### P:\PublicationComponents\logos\NCVER LOGOS\ColourBar\ColourTabsForResearchReports\ColourBar_Purple_RightTab_Resized.jpgPublisher’s note

**Traditional trade apprenticeships: experiences and outcomes**

**Josie Misko, Zhaoyi Gu and Michelle Circelli**

National Centre for Vocational Education Research

**RESEARCH REPORT**

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. Any interpretation of data is the responsibility of the author/project team.

To find other material of interest, search VOCEDplus (the UNESCO/NCVER international database <[http://www.voced.edu.au](http://www.voced.edu.au/)>) using the following keywords: apprentice; apprenticeship; client satisfaction; completion; dropout; employers; employment outcomes; government role; industry; off the job training; outcomes of education and training; participation; skill development; trend; vocational education and training; work based learning.

P:\PublicationComponents\logos\Social Media\Twitter_blackbox.pngP:\PublicationComponents\logos\Social Media\InBug-16px_0.png

**© Commonwealth of Australia, 2020**

G:\pub_prod\PublicationComponents\logos\Creativecommons\CC BY logo.eps

With the exception of the Commonwealth Coat of Arms, the Department’s logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia <http://creativecommons.org/licenses/by/3.0/au> licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence <http://creativecommons.org/licenses/by/3.0/legalcode>.

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

This document should be attributed as Misko, J, Gu, Z & Circelli, M 2020, *Traditional trade apprenticeships: experiences and outcomes,* 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 Government Department of Education, Skills and Employment.

COVER IMAGE: GETTY IMAGES

ISBN 978-1-925717-55-6

TD/TNC 140.11

Published by NCVER, ABN 87 007 967 311

Level 5, 60 Light Square, Adelaide SA 5000  
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

**Phone** +61 8 8230 8400 **Email** [ncver@ncver.edu.au](mailto:ncver@ncver.edu.au)   
**Web** <https://www.ncver.edu.au> <<https://www.lsay.edu.au>>

**Follow us:** <https://twitter.com/ncver> <https://www.linkedin.com/company/ncver>

# About the research

### *Traditional trade apprenticeships: experiences and outcomes*

### Josie Misko, Zhaoyi Gu and Michelle Circelli National Centre for Vocational Education Research

The apprenticeship model of work-based training is often held up as an effective mechanism for enabling individuals to learn specific skills and subsequently transition to employment in a skilled occupation. Over time, technological, regulatory and social changes have affected the training of apprentices. It is in this context that NCVER undertook a three-phase study to investigate the demand for traditional trade apprentices and determine whether the training they receive meets current needs.

The first phase of the broader study examined the context for traditional trade apprenticeships in Australia, revealing trends in training activity and completions, and describing the application of current and past government incentives. This phase also detailed international apprenticeship models and practices to enable a comparison with Australian approaches. The second phase presented the outcomes from in-depth interviews and focus groups, in which employers, trainers, apprentices and relevant government officials discussed issues relating to various aspects of apprenticeship training. This final component of the project draws primarily on findings from the 2019 Apprentice and Trainee Experience and Destinations Survey to examine the experiences of the traditional trade apprentices themselves. Qualitative data from the focus groups of traditional trade apprentices in the second phase of the broader study are used to highlight the experience of, and give voice to, the traditional trade apprentice.

## Key messages

* Traditional trade apprentices report high levels of satisfaction with the off-the-job training they receive, irrespective of whether they complete their apprenticeship.
* Those who do not complete a traditional trade apprenticeship predominantly cite employment-related reasons for leaving their apprenticeship, highlighting how critical the role of the employer is in supporting apprentice completion.
* Completing a traditional trade apprenticeship results in good employment outcomes. In 2019, over 90% of traditional trade apprentices who completed their apprenticeships were employed, compared with about 75% of non-completers. Completers also fared better than non-completers in staying employed with the same employer as their apprenticeship and having a higher median annual income.

Simon Walker

Managing Director

# Acknowledgments

We acknowledge the work undertaken by our colleague, Mandy Mihelic, in early versions of this report.

P:\PublicationComponents\Icons\ExecutiveSummary.emfContents

Executive summary 7

Findings 7

Background 9

The focus groups 9

The surveys 9

Starting a traditional trade apprenticeship 10

Pre-apprenticeship training 10

Learning about a traditional trade apprenticeship 10

The experiences of undertaking a traditional trade apprenticeship 12

Taking up a traditional trade apprenticeship 12

Reasons for leaving a traditional trade apprenticeship 13

Changing employers 14

Satisfaction with the apprenticeship 15

Outcomes from traditional trade apprenticeships 18

Benefits of doing a traditional trade apprenticeship 18

Employment and earnings 20

Post-apprenticeship studies 21

References 21

Appendix A 22

Appendix B 25

# Tables

## Tables

1 Number of traditional trade apprentice respondents to 2010 and 2019 Apprentice and Trainee Experience and Destination surveys, by completion status 9

2 Pre-vocational and pre-apprenticeship courses completed by traditional trade apprentices, by completion status, 2010 and 2019 (%) 10

3 Sources of information about apprenticeships used by traditional trade apprentices prior to commencing their apprenticeship, by completion status, 2019 (%) 11

4 Main reason for undertaking an apprenticeship for traditional trade apprentices, by completion status, 2010 and 2019 (%) 13

5 Main reason for not completing a traditional trade apprentices, 2010 and 2019 (%) 14

6 Main reason traditional trade apprentices changed employers after training, by completion status, 2019 (%) 15

7 Traditional trade apprentices satisfied and dissatisfied with the apprenticeship overall, by completion status, 2010 and 2019 (%) 16

8 Traditional trade apprentices satisfied with aspects of the off-the-job training, by completion status, 2010 and 2019 (%) 16

9 Traditional trade apprentices satisfied with aspects of the employment associated their apprenticeship by completion status, 2010 and 2019 (%) 16

