	27.0	29.6
Develop or start own business	7.0	4.9	6.6	7.6	7.3
Try for a different career	12.8	10.6	12.0	9.6	10.8
Get a better job or promotion	6.6	7.0	4.6	7.4	7.0
Requirement of job	10.7	8.9	9.6	16.0	13.8
Gain extra skills for current job	12.3	14.0	13.5	19.3	16.7
Further study: Get into another course of study	6.0	13.4	2.2	1.7	3.4
Personal development	11.2	9.9	16.2	11.3	11.4
Improve general education skills	7.7	7.6	8.3	7.5	7.6
Get skills for community/voluntary work	1.2	0.6	4.6	1.8	1.7
Increase confidence/self-esteem	1.5	0.9	2.2	1.3	1.4
Recreational reasons	0.2	0.1	0.2	0.1	0.1
Other	0.7	0.7	1.0	0.6	0.7
Subject completers					
Employment-related	80.6	79.1	84.8	90.6	88.7
Get a job	17.7	17.2	8.2	15.2	14.5
Develop or start own business	7.2	5.1	1.2	2.6	2.9
Try for a different career	7.2	6.0	1.9	3.0	3.3
Get a better job or promotion	4.2	3.6	1.3	2.6	2.6
Requirement of job	26.3	31.9	57.7	53.1	50.7
Gain extra skills for current job	17.9	15.3	14.5	14.1	14.6
Further study: Get into another course of study	3.1	10.1	1.3	1.0	1.3
Personal development	16.3	10.8	13.8	8.4	10.0
Improve general education skills	9.3	6.4	6.8	4.1	5.1
Get skills for community/voluntary work	3.1	3.0	5.1	2.7	3.1
Increase confidence/self-esteem	1.9	1.1	1.4	0.6	0.9
Recreational reasons	1.2	0.0	0.3	0.6	0.6
Other	0.8	0.2	0.3	0.3	0.4

For notes on tables, see the explanatory notes on page 36.

Table 3 Outcomes and satisfaction for graduates and subject completers, by provider type and main reason for undertaking training, 2018 (%)

Reason for training	Graduates				Subject completers			
	Employed after training	In further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training	Employed after training	In further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training
TAFE								
Employment-related	76.9	30.1	79.9	87.3	83.3	6.8	82.0	84.1
Further study	47.2	68.1	90.4	88.1	49.8	35.4	73.8	77.5
Personal development	52.3	38.3	93.3	88.9	59.2	7.6	88.4	85.9
University								
Employment-related	80.2	32.9	81.8	85.9	83.3	15.4	82.7	82.3
Further study	52.9	77.5	94.7	87.2	39.5*	52.5*	88.5	80.0
Personal development	66.3	43.7	94.0	88.4	48.7*	17.2	85.0	82.8
Community education provider								
Employment-related	76.3	26.7	84.9	87.9	89.3	8.7	93.7	92.9
Further study	54.5	51.3	84.3	87.2	72.4*	39.9*	88.2*	95.5
Personal development	58.4	34.6	92.8	89.7	52.3	8.9	91.0	89.1
Private training provider								
Employment-related	82.0	25.1	84.2	86.2	88.4	8.3	91.7	91.4
Further study	66.0	52.2	86.9	86.2	58.4	35.6	88.5	88.5
Personal development	67.9	30.6	91.7	87.3	68.9	11.0	89.7	87.3
All students								
Employment-related	80.2	26.9	82.9	86.6	87.9	8.3	91.0	90.8
Further study	53.9	63.9	89.7	87.4	57.1	37.0	84.7	86.2
Personal development	62.5	33.6	92.3	88.0	64.0	10.0	89.7	87.3

For notes on tables, see the explanatory notes on page 36.

Table 4 Main reason for not continuing the training for subject completers, by provider type, 2018 (%)

Reason for not continuing training	Provider type				
	TAFE	University	Community education provider	Private training provider	All subject completers
Got what was wanted from training	25.9	20.7	41.3	40.0	34.3
Change in job situation	17.8	13.1	13.6	17.5	17.3
Changed job or started a new job	14.9	12.9	10.9	15.0	14.7
Lost job	2.9	0.2	2.7	2.5	2.6
Training-related reasons	26.1	37.5	23.6	21.8	23.8
Started other training	4.9	9.3	0.5	2.9	3.7
Training no longer related to plans	6.8	7.5	10.4	7.3	7.3
Training was not as expected	9.6	17.0	10.4	8.0	8.9
Training timetable was not flexible enough	4.7	3.6	2.2	3.6	3.9
Personal reasons	25.9	25.9	19.5	12.8	18.3
Other reasons	4.4	2.7	2.1	8.0	6.2

For notes on tables, see the explanatory notes on page 36.

