

VET student outcomes

2019

National Centre for Vocational Education Research



Highlights

This publication summarises the outcomes of students who completed nationally recognised vocational education and training (VET) in Australia during 2018 using data collected in mid-2019. 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 completed at least one subject and left the VET system without obtaining a qualification (subject completers).

Graduates

In 2019:

- 65.8% had an improved employment status after training
- 66.7% were employed before training; of these, 18.0% were employed at a higher skill level after training, up 1.5 percentage points from 2018
- 33.3% were not employed before training; of these, 46.8% were employed after training, down 1.6 percentage points from 2018
- 88.1% were satisfied with the overall quality of training, up 1.3 percentage points from 2018.

Subject completers

In 2019:

- 63.3% had an improved employment status after training
- 81.0% were employed before training; of these, 8.6% were employed at a higher skill level after training, similar to 2018
- 19.0% were not employed before training; of these, 45.2% were employed after training, down 2.3 percentage points from 2018
- 91.4% were satisfied with the overall quality of training, up 1.0 percentage points from 2018.

Publisher's note

For clarity in interpreting the figures presented in this publication, please print in colour.

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Introduction

This publication provides a summary of the outcomes of students who completed nationally recognised vocational education and training (VET) delivered by recognised training organisations (RTOs) in Australia during 2018 using data collected in 2019.¹ The figures are derived from the National Student Outcomes Survey, which is an annual survey of students awarded a qualification (graduates), or who completed at least one subject and left the VET system without obtaining a qualification (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.

For information about the number of survey respondents and their characteristics, see table 23. For information about the scope of this publication, see the explanatory notes section on page 33.

Technical notes

The sample for the National Student Outcomes Survey is selected from the National VET Provider Collection, with national response rates of 34.1% for graduates and 23.4% for subject completers.

Survey responses are weighted to population benchmarks from the National VET Provider Collection. As the estimates from the National Student Outcomes Survey are based on information provided by a sample rather than on a population, they are subject to sampling variability; that is, they may differ from the statistics that would have been produced had all students 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

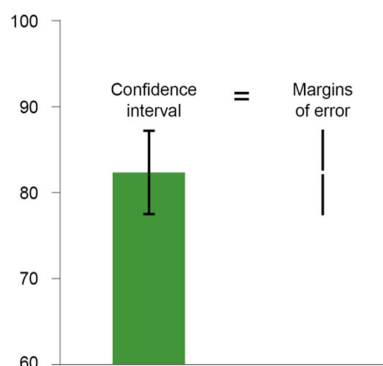
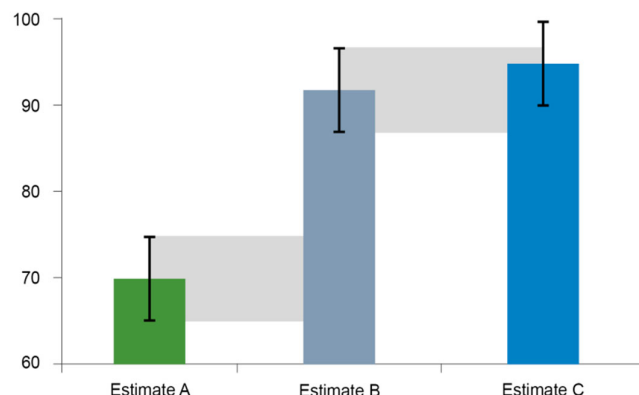


Figure B Confidence intervals



¹ The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.

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 (2018), 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 VET students who responded to the survey, 122 536 were graduates and 48 369 were subject completers.

Table 23

Graduates

Graduates are defined as students awarded a qualification, which includes both training package qualifications and accredited qualifications.

Main reason for training

Overall, 85.1% of graduates undertook training for employment-related reasons, 11.3% for personal development reasons and 3.6% for further study reasons.

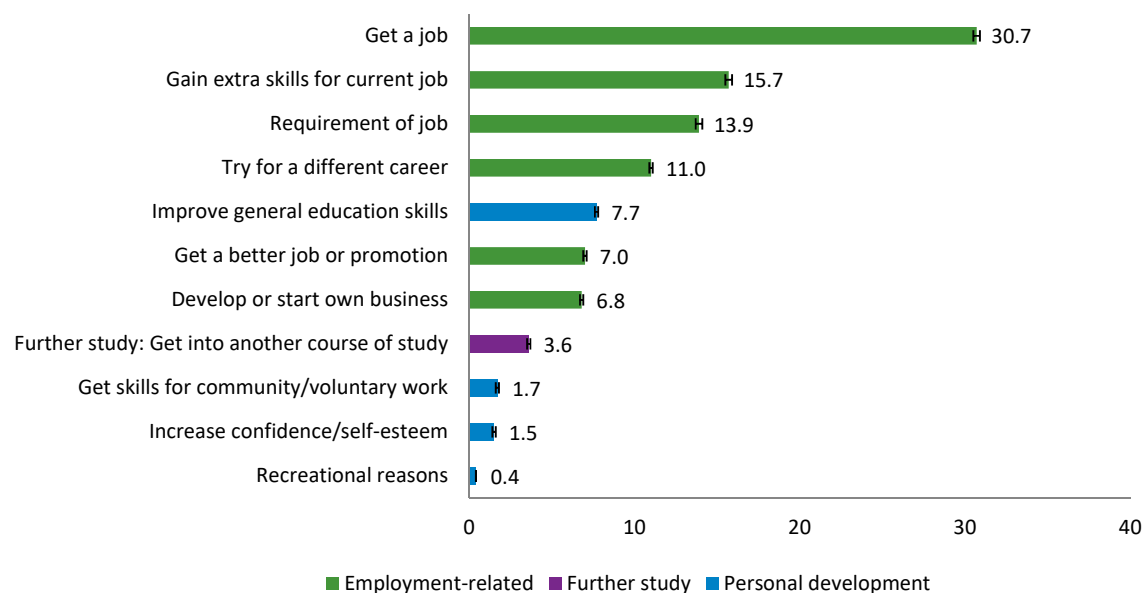
Table 1

- The main employment-related reason for training was ‘to get a job’ (30.7%)
- 83.9% of graduates achieved their main reason for training, down 0.3 percentage points from 2018.

Table 1 & figure 1

Table 2

Figure 1 Main reason for undertaking training for graduates, 2019 (%)



In 2019, 66.7% of graduates were employed before training. Of these:

Table 3

- the main reasons for training were ‘to gain extra skills for my job’ (21.0%), ‘to get a job’ (20.9%), and ‘it was a requirement of my job’ (18.6%).

Table 1

In 2019, 33.3% of graduates were not employed before training. Of these:

Table 3

- the main reasons for training were ‘to get a job’ (49.1%), ‘to improve general education skills’ (10.3%) and ‘to try for a different career’ (10.2%).

Table 1

Employment outcomes

In 2019:

- 65.8% of graduates had an improved employment status after training²
- 66.7% of graduates were employed before training. Of these:
 - 18.0% were employed at a higher skill level after training, up 1.5 percentage points from 2018
 - 37.5% were employed in a better job after training.
- 33.3% of graduates were not employed before training. Of these:
 - 46.8% were employed after training, down 1.6 percentage points from 2018.
- Of graduates employed after training, 84.0% received at least one job-related benefit from the training.²

Table 2
Table 3 &
figure 2

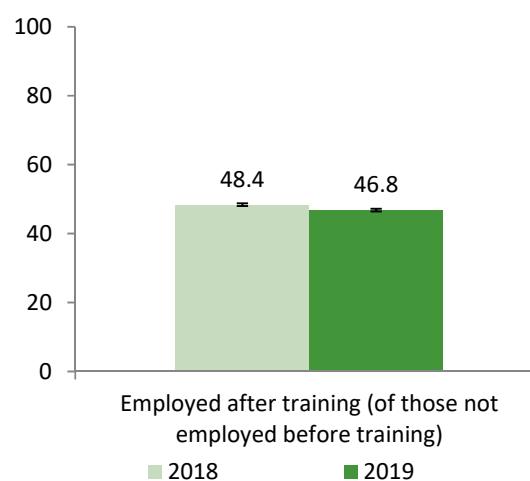
Table 3 &
figure 3

Table 3

Figure 2 Graduates employed before training who were employed after training at a higher skill level, 2018–19 (%)



Figure 3 Graduates not employed before training who were employed after training, 2018–19 (%)



- 27.5% of graduates were employed after training in the same occupation as their training course, up 0.3 percentage points from 2018.
 - A further 31.6% were employed in a different occupation but found the training relevant to their current job, similar to 2018.
- The median annual income of graduates employed full-time after training was \$59 100.
 - Income for male graduates was \$65 200 and \$51 000 for female graduates.
 - By field of education, income was highest for graduates in Engineering and related technologies (\$67 800) and lowest for graduates in Creative arts (\$42 300).
 - Income for graduates in Business Services (the most popular training package in 2018³) was \$69 400 and \$45 800 for graduates in Community Services (the second most popular training package in 2018).
 - Income of graduates employed in their first full-time job after training was \$46 900.

Table 10

Tables 7,
8 & 9

² Estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

³ For further information on the number of qualification enrolments, see NCVET 2019, *Australian vocational education and training statistics: Total VET students and courses 2018*, NCVET, Adelaide.

Employment and further study outcomes

In 2019:

- 85.6% of graduates were employed or in further study after training, similar to 2018
- 30.3% of graduates were enrolled in further study after training, up 1.4 percentage points from 2018.

