

Australian vocational education and training statistics

Government-funded student outcomes

2015

National Centre for Vocational Education Research



Highlights

This publication provides a summary of the outcomes of students who completed government-funded vocational education and training (VET) during 2014, with the data collected in mid-2015. Government-funded VET is broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers.

Employment and further study outcomes

In 2015:

- 74.2% of graduates were employed after training, down 3.4 percentage points from 2014.
- 85.2% of graduates were employed or enrolled in further study after training, down 2.7 percentage points from 2014.
- 72.5% of subject completers were employed after training, similar to 2014.
- 74.4% of subject completers were employed or enrolled in further study at university after training, similar to 2014.

Students' satisfaction with training

In 2015:

- 86.7% of graduates were satisfied with the overall quality of their training, down 0.9 percentage points from 2014.
- 84.5% of subject completers were satisfied with the overall quality of their training, similar to 2014.

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Introduction

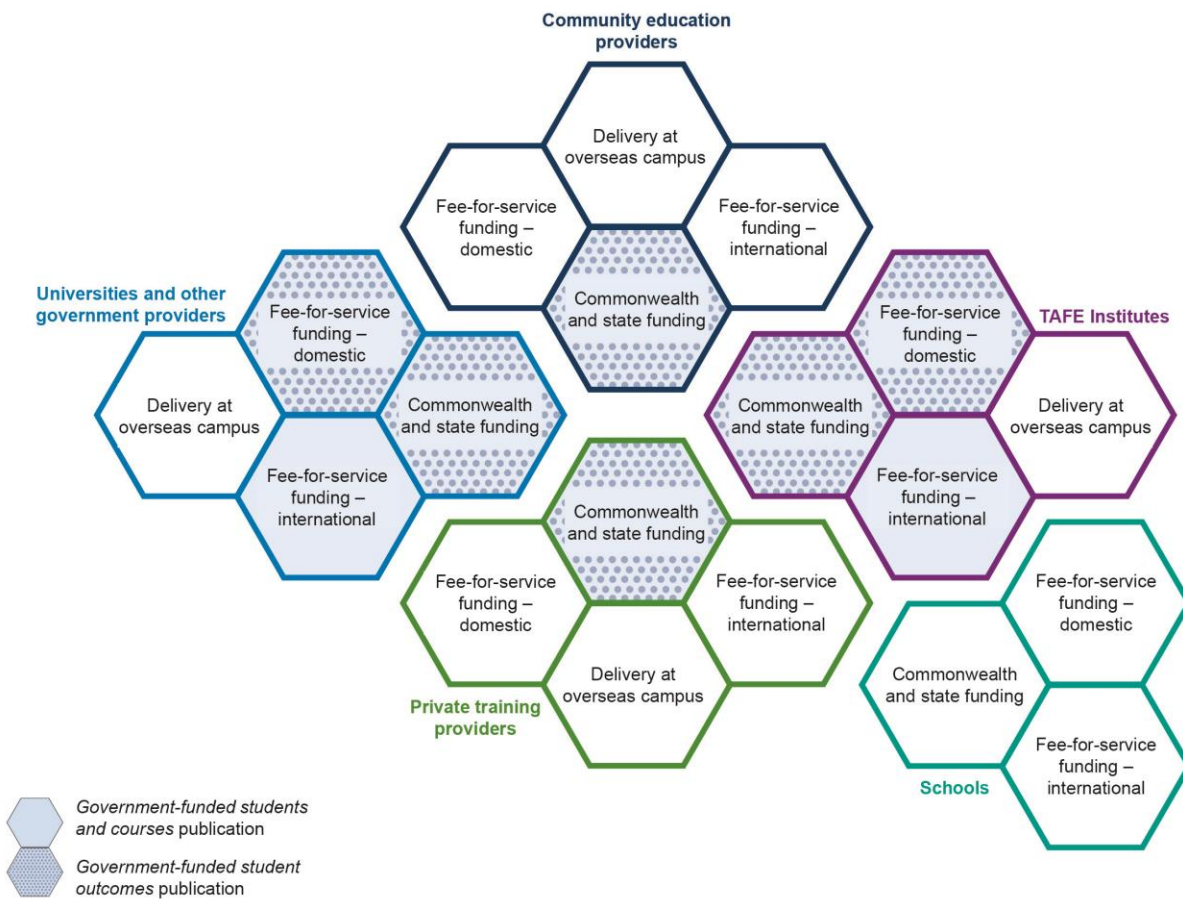
This publication provides a summary of the outcomes of students who completed government-funded vocational education and training (VET) during 2014, with the data collected in mid-2015. Government-funded VET is broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers.

The figures are derived from the Student Outcomes Survey, which is an annual survey that covers students who have an Australian address as their residence and are awarded a qualification (graduates), or who successfully complete part of a course and then leave the VET system (subject completers, formerly reported as module completers). Over 65 000 students responded to the 2015 survey. This publication presents information on students’ satisfaction, training benefits, training relevance, further study and employment outcomes.

Scope

Figure 1 outlines the scope of the *Government-funded student outcomes* publication, in context of total VET students and courses and government-funded students and courses.

Figure 1 Reporting scope of the government-funded student outcomes publication^(a) in the context of total VET students and courses



Note: (a) From 2015, fee-for-service students who completed training at community education providers were excluded from the scope of this publication. Data have been backdated to 2006.

Out of scope of the survey are:

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

For information about the number of survey respondents and their characteristics, see table 16.