10 Main benefit received from undertaking a traditional trade apprenticeship, by completion status, 2019 (%) 18

11 Bullying observed in the workplace by various characteristics for completers and non-completers, traditional trade apprentices, 2019 (%) 19

12 Employment outcomes for traditional trade apprentices, by completion status, 2019 (%) 20

13 Relevance of training to current job for traditional trade apprentices, by completion status, 2010 and 2019 (%) 20

14 Median annual income for traditional trade apprentices, by completion status, 2019 20

15 Further studies undertaken by traditional trade apprentices after the apprenticeship training, by completion status (%) 21

A1 Traditional trade occupations, by trade group 22

B1 Traditional trade apprentices dissatisfied with aspects of the off-the-job training, by completion status, 2010 and 2019 (%) 25

B2 Dissatisfaction with employment aspects of the apprenticeship, traditional trade apprentices (%) 25

# P:\PublicationComponents\Icons\ExecutiveSummary.emfExecutive summary

This report is the final component of a broader study undertaken in three phases, the first two of which are described briefly below. It looks at the experiences of the traditional trade apprentice and in doing so focuses primarily on findings from the 2019 Apprentice and Trainee Experience and Destinations Survey, with data from the 2010 survey included, where relevant, to examine changes over time. The survey allows us to investigate the experiences and outcomes of apprentices who did and those who did not complete their traditional trade apprenticeship. Where appropriate, findings from the focus groups of apprentices conducted in 2019 as part of the second report (Misko & Wibrow 2020) are included to examine in more detail the experience of the traditional trade apprentice.

In this research, a *traditional trade* apprenticeship was identified as applying to the following occupations: building trades; electrotechnology and telecommunications trades; engineering trades;   
food trades; motor mechanic, repairer and vehicle builder trades; precision trades; skilled animal   
and horticultural workers; and other traditional trades (for example, hairdressers, cabinet-makers, printers etc).

The first phase of the broader study focused on trends in training activity over the period 2012 to 2018, including completions, along with an analysis of the application of current and past government incentives, and some comparisons with apprenticeship systems used overseas. The analysis of trend data found that demand for traditional trade apprentices has been relatively stable over the last 15 years, with changes generally reflecting the prevailing economic conditions. Similarly, the investigation of government incentives for employers of traditional trade apprentices also found these to have remained stable, despite various changes to the overall apprenticeship incentives scheme. In real terms, however, they have actually decreased (Misko 2020).

Through in-depth interviews and focus groups, the second phase collated qualitative data on those elements of apprenticeship training that the key players (that is, employers, trainers, relevant government officials and apprentices) perceived to be effective, or otherwise, and those areas that need improvement. This study found that, in the main, the key players remain supportive of the current combination of off- and on-the-job training under a contract of training. Both these forms of training were acknowledged as providing apprentices with the technical skills that underpin the knowledge, attributes and behaviours necessary for their trades. However, a key challenge is that the increasing specialisation in some industries means it is becoming more difficult to align the off-the-job learning content with tasks being done on the job (Misko & Wibrow 2020).

## Findings

### The experience of undertaking a traditional trade apprenticeship

The main reasons cited for starting a traditional trade apprenticeship in both 2019 and 2010 were employment-related, for example, wanting a job or wanting to work in a particular type of job.

For those who did not complete an apprenticeship, the main reasons for non-completion changed very little between the 2010 and 2019 surveys, with employment-related reasons continuing to be the key concern. In 2010, it was highly likely that the Global Financial Crisis (GFC) had an impact on their ability to continue, with a higher proportion than in 2019 losing their jobs or being made redundant. In 2019, there was no single employment-related reason that dominated, although 12% of traditional trade apprentices either left their apprenticeship because they did not get along with their boss or co-workers or had lost jobs or been made redundant. These findings highlight the critical role played by employers in supporting apprentice completion.

Not unexpectedly, the proportions satisfied with their apprenticeship overall, as well as with the off-the-job training and the features of their employment related to their apprenticeship, were higher for completers than non-completers in both 2010 and 2019. A positive aspect to the figure for the traditional trade apprentices who did not complete their apprenticeship is the high rate of satisfaction with the off-the-job training, with around 70% of non-completers satisfied in both 2010 and 2019.

### Outcomes from traditional trade apprenticeships

The main benefits received by traditional trade apprentices from completing their apprenticeship were employment-related and, in particular, that they gained a qualification/trade.

In contrast, non-completers gained extra skills for their job and cited the experience as the main   
benefit of undertaking their apprenticeship. Of concern is that almost 18% of non-completers indicated they had received no benefits from undertaking a traditional trade apprenticeship.

Completing a traditional trade leads to good employment outcomes. In 2019, over 90% of traditional trade apprentices were employed after completing their apprenticeship, compared with about 75% of non-completers. Completers also fared better than non-completers in staying employed with the same employer as their apprenticeship. Income earnings were also better, with the difference in median annual income approximately $19 000 in favour of completers in 2019.

For many traditional trade apprentices, completing or leaving the apprenticeship was not the end of   
their education or training experience, with around a fifth of completers and a third of non-completers going on to further study. In 2019, almost 15% of non-completers moved on to another apprenticeship, suggesting they still saw value in pursuing an apprenticeship.

# Background

## The focus groups

As part of the second phase of the broader study on traditional trade apprenticeships (Misko & Wibrow 2020), face-to-face focus groups were held with apprentices in South Australia to understand, from their perspective, what is effective, what is not, and what needs improvement in apprenticeship training.   
A total of 10 apprentices participated in the focus group for apprentice carpenters and joiners;   
eight participated in the focus group for chefs; and five participated in the focus group for   
fabrication apprentices.

## The surveys

The 2010 and 2019 Apprentice and Trainee Experience and Destination surveys both collected information from apprentices and trainees who completed their training (completers) or cancelled or withdrew from an apprenticeship and did not return to the same qualification (non-completers). A total of 4395 traditional trade apprentices responded to the 2019 survey and 2158 to the 2010 survey (table 1).