Table 3 & figure 4

Table 2 & figure 5

Figure 4 Graduates employed or in further study, 2018–19 (%)

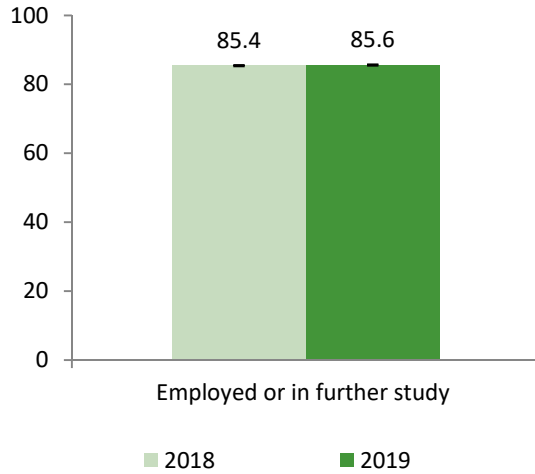
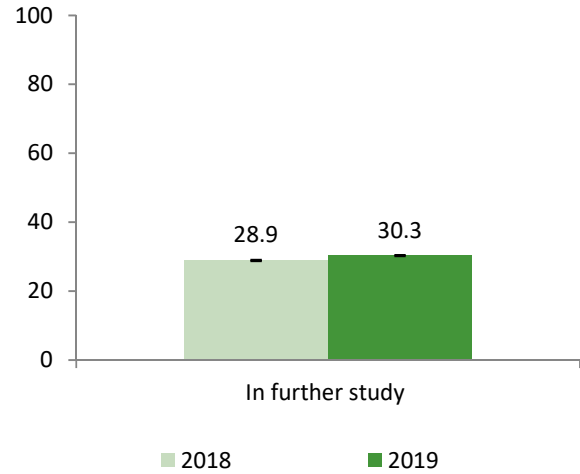


Figure 5 Graduates enrolled in further study, 2018–19 (%)



Satisfaction with training

In 2019:

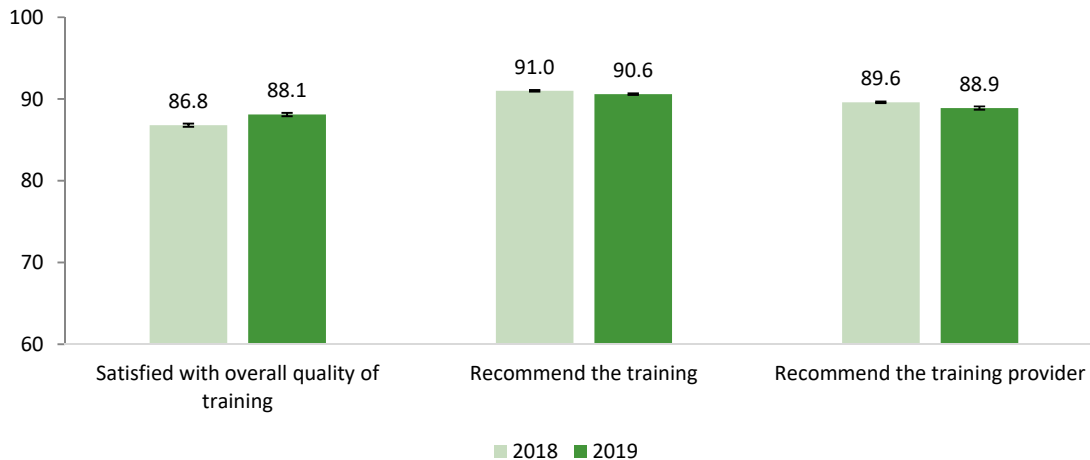
- 88.1% of graduates were satisfied with the overall quality of training, up 1.3 percentage points from 2018⁴
- 90.6% would recommend the training, down 0.4 percentage points from 2018
- 88.9% would recommend their training provider, down 0.7 percentage points from 2018.

Table 3 & figure 6

Table 3 & figure 6

Table 3 & figure 6

Figure 6 Satisfied with the overall quality of training, recommend the training and recommend the training provider for graduates, 2018–19 (%)⁴



⁴ Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because of changes to question wording in 2019.

Subject completers

Subject completers are defined as students who completed at least one subject and left the VET system without obtaining a qualification. Some of these students enrolled in qualifications and other nationally recognised programs, others undertook accredited subjects that were not part of a nationally recognised program.

Main reason for training

89.3% of subject completers undertook training for employment-related reasons, 9.6% for personal development reasons, and 1.0% for further study reasons.

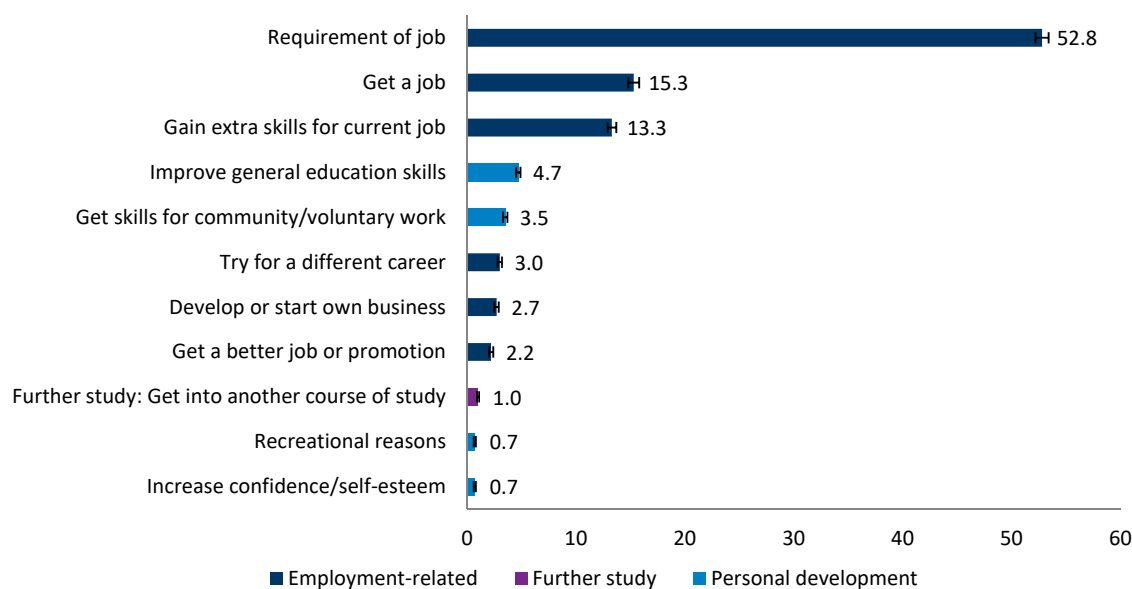
Table 11

- The main employment-related reason for training was 'it was a requirement of my job' (52.8%)
- 91.3% of subject completers achieved their main reason for undertaking training, up 0.5 percentage points from 2018.

Table 11
& figure 7

Table 12

Figure 7 Main reason for undertaking training for subject completers, 2019 (%)



In 2019, 81.0% of subject completers were employed before training. Of these:

Table 13

- the main reasons for training were 'it was a requirement of my job' (59.7%), 'to gain extra skills for my job' (14.9%), and 'to get a job' (10.0%).

Table 11

In 2019, 19.0% of subject completers were not employed before training. Of these:

Table 13

- the main reasons for training were 'to get a job' (37.7%), 'it was a requirement of my job' (22.3%) and 'to improve my general education skills' (8.9%).

Table 11

Employment and further study outcomes

In 2019:

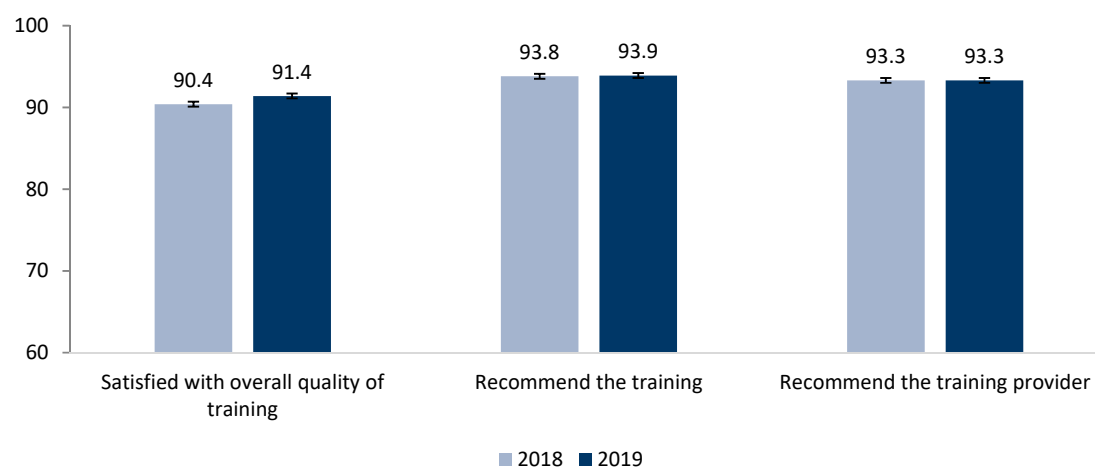
- 63.3% of subject completers had an improved employment status after training⁵ *Table 12*
- 81.0% of subject completers were employed before training. Of these: *Table 13*
 - 8.6% were employed at a higher skill level after training, similar to 2018
 - 21.3% were employed in a better job after training.
- 19.0% of subject completers were not employed before training. Of these: *Table 13*
 - 45.2% were employed after training, down 2.3 percentage points from 2018.
- Of subject completers employed after training, 72.3% received at least one job-related benefit from the training⁵ *Table 13*
- 86.3% of subject completers were employed or in further study after training, down 0.7 percentage points from 2018. *Table 13*

Satisfaction with training

In 2019:

- 91.4% of subject completers were satisfied with the overall quality of training, up 1.0 percentage points from 2018⁶ *Table 13 & figure 8*
- 93.9% would recommend the training, similar to 2018 *Table 13 & figure 8*
- 93.3% would recommend their training provider, similar to 2018. *Table 13 & figure 8*

Figure 8 Satisfied with the overall quality of training, recommend the training and recommend the training provider for subject completers, 2018–19 (%)⁶



5 Estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

6 Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because of changes to question wording between 2019 and prior years.