Table 5 Key findings for graduates and subject completers, by provider type, 2018 (%)

	Provider type				
	TAFE	University	Community education provider	Private training provider	All students
Graduates					
Employed before training	62.5	66.5	55.6	71.2	67.7
Of these: Employed at a higher skill level after training	21.7	23.3	19.3	16.9	18.6
Not employed before training	37.5	33.5	44.4	28.8	32.3
Of these: Employed after training	43.0	45.7	50.9	51.9	48.4
Improved employment status after training	56.6	56.5	59.3	60.4	59.0
Employed after training	72.4	75.2	73.0	80.2	77.3
Employed or in further study after training	84.4	88.1	81.2	86.0	85.4
Enrolled in further study after training	33.2	39.9	28.5	26.2	28.9
Satisfied with teaching	87.4	86.1	87.9	86.6	86.9
Satisfied with assessment	89.4	87.8	90.5	88.7	89.0
Developed problem-solving skills	81.3	81.4	82.0	79.2	80.0
Improved writing skills	57.5	54.7	61.2	54.6	55.8
Satisfied with the overall quality of training	87.5	86.4	88.2	86.3	86.8
Achieved main reason for doing the training	82.1	84.7	86.2	85.1	84.2
Recommend training	91.8	91.4	92.6	90.4	91.0
Recommend training provider	91.4	90.4	90.0	88.6	89.6
Of those employed after training:					
Found the training relevant to their current job	77.7	71.6	81.6	79.8	79.0
Received at least one job-related benefit	73.0	67.7	76.3	69.9	71.0
Subject completers					
Employed before training	72.7	73.0	81.0	82.5	81.2
Of these: Employed at a higher skill level after training	10.2	10.6	6.5	9.2	8.9
Not employed before training	27.3	27.0	19.0	17.5	18.8
Of these: Employed after training	39.1	32.9	36.3	51.9	47.5
Improved employment status after training	47.0	42.3	36.9	47.3	45.8
Employed after training	78.3	75.1	84.0	86.4	85.1
Employed or in further study after training	80.7	80.8	85.6	88.2	87.0
Enrolled in further study after training	7.8	19.3	9.1	8.8	8.8
Satisfied with teaching	85.2	81.0	92.8	91.3	90.8
Satisfied with assessment	86.8	83.1	92.8	91.4	91.0
Developed problem-solving skills	74.8	76.1	79.6	77.9	77.8
Improved writing skills	44.0	47.3	33.6	38.7	38.7
Satisfied with the overall quality of training	84.2	82.2	92.4	91.0	90.4
Achieved main reason for doing the training	82.8	83.6	93.2	91.5	90.8
Recommend training	89.4	86.9	95.3	94.3	93.8
Recommend training provider	89.4	86.2	95.5	93.6	93.3
Of those employed after training:					
Found the training relevant to their current job	72.1	69.4	83.3	80.3	79.8
Received at least one job-related benefit	54.0	49.6	38.8	48.7	47.9

For notes on tables, see the explanatory notes on page 36.

Table 6 Key findings for graduates and subject completers, by state/territory of student residence, 2018 (%)

	State/territory of student residence								
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
Graduates									
Employed before training	66.6	66.1	69.2	66.5	67.5	71.6	79.9	79.6	67.7
Of these: Employed at a higher skill level after training	18.9	18.4	18.5	20.3	17.6	18.9	17.1	17.1	18.6
Not employed before training	33.4	33.9	30.8	33.5	32.5	28.4	20.1	20.4	32.3
Of these: Employed after training	45.7	47.6	51.4	50.1	48.8	51.3	56.2	55.1	48.4
Improved employment status after training	59.3	58.1	59.9	60.3	56.5	59.7	65.6	62.2	59.0
Employed after training	76.1	76.1	78.8	78.0	76.8	80.3	86.6	85.4	77.3
Employed or in further study after training	85.5	84.1	85.3	86.0	85.8	89.0	90.3	90.7	85.4
Enrolled in further study after training	31.4	27.6	26.1	28.7	31.0	30.3	29.6	32.1	28.9
Satisfied with teaching	88.2	85.9	86.5	85.8	86.6	87.3	88.6	86.9	86.9
Satisfied with assessment	89.8	87.9	89.0	88.1	89.4	89.5	91.2	88.7	89.0
Developed problem-solving skills	81.9	79.1	79.0	78.8	79.6	80.2	83.4	79.5	80.0
Improved writing skills	58.8	55.8	53.9	52.2	54.4	49.3	60.8	53.9	55.8
Satisfied with the overall quality of training	88.1	85.6	86.3	85.6	87.4	87.4	88.9	85.9	86.8
Achieved main reason for doing the training	85.4	84.5	82.2	83.8	83.8	85.0	88.4	86.0	84.2
Recommend training	92.4	89.9	90.2	90.2	91.1	91.9	94.0	90.4	91.0
Recommend training provider	91.4	87.9	88.9	89.0	90.0	90.9	91.5	89.3	89.6
Of those employed after training:									
Found the training relevant to their current job	80.5	77.4	79.0	78.5	77.7	81.9	84.9	78.1	79.0
Received at least one job-related benefit	72.9	71.2	70.2	71.6	67.2	68.9	70.9	67.9	71.0
Subject completers									
Employed before training	81.2	78.4	83.5	79.3	82.2	83.5	85.8	83.9	81.2
Of these: Employed at a higher skill level after training	7.8	9.5	8.4	9.3	12.1	7.3	8.7	9.8	8.9
Not employed before training	18.8	21.6	16.5	20.7	17.8	16.5	14.2	16.1	18.8
Of these: Employed after training	50.0	42.4	52.2	42.2	48.8	42.8	42.8*	57.5	47.5
Improved employment status after training	45.2	45.8	45.1	43.6	51.0	42.2	50.1	48.5	45.8
Employed after training	86.1	82.3	87.1	83.4	85.0	85.6	88.0	87.1	85.1
Employed or in further study after training	87.3	84.5	89.0	86.0	86.6	88.2	89.5	91.2	87.0
Enrolled in further study after training	8.6	8.5	9.1	9.5	8.1	8.2	9.7	13.6	8.8
Satisfied with teaching	91.9	89.4	91.1	91.0	90.1	88.6	91.8	89.4	90.8
Satisfied with assessment	91.6	89.6	91.7	90.6	91.4	90.9	92.1	92.0	91.0
Developed problem-solving skills	79.0	77.0	78.6	77.1	76.4	75.2	78.9	73.2	77.8
Improved writing skills	39.4	39.3	38.2	36.3	39.3	35.0	40.4	34.6	38.7
Satisfied with the overall quality of training	91.6	89.1	90.8	90.3	89.4	88.1	89.8	90.3	90.4
Achieved main reason for doing the training	92.1	89.0	91.2	89.5	90.0	91.8	91.8	93.5	90.8
Recommend training	94.6	92.5	94.5	94.0	93.1	92.3	93.8	94.3	93.8
Recommend training provider	94.0	92.2	93.8	93.3	92.8	93.5	93.5	93.8	93.3
Of those employed after training:									
Found the training relevant to their current job	81.3	79.2	79.7	78.2	78.1	81.6	82.1	75.5	79.8
Received at least one job-related benefit	46.9	49.6	45.9	46.0	52.8	44.1	52.7	49.7	47.9