Technical notes

The Student Outcomes Survey is undertaken as a stratified, randomly selected sample from the National VET Provider Collection with survey responses weighted to population benchmarks from the collection. As the estimates from the 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 estimates that would have been produced had all graduates or subject completers been included and responded to the survey.

For further technical details, please refer to Technical notes at <http://www.ncver.edu.au/publications/2830.html>.

More information

For additional data tables on government-funded student outcomes, classified by a greater range of personal and training characteristics, refer the data tab at <http://www.ncver.edu.au/publications/2830.html>. In most cases, these tables report 95% confidence intervals.

Employment outcomes

Graduates

- 74.2% of graduates were employed after training, down 3.4 percentage points from 2014. *Table 1*
 - Of these, 78.8% of graduates employed after training found the training relevant to their current job, similar to 2014.
- 41.2% of graduates not employed before training were employed after, down 3.2 percentage points from 2014. *Table 1*
- 4.4% of graduates started their first full-time job after training, similar to 2014. *Table 1*
- Graduates working full-time after training earned \$56 900 per year on average. *Table 12*
- 84.6% of graduates undertook training for employment-related reasons, up 1.2 percentage points from 2014. Of these, 77.0% were employed after training. *Tables 2 & 3*

Subject completers

- 72.5% of subject completers (those who completed part of a course and then left the VET system) were employed after training, similar to 2014. *Table 1*
 - Of these, 70.4% of subject completers employed after training found the training relevant to their current job, similar to 2014.
- 33.2% of subject completers not employed before training were employed after, similar to 2014. *Table 1*
- 3.2% of subject completers started their first full-time job after training, similar to 2014. *Table 1*
- 77.9% of subject completers undertook training for employment-related reasons, similar to 2014. Of these, 78.3% were employed after training. *Tables 2 & 3*

Apprentices and trainees

- 84.1% of graduates and 74.1% of subject completers who undertook training as part of an apprenticeship or traineeship were employed after training. *Tables 9 & 10*
- Graduates who undertook training as part of an apprenticeship or traineeship and were working full-time after training earned \$51 100 per year on average. *Table 12*
- 90.6% of graduates who undertook training as part of a trade apprenticeship or traineeship were employed after training. *Table 13*
- 80.7% of graduates who undertook training as part of a non-trade apprenticeship or traineeship were employed after training. *Table 13*

Occupation after training

Of graduates employed after training in 2015:

- 29.1% were employed in the same occupation as their training course, down 1.2 percentage points from 2014. *Table 13*
 - A further 31.4% were employed in a different occupation but found the training relevant to their current job, down 1.2 percentage points from 2014.
- 71.2% who undertook the training as part of a trade apprenticeship or traineeship were employed in the same occupation as their training course. *Table 13*
 - A further 14.0% were employed in a different occupation but found the training relevant to their job.

Further study outcomes

Graduates

- 32.6% of graduates were enrolled in further study after training, down 2.4 percentage points from 2014. *Table 1*
- 4.1% of graduates undertook their training to get into another course, similar to 2014. Of these, 75.7% were in further study after training. *Tables 2 & 3*
- 85.2% of graduates were employed or enrolled in further study after training, down 2.7 percentage points from 2014. *Table 1*

Subject completers

- 5.2% of subject completers were enrolled in further study at university after training, similar to 2014. *Table 1*
- 74.4% of subject completers were employed or enrolled in further study at university after training, similar to 2014. *Table 1*

Benefits of the training

Graduates

- 58.6% of graduates had an improved employment status after training, similar to 2014. *Table 1*
- Of those employed before training, 16.3% of graduates were employed at a higher skill level after training, up 1.5 percentage points from 2014. *Table 1*
- 75.1% of graduates employed after training received at least one job-related benefit from the training, up 2.6 percentage points from 2014. *Table 1*

Subject completers

- 48.8% of subject completers had an improved employment status after training, similar to 2014. *Table 1*
- Of those employed before training, 7.6% of subject completers were employed at a higher skill level after training, down 1.8 percentage points from 2014. *Table 1*
- 62.4% of subject completers employed after training received at least one job-related benefit from the training, similar to 2014. *Table 1*

Recommend the training

Graduates

- 89.7% of graduates would recommend their training, down 1.3 percentage points from 2014. *Table 1*
- 88.7% of graduates would recommend their training provider, down 1.5 percentage points from 2014. *Table 1*

Subject completers

- 87.7% of subject completers would recommend their training, down 1.8 percentage points. *Table 1*
- 87.8% of subject completers would recommend their training provider, similar to 2014. *Table 1*

Satisfaction

Graduates

- 86.7% of graduates were satisfied with the overall quality of training, down 0.9 percentage points from 2014. *Table 1*
- 89.4% of graduates were satisfied with the teaching they received, 88.7% with assessment and 77.2% with generic skills and learning experiences, similar to 2014. *Table 1*
- 80.4% of graduates reported they had fully or partly achieved their main reason for training, down 1.9 percentage points from 2014. *Table 1*

Subject completers

- 84.5% of subject completers were satisfied with the overall quality of training, similar to 2014. *Table 1*
- 88.9% of subject completers were satisfied with the teaching they received, 85.5% with assessment and 66.0% with generic skills and learning experiences, similar to 2014. *Table 1*
- 79.6% of subject completers reported they had fully or partly achieved their main reason for training, similar to 2014. *Table 1*

Provider type

Comparisons of student outcomes by provider type should only be made for students whose training was Commonwealth or state-funded due to the coverage of the survey.

