

Australian vocational education and training statistics

Total VET graduate outcomes 2016



National Centre for Vocational Education Research

Highlights

This publication provides a summary of the outcomes of graduates who completed their vocational education and training (VET) in Australia during 2015 and were awarded a qualification. For the first time, the outcomes of all graduates are reported; that is, those in receipt of Commonwealth or state funding and those who paid for their training. The original publication on graduate outcomes only collected information about students who completed government-funded training.

Reason for training

- 84.0% of graduates undertook training for employment-related reasons, 12.3% for personal reasons, and 3.8% for further study reasons.
- 83.2% of graduates fully or partly achieved their main reason for training.

Employment and further study outcomes

- 77.6% of graduates were employed after training.
- 31.5% were enrolled in further study after training.
- 86.5% of graduates were employed or enrolled in further study after training.

Satisfaction with training

- 86.1% of graduates were satisfied with the overall quality of the training.
- 90.6% would recommend the training.
- 88.0% of graduates would recommend their training provider.

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This document should be attributed as NCVER 2016, *Australian vocational education and training statistics: total VET graduate outcomes 2016*, NCVER, Adelaide.

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

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

ISBN: 978 1 925173 64 2

TD/TNC 125.12

Published by NCVER

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Introduction

This publication provides a summary of the outcomes of graduates who completed their vocational education and training (VET) in Australia during 2015 and were awarded a qualification. For the first time, the outcomes of all graduates are reported; that is, those in receipt of Commonwealth or state funding and those who paid for their training. The figures are derived from the National Student Outcomes Survey, which is an annual survey of students who have an Australian address as their usual address.

The mandatory reporting of nationally recognised training activity to the National VET Provider Collection provided a sampling frame to expand the scope of the National Student Outcomes Survey to include fee-for-service graduates (those who paid for the training or whose employer paid for the training) from private training and community education providers. Previously, the survey only covered students who completed government-funded training, broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers.

Information is presented on graduates' reasons for training and their employment outcomes, satisfaction with training and further study outcomes. As this is the first year of reporting under the expanded scope, information is only presented for 2016.

About this publication

This publication presents data on students who completed a nationally recognised course in Australia's VET system. This includes courses delivered by:

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

The survey excludes:

- offshore and onshore overseas students
- students who undertook recreational, leisure or personal enrichment (short) courses
- students who undertook VET delivered in schools, where training activity was undertaken as part of a senior secondary certificate
- students under 15 years of age.

For information about the number of survey respondents and their characteristics, see table 10. For information about the scope of this publication, see the Explanatory notes section on page 22.

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 been included and responded to the survey.

For further technical details, please refer to Technical notes at <http://www.ncver.edu.au/publications/2887.html>.

More information

For additional data tables and 95% confidence intervals for the tables in this publication, refer to the data tab at <<http://www.ncver.edu.au/publications/2887.html>>. Confidence intervals allow data users to determine the amount of certainty (or error) in a reported measure when comparing groups. This is important, given that measures are based on information provided by a sample rather than a population.

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

Information on the outcomes and satisfaction of government-funded students is provided in the publication *Australian vocational education and training statistics: government-funded student outcomes 2016*, available at <<https://www.ncver.edu.au/data/collection/student-outcomes/government-funded-student-outcomes>>. The scope of this publication differs from *Government-funded student outcomes*, in that the government-funded series does not include fee-for-service graduates at private training providers or community education providers. The differences in the data reported in these two publications are outlined in the 'What are the differences between total VET and government-funded student outcomes? fact sheet', available at <<http://www.ncver.edu.au/statistic/21065.html>>.

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>>.

Of the 43 945 VET graduates who responded to the survey, 25 025 graduates were from private training providers, 12 797 graduates were studying at TAFE institutes, 4 049 graduates were from community education providers and 2 074 graduates were studying VET qualifications at universities.

Main reason for training

- 84.0% of graduates undertook training for employment-related reasons, 12.3% for personal reasons, and 3.8% for further study reasons. *Table 1*
 - A higher proportion of graduates undertook training at private training providers for employment-related reasons (86.3%) than those studying at other types of providers. *Table 1 & figure 1*
 - A higher proportion of graduates undertook training at universities (16.1%) and TAFE institutes (6.3%) to get into another course of study than at community education (2.4%) and private training providers (2.0%). *Table 1 & figure 2*

Figure 1 Graduates who undertook the training for employment-related reasons, by provider type, 2016 (%)

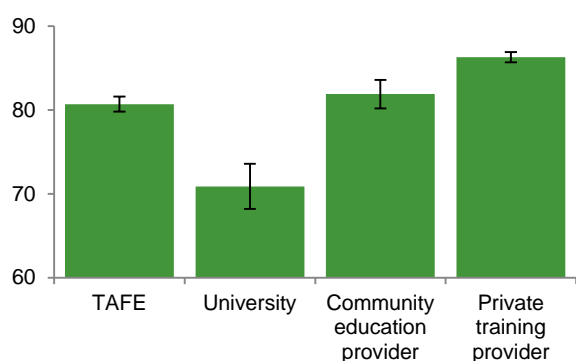
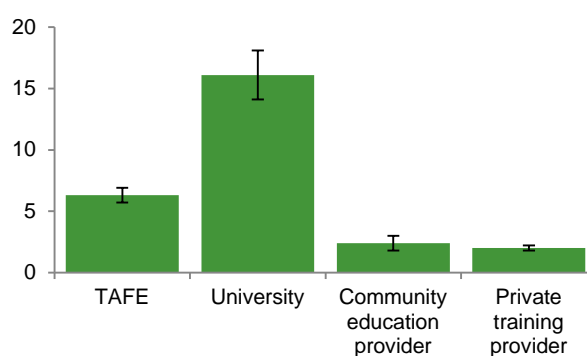