Subject completers enrolled in a qualification

This section focuses on the sub-set of subject completers who enrolled in a nationally recognised VET qualification and left the VET system without completing that qualification.

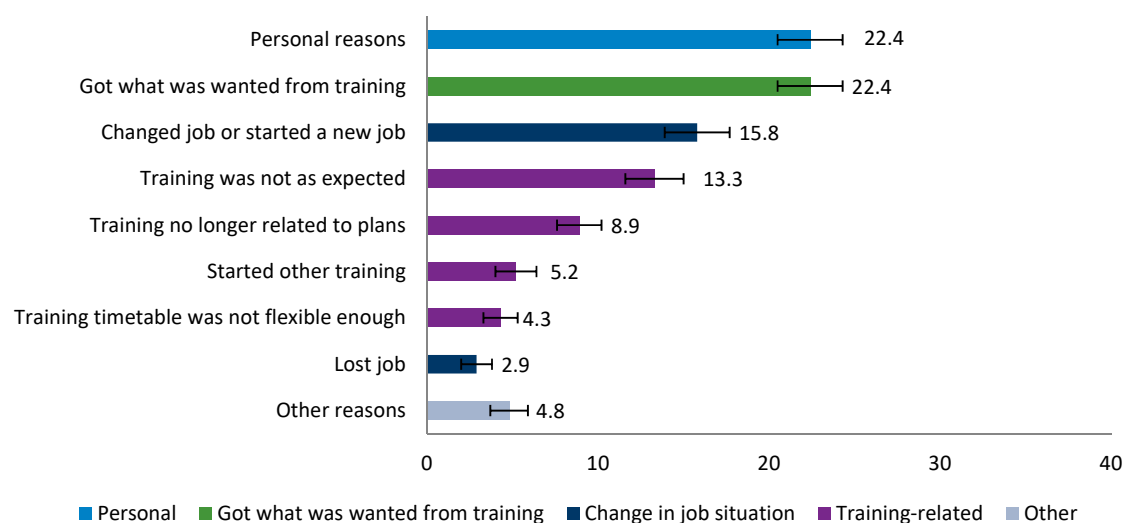
In 2019, of the subject completers who enrolled in a qualification but did not complete it:

- 31.7% did not complete due to training-related reasons
- The main training-related reason was ‘training was not as expected’ (13.3%)
- A further 22.4% did not complete the qualification due to personal reasons and 22.4% because they got what they wanted from the training.

Table 15 & figure 9

Table 15 & figure 9

Figure 9 Main reason for not continuing the training for subject completers who enrolled in a nationally recognised VET qualification, 2019 (%)



In 2019, of the subject completers who enrolled in a qualification but did not complete it:

- 58.6% had an improved employment status after training⁷
- 77.0% were employed or in further study after training, down 2.8 percentage points from 2018
- 79.1% achieved their main reason for training, similar to 2018
- 79.6% were satisfied with the overall quality of training, similar to 2018
- 83.6% would recommend their training provider, similar to 2018.

Table 16

Table 16

Table 16

Table 16

Table 16

⁷ Estimates for ‘improved employment status after training’ are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive this variable.

Graduate tables

Graduates are defined as students awarded a qualification, which includes both training package qualifications and accredited qualifications. This section presents the reasons for training, outcomes and satisfaction for graduates.

Table 1 Main reason for undertaking the training for graduates, by labour force status before training, 2019 (%)

Reason for training	Labour force status before training		All graduates
	Employed before training	Not employed before training	
Employment-related	88.4	78.4	85.1
Get a job	20.9	49.1	30.7
Develop or start own business	7.2	5.6	6.8
Try for a different career	11.5	10.2	11.0
Get a better job or promotion	9.2	2.7	7.0
Requirement of job	18.6	5.0	13.9
Gain extra skills for current job	21.0	5.8	15.7
Further study: Get into another course of study	2.6	5.7	3.6
Personal development	9.0	15.8	11.3
Improve general education skills	6.5	10.3	7.7
Get skills for community/voluntary work	1.3	2.4	1.7
Increase confidence/self-esteem	0.9	2.7	1.5
Recreational reasons	0.3	0.5	0.4

For notes on tables, see the explanatory notes on page 33.

Table 2 Outcomes and satisfaction for graduates, by main reason for undertaking training, 2019 (%)

Reason for training	Improved employment status after training ¹	In further study after training	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²
Employment-related	68.6	28.4	82.5	87.9
Get a job	57.7	30.5	73.6	87.6
Develop or start own business	66.9	30.5	83.6	87.9
Try for a different career	63.1	30.1	76.2	87.5
Get a better job or promotion	78.5	28.9	79.6	89.4
Requirement of job	78.2	23.3	94.9	84.5
Gain extra skills for current job	81.2	26.4	94.2	91.1
Further study: Get into another course of study	34.0	65.2	88.6	88.7
Personal development	46.3	35.4	92.6	89.6
Improve general education skills	48.8	35.7	93.2	89.6
Get skills for community/voluntary work	42.0	36.2	92.7	93.1
Increase confidence/self-esteem	39.6	34.5	93.2	89.4
Recreational reasons	40.1	28.6	75.6	73.0
All graduates	65.8	30.3	83.9	88.1
All graduates in 2018	59.0	28.9	84.2	86.8

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording in 2019.

Table 3 Key findings for graduates, 2016–2019 (%)

	2016	2017	2018	2019
Improved employment status after training				
Employed before training	71.8	69.7	67.7	66.7
Of these: Employed at a higher skill level after training	13.9	15.3	16.5	18.0
Of these: Better job after training	na	na	na	37.5
Not employed before training	28.2	30.3	32.3	33.3
Of these: Employed after training	46.3	47.1	48.4	46.8
Improved employment status after training ¹	56.1	56.8	59.0	65.8
Employment and further study outcomes				
After training (as at May of the survey year)				
Employed	78.3	77.7	77.3	76.6
Not employed	21.7	22.3	22.7	23.4
Unemployed	13.9	14.4	14.2	14.6
Not in the labour force	7.6	7.9	8.5	8.7
Difference in proportion employed from before training to after	6.5	8.0	9.6	9.9
Employed in first full-time job, started after training	4.9	5.3	5.8	5.7
Employed or in further study after training	86.8	86.1	85.4	85.6
Enrolled in further study after training	31.2	30.4	28.9	30.3
Studying at university	7.5	7.7	7.8	7.1
Studying at a TAFE institute	9.2	9.4	9.3	10.8
Studying at a private training or community education provider	10.7	9.8	8.3	8.1
Studying at other provider	3.6	3.4	3.4	4.1
Satisfaction outcomes				
Developed problem-solving skills	75.3	78.0	80.0	77.9
Improved writing skills	48.4	51.1	55.8	52.6
Improved numerical skills	na	na	na	45.6
Satisfied with teaching ²	85.9	87.1	86.9	86.9
Satisfied with assessment ²	88.4	89.4	89.0	89.2
Satisfied with the overall quality of training ²	86.0	87.3	86.8	88.1
Achieved their main reason for doing the training	83.2	84.2	84.2	83.9
Recommendation				
Recommend training	90.5	91.6	91.0	90.6
Recommend training provider	87.9	89.4	89.6	88.9
Benefits of training				
Of those employed after training:				
Found the training relevant to their current job	78.3	79.0	79.0	80.5
Received at least one job-related benefit ¹	66.5	67.5	71.0	84.0

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with teaching', 'satisfied with assessment' and 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording in 2019.

Table 4 Outcomes and satisfaction for graduates, by student characteristics, 2019 (%)

	Improved employment status after training ¹	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²	Recommend the training provider
Gender					
Males	68.5	87.0	84.4	88.7	90.3
Females	63.3	84.3	83.4	87.5	87.6
Age group					
18 to 19 years	55.3	81.9	81.8	87.8	90.1
20 to 24 years	65.3	85.9	84.4	87.3	88.5
25 to 44 years	68.2	86.3	84.5	88.3	88.6
45 to 64 years	66.2	86.2	82.7	88.5	89.5
65 years and over	45.8	68.1	86.6	90.2	90.4
Student remoteness (ARIA+) region					
Major cities	63.8	84.4	83.2	88.0	88.6
Inner and outer regional	69.9	88.0	85.0	88.2	89.4
Remote and very remote	75.2	91.3	89.0	90.9	91.6
Indigenous status					
Indigenous	64.5	82.9	84.3	90.7	92.9
Non-Indigenous	65.8	85.7	83.8	88.0	88.7
Disability status (including impairment or long-term condition)					
With a disability	44.6	73.7	74.8	86.4	88.1
Without a disability	67.8	86.6	84.8	88.3	89.0
Speak a language other than English at home					
Other language	57.0	78.1	83.9	91.0	89.9
English	68.4	87.8	83.8	87.2	88.6
SEIFA (IRSD)					
Quintile 1 – most disadvantaged	60.5	81.5	81.8	89.3	89.7
Quintile 2	66.4	85.8	84.1	88.2	89.0
Quintile 3	67.3	86.6	84.0	87.9	88.7
Quintile 4	67.2	86.7	84.6	88.0	88.9
Quintile 5 – least disadvantaged	67.5	87.5	84.8	86.8	88.1
Employment status before training					
Employed	75.2	93.2	87.4	88.3	89.4
Not employed	46.7	68.1	76.9	88.4	88.9
Training was part of an apprenticeship or traineeship					
Yes	73.8	86.5	91.9	90.3	91.0
No	63.0	85.3	81.5	87.3	88.1
All graduates	65.8	85.6	83.9	88.1	88.9
All graduates in 2018	59.0	85.4	84.2	86.8	89.6

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording in 2019.