The surveys looked at employment outcomes, reasons for non-completion, further study outcomes and satisfaction with the training. Questions were also asked about their reason for starting an apprenticeship and the benefits they received from their training. The 2019 survey also included questions on the sources of information accessed by apprentices before embarking on their apprenticeships and whether they had witnessed bullying in the workplace (NCVER 2019).

Table 1 Number of traditional trade apprentice respondents to 2010 and 2019 Apprentice and Trainee Experience and Destinations surveys, by completion status

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | N | % | N | % |
| Completers | 1078 | 50.0 | 3257 | 74.1 |
| Non-completers | 1080 | 50.0 | 1138 | 25.9 |
| **Total** | **2158** | **100.0** | **4395** | **100.0** |

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

# Starting a traditional trade apprenticeship

## Pre-apprenticeship training

Over 30% of completers and non-completers had undertaken some training before beginning their traditional trade apprenticeship, a slightly higher proportion than in 2010 (table 2). In 2019, over 80% of both groups considered such programs to be relevant to their apprenticeships.

Table 2 Pre-vocational and pre-apprenticeship courses completed by traditional trade apprentices, by completion status, 2010 and 2019 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | Completers | Non-completers | Completers | Non-completers |
| Completed a pre-vocational/  pre-apprenticeship course | 28.8 | 26.9 | 32.6 | 30.3 |
| Of these: Course relevant to their apprenticeship | 83.9 | 81.6 | 88.5 | 85.0 |

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

## Learning about a traditional trade apprenticeship

The 2019 survey collected information relating to where and from whom apprentices first sourced information about undertaking an apprenticeship. They were also asked about the source for their initial information on apprenticeship pay rates.

The most common source of information cited by traditional trade apprentices was family, followed by school teachers or a training provider (table 3). In regards to information about pay rates, almost half of traditional trade apprentices first received information on pay rates at work. Over a quarter were unaware of how much they would be paid before starting their apprenticeship (table 3).

Table 3 Sources of information used by traditional trade apprentices prior to commencing their apprenticeship, by completion status, 2019 (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Completers | Non-completers | Total |
| **Where first received information about doing an apprenticeship** |  |  |  |
| Parents/family | 33.7 | 23.2 | 30.6 |
| Teachers at school/training provider | 30.4 | 28.6 | 29.8 |
| Research on the internet/advertising | 17.8 | 23.9 | 19.6 |
| At work/from employer/work colleagues | 17.8 | 17.7 | 17.8 |
| Friends | 17.1 | 17.2 | 17.1 |
| Attending careers days/expos | 9.2 | 7.4 | 8.6 |
| Job network provider/employment agency | 0.9 | 3.1 | 1.5 |
| Other | 3.8 | 6.2 | 4.5 |
| **Where first received information about apprenticeship pay rates** |  |  |  |
| At work/from employer/work colleagues | 47.2 | 41.6 | 45.6 |
| Research on the internet/advertising | 17.8 | 16.9 | 17.5 |
| From the Fair Work Ombudsman | 10.7 | 10.7 | 10.7 |
| Teachers at school/training provider | 6.5 | 7.7 | 6.8 |
| Friends | 6.3 | 6.9 | 6.5 |
| Parents/family | 3.9 | 4.0 | 3.9 |
| Other | 2.0 | 0.5 | 1.5 |
| Job network provider/employment agency | 0.5 | 1.2 | 0.7 |
| I didn’t know how much I would be paid before I started my apprenticeship | 27.4 | 29.3 | 28.0 |

Source: NCVER Apprentice and Trainee Experience and Destinations Survey 2019, unpublished data.

# The experiences of undertaking a traditional trade apprenticeship

Employment-related issues constituted the main reasons for both entering and leaving an apprenticeship for the respondents to the 2010 and 2019 surveys, as well as for the apprentices who participated in the focus groups.

## Taking up a traditional trade apprenticeship

In 2010 and 2019, the most common reasons given by traditional trade apprentices for starting their apprenticeship were employed-related, for example, wanting to work in that type of job or wanting a   
job (table 4). However, for both completers and non-completers these reasons decreased substantially over the period, more so for non-completers than completers.

Participants in the focus groups also primarily cited employment-related reasons for starting their apprenticeships, although other reasons were proposed.

Among the apprentice carpenters and joiners, their enjoyment of working with timber, using their hands and working in outside jobs were key motivators for taking up the apprenticeship. This group included individuals who had moved into the trade from another trade (mainly to help in family businesses) and those who had moved into the trade from other occupations and study programs, either because it afforded them an opportunity to get a job in construction (which was a skill-shortage area) or because they had tried other jobs but did not like them.

I tried real estate, but it was no good and I liked working outside.  
 (Third year apprentice)

I went to uni first, but I was interested in construction so came to do the trade.

(Second year apprentice)

For the apprentice fabricators, job security was a key motivator, although some had selected the trade because they had expected to enter a trade on leaving high school. Others, from farms, had been using welding skills on the farm and had decided to learn the trade. There were also existing workers who had been asked to become an apprentice by their current employers; they were motivated by the opportunity to progress in the company.

For some of the apprentice chefs, following in the footsteps of family members, loving cooking and being asked to do an apprenticeship were the reasons for starting an apprenticeship.