For notes on tables, see the explanatory notes on page 36.

Table 7 Outcomes and satisfaction for graduates, by student characteristics, 2018 (%)

	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	80.1	61.3	87.3	84.8	87.6
Females	74.6	56.9	83.5	83.6	86.0
Age group					
18 to 19 years	68.4	54.7	83.6	83.5	87.7
20 to 24 years	74.7	61.8	85.6	85.5	86.3
25 to 44 years	79.4	60.3	85.9	84.7	86.7
45 to 64 years	79.3	56.0	85.5	82.1	86.9
65 years and over	57.3	41.6	67.7	85.5	89.8
Student remoteness (ARIA+) region					
Major cities	75.6	58.1	84.1	83.7	86.6
Inner and outer regional	80.4	60.9	87.7	84.9	87.1
Remote and very remote	87.2	65.1	91.2	89.3	89.3
Indigenous status					
Indigenous	73.2	58.5	82.7	84.4	90.4
Non-Indigenous	77.4	59.1	85.4	84.2	86.7
Disability status (including impairment or long-term condition)					
With a disability	53.5	41.8	72.4	74.4	85.5
Without a disability	79.1	60.5	86.4	85.0	86.9
Speak a language other than English at home					
Other language	65.3	53.6	76.1	83.9	89.2
English	80.6	60.6	87.9	84.3	86.1
SEIFA (IRSD)					
Quintile 1 – most disadvantaged	71.1	55.6	81.2	82.6	87.9
Quintile 2	76.9	59.2	85.3	84.1	87.7
Quintile 3	77.9	59.2	85.6	84.5	86.8
Quintile 4	79.7	60.6	87.2	84.6	85.8
Quintile 5 – least disadvantaged	81.0	61.1	87.9	85.2	85.6
Employment status before training					
Employed	89.5	64.0	93.0	87.4	86.9
Not employed	48.4	48.4	67.3	77.6	87.0
All graduates	77.3	59.0	85.4	84.2	86.8
All graduates in 2017	77.7	56.8	86.1	84.2	87.3

For notes on tables, see the explanatory notes on page 36.

Table 8 Outcomes and satisfaction for subject completers, by student characteristics, 2018 (%)

	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	86.3	49.8	88.1	90.6	90.5
Females	83.7	41.2	85.7	91.0	90.2
Age group					
18 to 19 years	70.1	51.1	77.0	84.2	87.9
20 to 24 years	79.7	54.4	83.8	88.0	88.3
25 to 44 years	87.9	47.3	89.5	91.1	90.4
45 to 64 years	88.8	41.1	89.4	92.3	91.5
65 years and over	57.3	28.4	57.9	94.1	90.5
Student remoteness (ARIA+) region					
Major cities	84.0	46.5	86.0	90.0	90.1
Inner and outer regional	86.5	44.3	88.2	91.7	90.6
Remote and very remote	91.5	48.7	92.2	94.7	91.2
Indigenous status					
Indigenous	76.8	42.6	79.1	86.6	89.5
Non-Indigenous	85.2	45.9	87.1	90.8	90.4
Disability status (including impairment or long-term condition)					
With a disability	62.8	36.8	66.1	80.3	84.3
Without a disability	86.0	46.3	87.8	91.2	90.7
Speak a language other than English at home					
Other language	74.3	50.3	77.1	87.2	89.2
English	86.9	45.0	88.6	91.3	90.5
SEIFA (IRSD)					
Quintile 1 – most disadvantaged	82.5	45.2	84.1	89.1	89.9
Quintile 2	84.7	43.5	86.4	90.1	90.6
Quintile 3	85.3	46.7	87.2	91.0	90.8
Quintile 4	85.3	46.3	87.3	90.8	89.4
Quintile 5 – least disadvantaged	87.1	47.2	89.0	92.1	90.8
Employment status before training					
Employed	92.5	45.3	93.5	93.6	91.9
Not employed	47.5	47.5	53.9	78.1	84.1
All subject completers	85.1	45.8	87.0	90.8	90.4
All subject completers in 2017	84.2	43.1	86.1	89.9	90.1

For notes on tables, see the explanatory notes on page 36.