Table 5 Outcomes and satisfaction for graduates, by training characteristics, 2019 (%)

	Improved employment status after training ¹	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²	Recommend the training provider
Type of training					
Training package qualifications	67.3	86.1	83.8	88.0	89.0
Accredited qualifications	42.8	78.6	84.5	89.1	88.3
Program level of education					
Diploma or higher	67.8	88.3	83.7	86.4	86.2
Certificate IV	69.8	90.6	85.5	87.9	89.0
Certificate III	67.1	84.1	83.5	88.5	89.4
Certificate II	53.7	78.8	81.8	90.1	91.5
Certificate I	37.0	68.1	82.8	89.0	90.7
Program field of education					
Natural and physical sciences	55.5	78.9	74.7	89.1	88.6
Information technology	38.4	78.2	69.3	85.6	87.2
Engineering and related technologies	73.7	88.3	83.6	87.6	89.2
Architecture and building	76.9	90.3	88.2	89.1	90.3
Agriculture, environmental and related studies	68.2	86.5	85.3	88.7	90.5
Health	69.6	89.9	85.2	86.4	85.2
Education	74.0	89.2	90.2	86.6	86.4
Management and commerce	66.7	87.1	80.9	88.5	90.6
Society and culture	66.2	83.6	86.2	90.0	89.5
Creative arts	40.3	80.8	74.5	85.2	86.3
Food, hospitality and personal services	62.6	81.4	83.8	85.5	87.9
Mixed field programs	31.3	71.3	82.4	87.9	88.8
All graduates	65.8	85.6	83.9	88.1	88.9
All graduates in 2018	59.0	85.4	84.2	86.8	89.6

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording in 2019.

Table 6 Outcomes and satisfaction for graduates, by training package, 2019 (%)

	Improved employment status after training ¹	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²	Recommend the training provider
10 most popular training packages					
Business Services (BSA, BSB)	67.4	87.9	81.4	88.9	90.7
Community Services (CHC)	70.3	84.4	87.5	90.8	89.3
Tourism, Travel and Hospitality (SIT, THH, THT)	64.8	84.2	83.9	87.6	91.2
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	79.1	91.2	89.3	89.8	91.0
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	66.1	90.1	87.1	85.5	87.8
Health (HLT)	69.1	87.6	83.8	85.2	83.8
Transport and Logistics (TDT, TLI)	67.3	84.2	81.3	88.4	90.2
Financial Services (FNA, FNB, FNS)	65.4	87.8	78.9	88.3	90.3
Property Services (CPP, PRD, PRM, PRS)	66.1	81.8	83.6	92.3	92.8
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	66.6	84.0	77.0	87.7	89.5
All training package qualification graduates	67.3	86.1	83.8	88.0	89.0
All training package qualification graduates in 2018	60.3	86.1	84.2	86.7	89.6

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording in 2019.

Table 7 Median annual income after training for graduates employed full-time, by student characteristics, 2019 (\$)

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
Gender		
Males	65 200	52 100
Females	51 000	41 700
Age group		
18 to 19 years	36 500	36 200
20 to 24 years	47 000	44 200
25 to 44 years	62 600	50 000
45 to 64 years	70 200	56 500
65 years and over	65 200	53 100
Student remoteness (ARIA+) region		
Major cities	59 000	46 900
Inner and outer regional	57 400	46 900
Remote and very remote	66 400	53 300
Indigenous status		
Indigenous	57 400	46 900
Non-Indigenous	59 200	46 900
Disability status (including impairment or long-term condition)		
With a disability	51 400	43 000
Without a disability	60 000	46 900
Speak a language other than English at home		
Other language	52 200	45 000
English	60 000	46 900
SEIFA (IRSD)		
Quintile 1 – most disadvantaged	54 800	45 500
Quintile 2	57 000	46 900
Quintile 3	59 400	46 000
Quintile 4	60 000	46 900
Quintile 5 – least disadvantaged	62 600	49 300
Employment status before training		
Employed	62 000	50 000
Not employed	47 000	42 200
Training was part of an apprenticeship or traineeship		
Yes	52 200	46 400
No	62 600	46 900
All graduates employed full-time	59 100	46 900

For notes on tables, see the explanatory notes on page 33.

Table 8 Median annual income after training for graduates employed full-time, by training characteristics, 2019 (\$)

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
Type of training		
Training package qualifications	59 300	46 900
Accredited qualifications	54 800	41 900
Program level of education		
Diploma or higher	63 900	48 900
Certificate IV	68 100	52 100
Certificate III	52 200	44 900
Certificate II	52 200	41 600
Certificate I	53 600	43 000
Program field of education		
Natural and physical sciences	50 900	44 200
Information technology	52 800	45 000
Engineering and related technologies	67 800	52 000
Architecture and building	62 600	53 100
Agriculture, environmental and related studies	52 200	46 600
Health	57 400	49 600
Education	57 900	44 700
Management and commerce	62 600	49 000
Society and culture	52 200	42 900
Creative arts	42 300	38 700
Food, hospitality and personal services	46 800	40 700
Mixed field programmes	46 700	36 500
All graduates employed full-time	59 100	46 900

For notes on tables, see the explanatory notes on page 33.

Table 9 Median annual income after training for training package qualification graduates employed full-time by training package, 2019 (\$)

	Median annual income	
	Employed full-time after training	Employed in first full-time job, started after training
Popular training packages		
Business Services (BSA, BSB)	69 400	49 900
Community Services (CHC)	45 800	41 600
Tourism, Travel and Hospitality (SIT, THH, THT)	48 000	41 300
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	65 000	60 000
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	53 000	39 900
Health (HLT)	52 000	46 900
Transport and Logistics (TDT, TLI)	67 800	52 100
Financial Services (FNA, FNB, FNS)	62 900	54 800
Property Services (CPP, PRD, PRM, PRS)	57 300	52 100
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	77 100	55 500
All training package qualification graduates employed full-time	59 300	46 900

For notes on tables, see the explanatory notes on page 33.

Table 10 Occupational destination and training relevance for graduates, by training characteristics, 2019 (%)

	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	6.8	63.7	10.9	6.3	87.7	12.3	100.0
Professionals	24.1	32.7	16.1	4.5	77.5	22.5	100.0
Technicians and trades workers	35.1	31.1	11.7	4.6	82.6	17.4	100.0
Community and personal service workers	39.2	21.7	11.3	4.8	77.0	23.0	100.0
Clerical and administrative workers	9.3	46.7	13.3	5.4	74.7	25.3	100.0
Sales workers	28.5	32.5	9.6	6.2	76.9	23.1	100.0
Machinery operators and drivers	22.6	36.5	13.7	7.4	80.2	19.8	100.0
Labourers	14.0	37.5	15.9	6.4	73.8	26.2	100.0
Training was part of an apprenticeship or traineeship							
In a trade occupation course	56.1	25.6	4.6	4.6	90.9	9.1	100.0
In a non-trade occupation course	31.5	31.9	7.5	7.0	77.9	22.1	100.0
All graduates	27.5	31.6	12.1	5.0	76.6	23.4	100.0
All graduates in 2018	27.2	31.5	13.1	5.2	77.3	22.7	100.0

For notes on tables, see the explanatory notes on page 33.

Subject completer tables

Subject completers refer to students who completed at least one subject and left the VET system without obtaining a qualification. Some of these students enrolled in qualifications and other nationally recognised programs and others undertook accredited subjects that were not part of a nationally recognised program. This section presents the reasons for training, outcomes, satisfaction and main reasons for not completing training for subject completers.

Table 11 Main reason for undertaking the training for subject completers, by labour force status before training, 2019 (%)

Reason for training	Labour force status before training		
	Employed before training	Not employed before training	All subject completers
Employment-related	91.9	77.8	89.3
Get a job	10.0	37.7	15.3
Develop or start own business	2.4	3.9	2.7
Try for a different career	2.6	4.8	3.0
Get a better job or promotion	2.3	1.8	2.2
Requirement of job	59.7	22.3	52.8
Gain extra skills for current job	14.9	7.2	13.3
Further study: Get into another course of study	0.7	2.6	1.0
Personal development	7.5	19.6	9.6
Improve general education skills	3.8	8.9	4.7
Get skills for community/voluntary work	2.7	7.2	3.5
Increase confidence/self-esteem	0.4	2.1	0.7
Recreational reasons	0.6	1.3	0.7

For notes on tables, see the explanatory notes on page 33.

Table 12 Outcomes and satisfaction for subject completers, by main reason for undertaking training, 2019 (%)

Reason for training	Improved employment status after training ¹	In further study after training	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²
Employment-related	66.3	7.6	91.3	91.7
Get a job	55.8	9.5	73.4	86.9
Develop or start own business	65.6	6.0	82.1	86.1
Try for a different career	51.5	7.5	63.1	82.8
Get a better job or promotion	72.6	7.7	78.0	91.2
Requirement of job	67.3	7.1	98.1	93.5
Gain extra skills for current job	76.9	7.4	95.2	93.3
Further study: Get into another course of study	36.0	25.6	87.1	80.5
Personal development	38.2	8.2	91.9	90.3
Improve general education skills	43.7	9.4	92.4	89.3
Get skills for community/voluntary work	34.3	7.6	95.9	95.3
Increase confidence/self-esteem	33.0	3.9	85.1	86.1
Recreational reasons	26.9	8.3	78.0	77.9
All subject completers	63.3	7.8	91.3	91.4
All subject completers in 2018	45.8	8.8	90.8	90.4

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording in 2019.