Figure 2 Graduates who undertook the training to get into another course of study, by provider type, 2016 (%)



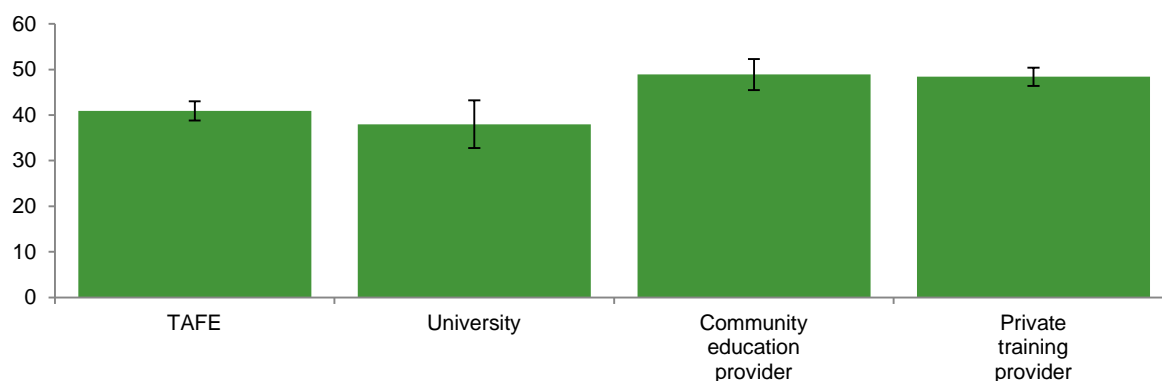
Note: The black bars at the top of each column are confidence intervals. These provide a measure of the sampling variability of an estimate.

- 83.2% of graduates fully or partly achieved their main reason for undertaking training. *Table 3*

Employment outcomes

- 77.6% of graduates were employed after training. *Table 3*
- 55.5% of graduates had an improved employment status after training. *Table 3*
- 29.0% of graduates were not employed before training. Of these, 45.3% were employed after training. *Table 3 & figure 3*
 - Proportions were similar for graduates from TAFE institutes and universities, but higher for graduates from community education and private training providers.

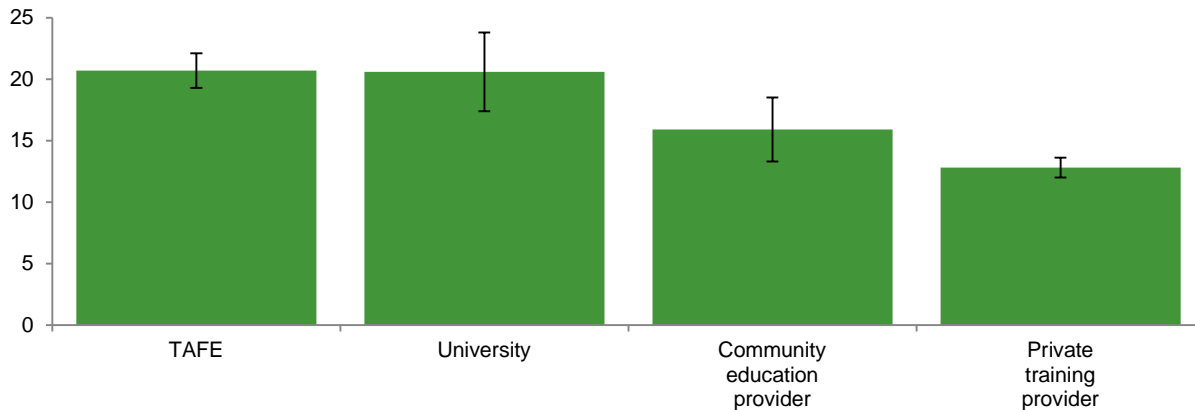
Figure 3 Graduates not employed before training who were employed after training, by provider type, 2016 (%)



Note: The black bars at the top of each column are confidence intervals. These provide a measure of the sampling variability of an estimate.

- 71.0% of graduates were employed before training. Of these, 15.3% were employed at a higher skill level after training. *Table 3*
 - Proportions were similar for graduates from TAFE institutes and universities, but lower for graduates from community education and private training providers. *Table 3 & figure 4*

Figure 4 Graduates employed before training who were employed at a higher skill level after training, by provider type, 2016 (%)



Note: The black bars at the top of each column are confidence intervals. These provide a measure of the sampling variability of an estimate.

- 28.8% of graduates were employed after training in the same occupation as their training course. *Table 9*
 - A further 30.9% were employed in a different occupation but found the training relevant to their current job. *Table 9*
- The median annual income of graduates employed full-time after training was \$56 000. *Table 7*
 - The median annual income for male graduates was \$60 000 and \$50 000 for female graduates. *Table 8*
 - By field of education, the median annual income was highest for graduates in Education (\$66 000) and Engineering and related technologies (\$59 900). *Table 8*
 - The median annual income was lowest for graduates in Food, hospitality and personal services (\$41 700) and Mixed field programmes (\$41 900). *Table 8*
- The median annual income of graduates employed in their first full-time job after training was \$44 000. *Table 7*