Table 9 Outcomes and satisfaction for graduates, by training characteristics, 2018 (%)

	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	77.9	58.8	86.2	83.3	84.6
Certificate IV	84.2	58.9	90.8	85.9	86.5
Certificate III	76.5	62.7	84.0	84.3	87.6
Certificate II	68.8	51.2	80.1	82.7	89.0
Certificate I	47.4	36.0	66.0	79.2	85.7
Field of education					
Natural and physical sciences	70.8	55.1	80.9	73.3	87.7
Information technology	51.7	36.2	77.9	72.0	83.0
Engineering and related technologies	85.2	64.9	89.0	85.3	87.4
Architecture and building	88.4	73.6	91.7	88.0	88.2
Agriculture, environmental and related studies	83.7	64.1	89.0	88.2	87.3
Health	82.7	62.5	89.7	85.4	85.2
Education	86.6	65.3	89.8	89.0	86.1
Management and commerce	79.3	56.4	87.0	81.7	86.6
Society and culture	73.2	59.4	82.1	85.0	88.4
Creative arts	62.1	42.8	80.7	76.1	83.2
Food, hospitality and personal services	73.7	60.4	82.1	85.0	84.5
Mixed field programs	41.1	30.3	66.5	81.9	85.6
Training was part of an apprenticeship or traineeship					
Yes	79.8	70.6	85.5	92.3	89.0
No	76.5	55.7	85.4	81.8	86.1
Provider type and funding source					
TAFE					
Commonwealth/state funding	70.1	55.9	83.2	81.8	88.0
Fee-for-service – domestic	82.5	59.4	89.6	83.3	85.4
<i>Sub-total TAFE</i>	<i>72.4</i>	<i>56.6</i>	<i>84.4</i>	<i>82.1</i>	<i>87.5</i>
University					
Commonwealth/state funding	72.0	55.2	86.9	84.2	86.2
Fee-for-service – domestic	91.5	62.9	94.2	87.5	87.2
<i>Sub-total university</i>	<i>75.2</i>	<i>56.5</i>	<i>88.1</i>	<i>84.7</i>	<i>86.4</i>
Community education provider					
Commonwealth/state funding	70.6	59.2	79.4	84.9	88.0
Fee-for-service – domestic	78.3	59.5	85.4	89.1	88.5
<i>Sub-total community education provider</i>	<i>73.0</i>	<i>59.3</i>	<i>81.2</i>	<i>86.2</i>	<i>88.2</i>
Private training provider					
Commonwealth/state funding	78.1	61.5	83.8	83.7	86.9
Fee-for-service – domestic	81.7	59.7	87.6	86.1	85.9
<i>Sub-total private training provider</i>	<i>80.2</i>	<i>60.4</i>	<i>86.0</i>	<i>85.1</i>	<i>86.3</i>
Mode of delivery					
Internal only	72.5	55.7	82.8	82.1	87.4
External only	83.0	59.8	88.6	82.9	83.7
Workplace-based only	85.1	61.9	89.1	89.9	87.0
Other modes or a combination of modes	79.5	64.6	86.9	87.2	87.5
All graduates	77.3	59.0	85.4	84.2	86.8
All graduates 2017	77.7	56.8	86.1	84.2	87.3

For notes on tables, see the explanatory notes on page 36.

Table 10 Outcomes and satisfaction for subject completers, by training characteristics, 2018 (%)