Table 13 Key findings for subject completers, 2017–2019 (%)

	2017	2018	2019
Improved employment status after training			
Employed before training	81.8	81.2	81.0
Of these: Employed at a higher skill level after training	7.3	8.2	8.6
Of these: Better job after training	na	na	21.3
Not employed before training	18.2	18.8	19.0
Of these: Employed after training	45.3	47.5	45.2
Improved employment status after training ¹	43.1	45.8	63.3
Employment and further study outcomes			
After training (as at May of the survey year)			
Employed	84.2	85.1	84.6
Not employed	15.8	14.9	15.4
Unemployed	8.5	7.2	8.0
Not in the labour force	7.2	7.6	7.3
Difference in proportion employed from before training to after	2.4	3.9	3.6
Employed in first full-time job, started after training	3.3	3.8	3.5
Employed or in further study after training	86.1	87.0	86.3
Enrolled in further study after training	10.8	8.8	7.8
Studying at university	6.8	5.3	4.3
Studying at a TAFE institute	na	na	na
Studying at a private training or community education provider	na	na	na
Studying at other provider	4.1	3.6	3.5
Satisfaction outcomes			
Developed problem-solving skills	73.7	77.8	75.0
Improved writing skills	31.3	38.7	31.1
Improved numerical skills	na	na	28.1
Satisfied with teaching ²	90.1	90.8	90.0
Satisfied with assessment ²	90.9	91.0	91.6
Satisfied with the overall quality of training ²	90.1	90.4	91.4
Achieved their main reason for doing the training	89.9	90.8	91.3
Recommendation			
Recommend training	93.9	93.8	93.9
Recommend training provider	92.8	93.3	93.3
Benefits of training			
Of those employed after training:			
Found the training relevant to their current job	76.8	79.8	78.8
Received at least one job-related benefit ¹	45.1	47.9	72.3

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with teaching', 'satisfied with assessment' and 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording.

Table 14 Outcomes and satisfaction for subject completers, by student characteristics, 2019 (%)

	Improved employment status after training ¹	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²	Recommend the training provider
Gender					
Males	65.3	85.9	90.8	90.9	93.1
Females	60.9	86.7	91.8	92.0	93.6
Age group					
18 to 19 years	53.9	72.9	80.6	85.5	90.4
20 to 24 years	62.2	81.1	88.9	89.8	92.4
25 to 44 years	66.3	88.7	91.6	91.4	93.1
45 to 64 years	63.1	89.7	93.2	92.9	94.4
65 years and over	43.8	63.0	95.1	93.2	93.7
Student remoteness (ARIA+) region					
Major cities	62.6	85.3	90.6	91.1	92.9
Inner and outer regional	64.1	87.9	92.1	91.9	94.1
Remote and very remote	67.8	89.1	93.4	91.5	93.5
Indigenous status					
Indigenous	60.2	76.6	85.2	92.1	94.2
Non-Indigenous	63.4	86.4	91.4	91.4	93.3
Disability status (including impairment or long-term condition)					
With a disability	49.5	71.2	83.0	85.9	90.1
Without a disability	64.1	86.9	91.7	91.8	93.5
Speak a language other than English at home					
Other language	60.8	76.4	87.5	91.4	91.7
English	63.7	87.9	92.0	91.5	93.6
SEIFA (IRSD)					
Quintile 1 – most disadvantaged	60.6	82.5	89.4	90.9	92.9
Quintile 2	63.6	87.0	90.7	92.3	93.7
Quintile 3	64.8	87.6	91.3	91.5	93.6
Quintile 4	63.5	86.4	91.7	90.8	93.1
Quintile 5 – least disadvantaged	62.9	87.0	92.4	91.1	93.1
Employment status before training					
Employed	67.5	92.7	94.1	93.1	94.5
Not employed	45.2	51.7	79.1	86.2	89.2
Training was part of an apprenticeship or traineeship					
Yes	65.2	78.0	91.8	91.8	92.5
No	63.1	87.1	91.2	91.4	93.4
All subject completers	63.3	86.3	91.3	91.4	93.3
All subject completers in 2018	45.8	87.0	90.8	90.4	93.3

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording in 2019.

Subject completers enrolled in a qualification

This section focuses on the sub-set of subject completers who enrolled in a nationally recognised VET qualification and left the VET system without completing that qualification.

Table 15 Main reason for not continuing the training for subject completers enrolled in a nationally recognised VET qualification, 2019 (%)

Reason for not continuing training	Subject completers enrolled in a qualification
Got what was wanted from training	22.4
Change in job situation	18.7
Changed job or started a new job	15.8
Lost job	2.9
Training-related reasons	31.7
Started other training	5.2
Training no longer related to plans	8.9
Training was not as expected	13.3
Training timetable was not flexible enough	4.3
Personal reasons	22.4
Other reasons	4.8

For notes on tables, see the explanatory notes on page 33.

Table 16 Outcomes and satisfaction for subject completers enrolled in a nationally recognised VET qualification by training characteristics, 2019 (%)

	Improved employment status after training ¹	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²	Recommend the training provider
Type of training					
Training package qualifications	59.9	78.2	79.3	79.6	83.9
Accredited qualifications	39.3	59.7	76.9	79.2	79.3
Program level of education					
Diploma or higher	50.8	75.7	67.7	68.5	71.3
Certificate IV	62.3	81.4	79.5	78.9	84.5
Certificate III	62.4	78.8	82.2	82.0	85.8
Certificate II	54.8	70.9	81.3	84.4	87.8
Certificate I	36.5	54.0	78.7	83.1	85.7
Program field of education					
Natural and physical sciences	49.5*	79.2*	65.7*	88.9	93.1
Information technology	39.3*	61.3	62.5	67.4	79.5
Engineering and related technologies	71.3	87.4	87.6	85.2	88.7
Architecture and building	69.9	83.0	84.6	86.2	87.1
Agriculture, environmental and related studies	68.3	82.6	86.0	85.9	87.8
Health	56.9	80.8	72.4	72.7	76.6
Education	63.5	82.2	82.8	72.7	79.2
Management and commerce	56.1	75.2	72.1	75.3	80.0
Society and culture	55.5	74.3	78.2	79.2	83.6
Creative arts	35.9	66.9	69.1	65.3	74.0
Food, hospitality and personal services	54.2	73.6	79.8	82.1	85.0
Mixed field programs	32.7	49.6	75.4	79.7	81.4
All subject completers enrolled in a qualification	58.6	77.0	79.1	79.6	83.6
All subject completers enrolled in a qualification in 2018	50.0	79.8	78.9	80.0	84.3

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording in 2019.

Subject completers enrolled in a training package qualification

Table 17 Outcomes and satisfaction for subject completers by training package, 2019 (%)

	Improved employment status after training ¹	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²	Recommend the training provider
10 most popular training packages					
Business Services (BSA, BSB)	50.7	72.8	66.5	70.6	77.7
Community Services (CHC)	55.4	71.8	77.5	75.5	80.3
Tourism, Travel and Hospitality (SIT, THH, THT)	53.7	75.1	79.6	81.9	81.6
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	73.5	85.5	86.3	88.6	89.4
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	47.5*	79.1	69.9*	78.6	81.9
Health (HLT)	54.6	80.5	70.8	74.6	77.5
Transport and Logistics (TDT, TLI)	72.4	85.5	87.2	88.0	91.1
Financial Services (FNA, FNB, FNS)	41.7*	57.7*	64.7*	71.4	73.7*
Property Services (CPP, PRD, PRM, PRS)	71.4	83.1	87.8	88.5	89.0
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	69.1	91.1	87.8	86.2	90.2
All subject completers enrolled in a training package qualification	59.9	78.2	79.3	79.6	83.9
All subject completers enrolled in a training package qualification in 2018	51.0	81.6	79.2	79.9	84.4

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording in 2019.

Summary tables

This section summarises the outcomes and satisfaction of graduates and subject completers by a range of characteristics.