Apprentice and trainee employment outcomes

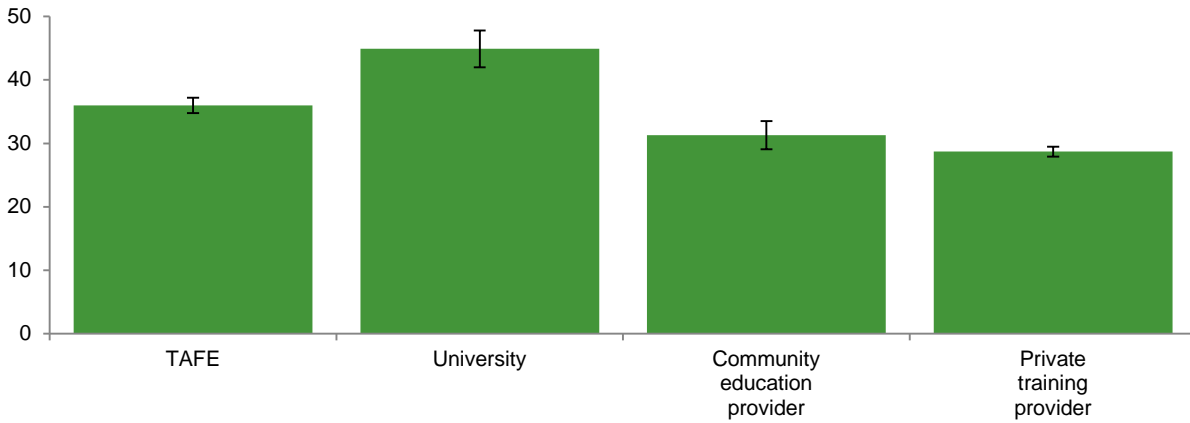
- 82.2% of graduates who undertook their training as part of an apprenticeship or traineeship were employed after training. *Table 6*
 - The median annual income of graduates employed full-time after training who undertook training as part of an apprenticeship or traineeship was \$47 100. *Table 8*
- 91.7% of apprentice and trainee graduates in a trade occupation course were employed after training. *Table 9*
 - 67.0% of graduates who undertook the training as part of an apprenticeship or traineeship in a trade occupation course were employed in the same occupation as their training course. *Table 9*
- 79.4% of apprentice and trainee graduates in a non-trade occupation course were employed after training. *Table 9*
 - 37.6% of graduates who undertook the training as part of an apprenticeship or traineeship in a non-trade occupation course were employed in the same occupation as their training course. *Table 9*

Further study outcomes

- 31.5% of graduates were enrolled in further study after training.
 - A higher proportion of VET graduates from university were enrolled in further study after training (44.9%), compared with graduates from other types of providers.

Table 3
Table 3 & figure 5

Figure 5 Graduates enrolled in further study after training, by provider type, 2016 (%)



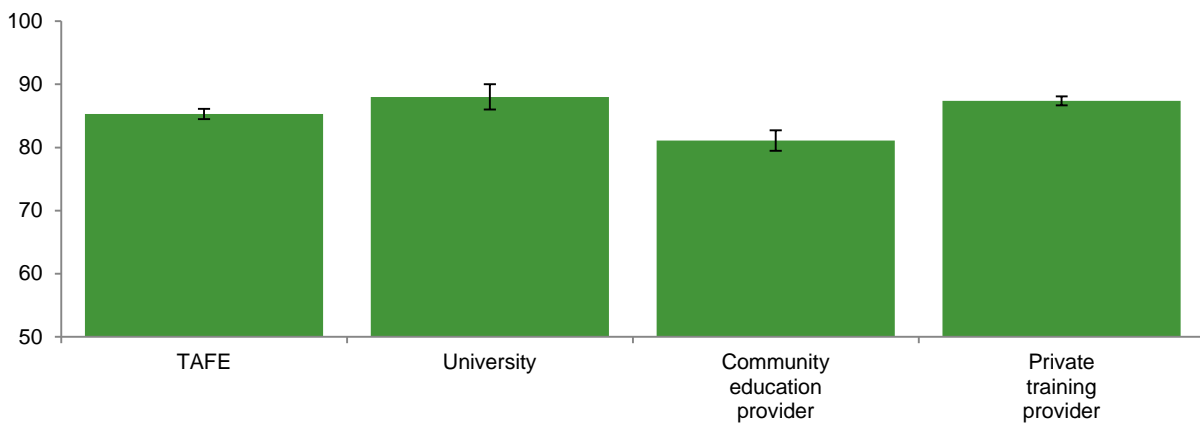
Note: The black bars at the top of each column are confidence intervals. These provide a measure of the sampling variability of an estimate.

Employment and further study outcomes

- 86.5% of graduates were employed or in further study after training.
 - A higher proportion of VET graduates from university (88.0%) and private training providers (87.4%) were employed or in further study after training, compared with graduates from other types of providers.

Table 3
Table 3 & figure 6

Figure 6 Graduates employed or in further study after training, by provider type, 2016 (%)



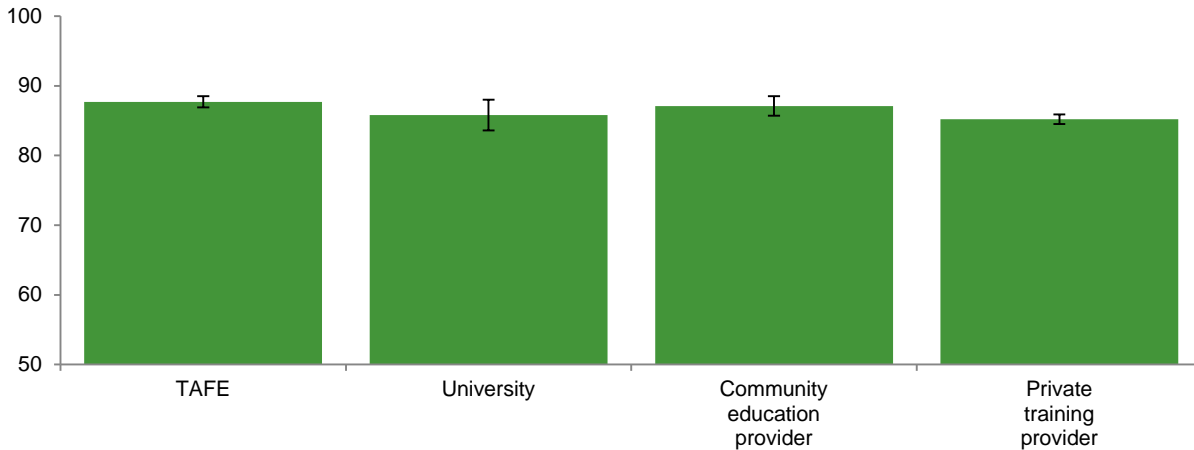
Note: The black bars at the top of each column are confidence intervals. These provide a measure of the sampling variability of an estimate.