I was already in the industry and the head chef said ‘I want you to do an apprenticeship’. I wanted to do it and applied. (First year apprentice)

Table 4 Main reason for undertaking a traditional trade apprenticeship, by completion status, 2010 and 2019 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | Completers | Non-Completers | Completers | Non-completers |
| **Employment-related** | 71.2 | 75.5 | 55.6 | 54.6 |
| Wanted to work in that type of job | 47.7 | 52.7 | 38.7 | 38.8 |
| Wanted a job (any type) | 15.9 | 15.2 | 9.3 | 12.2 |
| It was a requirement of my job | 2.4 | 1.5 | 4.6 | 1.9 |
| Recommended/offered by company (non-mandatory) | 5.3 | 6.1 | 2.3 | 1.6 |
| Change of career | na | na | 0.6 | 0.0 |
| **Training-related** | 22.4 | 20.0 | 29.6 | 31.7 |
| To gain a recognised qualification or certificate | 17.7 | 14.8 | 19.3 | 19.7 |
| Get paid to learn | 4.2 | 4.4 | 8.8 | 10.3 |
| Opportunity to further knowledge and skills | 0.4 | 0.8 | 1.2 | 1.4 |
| Part of a school program/curriculum/ offered through school/requirement for school | na | na | 0.3 | 0.3 |
| **Future prospects** | 4.3 | 3.1 | 7.5 | 4.9 |
| To start my own business | 1.2 | 0.6 | 3.1 | 2.4 |
| It had good job prospects | 2.7 | 2.2 | 2.9 | 1.9 |
| It had good pay once qualified | 0.4 | 0.3 | 1.5 | 0.6 |
| **Other reasons** | 2.1 | 1.4 | 7.3 | 8.7 |
| Passion for subject/area of interest/for enjoyment | na | na | 1.9 | 2.7 |
| Didn’t get into university/didn’t want to go to university | 2.0 | 1.2 | 1.3 | 1.1 |
| To get out of school/didn’t like school/ dropped out of school | na | na | 0.7 | 0.9 |
| Family influence/interest/tradition/ business | na | na | 1.5 | 0.6 |
| Recommended by friend/someone who had undertaken this | na | na | 0.1 | 0.3 |
| Something to fall back on | na | na | 0.1 | 0.1 |
| Good location/closer to home | na | na | 0.1 | 0.1 |
| Travel | na | na | 0.0 | 0.0 |
| Other | 0.1 | 0.2 | 1.7 | 2.9 |

Note: na – not applicable. This response category was not available in the 2010 survey.

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

## Reasons for leaving a traditional trade apprenticeship

The main reasons for not completing a traditional trade apprenticeship changed little between 2010 and 2019, with employment-related reasons continuing to be the key concern (table 5).

In 2010 a key highlight of the data was that over a quarter of traditional trade apprentices failed to complete their apprenticeship because they had lost their jobs or were made redundant, possibly in response to the Global Financial Crisis. By contrast, in 2019, no single employment-related reason dominated (table 5) although 12% either did not get on with their boss or work colleagues, or had lost their job or been made redundant.

Table 5 Main reason for not completing a traditional trade apprenticeship, 2010 and 2019 (%)

|  |  |  |
| --- | --- | --- |
|  | 2010 | 2019 |
| **Employment-related** | **78.0** | **73.9** |
| I didn’t get on with my boss or other people at work | 12.4 | 12.1 |
| I lost my job/was made redundant | 26.9 | 11.9 |
| I didn’t like the type of work | 8.4 | 8.1 |
| Poor working conditions | 3.6 | 8.0 |
| Left job/changed career | 11.1 | 7.7 |
| The pay was too low | 5.5 | 6.6 |
| Apprenticeship or traineeship cancelled/discontinued | 2.7 | 6.6 |
| Got offered a better job | 2.4 | 5.8 |
| I was not happy with the job prospects in the industry | 4.2 | 3.3 |
| I transferred to another apprenticeship | 0.9 | 2.4 |
| Business closed/company went into liquidation | na | 0.8 |
| Not able to use the skills I was learning at work | na | 0.7 |
| **Training-related** | **5.7** | **10.9** |
| I wasn’t happy with the on-the-job training | 2.3 | 4.0 |
| Lack of interest/support | na | 3.5 |
| I wasn’t happy with the off-the-job training | 1.1 | 1.3 |
| Studying elsewhere (university/school) | 0.8 | 1.1 |
| I found the study too difficult | 1.6 | 1.0 |
| **Personal reasons** | **15.1** | **13.4** |
| Illness/health reasons | 5.0 | 5.7 |
| Family reasons | 4.0 | 3.7 |
| Moved | 3.4 | 2.5 |
| Problems with travelling/transport | 1.4 | 1.1 |
| Lack of time | 1.3 | 0.4 |
| **Other reasons** | **1.2** | **1.8** |

Note: na – not applicable. This response category was not available in the 2010 survey

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

## Changing employers

In 2019, around half of traditional trade apprentices had changed employers after leaving their apprenticeship. The main reasons for doing so were employment-related. Within this group a higher proportion of completers than non-completers changed employers because they were offered a better job or the pay at their previous job was too low. For non-completers, the main reasons were that they had lost their jobs or were made redundant, had difficulties getting along with their boss or co-workers, they wanted to try something else or for personal reasons (table 6).

Table 6 Main reason traditional trade apprentices changed employers after training, by completion status, 2019 (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Completers | Non-completers | Total |
| **Total changed employers** | **44.8** | **86.3** | **55.4** |
| **Employment-related** | **86.3** | **83.9** | **85.3** |
| Got offered a better job | 14.8 | 8.9 | 12.5 |
| The pay was too low | 14.2 | 7.1 | 11.4 |
| I lost my job/was made redundant | 8.3 | 15.5 | 11.1 |
| For a change/to try a different career | 8.5 | 13.1 | 10.3 |
| I didn’t get on with my boss or other people at work | 8.6 | 12.4 | 10.1 |
| Poor working conditions | 6.7 | 8.7 | 7.5 |
| Broaden knowledge and skills | 8.2 | 1.5 | 5.6 |
| Lack of work | 5.5 | 3.9 | 4.9 |
| Employment not continued at the end of my training contract | 6.6 | 2.0 | 4.7 |
| I didn’t like the type of work | 2.3 | 5.5 | 3.6 |
| I was not happy with the job prospects in the industry | 1.6 | 2.9 | 2.1 |
| I transferred to another apprenticeship/traineeship | 1.1 | 2.5 | 1.7 |
| **Personal reasons** | **7.6** | **11.5** | **9.1** |
| Moved | 3.9 | 4.3 | 4.0 |
| Family reasons | 1.6 | 2.4 | 1.9 |
| Problems with travelling/transport | 1.4 | 2.4 | 1.8 |
| Illness/health reasons | 0.7 | 2.4 | 1.4 |
| **Other reasons** | **6.1** | **4.7** | **5.5** |
| Started my own business/work for myself | 2.8 | 0.3 | 1.8 |
| Business closed down/changed owner | 1.6 | 1.4 | 1.5 |
| Commenced study/went to university | 0.0 | 0.5 | 0.2 |
| Other | 1.8 | 2.4 | 2.0 |

Source: NCVER Apprentice and Trainee Experience and Destinations Survey 2019, unpublished data.