Table 18 Key findings for graduates and subject completers, by provider type, 2019 (%)

	Provider type				
	TAFE institutes	Universities	Community education providers	Private training providers	All students
Graduates					
Employed before training	61.2	65.4	53.6	70.8	66.7
Of these: Employed at a higher skill level after training	21.5	23.4	18.4	16.0	18.0
Of these: Better job after training	40.3	39.3	38.3	36.0	37.5
Not employed before training	38.8	34.6	46.4	29.2	33.3
Of these: Employed after training	40.5	39.8	47.5	52.0	46.8
Improved employment status after training	60.9	61.2	62.4	69.1	65.8
Employed after training	71.3	73.3	70.4	80.3	76.6
Employed or in further study after training	85.2	89.9	80.1	86.0	85.6
Enrolled in further study after training	36.3	45.3	29.8	26.1	30.3
Developed problem-solving skills	79.2	80.1	79.7	76.9	77.9
Improved writing skills	54.7	52.4	60.4	50.8	52.6
Improved numerical skills	50.1	46.6	46.2	42.9	45.6
Satisfied with teaching	86.8	84.0	87.9	87.0	86.9
Satisfied with assessment	88.9	86.3	90.4	89.4	89.2
Satisfied with the overall quality of training	88.3	86.9	89.4	88.0	88.1
Achieved main reason for doing the training	81.9	81.4	84.7	85.0	83.9
Recommend training	90.8	88.8	91.7	90.5	90.6
Recommend training provider	90.0	88.0	88.5	88.4	88.9
Of those employed after training:					
Found the training relevant to their current job	79.3	73.0	83.2	81.3	80.5
Received at least one job-related benefit	83.5	79.9	87.5	84.2	84.0
Subject completers					
Employed before training	69.7	68.8	84.6	81.9	81.0
Of these: Employed at a higher skill level after training	12.0	11.0	6.6	8.6	8.6
Of these: Better job after training	26.0	23.8	14.0	21.8	21.3
Not employed before training	30.3	31.2	15.4	18.1	19.0
Of these: Employed after training	36.1	36.2	40.3	47.7	45.2
Improved employment status after training	58.2	57.4	61.0	64.2	63.3
Employed after training	75.0	74.6	87.4	85.4	84.6
Employed or in further study after training	77.2	82.5	89.2	86.9	86.3
Enrolled in further study after training	6.9	22.8	8.0	7.7	7.8
Developed problem-solving skills	71.2	74.4	78.0	75.0	75.0
Improved writing skills	42.4	37.9	21.6	31.0	31.1
Improved numerical skills	39.2	34.5	17.9	28.0	28.1
Satisfied with teaching	83.2	80.8	93.5	90.3	90.0
Satisfied with assessment	85.2	83.5	94.6	91.9	91.6
Satisfied with the overall quality of training	81.9	83.3	95.0	92.1	91.4
Achieved main reason for doing the training	81.3	82.3	95.2	91.9	91.3
Recommend training	86.3	87.4	96.9	94.3	93.9
Recommend training provider	86.8	87.9	96.7	93.6	93.3
Of those employed after training:					
Found the training relevant to their current job	72.2	70.5	81.1	79.2	78.8
Received at least one job-related benefit	73.5	72.9	67.3	72.9	72.3

For notes on tables, see the explanatory notes on page 33.

Table 19 Key findings for graduates and subject completers, by state/territory of student residence, 2019 (%)

	State/territory of student residence								Australia
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	
Graduates									
Employed before training	64.4	66.1	69.4	66.8	64.6	69.3	83.1	75.6	66.7
Of these: Employed at a higher skill level after training	18.1	17.8	17.6	19.7	16.5	22.1	19.2	21.3	18.0
Of these: Better job after training	38.4	37.5	36.0	40.3	35.5	40.7	39.5	40.1	37.5
Not employed before training	35.6	33.9	30.6	33.2	35.4	30.7	16.9	24.4	33.3
Of these: Employed after training	41.6	47.6	51.9	53.1	44.3	52.7	67.3	60.4	46.8
Improved employment status after training	63.8	65.3	67.6	69.2	63.1	72.0	76.9	75.3	65.8
Employed after training	73.7	76.4	79.4	79.9	74.4	80.9	88.7	85.4	76.6
Employed or in further study after training	85.1	85.4	85.5	86.8	84.9	89.1	92.4	91.2	85.6
Enrolled in further study after training	33.4	29.8	26.6	27.5	31.6	28.8	30.8	33.4	30.3
Developed problem-solving skills	80.2	77.8	74.6	77.9	77.8	80.4	79.6	77.2	77.9
Improved writing skills	56.3	52.8	49.0	49.5	51.2	46.8	53.5	51.4	52.6
Improved numerical skills	49.1	46.2	42.2	42.1	43.7	41.2	46.5	41.3	45.6
Satisfied with teaching	88.2	85.1	86.5	87.2	87.4	88.0	88.1	87.2	86.9
Satisfied with assessment	90.1	87.6	89.0	89.9	89.4	90.9	91.6	89.6	89.2
Satisfied with the overall quality of training	89.6	86.5	87.1	88.4	88.6	90.2	90.9	88.3	88.1
Achieved main reason for doing the training	85.3	83.2	82.4	85.8	82.2	82.9	88.4	87.4	83.9
Recommend training	92.0	89.1	89.7	91.3	91.0	92.8	93.1	91.7	90.6
Recommend training provider	90.8	86.8	87.9	89.5	89.4	91.3	90.8	88.6	88.9
Of those employed after training:									
Found the training relevant to their current job	81.5	78.5	80.8	80.7	79.0	85.3	84.8	83.5	80.5
Received at least one job-related benefit	85.2	83.4	82.7	84.7	82.2	89.2	85.5	86.1	84.0
Subject completers									
Employed before training	79.7	81.2	82.4	80.4	80.0	81.2	87.5	84.9	81.0
Of these: Employed at a higher skill level after training	8.5	8.6	8.4	8.6	9.2	9.6	11.2	7.9	8.6
Of these: Better job after training	21.1	20.5	21.3	19.6	25.7	19.6	18.3	21.3	21.3
Not employed before training	20.3	18.8	17.6	19.6	20.0	18.8	12.5	15.1	19.0
Of these: Employed after training	44.9	42.7	48.1	43.6	46.7	39.6	59.4*	45.6	45.2
Improved employment status after training	63.4	63.1	62.1	62.4	65.5	64.8	69.2	63.5	63.3
Employed after training	84.1	84.7	85.3	84.6	83.4	84.9	89.1	86.9	84.6
Employed or in further study after training	85.4	86.6	87.4	85.8	84.9	86.5	90.0	89.0	86.3
Enrolled in further study after training	7.4	7.9	8.1	8.4	7.3	7.5	10.8	9.4	7.8
Developed problem-solving skills	76.4	75.2	73.4	75.4	73.3	75.6	73.4	73.8	75.0
Improved writing skills	32.5	30.6	30.8	26.9	34.0	24.1	31.9	27.7	31.1
Improved numerical skills	29.6	27.0	27.3	24.2	32.2	23.6	27.3	27.3	28.1
Satisfied with teaching	90.6	90.3	89.1	91.9	88.1	88.7	90.4	90.1	90.0
Satisfied with assessment	92.0	91.6	91.0	92.4	90.5	91.3	92.9	91.8	91.6
Satisfied with the overall quality of training	92.1	91.5	90.7	92.3	89.7	90.9	92.2	91.7	91.4
Achieved main reason for doing the training	91.7	91.0	91.3	91.9	89.2	91.5	93.6	92.5	91.3
Recommend training	94.3	93.6	93.5	95.6	92.3	93.3	94.7	94.4	93.9
Recommend training provider	93.8	93.1	93.0	94.9	91.9	92.5	93.6	94.3	93.3
Of those employed after training:									
Found the training relevant to their current job	79.6	79.7	77.4	79.1	77.8	81.2	79.4	74.7	78.8
Received at least one job-related benefit	72.9	72.2	70.2	71.4	75.6	75.6	74.4	71.5	72.3

For notes on tables, see the explanatory notes on page 33.

Table 20 Key findings for graduates and subject completers, by funding source, 2019 (%)

	Commonwealth/ state funding	Funding source Fee-for-service – domestic	All students
Graduates			
Employed before training	60.9	75.7	66.7
Of these: Employed at a higher skill level after training	20.6	14.8	18.0
Of these: Better job after training	40.3	34.0	37.5
Not employed before training	39.1	24.3	33.3
Of these: Employed after training	45.6	49.8	46.8
Improved employment status after training	63.5	69.4	65.8
Employed after training	72.9	82.3	76.6
Employed or in further study after training	84.0	88.0	85.6
Enrolled in further study after training	32.1	27.6	30.3
Developed problem-solving skills	79.4	75.6	77.9
Improved writing skills	54.7	49.3	52.6
Improved numerical skills	49.6	39.4	45.6
Satisfied with teaching	87.5	85.9	86.9
Satisfied with assessment	89.5	88.7	89.2
Satisfied with the overall quality of training	88.6	87.4	88.1
Achieved main reason for doing the training	82.1	86.4	83.9
Recommend training	91.0	90.0	90.6
Recommend training provider	89.3	88.3	88.9
Of those employed after training:			
Found the training relevant to their current job	80.8	80.1	80.5
Received at least one job-related benefit	85.1	82.4	84.0
Subject completers			
Employed before training	64.4	83.0	81.0
Of these: Employed at a higher skill level after training	13.8	8.1	8.6
Of these: Better job after training	28.8	20.5	21.3
Not employed before training	35.6	17.0	19.0
Of these: Employed after training	35.9	47.5	45.2
Improved employment status after training	56.4	64.1	63.3
Employed after training	70.9	86.2	84.6
Employed or in further study after training	74.2	87.7	86.3
Enrolled in further study after training	8.8	7.7	7.8
Developed problem-solving skills	72.6	75.2	75.0
Improved writing skills	45.5	29.2	31.1
Improved numerical skills	43.2	26.1	28.1
Satisfied with teaching	83.1	90.8	90.0
Satisfied with assessment	84.3	92.4	91.6
Satisfied with the overall quality of training	81.1	92.6	91.4
Achieved main reason for doing the training	78.6	92.7	91.3
Recommend training	86.3	94.7	93.9
Recommend training provider	84.9	94.3	93.3
Of those employed after training:			
Found the training relevant to their current job	72.1	79.5	78.8
Received at least one job-related benefit	75.3	72.0	72.3

For notes on tables, see the explanatory notes on page 33.

Government-funded students

This section summarises the outcomes and satisfaction for government-funded graduates and subject completers.