	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	72.7	44.3	78.6	63.9	66.2
Certificate IV	81.7	50.9	84.0	77.3	78.6
Certificate III	78.9	53.5	81.0	82.0	82.0
Certificate II	74.1	46.7	76.4	84.7	86.3
Certificate I	67.9	45.8	71.5	82.1	87.4
Other	80.8	44.3	83.9	90.4	87.6
Statement of attainment	85.0	45.0	86.3	91.9	92.1
Subject only – no qualification	87.3	44.9	88.9	93.5	92.7
Field of education					
Natural and physical sciences	65.8*	34.4*	77.0*	68.3*	72.2*
Information technology	57.1	33.0	66.1	61.7	58.8
Engineering and related technologies	86.9	55.6	88.1	89.2	87.4
Architecture and building	89.9	59.2	91.0	89.9	87.6
Agriculture, environmental and related studies	85.1	54.0	87.5	88.3	83.6
Health	90.1	39.6	90.9	90.6	88.4
Education	86.3	44.1	87.4	85.3	81.3
Management and commerce	76.2	49.6	79.2	75.5	78.8
Society and culture	73.3	43.5	77.1	79.0	81.6
Creative arts	60.3	34.2	64.8	75.2	73.8
Food, hospitality and personal services	75.4	50.9	77.4	77.2	81.6
Mixed field programmes	56.1	37.2	61.4	79.0	84.2
No field of education	87.0	45.0	88.6	93.3	92.7
Training was part of an apprenticeship or traineeship					
Yes	78.5	62.6	81.4	92.0	89.9
No	85.8	44.3	87.5	90.6	90.4
Provider type and funding source					
TAFE					
Commonwealth/state funding	73.2	47.8	75.1	77.4	80.5
Fee-for-service – domestic	83.2	46.1	86.1	88.0	87.7
<i>Sub-total TAFE</i>	<i>78.3</i>	<i>47.0</i>	<i>80.7</i>	<i>82.8</i>	<i>84.2</i>
University					
Commonwealth/state funding	67.5	39.7	75.8	79.1	75.4
Fee-for-service – domestic	84.1	45.5	86.7	88.7	90.1
<i>Sub-total university</i>	<i>75.1</i>	<i>42.3</i>	<i>80.8</i>	<i>83.6</i>	<i>82.2</i>
Community education provider					
Commonwealth/state funding	50.6	30.5	52.9	79.5	81.7
Fee-for-service – domestic	89.0	37.9	90.5	95.3	93.9
<i>Sub-total community education provider</i>	<i>84.0</i>	<i>36.9</i>	<i>85.6</i>	<i>93.2</i>	<i>92.4</i>
Private training provider					
Commonwealth/state funding	72.0	48.2	74.4	76.5	79.8
Fee-for-service – domestic	87.2	47.2	88.9	92.3	91.6
<i>Sub-total private training provider</i>	<i>86.4</i>	<i>47.3</i>	<i>88.2</i>	<i>91.5</i>	<i>91.0</i>
Mode of delivery					
Internal only	83.7	47.0	85.8	91.0	91.5
External only	81.0	51.3	83.1	82.7	83.7
Workplace-based only	92.2	36.6	93.0	95.8	93.1
Other modes or a combination of modes	82.9	50.4	85.5	89.7	88.3
All subject completers	85.1	45.8	87.0	90.8	90.4
All subject completers in 2017	84.2	43.1	86.1	89.9	90.1

For further notes on tables, see the explanatory notes on page 36.

Table 11 Median annual income after training for graduates employed full-time, by student characteristics, 2018 (\$)

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
Sex		
Males	62 400	49 400
Females	49 400	41 000
Age group		
18 to 19 years	33 700	33 800
20 to 24 years	44 700	42 000
25 to 44 years	60 400	50 100
45 to 64 years	67 600	52 000
65 years and over	61 300	67 500
Student remoteness (ARIA+) region		
Major cities	56 400	45 000
Inner and outer regional	55 000	44 900
Remote and very remote	64 900	51 700
Indigenous status		
Indigenous	52 300	45 000
Non-Indigenous	57 000	45 000
Disability status (including impairment or long-term condition)		
With a disability	48 900	41 600
Without a disability	57 200	45 600
Speak a language other than English at home		
Other language	52 000	44 400
English	57 200	45 500
SEIFA (IRSD)		
Quintile 1 – most disadvantaged	52 000	44 000
Quintile 2	54 300	44 200
Quintile 3	56 200	45 000
Quintile 4	58 000	46 200
Quintile 5 – least disadvantaged	62 200	46 800
Employment status before training		
Employed	60 000	47 800
Not employed	45 000	41 600
All graduates	56 600	45 000

For notes on tables, see the explanatory notes on page 36.

Table 12 Median annual income after training for graduates employed full-time, by training characteristics, 2018 (\$)

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
Qualification		
Diploma or higher	60 000	46 800
Certificate IV	65 000	52 000
Certificate III	50 500	43 900
Certificate II	53 700	41 600
Certificate I	50 000	34 800
Field of education		
Natural and physical sciences	48 000	41 500
Information technology	47 400	43 000
Engineering and related technologies	63 800	51 200
Architecture and building	60 200	50 000
Agriculture, environmental and related studies	52 000	44 000
Health	55 400	49 100
Education	62 400	47 400
Management and commerce	59 800	46 400
Society and culture	49 400	41 600
Creative arts	41 500	38 600
Food, hospitality and personal services	42 800	40 200
Mixed field programmes	44 500	38 800
Training was part of an apprenticeship or traineeship		
Yes	48 700	44 200
No	60 100	46 300
Funding source		
Commonwealth/state funding	51 800	43 200
Fee-for-service – domestic	65 000	49 000
Provider type and funding source		
TAFE		
Commonwealth/state funding	50 000	42 300
Fee-for-service – domestic	62 300	46 800
<i>Sub-total TAFE</i>	<i>52 000</i>	<i>43 400</i>
University		
Commonwealth/state funding	52 000	44 000
Fee-for-service – domestic	74 700	57 000
<i>Sub-total university</i>	<i>60 000</i>	<i>44 700</i>
Community education provider		
Commonwealth/state funding	43 000	38 400
Fee-for-service – domestic	56 000	38 000
<i>Sub-total community education provider</i>	<i>46 800</i>	<i>38 300</i>
Private training provider		
Commonwealth/state funding	52 000	44 200
Fee-for-service – domestic	65 000	49 400
<i>Sub-total private training provider</i>	<i>59 800</i>	<i>46 800</i>
All graduates	56 600	45 000

For notes on tables, see the explanatory notes on page 36.