## Satisfaction with the apprenticeship

Traditional trade apprentices responding to the 2010 and 2019 surveys were asked to reflect on their apprenticeship and to rate their overall satisfaction or dissatisfaction[[1]](#footnote-1), along with their satisfaction with the off-the-job training and employment aspects.

Not unexpectedly, the proportions of traditional trade apprentices satisfied with their apprenticeship overall (table 7), with the off-the-job training (table 8), and with the employment associated with their apprenticeship (table 9) were higher for completers than non-completers in both 2010 and 2019.[[2]](#footnote-2) Surprisingly, the proportions of non-completers satisfied with the off-the-job training in both 2010 and 2019 were very high, at 73.6% and 70.3% respectively (table 8). With regard to their employment, non-completers were far less satisfied than completers with their relationships with co-workers, working conditions, type of work, supervision and pay (table 9).

Table 7 Traditional trade apprentices satisfied and dissatisfied with the apprenticeship overall, by completion status, 2010 and 2019 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | Completers | Non-completers | Completers | Non-completers |
| Satisfied overall | 85.7 | 51.1 | 89.0 | 51.5 |
| Dissatisfied overall | 4.0 | 26.5 | 4.2 | 28.1 |

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

Table 8 Traditional trade apprentices satisfied with aspects of the off-the-job training, by completion status, 2010 and 2019 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | Completers | Non-completers | Completers | Non-completers |
| **Off-the-job training overall** | **82.1** | **73.6** | **87.0** | **70.3** |
| Fairness of the assessments of skills and knowledge | 87.0 | 79.3 | 87.8 | 72.0 |
| Relevance of skills to workplace | 78.9 | 71.5 | 87.0 | 75.7 |
| Quality of the training facilities and equipment | 74.3 | 74.4 | 80.2 | 75.1 |
| Skills learnt were up to date | na | na | 82.0 | 74.0 |
| Quality of trainers/teachers/ instructors | na | na | 86.0 | 68.9 |

Note: na – not applicable. This question was not asked in the 2010 survey.

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

Table 9 Traditional trade apprentices satisfied with aspects of the employment associated with their apprenticeship, by completion status, 2010 and 2019 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | Completers | Non-completers | Completers | Non-completers |
| **Employment overall** | **85.3** | **53.3** | **84.9** | **56.9** |
| Relationship with co-workers | 90.8 | 70.2 | 88.1 | 70.1 |
| Skills learnt on the job | 88.4 | 67.3 | 90.5 | 77.2 |
| Type of work | 84.0 | 62.4 | 88.5 | 69.3 |
| Hours of work | 83.3 | 65.5 | 85.5 | 72.2 |
| Working conditions | 83.0 | 60.2 | 85.2 | 64.9 |
| Supervision | 81.3 | 59.4 | 82.7 | 63.6 |
| Pay | 55.6 | 40.4 | 62.4 | 48.7 |
| Safety in the workplace | na | na | 86.1 | 72.5 |

Note: na – not applicable. This question was not asked in the 2010 survey.

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

The focus groups of traditional trade apprentices also highlighted the generally high level of satisfaction among these apprentices. Undertaking the apprenticeship was a satisfying experience, in that they had learnt new skills and many felt more knowledgeable; others had been able to save money, while yet others had been able to develop their identities as tradies. All apprentices were looking forward to becoming fully qualified, mainly because they would earn both more money and more respect.

I am more confident at work than at TAFE [technical and further education institute]. (Third year apprentice carpenter and joiner)

We learn more at the job. TAFE has certain ways of doing things. Employers’ ways are   
quicker and easier. (Third year apprentice carpenter and joiner)

I love the industry for the social aspects. We all finish at the same time and we can go   
out together. (Fourth year apprentice chef)

There were some, however, who noted the negative or less satisfying aspects of their apprenticeship.  
 For example, one of the participating apprentice chefs said:

Yes, it is a hard life, you miss out on social and family time. (Fourth year apprentice chef)

Another apprentice chef commented:

It makes us understand why chefs leave and apprentices don’t finish. (Third year apprentice)

# Outcomes from traditional trade apprenticeships

## Benefits of doing a traditional trade apprenticeship

Tied to feelings of satisfaction (or dissatisfaction) with a traditional trade apprenticeship are the benefits associated with undertaking the apprenticeship. In 2019, a higher proportion of completers than non-completers indicated that the main benefit they received from undertaking a traditional trade apprenticeship was employment-related and, specifically, that they gained a qualification/trade — an unsurprising finding.

Non-completers also cited employment-related benefits as the main benefits received, although in considerably lower proportions than completers. Unexpectedly, they identified employment-related benefits, such as gaining extra skills for their jobs and experience, in greater proportions than completers. A further positive finding is that non-completers also reported acquiring a range of personal benefits, especially knowledge and advancing their skills more generally. Of concern, however, is that almost 18% of non-completers, compared with approximately 2% of completers, claimed that they had received no benefit from their apprenticeships (table 10).