Satisfaction with training

- 86.1% of graduates were satisfied with the overall quality of training.
 - A higher proportion of graduates from TAFE institutes (87.7%) and community education providers (87.1%) were satisfied with the overall quality of training, compared with graduates from private training providers (85.2%).

Table 3 & figure 7

Figure 7 Graduates satisfied with the overall quality of training, by provider type, 2016 (%)



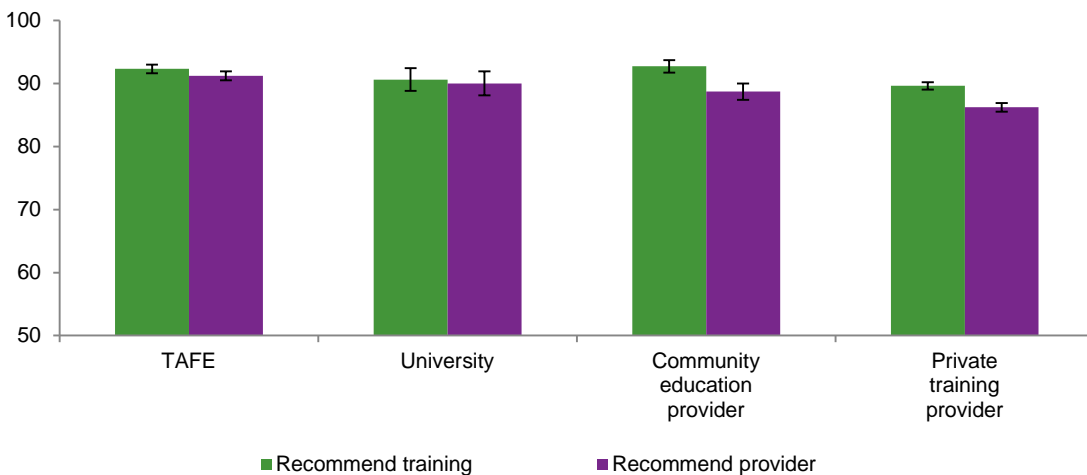
Note: The black bars at the top of each column are confidence intervals. These provide a measure of the sampling variability of an estimate.

- 90.6% of graduates would recommend the training.
 - Proportions were similar for graduates from TAFE institutes and community education providers, but lower for graduates from private training providers.
- 88.0% of graduates would recommend their training provider.
 - A lower proportion of graduates from private training providers would recommend their training provider, compared with graduates from other types of providers.

Table 3
Table 3 & figure 8

Table 3
Table 3 & figure 8

Figure 8 Graduates who would recommend the training and the training provider, by provider type, 2016 (%)



Note: The black bars at the top of each column are confidence intervals. These provide a measure of the sampling variability of an estimate.

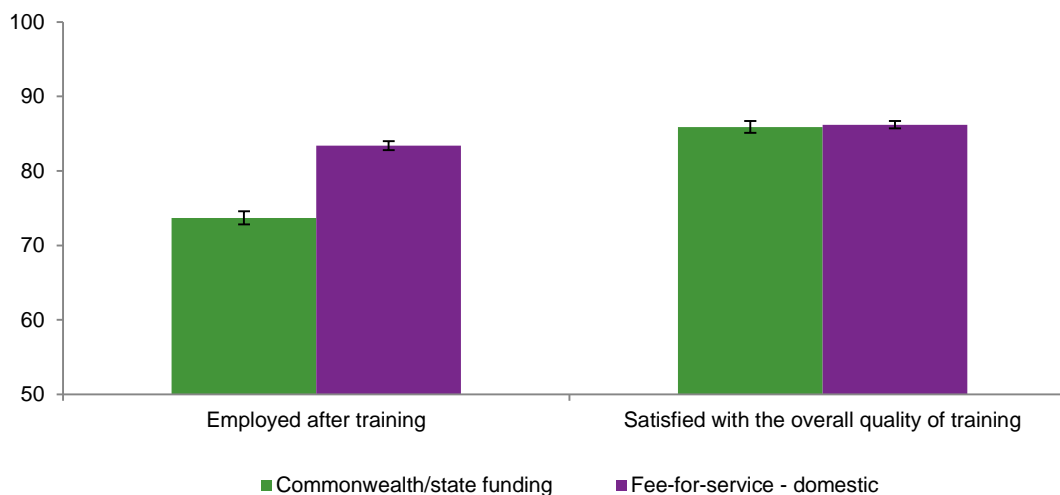
Funding source

- 73.7% of graduates whose training was Commonwealth- or state-funded were employed after training, compared with 83.4% of fee-for-service graduates.
- 85.9% of graduates whose training was Commonwealth- or state-funded were satisfied with the overall quality of the training, similar to fee-for-service graduates.

Table 6 & figure 9

Table 6 & figure 9

Figure 9 Graduates employed after training and satisfaction with the overall quality of training, by provider type, 2016 (%)



Notes: Graduates who completed training that included both Commonwealth/state-funded and fee-for-service subjects are reported as 'Commonwealth/state-funded'. The black bars at the top of each column are confidence intervals. These provide a measure of the sampling variability of an estimate.