Table 13 Occupational destination and training relevance for graduates, by training characteristics, 2018 (%)

	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 or training relevance not known			
Intended occupation of training activity							
Managers	8.7	58.8	12.3	6.0	85.8	14.2	100.0
Professionals	18.9	35.4	17.1	5.2	76.6	23.4	100.0
Technicians and trades workers	37.1	29.5	12.1	5.1	83.8	16.2	100.0
Community and personal service workers	40.1	20.0	12.3	4.9	77.3	22.7	100.0
Clerical and administrative workers	10.6	44.7	14.5	5.7	75.5	24.5	100.0
Sales workers	25.1	37.3	11.3	6.0	79.7	20.3	100.0
Machinery operators and drivers	20.9	35.6	14.8	6.1	77.4	22.6	100.0
Labourers	13.6	44.7	14.4	6.2	78.9	21.1	100.0
Training was part of an apprenticeship or traineeship							
In a trade occupation course	62.6	19.9	4.2	4.4	91.2	8.8	100.0
In a non-trade occupation course	31.5	31.0	8.2	6.6	77.3	22.7	100.0
All graduates	27.2	31.5	13.1	5.2	77.3	22.7	100.0
All graduates in 2017	29.9	30.9	13.6	3.0	77.7	22.3	100.0

For notes on tables, see the explanatory notes on page 36.

Table 14 Key findings for graduates and subject completers, by funding source, 2018 (%)

	Commonwealth/ state funding	Funding source Fee-for-service – domestic	All students
Graduates			
Employed before training	61.7	75.6	67.7
Of these: Employed at a higher skill level after training	21.4	15.7	18.6
Not employed before training	38.3	24.4	32.3
Of these: Employed after training	47.5	50.3	48.4
Improved employment status after training	58.6	59.7	59.0
Employed after training	73.8	81.8	77.3
Employed or in further study after training	83.4	87.9	85.4
Enrolled in further study after training	29.3	28.4	28.9
Satisfied with teaching	87.6	85.8	86.9
Satisfied with assessment	89.5	88.3	89.0
Developed problem-solving skills	81.3	78.4	80.0
Improved writing skills	57.1	54.0	55.8
Satisfied with the overall quality of training	87.4	85.9	86.8
Achieved main reason for doing the training	82.9	85.9	84.2
Recommend training	91.7	90.0	91.0
Recommend training provider	90.3	88.6	89.6
Of those employed after training:			
Found the training relevant to their current job	79.0	79.0	79.0
Received at least one job-related benefit	74.0	67.4	71.0
Subject completers			
Employed before training	61.4	83.7	81.2
Of these: Employed at a higher skill level after training	13.2	8.5	8.9
Not employed before training	38.6	16.3	18.8
Of these: Employed after training	33.3	51.8	47.5
Improved employment status after training	45.0	45.9	45.8
Employed after training	69.0	87.1	85.1
Employed or in further study after training	71.4	88.9	87.0
Enrolled in further study after training	7.6	9.0	8.8
Satisfied with teaching	82.4	91.8	90.8
Satisfied with assessment	83.3	92.0	91.0
Developed problem-solving skills	73.7	78.3	77.8
Improved writing skills	48.9	37.3	38.7
Satisfied with the overall quality of training	80.3	91.6	90.4
Achieved main reason for doing the training	77.5	92.4	90.8
Recommend training	86.6	94.7	93.8
Recommend training provider	86.0	94.3	93.3
Of those employed after training:			
Found the training relevant to their current job	72.3	80.5	79.8
Received at least one job-related benefit	58.3	46.9	47.9

For notes on tables, see the explanatory notes on page 36.

Table 15 Key findings for Commonwealth- or state-funded graduates and subject completers by state/territory of funding, 2018 (%)