Table 10 Main benefit received from undertaking a traditional trade apprenticeship, by completion   
status, 2019 (%)

|  |  |  |
| --- | --- | --- |
|  | Completers | Non-completers |
| **Employment benefits** | **75.8** | **42.9** |
| Qualification/trade | 39.9 | 1.8 |
| Got a job | 12.8 | 4.4 |
| Gained extra skills for my job | 11.5 | 17.1 |
| Experience | 4.0 | 15.8 |
| Got a new job/changed my job | 2.4 | 2.0 |
| An increase in earnings | 2.2 | 0.9 |
| Good job prospects | 1.4 | 0.3 |
| Was able to set up or expand my own business | 1.0 | 0.3 |
| A promotion (or increased status at work) | 0.7 | 0.2 |
| **Further study benefits** | **0.3** | **0.1** |
| Got into further study | 0.3 | 0.1 |
| **Personal benefits** | **15.7** | **27.1** |
| Knowledge | 7.2 | 13.6 |
| Advanced my skills generally | 4.0 | 7.8 |
| Gained confidence | 1.5 | 1.2 |
| Self-satisfaction | 1.3 | 0.8 |
| Improved communication skills | 0.8 | 1.4 |
| Made new friends | 0.5 | 1.9 |
| Enabled me to travel and meet new people | 0.2 | 0.2 |
| Seen as a role model for others in the community | 0.2 | 0.0 |
| Enabled me to stay in the local area | 0.1 | 0.2 |
| **Other\*** | **6.5** | **12.3** |
| ***All benefits*** | ***98.4*** | ***82.3*** |
| ***No benefits*** | ***1.7*** | ***17.7*** |
| **Total** | **100.0** | **100.0** |

Note: \*Other benefits are those not classified as being employment, further study or personal benefits.

Source: NCVER Apprentice and Trainee Experience and Destinations Survey, 2019 unpublished data.

The focus groups confirmed these findings. With respect to employment-related benefits, all of the apprentices in the focus groups were looking forward to completing their trade and gaining the qualification, since this would provide them with new opportunities in their current jobs and in the future.

While acknowledging some employment-related benefits, the apprentices in the focus groups tended to speak of benefits of a more personal nature, such as increasing self-esteem and confidence as a result of having gained new knowledge and skills, and then successfully applying that knowledge and skills. The social aspects of the workplace were also considered a benefit by many of the focus group participants.

Despite the stated benefits gained from undertaking a traditional trade apprenticeship, a number of negative aspects were identified. In 2019, over a quarter of traditional trade apprentices had witnessed bullying in the workplace. A higher proportion of non-completers (36.5%) observed bullying than did completers (22.8%). The proportions were also high for females and those in the food trades (table 11).

Table 11 Bullying observed in the workplace by various characteristics for completers and non-completers, traditional trade apprentices, 2019 (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Completers | Non-completers | Total |
| **Gender** |  |  |  |
| Males | 20.6 | 32.7 | 24.1 |
| Females | 44.1 | 57.4 | 49.6 |
| **Age group** |  |  |  |
| 18 to 19 years | 18.6 | 31.8 | 29.4 |
| 20 to 24 years | 22.4 | 38.2 | 26.6 |
| 25 to 44 years | 24.4 | 40.8 | 27.7 |
| 45 years and over | 17.1 | 17.4\* | 17.2 |
| **Occupation of traditional trade apprentices** |  |  |  |
| Motor mechanics, repairers and vehicle builders | 22.8 | 26.3 | 24.1 |
| Engineering trades | 17.1 | 37.9\* | 21.6 |
| Precision trades | 17.1\* | np | 14.2\* |
| Building | 19.1 | 33.1 | 23.2 |
| Electrotechnology and telecommunications | 21.3 | 27.1 | 22.5 |
| Food trades | 36.1 | 55.2 | 43.6 |
| Skilled animal and horticultural workers | 19.6 | 29.2\* | 23.6 |
| Other traditional trades | 35.0 | 51.2 | 41.7 |
| **Observed bullying in the workplace** | **22.8** | **36.5** | **26.9** |

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

Source: NCVER Apprentice and Trainee Experience and Destinations Survey 2019, unpublished data.

When apprentices in the focus groups discussed the worst aspects of their jobs, many spoke about the long hours they were expected to be at work, the early morning starts, and the routine and repetitiveness of many tasks they were expected to undertake. Some highlighted the pressure of having to get things right on the first occasion, and quickly. They also spoke of how the personalities of their bosses had an impact on whether or not they were reproached for doing things incorrectly and how the attitude of the boss affected their experience of work, these concerns being more apparent among the apprentice chefs.

## Employment and earnings

In 2019, over 90% of traditional trade apprentices who completed their apprenticeships were employed after training, compared with about 75% of non-completers. Of these over half of apprenticeship completers and almost 14% of non-completers were working with the same employer with whom they had done their apprenticeship training (table 12).

Table 12 Employment outcomes for traditional trade apprentices by completion status, 2019 (%)

|  |  |  |
| --- | --- | --- |
|  | Completers | Non-completers |
| **Employed with same employer as apprenticeship** | **55.2** | **13.7** |
| Motor mechanics, repairers and vehicle builders | 54.1 | 17.1 |
| Engineering trades | 58.6 | 8.5 |
| Precision trades | 69.1\* | np |
| Building | 49.6 | 11.7 |
| Electrotechnology and telecommunications | 62.6 | 17.0 |
| Food trades | 50.9 | 12.4 |
| Skilled animal and horticultural workers | 56.3\* | 3.7 |
| Other traditional trades | 54.6 | 16.8 |

Note: \* 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.

Source: NCVER Apprentice and Trainee Experience and Destinations Survey 2019, unpublished data.

In both 2010 and 2019, over 90% of employed completers found their training relevant to their current job (table 13). This was roughly double the proportion of employed non-completers in both 2010   
and 2019.

Table 13 Relevance of training to current job for traditional trade apprentices, by completion status, 2010 and 2019 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | Completers | Non-completers | Completers | Non-completers |
| Found the training relevant to their current job | 92.6 | 41.2 | 92.9 | 54.9 |

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

### Income earned

In 2019, traditional trade completers employed full-time in the last week of the apprenticeship received a median annual income of $45 200 compared with $31 100 for non-completers (table 14). After leaving their apprenticeship, this had increased to $62 600 and $43 800 (respectively).