Tables

Table 1 Main reason for undertaking the training, by provider type for total VET graduates, 2016 (%)

	Provider type				All graduates
	TAFE	University	Community education provider	Private training provider	
Employment-related	80.7	70.9	81.9	86.3	84.0
Get a job	26.6	24.3	27.2	21.9	23.6
To develop or start my own business	6.2	5.2	8.5	7.2	6.9
Try for a different career	12.6	8.2	11.9	10.5	11.1
Get a better job or promotion	7.1	6.7	4.7	7.6	7.3
It was a requirement of my job	12.7	11.3	11.2	18.0	15.9
Gain extra skills for current job	15.5	15.1	18.3	21.2	19.2
Further study: to get into another course of study	6.3	16.1	2.4	2.0	3.8
Personal development	13.0	13.1	15.7	11.6	12.3
To improve my general education skills	9.1	10.3	9.1	8.3	8.6
To get skills for community/voluntary work	1.5	1.6	4.0	1.4	1.5
To increase my confidence/self-esteem	1.7	0.8	2.3	1.5	1.6
For recreational reasons	0.7	0.3	np	0.3	0.4
Other	0.1	np	0.2	0.2	0.2

For notes on tables, see the explanatory notes on page 22.

Table 2 Outcomes and satisfaction for total VET graduates, by provider type and main reason for undertaking training, 2016 (%)

Reason for training	Employed after training	In further study	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
TAFE				
Employment-related	77.8	32.6	80.9	87.0
Further study	43.7	73.4	91.7	90.1
Personal development	53.8	39.6	94.4	91.0
University				
Employment-related	79.1	35.9	81.5	84.3
Further study	53.8	82.5	94.5	87.9
Personal development	60.8	49.8	96.1	90.4
Community education provider				
Employment-related	73.9	29.1	83.5	85.9
Further study	49.9	54.0	89.8	93.3
Personal development	57.3	39.0	94.1	93.6
Private training provider				
Employment-related	82.9	27.7	81.8	85.4
Further study	63.0	60.0	88.7	81.9
Personal development	68.5	31.4	89.2	83.9
All graduates				
Employment-related	81.0	29.4	81.6	85.9
Further study	51.5	69.4	90.9	87.2
Personal development	62.8	35.1	91.4	86.9
All graduates	77.6	31.5	83.2	86.1

For notes on tables, see the explanatory notes on page 22.

Table 3 Key findings for total VET graduates, by provider type, 2016 (%)

	Provider type				All graduates
	TAFE	University	Community education provider	Private training provider	
Employment and further study outcomes					
After training (as at 27 May 2016)					
Employed	72.5	72.7	70.6	80.9	77.6
Not employed	27.5	27.3	29.4	19.1	22.4
Unemployed	16.4	15.9	19.1	12.7	14.2
Not in the labour force	11.0	11.0	10.1	6.3	8.0
Employed before training	65.5	69.8	57.9	74.8	71.0
Difference in proportion employed from before training to after	7.1	2.9	12.7	6.1	6.6
Employed in first full-time job, started after training	5.0	5.4	4.1	4.7	4.8
Employed or in further study after training	85.3	88.0	81.1	87.4	86.5
Enrolled in further study after training	36.0	44.9	31.3	28.7	31.5
Studying at university	8.4	27.8	6.5	6.1	7.4
Studying at a TAFE institute	20.0	12.5	5.6	4.2	9.4
Studying at a private training provider or community education provider	4.9	3.2	13.4	13.6	10.6
Studying at a secondary school or other provider	2.6	1.3	5.6	4.6	3.9
Satisfaction outcomes					
Satisfied with teaching	87.3	83.6	87.5	85.3	86.0
Satisfied with assessment	89.5	87.1	90.1	87.8	88.4
Satisfied with problem-solving skills	78.4	76.2	79.8	73.5	75.3
Satisfied with writing skills	52.6	49.9	55.0	45.7	48.4
Satisfied with the overall quality of training	87.7	85.8	87.1	85.2	86.1
Fully or partly achieved their main reason for doing the training	83.4	85.5	85.4	82.8	83.2
Recommendation					
Recommend training	92.3	90.6	92.7	89.6	90.6
Recommend training provider	91.2	90.0	88.7	86.2	88.0
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	77.6	72.0	82.2	78.1	78.0
Received at least one job-related benefit	68.7	67.2	70.3	65.0	66.4
Improved employment status after training					
Of those employed before training					
Employed at a higher skill level after training	20.7	20.6	15.9	12.8	15.3
Of those not employed before training					
Employed after training	40.9	38.0	48.9	48.4	45.3
Improved employment status after training	54.1	53.4	53.4	56.5	55.5

For notes on tables, see the explanatory notes on page 22.

Table 4 Key findings for total VET graduates, by state/territory of student residence and provider type, 2016 (%)