Employment outcomes

Of students whose training was Commonwealth or state-funded:

- 72.3% of graduates at TAFE and other government providers were employed after training. By comparison: *Table 9*
 - a lower proportion were employed after training at community education providers (70.0%)
 - a higher proportion were employed after training at private training providers (74.5%).
- 64.8% of subject completers at TAFE and other government providers were employed after training. By comparison: *Table 10*
 - a similar proportion were employed after training at community education providers
 - a higher proportion were employed after training at private training providers (71.0%).

Satisfaction

Of students whose training was Commonwealth or state-funded:

- 88.0% of graduates at TAFE and other government providers were satisfied with the overall quality of training. By comparison: *Table 9*
 - a similar proportion were satisfied with the overall quality of training at community education providers
 - a lower proportion were satisfied with the overall quality of training at private training providers (85.3%).
- 82.1% of subject completers at TAFE and other government providers were satisfied with the overall quality of training, a similar proportion to those at community education providers and private training providers. *Table 10*

Tables

Table 1 Key findings for government-funded graduates and subject completers, 2014 and 2015 (%)

	Graduates		Subject completers	
	2014	2015	2014	2015
Employment and further study outcomes				
After training (as at 29 May 2015)				
Employed	77.6	74.2	74.1	72.5
Not employed ¹	22.4	25.8	25.9	27.5
Unemployed	13.9	17.4	14.0	14.5
Not in the labour force	8.2	8.1	11.5	12.7
Employed before training	71.3	66.7	71.6	68.5
Difference in proportion employed from before training to after	6.3	7.5	2.5	4.0
Employed in first full-time job, started after training ²	4.8	4.4	3.8	3.2
Employed or in further study after training ³	87.9	85.2	75.6	74.4
Enrolled in further study after training ³	35.0	32.6	4.6	5.2
Studying at university	8.3	7.9	4.6	5.2
Studying at TAFE institute	16.0	12.8	na	na
Studying at private provider or other registered provider	10.6	11.8	na	na
Training				
Main reason for undertaking training				
Employment-related	83.4	84.6	77.1	77.9
Further study	4.1	4.1	2.2	2.2
Personal development	12.5	11.3	20.6	19.9
Training was part of an apprenticeship or traineeship ²	22.9	22.7	14.5	12.3
Satisfaction outcomes				
Satisfied with teaching ⁴	89.9	89.4	89.8	88.9
Satisfied with assessment ⁴	89.0	88.7	84.7	85.5
Satisfied with generic skills and learning experiences ⁴	76.9	77.2	66.6	66.0
Satisfied with the overall quality of training	87.6	86.7	84.2	84.5
Fully or partly achieved their main reason for doing the training	82.3	80.4	80.9	79.6
Recommendation				
Recommend training ²	91.0	89.7	89.5	87.7
Recommend training provider ²	90.2	88.7	89.1	87.8
Benefits of training				
Of those employed after training				
Found the training relevant to their current job	77.9	78.8	70.8	70.4
Received at least one job-related benefit	72.5	75.1	62.8	62.4
Improved employment status after training				
Of those employed before training				
Employed at a higher skill level ² after training	14.8	16.3	9.4	7.6
Of those not employed ¹ before training				
Employed after training	44.4	41.2	33.0	33.2
Improved employment status after training ⁵	59.7	58.6	50.2	48.8

For notes on tables, see page 22.

Table 2 Main reason for undertaking the training for government-funded graduates and subject completers, 2014 and 2015 (%)

	Graduates		Subject completers	
	2014	2015	2014	2015
Employment-related	83.4	84.6	77.1	77.9
Get a job	24.3	27.9	18.8	20.1
Develop an existing business	2.0	2.1	2.7	2.4
Start my own business	3.2	3.6	1.7	2.7
Try for a different career	10.3	11.2	6.5	6.7
Get a better job or promotion	7.7	7.7	4.5	4.2
It was a requirement of my job	16.2	14.5	24.2	23.6
Gain extra skills for current job	19.6	17.7	18.8	18.3
Further study: to get into another course of study	4.1	4.1	2.2	2.2
Personal development	12.5	11.3	20.6	19.9
To improve my general education skills	8.5	7.8	12.3	11.8
To get skills for community/voluntary work	1.3	1.1	3.6	3.4
To increase my confidence/self-esteem	1.7	1.7	2.7	2.9
For recreational reasons	na	0.4	na	1.3
Other	1.0	0.2	2.0	0.4

For notes on tables, see page 22.

Table 3 Employment and further study outcomes by main reason for undertaking training for government-funded graduates and subject completers, 2015 (%)

Reason for training	Graduates				Subject completers			
	Employed	In further study	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training	Employed	In further study ³	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Employment-related	77.0	30.1	78.1	86.3	78.3	4.6	77.8	84.3
Further study	51.9	75.7	90.9	89.2	51.3	32.3	74.6	83.6
Personal development	60.7	36.4	92.2	88.6	51.8	4.8	87.1	85.6
All	74.2	32.6	80.4	86.7	72.5	5.2	79.6	84.5
All in 2014	77.6	35.0	82.3	87.6	74.1	4.6	80.9	84.2

For notes on tables, see page 22.

Table 4 Main reason for not continuing the training for government-funded subject completers, 2014 and 2015 (%)

	Subject completers	
	2014	2015
Got what they wanted from training	15.6	21.2
Change in job situation	15.3	13.1
Changed jobs or started a new job	12.8	10.5
I lost my job	2.5	2.6
Training-related reasons	23.4	22.1
I started other training	3.1	3.0
The training no longer related to my plans	6.9	7.5
The training was not what I expected	10.8	9.0
The training timetable was not flexible enough	2.6	2.6
Personal reasons	33.5	33.0
Other reasons	12.2	10.7

For notes on tables, see page 22.