	State/territory of funding								
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
Graduates									
Employed before training	60.0	60.3	63.2	61.4	61.8	68.1	77.8	76.0	61.7
Of these: Employed at a higher skill level after training	21.1	21.9	21.0	25.3	20.8	20.9	19.3	19.8	21.4
Not employed before training	40.0	39.7	36.8	38.6	38.2	31.9	22.2	24.0	38.3
Of these: Employed after training	42.7	47.5	53.1	52.0	45.8	50.9	55.7	56.6	47.5
Improved employment status after training	57.0	57.8	61.4	62.8	55.0	59.2	66.6	64.6	58.6
Employed after training	71.4	73.2	76.2	76.5	72.2	78.4	85.7	84.9	73.8
Employed or in further study after training	83.5	82.7	82.7	85.0	83.3	88.1	90.0	92.3	83.4
Enrolled in further study after training	33.5	29.0	23.3	26.8	31.3	31.3	28.9	38.3	29.3
Satisfied with teaching	89.3	85.6	87.9	86.4	87.3	88.5	89.0	86.5	87.6
Satisfied with assessment	90.5	87.8	89.9	88.4	89.4	90.3	92.1	88.2	89.5
Developed problem-solving skills	83.1	80.2	80.6	78.8	81.1	81.5	85.5	80.7	81.3
Improved writing skills	59.6	57.7	54.9	53.2	56.7	50.7	64.0	56.7	57.1
Satisfied with the overall quality of training	89.2	85.2	87.5	85.6	87.8	88.3	89.7	85.5	87.4
Achieved main reason for doing the training	83.9	83.1	80.8	82.8	82.1	84.2	88.9	85.3	82.9
Recommend training	93.4	89.9	91.3	91.0	91.7	92.4	94.8	90.5	91.7
Recommend training provider	92.5	87.5	90.1	89.3	90.7	92.0	91.5	88.9	90.3
Of those employed after training:									
Found the training relevant to their current job	80.4	76.6	78.6	81.7	78.9	81.6	85.9	77.7	79.0
Received at least one job-related benefit	74.7	73.9	74.6	77.1	70.8	69.9	72.5	72.8	74.0
Subject completers									
Employed before training	65.1	50.8	66.9	54.9	68.8	72.4	82.6	75.3	61.4
Of these: Employed at a higher skill level after training	9.5	13.2	17.4	14.0	21.9	14.6	10.3	17.8	13.2
Not employed before training	34.9	49.2	33.1	45.1	31.2	27.6	17.4	24.7	38.6
Of these: Employed after training	35.0	26.7	42.0	40.0	36.2	41.7*	41.4*	56.6*	33.3
Improved employment status after training	43.3	41.9	50.7	45.6	49.7	46.5	55.1	53.6	45.0
Employed after training	72.0	59.0	74.4	69.4	74.9	78.7	84.9	85.0	69.0
Employed or in further study after training	73.1	62.1	77.3	72.1	77.0	82.2	86.9	88.7	71.4
Enrolled in further study after training	6.2	7.5	7.9	8.8	6.1	9.6	11.6	12.9	7.6
Satisfied with teaching	86.3	78.7	81.5	79.8	81.2	82.8	85.6	81.5	82.4
Satisfied with assessment	86.0	77.7	85.9	82.4	84.9	87.7	89.8	82.8	83.3
Developed problem-solving skills	75.7	69.9	73.0	75.1	75.2	73.9	78.6	75.0	73.7
Improved writing skills	47.7	50.2	45.5	47.9	50.8	41.7	53.6	44.5	48.9
Satisfied with the overall quality of training	84.9	76.6	76.2	77.6	79.6	82.8	85.9	76.2	80.3
Achieved main reason for doing the training	79.3	74.4	73.9	74.5	78.2	85.9	88.9	82.3	77.5
Recommend training	89.8	82.4	86.6	85.6	86.4	87.4	93.1	88.9	86.6
Recommend training provider	90.3	82.1	83.6	82.6	85.7	88.8	89.9	88.6	86.0
Of those employed after training:									
Found the training relevant to their current job	73.7	67.2	75.1	66.2	72.4	77.8	74.8	73.5	72.3
Received at least one job-related benefit	53.6	65.4	60.5	58.5	57.0	48.9	60.7	57.3	58.3

For notes on tables, see the explanatory notes on page 36.

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

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Graduates										
Employed before training	75.2	72.6	72.3	70.6	72.1	70.3	65.2	65.4	63.8	61.7
Of these: Employed at a higher skill level after training	27.1	24.1	22.2	19.7	17.5	15.7	17.2	19.6	20.5	21.4
Not employed before training	24.8	27.4	27.7	29.4	27.9	29.7	34.8	34.6	36.2	38.3
Of these: Employed after training	48.6	47.2	48.2	47.9	44.2	44.4	41.9	44.1	45.2	47.5
Improved employment status after training	65.0	62.3	64.2	62.9	60.7	59.6	58.7	54.7	55.7	58.6
Employed after training	79.5	77.2	78.6	77.9	77.6	76.9	73.6	73.4	73.5	73.8
Employed or in further study after training	89.6	87.7	88.2	88.3	87.8	87.7	84.8	84.7	83.8	83.4
Enrolled in further study after training	35.4	34.5	34.5	36.4	35.1	35.2	32.5	32.8	30.4	29.3
Satisfied with teaching	90.3	89.8	90.7	91.4	90.1	89.9	89.4	86.1	87.7	87.6
Satisfied with assessment	88.8	88.8	89.7	90.1	88.9	88.9	88.7	87.8	89.7	89.5
Developed problem-solving skills	76.2	76.3	77.0	77.4	77.3	76.4	77.0	76.8	79.1	81.3
Improved writing skills	na	na	na	na	na	na	na	50.8	52.8	57.1
Satisfied with the overall quality of training	88.6	88.4	88.7	89.0	87.3	87.5	86.6	86.2	87.8	87.4
Achieved main reason for doing the training	85.7	84.3	85.1	84.4	83.0	81.9	79.7	82.2	82.8	82.9
Recommend training	94.0	93.5	93.8	93.4	92.2	91.1	89.5	90.8	92.1	91.7
Recommend training provider	92.5	92.0	91.7	91.3	90.2	89.9	88.3	88.6	90.0	90.3
Of those employed after training:										
Found the training relevant to their current job	79.8	79.9	80.6	80.0	80.6	78.0	78.6	76.7	78.7	79.0
Received at least one job-related benefit	77.1	75.4	77.2	75.9	74.1	72.9	75.7	68.6	69.9	74.0
Subject completers										
Employed before training	70.3	69.4	67.1	65.0	69.5	66.5	62.0	62.4	65.2	61.4
Of these: Employed at a higher skill level after training	15.1	15.1	12.2	12.7	9.2	12.2	10.2	12.9	13.0	13.2
Not employed before training	29.7	30.6	32.9	35.0	30.5	33.5	38.0	37.6	34.8	38.6
Of these: Employed after training	29.1	32.3	32.8	33.6	32.2	32.1	32.6	35.5	34.3	33.3
Improved employment status after training	46.4	46.7	47.6	47.7	47.8	47.9	47.0	44.6	44.2	45.0
Employed after training	69.7	70.6	69.9	68.7	71.3	69.3	67.1	67.6	70.7	69.0
Employed or in further study after training	73.7	73.4	73.0	72.1	74.9	72.8	71.4	70.8	73.6	71.4
Enrolled in further study after training	9.3	8.2	8.4	9.1	10.3	9.9	10.1	8.8	9.8	7.6
Satisfied with teaching	88.1	88.7	87.6	88.0	88.2	87.4	87.4	82.3	84.0	82.4
Satisfied with assessment	83.8	84.0	83.9	84.7	85.1	82.5	84.3	83.4	85.6	83.3
Developed problem-solving skills	67.3	68.1	69.0	69.4	70.7	68.8	69.5	70.2	74.2	73.7
Improved writing skills	na	na	na	na	na	na	na	43.9	41.4	48.9
Satisfied with the overall quality of training	83.8	84.0	83.2	83.1	83.3	81.0	82.0	80.7	82.5	80.3
Achieved main reason for doing the training	80.0	78.7	78.2	78.6	79.4	76.6	75.2	75.9	79.8	77.5
Recommend training	90.0	89.2	88.8	88.4	87.6	87.0	85.3	85.7	88.4	86.6
Recommend training provider	90.6	88.9	88.1	87.9	86.7	86.6	84.7	84.1	87.1	86.0
Of those employed after training:										
Found the training relevant to their current job	66.8	66.1	68.2	67.7	71.0	69.0	69.0	68.5	72.3	72.3
Received at least one job-related benefit	60.5	59.1	61.8	62.3	61.7	63.1	63.9	55.4	54.2	58.3