	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
TAFE									
Employed after training	69.9	77.3	74.0	70.8	71.1	75.0	80.5	80.4	72.5
Employed or in further study after training	85.0	86.1	85.5	84.6	84.2	87.6	83.6	89.9	85.3
Enrolled in further study after training	38.9	30.1	33.8	35.4	37.5	37.8	26.8	40.8	36.0
Satisfied with teaching	88.2	84.8	86.0	89.3	87.8	89.3	90.6	87.1	87.3
Satisfied with assessment	89.5	88.3	89.3	91.2	90.1	90.4	93.7	89.4	89.5
Satisfied with problem-solving skills	79.9	74.4	76.9	77.4	81.8	79.4	83.6	76.2	78.4
Satisfied with writing skills	56.2	48.8	49.1	49.6	54.5	49.7	51.1	48.6	52.6
Satisfied with the overall quality of training	87.6	86.2	86.8	90.1	88.9	90.4	91.2	88.2	87.7
Fully or partly achieved main reason for doing the training	85.4	82.3	83.3	81.7	80.4	82.2	76.9	84.9	83.4
Of those employed after training									
Found the training relevant to their current job	79.5	75.9	77.8	78.9	72.5	80.3	93.5	83.5	77.6
Received at least one job-related benefit	71.7	69.3	65.5	64.9	64.9	70.3	64.3	69.9	68.7
Of those employed before training									
Employed at a higher skill level after training	20.2	20.7	22.6	20.5	19.8	23.2	np	15.8	20.7
Of those not employed before training									
Employed after training	39.3	49.2	43.1	36.3	33.7	43.2	56.5	51.1	40.9
Improved employment status after training	54.2	58.0	54.1	49.1	49.7	55.8	54.7	60.6	54.1
Private training provider									
Employed after training	83.6	78.5	79.6	85.5	81.0	86.3	88.3	86.2	80.9
Employed or in further study after training	90.2	85.2	85.9	90.9	88.1	92.9	92.2	91.6	87.4
Enrolled in further study after training	32.6	27.4	26.0	27.8	31.6	31.4	36.0	34.6	28.7
Satisfied with teaching	87.0	83.2	85.1	88.0	87.4	85.1	85.4	85.0	85.3
Satisfied with assessment	89.2	86.9	87.1	90.1	88.2	88.9	90.3	87.3	87.8
Satisfied with problem-solving skills	76.4	72.4	71.6	76.5	74.4	74.8	76.7	72.0	73.5
Satisfied with writing skills	49.9	46.2	43.0	44.0	46.4	39.0	49.0	43.9	45.7
Satisfied with the overall quality of training	87.2	83.4	84.1	87.8	87.5	86.8	88.5	85.4	85.2
Fully or partly achieved main reason for doing the training	87.0	81.0	79.8	85.3	84.9	88.0	90.7	87.9	82.8
Of those employed after training									
Found the training relevant to their current job	81.3	74.7	77.1	79.8	82.0	86.1	84.8	75.0	78.1
Received at least one job-related benefit	67.1	66.3	63.5	63.8	63.2	61.5	65.0	66.3	65.0
Of those employed before training									
Employed at a higher skill level after training	13.3	13.8	11.8	13.0	11.8	13.2	10.6	15.7	12.8
Of those not employed before training									
Employed after training	48.7	48.4	46.9	55.7	46.4	48.1	62.7	58.5	48.4
Improved employment status after training	59.3	56.0	55.2	58.3	54.3	56.0	60.4	62.0	56.5
All graduates									
Employed after training	76.7	76.9	78.1	80.0	76.4	81.3	87.7	83.9	77.6
Employed or in further study after training	87.5	85.2	85.7	88.2	86.4	90.5	92.2	90.9	86.5
Enrolled in further study after training	35.8	29.8	27.6	30.2	34.3	34.4	34.5	37.5	31.5
Satisfied with teaching	87.6	83.7	85.4	88.5	87.6	86.9	86.4	85.9	86.0
Satisfied with assessment	89.4	87.3	87.7	90.6	89.0	89.2	90.5	88.2	88.4
Satisfied with problem-solving skills	78.2	73.4	73.0	77.0	77.6	77.1	78.7	74.4	75.3
Satisfied with writing skills	52.9	48.0	44.6	45.8	49.7	44.1	50.1	46.3	48.4
Satisfied with the overall quality of training	87.4	84.3	84.8	88.7	88.1	88.3	89.1	86.7	86.1
Fully or partly achieved main reason for doing the training	86.2	81.6	80.9	84.2	82.9	85.4	90.4	87.0	83.2
Of those employed after training									
Found the training relevant to their current job	80.7	74.7	77.4	79.6	78.2	83.7	85.9	79.0	78.0
Received at least one job-related benefit	69.0	67.3	64.3	64.2	63.9	65.5	67.4	68.1	66.4
Of those employed before training									
Employed at a higher skill level after training	16.2	16.0	14.2	15.0	14.8	17.2	13.2	15.0	15.3
Of those not employed before training									
Employed after training	42.8	48.1	45.9	46.5	39.7	46.2	59.1	55.7	45.3
Improved employment status after training	56.5	55.9	55.0	54.9	52.1	56.1	62.0	61.5	55.5

For notes on tables, see the explanatory notes on page 22.

Table 5 Findings for total VET graduates, by various personal characteristics, 2016 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Sex					
Males	80.3	6.5	88.1	83.3	86.6
Females	74.7	6.7	84.7	83.0	85.5
Age group					
15 to 19 years	64.0	11.7	84.1	82.5	87.2
20 to 24 years	76.8	9.5	88.1	85.3	85.9
25 to 44 years	80.9	6.0	87.8	83.0	85.8
45 to 64 years	79.1	3.8	85.1	81.9	86.4
65 years and over	54.3	-4.0	60.9	85.0	81.3
Student remoteness (ARIA+) region					
Major cities	76.3	7.1	85.8	82.3	85.8
Inner and outer regional	79.8	6.1	87.6	84.5	86.4
Remote and very remote	84.3	1.0	90.0	87.8	90.6
Indigenous status					
Indigenous	67.6	9.2	80.1	85.7	89.1
Non-Indigenous	77.6	6.7	86.5	82.9	86.0
Disability status (including impairment or long-term condition)					
With a disability	55.7	10.5	73.8	75.3	84.7
Without a disability	79.4	6.4	87.6	83.8	86.2
Speak a language other than English at home					
Other language	65.5	11.2	78.4	80.9	89.2
English	80.0	5.8	88.1	83.7	85.5
Highest qualification before training					
Diploma or higher	82.7	3.8	89.8	84.8	86.1
Certificate III/IV	81.9	5.4	90.5	84.5	86.4
Year 12	76.6	8.8	85.8	82.8	85.2
Year 11/certificate I/II	71.9	9.9	82.8	81.7	85.8
Year 10 and below	69.0	8.0	78.7	80.4	86.8
SEIFA (IRSD)					
Quintile 1 – Most disadvantaged	71.4	8.6	82.7	82.3	88.3
Quintile 2	76.7	6.6	85.8	83.5	85.9
Quintile 3	77.5	4.8	85.7	82.4	86.1
Quintile 4	80.4	6.6	88.1	82.8	84.8
Quintile 5 – Least disadvantaged	82.8	6.5	90.8	85.1	84.9
Employment status before training					
Employed	90.0	na	93.8	86.4	85.8
Not employed	45.3	na	67.2	75.2	86.6
All graduates	77.6	6.6	86.5	83.2	86.1