Table 21 Key findings for Commonwealth- or state-funded graduates and subject completers by state/territory of funding, 2019 (%)

	State/territory of funding								
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
Graduates									
Employed before training	59.1	60.7	62.1	59.9	58.3	66.7	80.6	73.9	60.9
Of these: Employed at a higher skill level after training	20.0	20.5	20.3	28.3	19.0	23.5	23.4	23.8	20.6
Of these: Better job after training	40.0	39.7	39.7	49.8	39.1	42.6	41.4	44.7	40.3
Not employed before training	40.9	39.3	37.9	40.1	41.7	33.3	19.4	26.1	39.1
Of these: Employed after training	39.1	46.1	53.1	62.0	40.9	52.8	61.9	63.1	45.6
Improved employment status after training	61.0	62.5	65.9	72.8	58.8	71.3	77.5	75.7	63.5
Employed after training	69.9	72.7	75.8	79.9	68.7	79.7	87.4	84.7	72.9
Employed or in further study after training	83.9	84.1	82.6	86.7	83.2	88.8	91.9	91.4	84.0
Enrolled in further study after training	35.8	32.9	24.9	26.9	35.6	29.0	34.1	34.9	32.1
Developed problem-solving skills	81.2	78.8	76.3	80.4	80.1	81.6	81.8	81.0	79.4
Improved writing skills	57.4	55.2	51.2	54.2	54.8	47.4	56.0	53.8	54.7
Improved numerical skills	51.5	49.8	47.2	51.3	49.6	43.1	52.5	45.2	49.6
Satisfied with teaching	89.1	84.4	87.8	87.6	88.1	88.8	88.6	87.9	87.5
Satisfied with assessment	90.8	86.8	89.8	90.0	89.5	91.4	92.3	89.9	89.5
Satisfied with the overall quality of training	90.5	85.7	88.1	88.5	89.0	90.8	90.7	88.5	88.6
Achieved main reason for doing the training	83.4	81.7	79.9	86.3	80.0	82.0	87.4	85.6	82.1
Recommend training	92.6	88.9	90.3	92.2	91.1	92.6	92.4	91.9	91.0
Recommend training provider	91.6	86.0	88.7	89.4	90.0	91.5	90.3	89.3	89.3
Of those employed after training:									
Found the training relevant to their current job	82.3	77.8	80.5	83.9	79.4	85.0	85.4	84.4	80.8
Received at least one job-related benefit	86.1	83.4	84.0	89.8	82.9	90.0	87.7	88.3	85.1
Subject completers									
Employed before training	64.9	55.6	68.3	56.1	63.3	81.4	77.8	74.4	64.4
Of these: Employed at a higher skill level after training	13.1	15.4	14.9	15.1	15.1	11.1	15.0	16.0	13.8
Of these: Better job after training	27.4	28.7	31.9	42.6	29.9	25.0	21.8	38.5	28.8
Not employed before training	35.1	44.4	31.7	43.9	36.7	18.6	22.2	25.6	35.6
Of these: Employed after training	30.9	35.6	43.1	40.3*	36.3	41.2*	48.6*	44.8*	35.9
Improved employment status after training	56.8	47.9	56.7	57.3	56.2	66.7	70.4	64.8	56.4
Employed after training	71.1	63.5	71.6	70.2	71.9	82.3	84.5	80.0	70.9
Employed or in further study after training	73.8	69.1	74.8	72.7	74.6	84.7	87.5	82.3	74.2
Enrolled in further study after training	7.4	11.3	10.0	8.8	7.1	8.1	11.7	9.8	8.8
Developed problem-solving skills	73.4	67.9	71.0	66.7	72.2	79.7	80.2	74.3	72.6
Improved writing skills	44.1	47.0	45.8	41.0	46.8	39.2	47.4	42.7	45.5
Improved numerical skills	41.3	43.9	46.7	41.7	43.8	39.0	43.7	44.1	43.2
Satisfied with teaching	86.5	77.0	78.4	81.1	82.9	86.0	89.8	79.9	83.1
Satisfied with assessment	88.2	77.6	79.5	83.6	83.4	87.3	87.3	80.8	84.3
Satisfied with the overall quality of training	84.9	73.3	75.9	81.0	79.9	87.4	87.7	78.6	81.1
Achieved main reason for doing the training	80.7	70.2	76.2	78.4	78.1	90.0	89.1	79.4	78.6
Recommend training	88.9	79.7	83.7	89.1	85.1	91.2	90.8	82.3	86.3
Recommend training provider	88.3	77.5	80.3	85.7	83.9	90.4	86.4	83.9	84.9
Of those employed after training:									
Found the training relevant to their current job	71.9	63.0	71.2	73.5	69.9	83.3	81.5	79.9	72.1
Received at least one job-related benefit	76.7	68.2	73.7	77.2	73.9	80.0	80.6	78.5	75.3

For notes on tables, see the explanatory notes on page 33.

Table 22 Key findings for Commonwealth- or state-funded graduates and subject completers, 10-year time series (%)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Graduates										
Employed before training	72.6	72.3	70.6	72.1	70.3	65.2	65.4	63.8	61.7	60.9
Of these: Employed at a higher skill level after training	21.2	19.8	17.7	15.7	14.1	15.4	17.2	18.0	18.7	20.6
Of these: Better job after training	na	na	na	na	na	na	na	na	na	40.3
Not employed before training	27.4	27.7	29.4	27.9	29.7	34.8	34.6	36.2	38.3	39.1
Of these: Employed after training	47.2	48.2	47.9	44.2	44.4	41.9	44.1	45.2	47.5	45.6
Improved employment status after training ¹	62.3	64.2	62.9	60.7	59.6	58.7	54.7	55.7	58.6	63.5
Employed after training	77.2	78.6	77.9	77.6	76.9	73.6	73.4	73.5	73.8	72.9
Employed or in further study after training	87.7	88.2	88.3	87.8	87.7	84.8	84.7	83.8	83.4	84.0
Enrolled in further study after training	34.5	34.5	36.4	35.1	35.2	32.5	32.8	30.4	29.3	32.1
Developed problem-solving skills	76.3	77.0	77.4	77.3	76.4	77.0	76.8	79.1	81.3	79.4
Improved writing skills	na	na	na	na	na	na	50.8	52.8	57.1	54.7
Improved numerical skills	na	na	na	na	na	na	na	na	na	49.6
Satisfied with teaching ²	89.8	90.7	91.4	90.1	89.9	89.4	86.1	87.7	87.6	87.5
Satisfied with assessment ²	88.8	89.7	90.1	88.9	88.9	88.7	87.8	89.7	89.5	89.5
Satisfied with the overall quality of training ²	88.4	88.7	89.0	87.3	87.5	86.6	86.2	87.8	87.4	88.6
Achieved main reason for doing the training	84.3	85.1	84.4	83.0	81.9	79.7	82.2	82.8	82.9	82.1
Recommend training	93.5	93.8	93.4	92.2	91.1	89.5	90.8	92.1	91.7	91.0
Recommend training provider	92.0	91.7	91.3	90.2	89.9	88.3	88.6	90.0	90.3	89.3
Of those employed after training:										
Found the training relevant to their current job	79.9	80.6	80.0	80.6	78.0	78.6	76.7	78.7	79.0	80.8
Received at least one job-related benefit ¹	75.4	77.2	75.9	74.1	72.9	75.7	68.6	69.9	74.0	85.1
Subject completers										
Employed before training	69.4	67.1	65.0	69.5	66.5	62.0	62.4	65.2	61.4	64.4
Of these: Employed at a higher skill level after training	12.7	10.4	10.8	7.9	10.5	8.7	11.1	11.4	11.6	13.8
Of these: Better job after training	na	na	na	na	na	na	na	na	na	28.8
Not employed before training	30.6	32.9	35.0	30.5	33.5	38.0	37.6	34.8	38.6	35.6
Of these: Employed after training	32.3	32.8	33.6	32.2	32.1	32.6	35.5	34.3	33.3	35.9
Improved employment status after training ¹	46.7	47.6	47.7	47.8	47.9	47.0	44.6	44.2	45.0	56.4
Employed after training	70.6	69.9	68.7	71.3	69.3	67.1	67.6	70.7	69.0	70.9
Employed or in further study after training	73.4	73.0	72.1	74.9	72.8	71.4	70.8	73.6	71.4	74.2
Enrolled in further study after training	8.2	8.4	9.1	10.3	9.9	10.1	8.8	9.8	7.6	8.8
Developed problem-solving skills	68.1	69.0	69.4	70.7	68.8	69.5	70.2	74.2	73.7	72.6
Improved writing skills	na	na	na	na	na	na	43.9	41.4	48.9	45.5
Improved numerical skills	na	na	na	na	na	na	na	na	na	43.2
Satisfied with teaching ²	88.7	87.6	88.0	88.2	87.4	87.4	82.3	84.0	82.4	83.1
Satisfied with assessment ²	84.0	83.9	84.7	85.1	82.5	84.3	83.4	85.6	83.3	84.3
Satisfied with the overall quality of training ²	84.0	83.2	83.1	83.3	81.0	82.0	80.7	82.5	80.3	81.1
Achieved main reason for doing the training	78.7	78.2	78.6	79.4	76.6	75.2	75.9	79.8	77.5	78.6
Recommend training	89.2	88.8	88.4	87.6	87.0	85.3	85.7	88.4	86.6	86.3
Recommend training provider	88.9	88.1	87.9	86.7	86.6	84.7	84.1	87.1	86.0	84.9
Of those employed after training:										
Found the training relevant to their current job	66.1	68.2	67.7	71.0	69.0	69.0	68.5	72.3	72.3	72.1
Received at least one job-related benefit ¹	59.1	61.8	62.3	61.7	63.1	63.9	55.4	54.2	58.3	75.3

For notes on tables, see the explanatory notes on page 33.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years due to improvements in 2019 to the job-related benefits response items used to derive these variables.