Table 14 Median annual income for traditional trade apprentices, by completion status, 2019

|  |  |  |
| --- | --- | --- |
|  | Completers | Non-completers |
| Of those employed full-time |  |  |
| In last week of apprenticeship/traineeship ($) | 45 200 | 31 100 |
| After apprenticeship/traineeship (as at 31st May 2019) ($) | 62 600 | 43 800 |

Source: NCVER Apprentice and Trainee Experience and Destinations Survey 2019, unpublished data.

## Post-apprenticeship studies

When asked if they had enrolled in further study after completing or leaving their traditional trade apprenticeship, around a fifth of completers and a third of non-completers reported that they had done so (table 15).

In 2010 and 2019, higher proportions of both completers and non-completers went on to further study with a TAFE institute than with other types of providers. A significant proportion of non-completers moved on to another apprenticeship in both 2010 and 2019 (table 15).

Table 15 Further studies undertaken by traditional trade apprentices after the apprenticeship training, by completion status (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | Completers | Non-completers | Completers | Non-completers |
| **Enrolled in further study** | **19.5** | **35.4** | **22.4** | **30.4** |
| Studying at university | 0.9 | 2.5 | 2.0 | 3.1 |
| Studying at TAFE | 8.7 | 10.7 | 12.7 | 14.3 |
| Studying at other provider | 5.6 | 6.2 | 7.7 | 13.0 |
| **Further study is related to apprenticeship** | **na** | **na** | **18.1** | **11.8** |
| **Further study was another apprenticeship** | **6.4** | **20.8** | **4.1** | **14.9** |

Note: na – not applicable. Due to differences in question ordering and wording data are not comparable between 2019 and 2010.

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

# References

Misko, J 2020, *Traditional trade apprenticeships: training activity, employer incentives and international practices*, NCVER, Adelaide.

Misko, J & Wibrow, B 2020, *Traditional trade apprenticeships: learnings from the field*, NCVER, Adelaide.

NCVER (National Centre for Vocational Education Research) 2010, *Australian vocational education and training statistics: apprentice and trainee destinations 2010*, NCVER, Adelaide.

——2019, *Apprentice and trainee experiences and destinations 2019*, NCVER, Adelaide.

# Appendix A

Table A1 Traditional trade occupations by trade group

| Occupation | Classification |
| --- | --- |
| 321000 Automotive Electricians and Mechanics – nfd | Motor Mechanics, Repairers and Vehicle Builders |
| 321111 Automotive Electrician | Motor Mechanics, Repairers and Vehicle Builders |
| 321200 Motor Mechanics – nfd | Motor Mechanics, Repairers and Vehicle Builders |
| 321211 Motor Mechanic (General) | Motor Mechanics, Repairers and Vehicle Builders |
| 321212 Diesel Motor Mechanic | Motor Mechanics, Repairers and Vehicle Builders |
| 321213 Motorcycle Mechanic | Motor Mechanics, Repairers and Vehicle Builders |
| 321214 Small Engine Mechanic | Motor Mechanics, Repairers and Vehicle Builders |
| 322000 Fabrication Engineering Trades Workers – nfd | Engineering Trades |
| 322113 Farrier | Engineering Trades |
| 322211 Sheetmetal Trades Worker | Engineering Trades |
| 322300 Structural Steel and Welding Trades Workers – nfd | Engineering Trades |
| 322311 Metal Fabricator | Engineering Trades |
| 323000 Mechanical Engineering Trades Workers – nfd | Engineering Trades |
| 323100 Aircraft Maintenance Engineers – nfd | Engineering Trades |
| 323111 Aircraft Maintenance Engineer (Avionics) | Engineering Trades |
| 323112 Aircraft Maintenance Engineer (Mechanical) | Engineering Trades |
| 323113 Aircraft Maintenance Engineer (Structures) | Engineering Trades |
| 323211 Fitter (General) | Engineering Trades |
| 323215 Textile, Clothing and Footwear Mechanic | Motor Mechanics, Repairers and Vehicle Builders |
| 323299 Metal Fitters and Machinists nec | Engineering Trades |
| 323311 Engraver | Precision Trades |
| 323313 Locksmith | Precision Trades |
| 323314 Precision Instrument Maker and Repairer | Precision Trades |
| 323315 Saw Doctor | Precision Trades |
| 323316 Watch and Clock Maker and Repairer | Precision Trades |
| 324111 Panelbeater | Motor Mechanics, Repairers and Vehicle Builders |
| 324211 Vehicle Body Builder | Motor Mechanics, Repairers and Vehicle Builders |
| 324212 Vehicle Trimmer | Motor Mechanics, Repairers and Vehicle Builders |
| 324311 Vehicle Painter | Motor Mechanics, Repairers and Vehicle Builders |
| 330000 Construction Trades Workers – nfd | Building |
| 331111 Bricklayer | Building |
| 331112 Stonemason | Building |
| 331200 Carpenters and Joiners – nfd | Building |
| 331211 Carpenter and Joiner | Building |
| 331212 Carpenter | Building |
| 331213 Joiner | Building |
| 332000 Floor Finishers and Painting Trades Workers – nfd | Building |
| 332111 Floor Finisher | Building |
| 332211 Painting Trades Worker | Building |
| 333111 Glazier | Building |
| 333200 Plasterers – nfd | Building |
| 333211 Fibrous Plasterer | Building |
| 333212 Solid Plasterer | Building |
| 333311 Roof Tiler | Building |
| 333411 Wall and Floor Tiler | Building |
| 334000 Plumbers – nfd | Building |
| 334100 Plumbers – nfd | Building |
| 334111 Plumber (General) | Building |
| 334112 Airconditioning and Mechanical Services Plumber | Building |
| 334114 Gasfitter | Building |
| 334115 Roof Plumber | Building |
| 340000 Electrotechnology and Telecommunications  Trades Workers – nfd | Electrotechnology and Telecommunications |
| 341111 Electrician (General) | Electrotechnology and Telecommunications |
| 341112 Electrician (Special Class) | Electrotechnology and Telecommunications |
| 341113 Lift Mechanic | Electrotechnology and Telecommunications |
| 342111 Airconditioning and Refrigeration Mechanic | Electrotechnology and Telecommunications |
| 342200 Electrical Distribution Trades Workers – nfd | Electrotechnology and Telecommunications |
| 342211 Electrical Linesworker | Electrotechnology and Telecommunications |
| 342212 Technical Cable Jointer | Electrotechnology and Telecommunications |
| 342311 Business Machine Mechanic | Electrotechnology and Telecommunications |
| 342313 Electronic Equipment Trades Worker | Electrotechnology and Telecommunications |
| 342314 Electronic Instrument Trades Worker (General) | Electrotechnology and Telecommunications |
| 342315 Electronic Instrument Trades Worker (Special Class) | Electrotechnology and Telecommunications |
| 342400 Telecommunications Trades Workers – nfd | Electrotechnology and Telecommunications |
| 342411 Cabler (Data and Telecommunications) | Electrotechnology and Telecommunications |
| 342412 Telecommunications Cable Jointer | Electrotechnology and Telecommunications |
| 342414 Telecommunications Technician | Electrotechnology and Telecommunications |
| 351000 Food Trades Workers – nfd | Food Trades |
| 351100 Bakers and Pastrycooks – nfd | Food Trades |
| 351111 Baker | Food Trades |
| 351112 Pastrycook | Food Trades |
| 351211 Butcher or Smallgoods Maker | Food Trades |
| 351311 Chef | Food Trades |
| 351411 Cook | Food Trades |
| 361112 Horse Trainer | Skilled Animal and Horticultural Workers |
| 362200 Gardeners – nfd | Skilled Animal and Horticultural Workers |
| 362211 Gardener (General) | Skilled Animal and Horticultural Workers |
| 362212 Arborist | Skilled Animal and Horticultural Workers |
| 362213 Landscape Gardener | Skilled Animal and Horticultural Workers |
| 362411 Nurseryperson | Skilled Animal and Horticultural Workers |
| 391111 Hairdresser | Other Traditional Trades |
| 392000 Printing Trades Workers – nfd | Other Traditional Trades |
| 392100 Print Finishers and Screen Printers – nfd | Other Traditional Trades |
| 392111 Print Finisher | Other Traditional Trades |
| 392112 Screen Printer | Other Traditional Trades |
| 392211 Graphic Pre-press Trades Worker | Other Traditional Trades |
| 392300 Printers – nfd | Other Traditional Trades |
| 392311 Printing Machinist | Other Traditional Trades |
| 393114 Shoemaker | Other Traditional Trades |
| 393213 Dressmaker or Tailor | Other Traditional Trades |
| 393311 Upholsterer | Other Traditional Trades |
| 394100 Cabinetmakers – nfd | Other Traditional Trades |
| 394111 Cabinetmaker | Other Traditional Trades |
| 399100 Boat Builders and Shipwrights – nfd | Other Traditional Trades |
| 399111 Boat Builder and Repairer | Other Traditional Trades |
| 399112 Shipwright | Other Traditional Trades |
| 399411 Jeweller | Precision Trades |
| 399611 Signwriter | Other Traditional Trades |