For notes on tables, see the explanatory notes on page 22.

Table 6 Findings for total VET graduates, by various training characteristics, 2016 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Qualification					
Diploma or higher	78.4	3.2	88.1	82.0	84.3
Certificate IV	84.2	2.0	91.4	84.7	85.6
Certificate III	77.3	10.4	85.2	83.6	86.1
Certificate II	68.8	9.1	81.0	80.4	89.3
Certificate I	46.0	9.3	66.9	81.5	85.8
Field of education					
Natural and physical sciences	69.3	6.5	77.6	69.5	90.9
Information technology	46.6	9.5	74.8	72.2	80.8
Engineering and related technologies	84.2	4.3	88.5	83.1	86.1
Architecture and building	90.2	6.3	93.7	87.0	84.3
Agriculture, environmental and related studies	82.1	7.8	88.0	86.3	85.0
Health	81.0	2.8	89.8	84.7	84.8
Education	88.1	4.5	91.6	88.9	86.1
Management and commerce	78.3	4.7	86.6	80.3	85.6
Society and culture	76.0	12.4	85.9	84.8	88.0
Creative arts	60.2	-0.5	81.5	78.3	82.7
Food, hospitality and personal services	74.0	9.6	84.1	82.7	85.2
Mixed field programmes	38.1	8.6	67.6	84.4	88.2
Training was part of an apprenticeship or traineeship					
Yes	82.2	8.8	88.3	91.6	88.1
No	76.5	6.0	86.0	81.0	85.5
Funding source					
Commonwealth/state funding	73.7	8.4	84.1	81.7	85.9
Fee-for-service – domestic	83.4	3.9	89.9	85.3	86.2
Provider type and funding source					
TAFE					
Commonwealth/state funding	69.8	8.4	84.3	83.0	88.3
Fee-for-service – domestic	80.9	3.1	88.4	84.8	85.7
<i>Sub-total TAFE</i>	72.5	7.0	85.3	83.4	87.7
University					
Commonwealth/state funding	68.5	2.0	86.7	85.9	84.9
Fee-for-service – domestic	88.4	5.6	92.9	83.7	88.9
<i>Sub-total university</i>	72.7	2.9	88.0	85.5	85.8
Community education provider					
Commonwealth/state funding	68.7	12.1	80.1	85.3	86.7
Fee-for-service – domestic	74.4	13.9	83.1	85.6	88.1
<i>Sub-total community education provider</i>	70.6	12.7	81.1	85.4	87.1
Private training provider					
Commonwealth/state funding	77.4	8.5	84.2	80.2	84.1
Fee-for-service – domestic	84.3	3.5	90.5	85.4	86.2
<i>Sub-total private training provider</i>	80.9	6.1	87.4	82.8	85.2
All graduates	77.6	6.6	86.5	83.2	86.1

For notes on tables, see the explanatory notes on page 22.

Table 7 Median annual income after training for total VET graduates employed full-time, by personal characteristics, 2016 (\$)

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
Sex		
Males	60 000	46 100
Females	50 000	41 700
Age group		
15 to 19 years	33 300	33 800
20 to 24 years	44 300	41 700
25 to 44 years	60 000	49 600
45 to 64 years	63 100	52 100
65 years and over	62 800	np
Student remoteness (ARIA+) region		
Major cities	56 100	43 800
Inner and outer regional	54 500	42 800
Remote and very remote	62 000	48 900
Indigenous status		
Indigenous	50 100	41 800
Non-Indigenous	55 000	43 600
Disability status (including impairment or long-term condition)		
With a disability	51 100	40 300
Without a disability	55 000	44 300
Speak a language other than English at home		
Other language	51 500	44 600
English	56 000	43 300
Highest qualification before training		
Diploma or higher	65 200	47 000
Certificate III/IV	57 400	44 900
Year 12	50 000	41 700
Year 11/certificate I/II	50 000	41 200
Year 10 and below	50 600	40 000
SEIFA (IRSD)		
Quintile 1 – Most disadvantaged	52 200	41 700
Quintile 2	52 200	42 000
Quintile 3	57 000	46 900
Quintile 4	57 200	41 700
Quintile 5 – Least disadvantaged	60 000	47 000
Employment status before training		
Employed	59 000	46 800
Not employed	41 800	40 000
All graduates	56 000	44 000

For notes on tables, see the explanatory notes on page 22.