Table 5 Key findings for government-funded graduates and subject completers, ten-year time series (%)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduates										
Employed after training	81.6	82.7	82.4	79.7	77.6	78.7	77.9	78.1	77.6	74.2
Employed or in further study after training	90.5	91.2	91.3	89.6	87.9	88.3	88.1	88.1	87.9	85.2
Enrolled in further study after training	33.9	33.9	35.9	35.0	34.2	34.6	36.2	34.6	35.0	32.6
Satisfied with teaching ⁴	88.7	89.9	89.9	90.4	89.8	90.7	91.5	90.1	89.9	89.4
Satisfied with assessment ⁴	87.4	88.1	88.2	88.6	88.8	89.7	90.1	89.0	89.0	88.7
Satisfied with generic skills and learning experiences ⁴	74.5	75.5	76.5	77.2	76.8	77.9	78.4	77.0	76.9	77.2
Satisfied with the overall quality of training	87.0	88.2	88.0	88.5	88.3	88.9	89.1	87.3	87.6	86.7
Fully or partly achieved main reason for doing the training	86.0	86.7	87.7	86.1	84.8	85.4	84.8	83.5	82.3	80.4
Of those employed after training										
Found the training relevant to their current job	76.8	78.5	78.4	79.7	79.4	80.4	80.0	80.7	77.9	78.8
Received at least one job-related benefit	76.8	75.6	77.4	75.8	74.2	76.4	75.4	73.4	72.5	75.1
Of those employed before training										
Employed at a higher skill level ² after training	22.2	23.7	24.2	25.1	22.2	20.8	18.8	16.3	14.8	16.3
Of those not employed ¹ before training										
Employed after training	53.2	54.6	53.6	47.8	46.2	47.9	46.9	43.7	44.4	41.2
Improved employment status after training ⁵	66.4	66.5	67.7	64.2	61.6	63.6	62.5	60.5	59.7	58.6
Subject completers										
Employed after training	75.8	76.6	78.2	75.4	74.8	75.6	73.1	74.8	74.1	72.5
Employed or in further study after training ⁶	79.0	79.5	80.3	78.2	77.1	77.1	74.8	76.7	75.6	74.4
Enrolled in further study after training ⁶	4.1	4.1	4.1	4.8	4.8	4.4	4.7	5.6	4.6	5.2
Satisfied with teaching ⁴	89.0	89.6	90.4	89.6	90.0	89.2	89.2	89.7	89.8	88.9
Satisfied with assessment ⁴	84.3	84.2	85.0	85.0	85.1	84.8	85.2	86.0	84.7	85.5
Satisfied with generic skills and learning experiences ⁴	61.8	61.7	64.9	64.2	64.2	64.4	65.7	66.1	66.6	66.0
Satisfied with the overall quality of training	86.1	85.9	86.9	86.3	86.2	85.1	85.1	85.5	84.2	84.5
Fully or partly achieved main reason for doing the training	83.1	82.9	83.9	83.8	82.4	82.7	82.0	82.2	80.9	79.6
Of those employed after training										
Found the training relevant to their current job	64.5	65.0	65.3	68.2	67.5	69.4	68.4	72.2	70.8	70.4
Received at least one job-related benefit	61.6	58.1	58.4	58.7	57.7	60.1	61.0	61.8	62.8	62.4
Of those employed before training										
Employed at a higher skill level ² after training	9.0	10.0	9.7	10.9	10.9	8.7	9.6	7.6	9.4	7.6
Of those not employed ¹ before training										
Employed after training	32.7	33.7	35.9	30.3	32.9	33.6	33.8	32.9	33.0	33.2
Improved employment status after training ⁵	50.4	48.7	50.3	48.1	47.9	49.3	48.9	49.8	50.2	48.8

For notes on tables, see page 22.