# Appendix B

Table B1 Traditional trade apprentices dissatisfied with aspects of the off-the-job training, by completion  
status, 2010 and 2019 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | Completers | Non-completers | Completers | Non-completers |
| **Off-the-job training overall** | **6.2** | **9.5** | **5.6** | **18.4** |
| Relevance of skills to workplace | 7.1 | 11.9 | 6.1 | 12.3 |
| Fairness of the assessments of skills and knowledge | 4.5 | 6.7 | 5.6 | 13.3 |
| Quality of the training facilities and equipment | 11.1 | 11.4 | 10.0 | 13.7 |
| Quality of trainers/teachers/instructors | na | na | 6.1 | 16.3 |
| Skills learnt were up to date | na | na | 7.7 | 11.6 |

Notes: na – not applicable. This question was not asked in the 2010 survey.

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

Table B2 Dissatisfaction with employment aspects of the apprenticeship, traditional trade apprentices (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 | | 2019 | |
|  | Completers | Non-completers | Completers | Non-completers |
| **Employment overall** | **3.9** | **22.7** | **6.8** | **26.1** |
| Type of work | 3.6 | 19.1 | 4.3 | 17.4 |
| Working conditions | 6.5 | 20.7 | 6.5 | 21.9 |
| Pay | 25.0 | 40.8 | 20.9 | 34.1 |
| Hours of work | 5.4 | 18.7 | 5.6 | 15.4 |
| Supervision | 6.5 | 24.4 | 8.0 | 22.6 |
| Relationship with co-workers | 2.7 | 17.1 | 4.7 | 17.9 |
| Skills learnt on the job | 3.5 | 19.2 | 4.1 | 13.7 |
| Safety in the workplace | na | na | 6.1 | 16.5 |

Notes: na – not applicable. This question was not asked in the 2010 survey.

Source: NCVER Apprentice and Trainee Destinations 2010; NCVER Apprentice and Trainee Experience and Destinations Survey 2019; unpublished data.

P:\PublicationComponents\logos\NCVER LOGOS\WMF - word\No lines\NCVER_Floating_Blue.wmf

**National Centre for Vocational Education Research**

Level 5, 60 Light Square, Adelaide, SA 5000  
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

**Phone** +61 8 8230 8400 **Email** [ncver@ncver.edu.au](mailto:ncver@ncver.edu.au)   
**Web** <https://www.ncver.edu.au> <<https://www.lsay.edu.au>>

**Follow us:** <<https://twitter.com/ncver>> <https://www.linkedin.com/company/ncver>



1. Satisfaction is measured on a five-point Likert scale, ranging from strongly dissatisfied to strongly satisfied. The neutral category is removed, leaving two groups: those satisfied with training and those not satisfied with training; hence, totals reported in table 7 do not add to 100%. [↑](#footnote-ref-1)
2. Dissatisfaction with off-the-job training and employment are presented in tables B1 and B2. [↑](#footnote-ref-2)