Table 8 Median annual income after training for total VET graduates employed full-time, by training characteristics, 2016 (\$)

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
Qualification		
Diploma or higher	62 500	44 300
Certificate IV	62 600	52 100
Certificate III	50 000	42 900
Certificate II	52 200	36 500
Certificate I	47 100	27 900
Field of education		
Natural and physical sciences	47 000	39 700
Information technology	49 900	37 900
Engineering and related technologies	59 900	47 000
Architecture and building	57 400	47 000
Agriculture, environmental and related studies	51 100	46 400
Health	57 400	48 800
Education	66 000	46 000
Management and commerce	57 000	45 400
Society and culture	50 000	41 600
Creative arts	42 200	38 100
Food, hospitality and personal services	41 700	39 000
Mixed field programmes	41 900	34 400
Training was part of an apprenticeship or traineeship		
Yes	47 100	42 300
No	60 000	44 300
Funding source		
Commonwealth/state funding	50 000	42 000
Fee-for-service – domestic	65 000	47 900
Provider type and funding source		
TAFE		
Commonwealth/state funding	49 600	41 600
Fee-for-service – domestic	62 000	44 000
<i>Sub-total TAFE</i>	52 200	41 700
Universities		
Commonwealth/state funding	56 400	44 800
Fee-for-service – domestic	67 300	47 000
<i>Sub-total university</i>	58 500	45 200
Community education provider		
Commonwealth/state funding	45 400	39 100
Fee-for-service – domestic	54 900	40 100
<i>Sub-total community education provider</i>	46 900	39 400
Private training provider		
Commonwealth/state funding	51 900	43 900
Fee-for-service – domestic	65 000	50 800
<i>Sub-total private training provider</i>	57 400	45 900
All graduates	56 000	44 000

For notes on tables, see the explanatory notes on page 22.

Table 9 Occupational destination and training relevance for total VET graduates, by various training characteristics, 2016 (%)

	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 not known			
Intended occupation of training activity							
Managers	12.4	53.6	11.8	0.8*	80.0	20.0	100.0
Professionals	22.0	40.2	16.8	0.7	80.9	19.1	100.0
Technicians and trades workers	39.4	29.4	12.9	1.2	83.9	16.1	100.0
Community and personal service workers	39.6	19.8	15.1	1.3	77.0	23.0	100.0
Clerical and administrative workers	15.0	42.7	15.2	1.0	75.4	24.6	100.0
Sales workers	33.7	32.1	12.1	1.0*	80.0	20.0	100.0
Machinery operators and drivers	28.4	29.5	15.9	1.0*	75.7	24.3	100.0
Labourers	20.0	41.2	15.2	2.5	80.9	19.1	100.0
Training was part of an apprenticeship or traineeship							
In a trade occupation course	67.0	18.2	4.5	1.3*	91.7	8.3	100.0
In a non-trade occupation course	37.6	30.1	8.0	1.9	79.4	20.6	100.0
All graduates	28.8	30.9	14.0	1.2	77.5	22.4	100.0

For notes on tables, see the explanatory notes on page 22.

Table 10 Number of total VET graduate respondents, by key characteristics, 2016

Student characteristics	Respondents
State/territory	
New South Wales	9 164
Victoria	11 502
Queensland	6 792
South Australia	5 598
Western Australia	5 494
Tasmania	1 991
Northern Territory	1 493
Australian Capital Territory	1 911
Provider type	
TAFE	12 797
University	2 074
Community education provider	4 049
Private training provider	25 025
Age group	
15 to 19 years	3 710
20 to 24 years	6 863
25 to 44 years	19 646
45 to 64 years	13 079
65 years and over	647
Females	24 828
Indigenous	1 440
With a disability	2 942
Speak a language other than English at home	7 389
From remote/very remote areas	1 135
Quintile 1 – Most disadvantaged	8 491
Highest qualification before training	
Diploma or higher	11 832
Certificate III/IV	10 069
Year 12	10 196
Year 11/certificate I/II	3 535
Year 10 and below	4 860
Total	43 945

For notes on tables, see the explanatory notes on page 22.

Terms

For more information, please see Technical notes, Terms and definitions and other supporting documents at <http://www.ncver.edu.au/publications/2887.html>.

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

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

Employed at a higher skill level is where a person is employed in an occupation with a higher skill level after training by 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 is broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private providers.

Graduate refers to a student who completed all the requirements of a qualification.

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

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

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.

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.

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).

Total VET activity (TVA) from 1 January 2014, all registered training organisations, including private providers, unless granted an exemption, are required to collect and report full AVETMISS data on all nationally recognised training, in accordance with the National VET Provider Collection Data Requirements Policy.

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 relative standard error greater than or equal to 25% and therefore should be used with caution.

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

Scope

1 This publication provides a summary of the outcomes of graduates who were awarded a VET qualification during 2015, with the data collected in mid-2016. The scope of the graduates included in the survey 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	✗	✗	✗	✗

Definitions and derivations

- 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information).
- The percentage of graduates satisfied overall is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the questionnaire item. Similarly, satisfaction with teaching, assessment, problem-solving skills, and writing skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 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.
- The National Student Outcomes Survey is designed to provide estimates for VET graduates at universities and community education providers at a national level only. For this reason, estimates disaggregated by state/territory and by provider type are only presented for TAFE institutes and private training providers.
- The survey excludes VET in Schools students; however, a small number of students who undertook training at a school were included in the survey. These students are reported under the private provider type category.
- Graduates who completed training that included both Commonwealth/state-funded and fee-for-service subjects are reported as 'Commonwealth/state-funded'.

Australian Bureau of Statistics data

- 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.
- 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>.

10 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). Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.

Occupational destinations and training relevance derivations

11 The 'Total' column in the occupational destinations and training relevance table includes instances where training relevance is not known.

12 Totals in the occupational destinations and training relevance table exclude a small number of students with an unknown intended ANZSCO category. As a result, figures for 'total employed' and 'not employed' differ from those contained in other tables, where the base is all graduates.



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