Table 6 Key findings for government-funded graduates and subject completers by state/territory, 2015 (%)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Graduates									
Employed after training	73.7	71.8	73.4	78.1	78.6	77.6	83.8	83.5	74.2
Employed or in further study after training	85.8	83.7	82.4	87.7	88.8	88.6	90.0	92.3	85.2
Enrolled in further study after training	34.6	31.6	28.5	32.8	35.9	34.3	36.1	38.6	32.6
Satisfied with teaching ⁴	89.9	87.6	90.3	91.4	89.9	91.4	89.1	86.5	89.4
Satisfied with assessment ⁴	89.9	86.5	89.1	89.5	89.8	89.6	89.5	86.5	88.7
Satisfied with generic skills and learning experiences ⁴	80.2	75.5	76.2	75.2	77.8	77.0	76.4	73.2	77.2
Satisfied with the overall quality of training	88.5	84.0	86.6	88.7	87.9	88.5	87.3	84.8	86.7
Fully or partly achieved main reason for doing the training	82.4	77.8	77.8	81.1	84.3	83.7	89.6	84.8	80.4
Of those employed after training									
Found the training relevant to their current job	80.6	74.2	80.4	80.0	80.7	82.3	85.9	78.5	78.8
Received at least one job-related benefit	76.9	72.3	76.9	73.6	75.7	75.1	78.1	73.0	75.1
Of those employed before training									
Employed at a higher skill level ² after training	16.9	14.7	17.2	13.8	18.9	16.6	14.2	19.3	16.3
Of those not employed ¹ before training									
Employed after training	37.9	42.0	43.1	41.4	43.0	46.4	43.5	44.8	41.2
Improved employment status after training ⁵	59.0	55.5	59.5	59.7	61.4	61.2	67.0	63.5	58.6
Subject completers									
Employed after training	73.1	69.9	72.2	73.1	78.8	78.4	82.0	77.1	72.5
Employed or in further study after training ³	74.8	72.3	73.7	75.7	79.8	79.9	85.4	79.1	74.4
Enrolled in further study after training ³	4.9	5.9	4.1	6.4	2.9	4.0	6.7	8.3	5.2
Satisfied with teaching ⁴	89.2	88.9	86.6	88.4	90.3	90.2	90.6	88.6	88.9
Satisfied with assessment ⁴	86.1	84.5	83.6	86.1	87.8	89.0	89.4	86.1	85.5
Satisfied with generic skills and learning experiences ⁴	67.3	66.1	67.2	60.3	64.8	60.8	69.4	62.3	66.0
Satisfied with the overall quality of training	86.4	83.2	81.9	84.4	85.5	87.0	89.3	85.2	84.5
Fully or partly achieved main reason for doing the training	82.1	77.2	75.3	79.8	83.0	85.8	88.1	82.8	79.6
Of those employed after training									
Found the training relevant to their current job	74.1	67.1	71.2	59.8	74.3	75.2	83.1	67.9	70.4
Received at least one job-related benefit	61.9	63.9	61.2	57.5	62.4	59.7	69.2	60.0	62.4
Of those employed before training									
Employed at a higher skill level ² after training	6.3	7.6	9.9	6.4	8.6	8.8	8.1	7.5	7.6
Of those not employed ¹ before training									
Employed after training	29.6	34.7	34.3	32.3	37.6	32.6	32.2	42.2	33.2
Improved employment status after training ⁵	47.9	48.7	49.2	45.8	51.9	49.5	58.7	49.8	48.8

For notes on tables, see page 22.

Table 7 Findings for government-funded graduates by various personal characteristics, 2015 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Sex					
Males	75.4	7.2	85.5	79.6	86.4
Females	73.2	7.9	84.9	81.1	87.0
Age group					
15 to 19 years	63.9	12.9	83.1	81.4	91.2
20 to 24 years	74.7	9.1	88.0	83.6	87.2
25 to 44 years	76.0	6.5	85.4	79.2	86.0
45 to 64 years	77.0	6.1	84.1	78.2	85.4
65 years and over	45.2	-7.6	57.6	88.2	87.1
Student remoteness (ARIA+) region⁷					
Major cities	71.8	8.1	84.0	78.7	86.1
Inner and outer regional	77.9	7.0	87.1	82.9	87.7
Remote and very remote	84.9	2.1	89.7	87.9	90.0
Indigenous status					
Indigenous	64.6	7.0	77.7	80.9	90.2
Non-Indigenous	74.1	7.4	85.3	80.4	86.8
Disability status (including impairment or long-term condition)					
With a disability	49.9	6.0	71.5	71.2	85.5
Without a disability	76.2	7.6	86.3	81.4	87.2
Speak a language other than English at home					
Other language	62.3	8.4	77.2	76.6	87.2
English	77.2	7.1	87.2	81.6	86.9
Highest qualification before training					
Diploma or higher	77.6	5.5	86.1	79.5	84.9
Certificate III/IV	78.0	4.8	88.1	81.9	87.4
Year 12	72.1	9.6	85.1	79.8	87.4
Year 11/Certificate I/II	64.7	10.8	78.1	80.3	87.5
Year 10 and below	67.1	9.8	80.1	80.8	88.7
Employment status before training					
Employed	90.3	na	94.5	85.3	86.8
Not employed ¹	41.2	na	66.1	70.8	87.0
All graduates	74.2	7.5	85.2	80.4	86.7
All graduates in 2014	77.6	6.3	87.9	82.3	87.6

For notes on tables, see page 22.

Table 8 Findings for government-funded subject completers by various personal characteristics, 2015 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study ³	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Sex					
Males	75.0	3.6	77.0	80.9	85.7
Females	68.9	4.5	70.9	77.7	83.0
Age group					
15 to 19 years	53.5	11.6	58.6	72.1	84.3
20 to 24 years	70.3	7.0	75.4	76.1	82.2
25 to 44 years	78.3	3.6	79.5	80.5	84.2
45 to 64 years	78.1	1.2	78.5	81.5	86.4
65 years and over	37.7	-3.8	37.9	89.9	84.2
Student remoteness (ARIA+) region⁷					
Major cities	69.7	5.3	71.8	76.1	82.3
Inner and outer regional	75.3	2.8	77.0	83.0	86.7
Remote and very remote	81.6	-0.9	82.6	89.3	90.3
Indigenous status					
Indigenous	57.3	10.4	59.0	78.6	87.9
Non-Indigenous	72.6	3.4	74.7	79.8	84.5
Disability status (including impairment or long-term condition)					
With a disability	46.4	2.4	49.3	69.7	79.3
Without a disability	75.1	4.0	77.0	80.8	85.3
Speak a language other than English at home					
Other language	62.6	7.0	64.9	75.7	83.3
English	74.5	3.0	76.4	80.6	85.1
Highest qualification before training					
Diploma or higher	81.3	2.7	82.5	84.6	84.8
Certificate III/IV	80.0	1.6	81.4	81.0	86.0
Year 12	66.7	6.5	71.6	76.0	83.3
Year 11/Certificate I/II	59.6	6.5	61.8	73.8	83.4
Year 10 and below	54.7	3.9	55.2	76.4	84.9
Employment status before training					
Employed	90.2	na	91.2	85.1	86.4
Not employed ¹	33.2	na	37.2	68.4	81.1
All subject completers	72.5	4.0	74.4	79.6	84.5
All subject completers in 2014	74.1	2.5	75.6	80.9	84.2

For notes on tables, see page 22.