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 36.

Table 17 Number of graduate and subject completer respondents, by key characteristics, 2018

Student characteristics	Graduates	Subject completers
State/territory of student residence		
New South Wales	47 980	17 468
Victoria	34 135	15 270
Queensland	31 706	14 424
South Australia	7 675	4 919
Western Australia	13 943	6 485
Tasmania	3 988	1 637
Northern Territory	1 765	1 211
Australian Capital Territory	2 660	1 678
Funding source		
Commonwealth/state funding	83 283	8 316
Fee-for-service – domestic	60 569	54 776
Provider type		
TAFE	47 920	7 292
University	4 324	819
Community education provider	6 374	6 186
Private training provider	85 234	48 795
Age group		
18 to 19 years	9 939	2 505
20 to 24 years	25 117	5 938
25 to 44 years	67 585	26 257
45 to 64 years	39 399	25 924
65 years and over	1 812	2 468
Females	83 252	30 606
Indigenous	5 362	1 785
With a disability	11 286	3 176
Speak a language other than English at home	32 102	8 638
From remote/very remote areas	2 816	2 257
Quintile 1 – most disadvantaged	29 482	11 180
Total	143 852	63 092

For further notes on tables, see the explanatory notes on page 36.

Terms

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

Improved employment status is at least one of:

- employment status changing from not employed before training (both unemployed and not in the labour force) to employed either full-time or part-time after training
- employed at a higher skill level after training
- received a job-related benefit after completing their training.

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

Job-related benefits are based on those employed after training who reported receiving a job-related benefit from the training, including set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits.

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 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.

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/research-and-statistics/collection/student-outcomes/vet-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 First edition, 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 or subject completers who completed VET qualifications or VET subjects.

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 2017, using data collected in mid-2018. 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 and onwards National Student Outcomes Surveys exclude 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 at non-VET institutes such as universities, as by definition subject completers have left the VET system.
- 9 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 'Qualification' in the training characteristics tables refers to the qualification level completed for the graduates and the qualification level enrolled in for the subject completers.

Reporting changes

- 11 Prior to 2016, information on student characteristics, such as disability status and Indigenous status, was asked of respondents. In 2016, this information was sourced from the National VET Provider Collection. From the 2017 surveys and onwards, information on student characteristics was asked of respondents only when missing from the National VET Provider Collection.
- 12 Income is imputed to remove outliers. In 2018, there were minor changes to the imputation.
- 13 In 2018, subject completers who enrolled in a subject only did not answer the question on the main reason for not continuing the training. This represents a change in the questionnaire and consequently data on reason for not continuing the training reported in previous publications should not be compared with 2018 data.
- 14 A small number of potential subject completers who had enrolled in further study in the VET system after training were incorrectly classified as actual subject completers in 2016 and 2017. The classification has been applied correctly to 2018 survey results. The misclassification of these students had no statistically significant effect on the survey results, as such the correction was not applied to 2016 and 2017 data.

Changes only applicable to government-funded student outcomes data

- 15 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 2017 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.
- 16 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/research-and-statistics/collection/student-outcomes/vet-student-outcomes>>).
- 17 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/research-and-statistics/collection/student-outcomes/vet-student-outcomes>>).
- 18 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.
- 19 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.
- 20 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.

- 21 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 the 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 as completing a qualification and were deemed eligible for that qualification via a logistic regression model. From the 2017 surveys and onwards, 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/research-and-statistics/collection/student-outcomes/vet-student-outcomes>>.

Australian Bureau of Statistics data

- 22 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>.
- 23 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>>.
- 24 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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