2 Caution should be exercised when comparing estimates for 'satisfied with teaching', 'satisfied with assessment' and 'satisfied with the overall quality of training' because the estimates may differ to prior years due to improvements to question wording.

Number of respondents

Table 23 Number of graduate and subject completer respondents, by student and training characteristics, 2019

	Graduates	Subject completers
State/territory of student residence		
New South Wales	41 008	13 903
Victoria	28 349	11 640
Queensland	28 334	10 441
South Australia	6 151	3 767
Western Australia	11 252	4 363
Tasmania	3 251	1 636
Northern Territory	1 443	1 030
Australian Capital Territory	2 748	1 589
Type of training		
Training package qualifications	114 304	7 966
Accredited qualifications	8 232	591
Other	na	39 812
Provider type		
TAFE institutes	41 410	5 375
Universities	3 759	926
Community education providers	5 957	4 613
Private training providers	71 410	37 455
Funding source		
Commonwealth/state funding	75 333	6 971
Fee-for-service – domestic	47 203	41 398
Age group		
18 to 19 years	8 539	1 869
20 to 24 years	20 536	4 854
25 to 44 years	56 591	18 996
45 to 64 years	34 989	20 497
65 years and over	1 881	2 153
Females	72 545	23 555
Indigenous	5 813	1 645
With a disability	10 791	2 614
Speak a language other than English at home	29 057	7 102
From remote/very remote areas	2 416	1 629
Quintile 1 – most disadvantaged	24 708	8 772
Training was part of an apprenticeship or traineeship	30 374	3 800
Total	122 536	48 369

For notes on tables, see the explanatory notes on page 33.

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>>.

Accredited courses refer to nationally recognised courses accredited by VET regulators. They are courses that result in a statement of attainment outcome. The title of such courses commences with the words 'Course in'.

Accredited qualifications refer to nationally recognised courses accredited by VET regulators. They are qualifications at certificate I level or above that are not specified in a national training package.

Apprentice/trainee status indicates whether a student is undertaking some off-the-job training under an apprenticeship/traineeship training 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.

Disability refers to whether the student self-identifies as having a disability, impairment or long-term condition.

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

English (main language spoken at home) whether the student speaks a language other than English at home.

Field of education describes the broad area of study related to a program in which a student is enrolled.

Government funding relates to Commonwealth and state/territory funded activity delivered by registered training organisations (RTOs).

Graduate refers to a student who completed all the requirements of a qualification, as reported in the National VET Provider Collection.

Higher level qualifications that are not training package qualifications or accredited qualifications. These qualifications are accredited by higher education institutions with self-accrediting authority or state or territory accreditation authorities.

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.

Nationally recognised training leads to vocational qualifications and credentials that are recognised across Australia and are delivered by registered training organisations (RTOs). Nationally recognised training is listed on the National Training Register (training.gov.au).

Non-nationally recognised training includes locally developed courses, higher level qualifications and locally developed skill sets. Non-nationally recognised training is not listed on the National Training Register (training.gov.au).

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).

Not employed is defined as unemployed, not in the labour force, or not employed (no further information).

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 refer to privately-owned and operated training providers that are registered by the Australian Skills Quality Authority, or a state/territory accrediting body.

Provider type refers to the type of institution or organisation providing the training.

Qualifications in the VET sector refer to the Australian Qualifications Framework (AQF) levels of education from certificate I through to graduate diploma.

Registered training organisations (RTOs) are training providers registered by the Australian Skills Quality Authority (ASQA) or, in some cases, a state or territory registering and accrediting body, to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.

SEIFA Index of Relative Disadvantage (IRSD) is a general socio-economic index that summarises information about the economic and social resources of people and households within an area. This index focuses on disadvantage. A high score (or quintile) reflects a relative lack of disadvantage rather than relative advantage.

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.

Subject completer refers to a student who completed at least one subject and left the VET system without obtaining a qualification. 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>>).

Subjects not delivered as part of a nationally recognised program includes stand-alone nationally recognised subject enrolments and enrolments in nationally recognised subjects that are delivered as part of a non-nationally recognised program.

Technical and further education (TAFE) institutes are created by an Act of parliament and have responsibilities specified in that and other legislation and via ministerial directions. These institutes are public bodies in receipt of government funding and provide a range of technical and VET 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.

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry, or a group of industries. Each training package is made up of three components; units of competency, qualifications framework levels of education and assessment guidelines. For further information refer to <<http://www.training.gov.au>>.

Training package qualifications are nationally endorsed qualifications specified in a national training package.

Training package skill sets are nationally recognised skill sets, specified in a national training package. They are groupings of units of competency or modules that have been combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement.

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 federal parliament.

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

Scope

- 1 This publication provides a summary of the outcomes of students who completed nationally recognised VET delivered by RTOs in Australia during 2018, using data collected in mid-2019. This includes:
 - Nationally recognised programs that are associated with one or more clusters of subjects. These include; training package qualifications and skill sets, accredited qualifications, and accredited courses that lead to a statement of attainment.
 - Nationally recognised subjects delivered stand alone or as part of a non-nationally recognised program.
- 2 The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.
- 3 Since 1999, the survey has collected information on the outcomes of government-funded VET students. In 2016, the scope of the survey was expanded to report on the outcomes of all graduates; including fee-for-service students (those who paid for the training or whose employer paid for the training) from private training and community education providers. The expanded scope was applied to the 2017 survey for graduates and, for the first time, subject completers.
- 4 The scope of the students included in the publication is provided below.

Scope matrix

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

- 5 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
 - students from correctional facilities
 - students who completed non-nationally recognised training.

Definitions and derivations

- 6 In 2019, the percentage of students satisfied with teaching, satisfied with assessment and satisfied overall is based on the proportion of respondents reporting that they are 'Very satisfied' or 'Satisfied' with the questionnaire item. The percentage of students who developed problem-solving skills, improved writing skills and improved numerical skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 7 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.
- 8 Employed at a higher skill level is based on those employed before training who are employed in an occupation with a higher skill level after training, in comparison with their occupation before training. The base includes those not employed after training. In VET student outcomes reports and data products

released prior to December 2019, the proportion employed at a higher skill level was based on those employed before and after training.

- 9 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. In 2019, a new category was added for 'gained extra skills for my job'.
- 10 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.
- 11 Graduates who completed training that included both Commonwealth/state-funded and fee-for-service subjects are reported as 'Commonwealth/state-funded'.
- 12 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.
- 13 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.
- 14 'Program level of education' in the training characteristics tables refers to the program level completed for the graduates and the program level enrolled in for the subject completers.
- 15 The 10 most popular training packages are based on the highest number of enrolments in 2018 as reported in *Australian vocational education and training statistics: Total VET students and courses 2018*.
- 16 Income is imputed to remove outliers.

Reporting changes

- 17 From the 2017 surveys and onwards, information on student characteristics, such as disability status and Indigenous status, was sourced from the National VET Provider Collection. It was asked of respondents only when missing from the National VET Provider Collection.
- 18 The main reason for not continuing the training is shown for subject completers who enrolled in but did not complete a nationally recognised VET qualification. This represents a change from previous years and for this reason, data on reason for not continuing the training in this publication should not be compared with data in previous years' publications.
- 19 Following a trial in 2018, the 2019 questionnaire was revised. The changes include:
 - minor changes to question wording to questions on further study after training and level of further study after training
 - changes to question wording and a change from an agreement scale to a satisfaction scale for questions on satisfied with teaching and assessment and satisfied overall
 - a change in the order of the satisfied with teaching and assessment questions to appear after the developed problem-solving, improved writing skills and improved numerical skills bank of questions
 - the inclusion of a new category in the job-related benefits item of 'gained extra skills for my job'
 - new questions added on 'improved numerical skills' and 'better job after training'.
- 20 The results from the 2018 questionnaire trial suggest the following survey estimates in 2019 are not comparable with prior years due to the changes in question wording:
 - received at least one job-related benefit
 - improved employment status after training (derived from 'received at least one job-related benefit').

The results from the trial suggest that the 2019 responses to satisfaction with teaching and assessment and overall satisfaction may differ to prior years due to the changes in question wording. For further information, see the Technical notes supporting documentation at <<https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>>.

- 21 In 2019, NCVER conducted a national Apprentice and Trainee Experience and Destination (ATED) survey that was integrated with the 2019 National Student Outcomes Survey. The surveys ran concurrently. Key National Student Outcomes Survey questions were included in the ATED questionnaire alongside other questions specific to apprentices and trainees. Where a student was sampled for both surveys, they were invited to participate in one survey only—ATED. Following a mode effects analysis, the responses to these key questions were merged back into the National Student Outcomes Survey response file. As a result of this approach, apprentices and trainees sampled for both surveys did not answer all questions in the National Student Outcomes Survey.
- 22 In 2019, information on whether training was part of an apprenticeship or traineeship was sourced from the National Apprentice and Trainee Collection if the student answered the ATED questionnaire or from the survey responses if the student answered the National Student Outcomes Survey questionnaire.

Australian Bureau of Statistics data

- 23 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the Hugo Centre for Migration and Population Research at the University of Adelaide. ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <<https://www.adelaide.edu.au/hugo-centre/news/list/2018/11/21/accessibilityremoteness-index-of-australia-plus-aria-2016>>.
- 24 Socio-Economic Indexes For Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socio-economic advantage and disadvantage. Four different indexes are calculated. Each index is a summary of a different subset of Census variables and focuses on a different aspect of socio-economic advantage and disadvantage. This publication uses the Index of Relative Socio-Economic Disadvantage (IRSD). Further information on SEIFA can be found at <<http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>>.
- 25 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.

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. NCVER does not report on estimates based on five or fewer respondents because the estimates are unreliable.



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