Table 9 Findings for government-funded graduates by various training characteristics, 2015 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Qualification					
Diploma or higher	78.7	3.2	88.9	80.8	86.0
Certificate IV	80.6	4.7	90.1	82.0	86.5
Certificate III	74.7	10.9	84.1	80.8	87.0
Certificate II	55.6	7.8	75.8	75.5	88.2
Certificate I	47.0	8.1	67.1	74.0	83.0
Field of education					
Natural and physical sciences	67.5	6.4	78.8	67.7	90.8
Information technology	49.3	7.8	80.7	67.7	82.3
Engineering and related technologies	83.2	5.3	89.2	81.2	84.6
Architecture and building	86.1	9.5	91.1	90.3	87.9
Agriculture, environmental and related studies	80.9	3.0	88.4	86.4	90.9
Health	78.9	3.5	88.4	82.7	86.4
Education	86.2	5.9	90.4	85.7	87.0
Management and commerce	73.2	7.0	83.8	73.4	86.5
Society and culture	74.2	12.4	84.8	84.8	89.3
Creative arts	56.4	4.1	83.1	75.7	85.0
Food, hospitality and personal services	75.1	6.5	85.1	84.9	85.8
Mixed field programmes	40.3	8.2	68.9	77.8	83.2
Training was part of an apprenticeship or traineeship²					
Yes	84.1	8.0	90.2	92.4	88.5
No	71.5	7.4	83.9	76.8	86.2
Provider type and funding source					
TAFE and other government providers					
Commonwealth/state funding	72.3	7.3	85.8	81.5	88.0
Fee-for-service – domestic	82.2	1.0	89.5	84.9	86.6
<i>Sub-total TAFE and other government providers</i>	74.3	6.1	86.5	82.2	87.7
Community education providers					
Commonwealth/state funding	70.0	10.0	81.4	82.0	88.0
Fee-for-service – domestic			Not applicable for scope of publication		
<i>Sub-total community education providers</i>	70.0	10.0	81.4	82.0	88.0
Private training providers					
Commonwealth/state funding	74.5	9.6	83.6	77.7	85.3
Fee-for-service – domestic			Not applicable for scope of publication		
<i>Sub-total private training providers</i>	74.5	9.6	83.6	77.7	85.3
All graduates	74.2	7.5	85.2	80.4	86.7
All graduates in 2014	77.6	6.3	87.9	82.3	87.6

For notes on tables, see page 22.

Table 10 Findings for government-funded subject completers by various training characteristics, 2015 (%)

	Employed after training	Difference in proportion employed from before training to after	Employed or in further study ³	Fully or partly achieved their main reason for doing the training	Satisfied with the overall quality of training
Qualification					
Diploma or higher	71.1	-1.7	75.1	66.8	71.8
Certificate IV	77.9	3.6	79.6	75.6	81.3
Certificate III	73.1	7.6	74.7	76.3	82.7
Certificate II	63.1	5.3	66.0	76.9	87.7
Certificate I	49.2	8.7	52.5	78.9	84.3
Other ⁸	76.6	-0.1	78.8	87.0	88.4
Statement of attainment	76.0	2.6	77.7	86.6	91.1
Subject only – no qualification	71.5	1.9	72.5	85.6	85.7
Field of education					
Natural and physical sciences	79.4	6.3	84.7	84.3	85.5
Information technology	58.0	1.2	61.4	59.2	73.2
Engineering and related technologies	81.9	3.2	82.8	79.8	86.0
Architecture and building	78.2	5.1	79.7	82.4	85.3
Agriculture, environmental and related studies	83.1	1.0	85.1	87.9	90.4
Health	82.7	4.0	85.3	84.6	88.6
Education	77.8	0.5	78.9	82.0	82.5
Management and commerce	73.3	6.4	75.4	70.4	80.0
Society and culture	72.0	2.8	73.9	77.7	81.3
Creative arts	63.8	3.2	68.9	76.1	78.1
Food, hospitality and personal services	65.7	6.4	68.8	75.4	80.5
Mixed field programmes	43.8	9.2	47.0	75.7	84.4
No field of education	74.7	2.1	76.1	86.2	88.3
Training was part of an apprenticeship or traineeship²					
Yes	74.1	7.2	75.4	84.1	84.5
No	73.2	3.7	75.5	78.2	84.5
Provider type and funding source					
TAFE and other government providers					
Commonwealth/state funding	64.8	3.6	67.6	74.7	82.1
Fee-for-service – domestic	81.9	1.1	83.7	87.4	89.1
<i>Sub-total TAFE and other government providers</i>	74.0	2.3	76.3	81.5	85.9
Community education providers					
Commonwealth/state funding	65.6	3.5	65.9	84.8	84.7
Fee-for-service – domestic	Not applicable for scope of publication				
<i>Sub-total community education providers</i>	65.6	3.5	65.9	84.8	84.7
Private training providers					
Commonwealth/state funding	71.0	9.2	72.6	71.6	80.6
Fee-for-service – domestic	Not applicable for scope of publication				
<i>Sub-total private training providers</i>	71.0	9.2	72.6	71.6	80.6
All subject completers	72.5	4.0	74.4	79.6	84.5
All subject completers in 2014	74.1	2.5	75.6	80.9	84.2

For notes on tables, see page 22.

Table 11 Average annual income after training for government-funded graduates employed full-time, by personal characteristics, 2015 (\$)

	Average annual income ⁹	
	Employed full-time after training	Employed in first full-time job, started after training
Sex		
Males	60 000	48 500
Females	52 000	44 700
Age group		
15 to 19 years	34 000	31 600
20 to 24 years	46 800	45 800
25 to 44 years	61 400	54 200
45 to 64 years	65 600	64 700
65 years and over	67 400	na
Student remoteness (ARIA+) region⁷		
Major cities	56 300	46 900
Inner and outer regional	56 800	45 800
Remote and very remote	67 300	63 500
Indigenous status		
Indigenous	52 300	35 300
Non-Indigenous	57 300	47 800
Disability status (including impairment or long-term condition)		
With a disability	52 200	47 800
Without a disability	57 300	47 000
Speak a language other than English at home		
Other language	55 200	50 200
English	57 500	46 000
Highest qualification before training		
Diploma or higher	66 900	53 200
Certificate III/IV	59 300	49 700
Year 12	49 400	43 100
Year 11/Certificate I/II	49 400	45 400
Year 10 and below	51 000	43 900
Employment status before training		
Employed	58 700	49 600
Not employed ¹	44 300	41 800
All	56 900	46 900

For notes on tables, see page 22.

Table 12 Average annual income after training for government-funded graduates employed full-time, by training characteristics, 2015 (\$)

	Average annual income ⁹	
	Employed full-time after training	Employed in first full-time job, started after training
Qualification		
Diploma or higher	61 800	49 200
Certificate IV	63 400	51 800
Certificate III	51 700	48 500
Certificate II	51 600	35 400
Certificate I	46 300	38 300
Field of education		
Natural and physical sciences	57 400	47 400
Information technology	51 700	51 700
Engineering and related technologies	62 100	51 100
Architecture and building	55 800	48 200
Agriculture, environmental and related studies	53 600	47 500
Health	57 400	48 100
Education	71 400	49 500
Management and commerce	56 000	45 500
Society and culture	49 900	46 500
Creative arts	50 300	37 600
Food, hospitality and personal services	49 400	39 700
Mixed field programmes	39 700	37 800
Training was part of an apprenticeship or traineeship²		
Yes	51 100	48 300
No	59 800	46 300
Provider type and funding source		
TAFE and other government providers		
Commonwealth/state funding	54 500	44 200
Fee-for-service – domestic	70 100	50 700
<i>Sub-total TAFE and other government providers</i>	58 400	45 200
Community education providers		
Commonwealth/state funding	na	na
Fee-for-service – domestic	Not applicable for scope of publication	
<i>Sub-total community education providers</i>	na	na
Private training providers		
Commonwealth/state funding	54 700	49 900
Fee-for-service – domestic	Not applicable for scope of publication	
<i>Sub-total private training providers</i>	54 700	49 900
All	56 900	46 900

For notes on tables, see page 22.

Table 13 Occupational destination and training relevance² for government-funded graduates by various training characteristics, 2015 (%)

	Employed				Total employed ¹⁰	Not employed ¹	Total
	In same occupation group ¹¹ (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 not known			
Intended occupation of training activity¹¹							
Managers	10.4	65.4	8.6	1.2	86.1	13.9	100.0
Professionals	22.3	36.9	16.2	0.8	76.3	23.7	100.0
Technicians and trades workers	42.5	24.2	13.4	1.2	81.4	18.6	100.0
Community and personal service workers	38.4	20.4	13.7	1.4	74.4	25.6	100.0
Clerical and administrative workers	12.0	40.7	16.2	1.4	70.7	29.3	100.0
Sales workers	28.1	33.3	13.1	1.8*	76.5	23.5	100.0
Machinery operators and drivers	21.8	26.7	13.7	3.1*	65.8	34.2	100.0
Labourers	15.8	40.8	13.8	1.2	72.3	27.7	100.0
Training was part of an apprenticeship or traineeship							
In a trade occupation course ¹²	71.2	14.0	4.9	0.5	90.6	9.4	100.0
In a non-trade occupation course ¹³	34.5	36.1	8.9	1.0	80.7	19.3	100.0
All graduates¹⁴	29.1	31.4	13.8	1.4	76.1	23.9	100.0
All graduates¹⁴ in 2014	30.3	32.6	15.0	1.0	79.2	20.8	100.0

For notes on tables, see page 22.

Table 14 Recognition of prior experience and skills² for government-funded graduates and subject completers, 2014 and 2015 (%)

	Graduates		Subject completers	
	2014	2015	2014	2015
With prior experience and skills related to the training	64.2	61.0	61.9	61.6
Training shortened	28.4	25.2	17.3	17.5
Based on prior study only	4.7	4.4	2.8	2.5
Based on previous experience and skills only	8.2	6.9	6.1	5.6
Based on both prior study and previous experience and skills	15.5	13.9	8.5	9.4
Training not shortened	35.8	35.8	44.6	44.1
Training provider did not offer to assess prior experience and skills	16.6	17.1	24.7	24.5
Did not accept offer to have prior experience and skills assessed	7.8	7.1	8.3	8.0
Experience and skills assessed but training not shortened	11.3	11.7	11.6	11.5
No prior experience and skills related to the training	35.8	39.0	38.1	38.4
Training provider offered to assess prior experience and skills	22.9	25.4	21.9	22.2
Training provider did not offer to assess prior experience and skills	12.9	13.6	16.2	16.2

For notes on tables, see page 22.

Table 15 Number of government-funded graduate and subject completer respondents by key characteristics, 2015

Student characteristics	Graduates	Subject completers
Age group		
15 to 19 years	4 682	2 159
20 to 24 years	8 512	2 650
25 to 44 years	17 922	7 912
45 to 64 years	13 046	7 538
65 years and over	641	1 042
Females	27 670	9 739
Indigenous	1 770	915
With a disability	4 078	2 141
Speak a language other than English at home	8 459	4 049
From remote/very remote areas ⁷	1 492	1 327
Highest qualification before training		
Diploma or higher	11 922	6 510
Certificate III/IV	12 384	5 294
Year 12	9 873	3 565
Year 11/Certificate I/II	3 832	1 750
Year 10 and below	4 511	2 715
Total	44 803	21 301

For notes on tables, see page 22.

Table 16 Number of government-funded graduate and subject completer respondents by state, 2015

State/territory where study was completed	Graduates	Subject completers
New South Wales	12 642	4 850
Victoria	9 864	6 097
Queensland	6 592	3 081
South Australia	4 280	1 300
Western Australia	6 741	3 966
Tasmania	2 422	930
Northern Territory	954	574
Australian Capital Territory	1 308	503
Australia	44 803	21 301

For notes on tables, see page 22.

Terms

For more information, please see Technical notes, Terms and definitions and other supporting documents at <http://www.ncver.edu.au/publications/2830.html>.

Average 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. It includes outcomes of students who may have already been employed and of those who may hold additional qualifications in other fields and levels.

Average 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. It includes outcomes of students who may have already been employed part-time or employed part-time in the past.

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

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

Employed at a higher skill level is where a person is employed in an occupation with a higher skill level after training compared with their occupation before training (regardless of full-time/part-time employment status before and after training).

Government-funded VET is broadly defined as all VET activity delivered by government providers and government-funded activity delivered by community education and private training providers.

Graduate refers to either a student who completed all the requirements for a qualification, or a student who self-reported completing a qualification and was determined as eligible for that qualification (via a logistic model).

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

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). Occupation is defined according to survey responses.

Other government providers are government-owned and managed education facilities/organisations, other than TAFE, that deliver VET (for example, agricultural colleges).

Private training providers include secondary schools, non-government enterprises, education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, and private providers not elsewhere classified.

Previous experience and skills refers to relevant job or life experience gained before enrolling in the training.

Prior study refers to relevant study at university, TAFE institute, private training provider, secondary school or elsewhere undertaken before enrolling in the training.

Satisfied with the overall quality of training means that the respondent 'agreed' or 'strongly agreed' on a 5-point scale with the statement: 'Overall, I was satisfied with the quality of the training'.

State/territory refers to the state or territory where the training was completed.

Subject completer refers to a student who successfully completed part of a qualification and then left the VET system. It is important to note that, at the time of sample selection, insufficient information was available to identify 'actual' subject completers. Instead, a sample of potential subject completers was chosen, which includes continuing students and graduates. The exact status of respondents was determined at the data analysis stage through the information provided on the survey form. Prior to 2015 these students were reported as module completers. This terminology has been applied back to 2005.

Technical and further education (TAFE) institutes are government training providers that provide a range of technical and vocational education and training courses and other programs (for example, entry and bridging courses, language and literacy courses, adult basic education courses, Senior Secondary Certificate of Education courses, personal enrichment courses, and small business courses).

Notes on tables

- na Not applicable
- * The estimate has a relative standard error greater than or equal to 25% and therefore should be used with caution.
- np Not published. NCVET does not report on estimates based on five or fewer respondents because the estimates are unreliable.
- 1 'Not employed' is defined as unemployed (looking for full-time or part-time work), not in the labour force, or not employed (no further information).
 - 2 These questions are not asked of students from community education providers. Therefore, the percentage reported represents the proportion of graduates or subject completers, respectively, excluding those from community education providers.
 - 3 For subject completers, the only further study included is university study as, by definition, subject completers have left the VET system.
 - 4 Satisfied with teaching, assessment, and generic skills and learning experiences are derived by taking the average of the items under each heading in the questionnaire. Percentages are the proportion of respondents with average scores of 3.5 or higher on each scale. For more information see *Measuring student satisfaction from the Student Outcomes Survey* (<<http://www.ncver.edu.au/publications/2492.html>>) and *Data dictionary: satisfaction outcomes* (<<http://www.ncver.edu.au/publications/2830.html>>).
 - 5 Improved employment status after training is defined as either employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
 - 6 Further study questions were asked of students from community education providers for the first time in 2011. The percentages reported prior to 2011 represent the proportion of graduates or subject completers excluding those from community education providers.
 - 7 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
 - 8 This includes bridging and enabling courses, Years 11 and 12, education not elsewhere identified and non-award courses.
 - 9 Average annual income after training has been determined by taking mid-point values, since the question is answered in categories.
 - 10 Total includes instances where training relevance is not known.
 - 11 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.no1220.0). Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.
 - 12 A trade course has an intended occupation code corresponding to the ANZSCO major group 3: Technicians and trades workers.
 - 13 A non-trade course has an intended occupation code corresponding to an occupation outside the trades. 'Non-trades' includes all occupations listed under ANZSCO, with the exception of major group 3: Technicians and trades workers.
 - 14 Totals exclude students from community education providers (for whom occupation after training is not captured). Also excluded are a small number of students with an unknown intended ANZSCO category. As a result, figures for 'total employed' and 'not employed' differ from those contained in other tables where the base is all graduates.



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