



Australian vocational education and training statistics

# **VET student outcomes 2021**

## **Workplace Training Strategies**

### **Qualification completers**

National Centre for Vocational Education Research

#### **Introduction**

This report provides a summary of the outcomes and satisfaction of students who completed nationally recognised vocational education and training (VET) during 2020, using data collected in mid-2021. The figures are derived from the National Student Outcomes Survey, which is an annual survey of VET students.

Information is presented for qualification completers at Workplace Training Strategies. Qualification completers are students who completed a training package qualification or an accredited qualification.

#### **Highlights**

##### ***Employment outcomes***

Of qualification completers at Workplace Training Strategies:

- 58.5% had an improved employment status after training.
- 58.7% were employed before training. Of these, 2.7% were employed at a higher skill level after training.
- 41.3% were not employed before training. Of these, 35.1% were employed after training.
- 67.4% were employed after training. Of these, 80.4% received at least one job-related benefit.

##### ***Students' satisfaction with training***

Of qualification completers at Workplace Training Strategies:

- 91.8% were satisfied with their training overall.
- 81.0% would recommend their training provider.

## Technical notes

The sample for the National Student Outcomes Survey is selected from the National VET Provider and National VET in Schools collections. For Workplace Training Strategies, 73 qualification completers responded, giving a response rate of 30.2%.

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

The margin of error is a measure of how much sampling variability there is. The smaller the margin of error, the more accurate the estimate. The margin of error is calculated such that there is a 95% chance that the interval estimate  $\pm$  margin of error contains the true value. The interval is called the 95% confidence interval. For example, if an estimate is equal to 70% and the margin of error is 10%, the confidence interval for this estimate is 60% to 80%. This means we can be 95% confident the true value is between 60% and 80%. In this example, the confidence interval is wide and the survey estimate should be considered an indication only.

It is important to consider the margin of error when comparing between groups and years, particularly when the results are close. The margins of error are provided for all survey estimates in this report. Where comparisons are made with previous years, the margins of error have been used to determine if a difference between years is statistically significant. Such statistically significant differences are indicated by up and/or down arrows.

Refer to the supporting documentation at <https://www.ncver.edu.au/research-and-statistics/collections/student-outcomes/vet-student-outcomes> for further information on interpreting survey data (specifically understanding the margins of error presented in this report).

## Tables

**Table 1 Main reason for training for qualification completers, Workplace Training Strategies 2021 (%)**

Reason for training	Qualification completers
Employment-related	81.7
Further study	2.5
Personal development	15.8
<b>Total number of responses</b>	<b>73</b>

**Table 2 95% margin of error for estimates shown in Table 1**

Reason for training	Qualification completers
Employment-related	8.0
Further study	2.9
Personal development	7.7

**Table 3 Employment and further study outcomes for qualification completers, 2020 and 2021 (%)**

	Workplace Training Strategies		2021		
	2020	2021	Private training providers Victoria	Private training providers Australia	All VET providers Australia
<b>Improved employment status after training</b>					
Employed before training	49.7	58.7*	60.3	66.0	63.1
Of these: Employed at a higher skill level after training	15.9	2.7▼	12.9	14.0	16.5
Of these: Better job after training	30.1*	47.5*▲	35.4	37.1	38.8
Not employed before training	50.3	41.3*	39.7	34.0	36.9
Of these: Employed after training	38.6*	35.1*	39.8	46.2	43.3
Improved employment status after training	55.1	58.5*	56.7	62.8	60.6
<b>Employment and further study outcomes</b>					
After training (as at May of the survey year)					
Employed	57.3	67.4	68.7	74.6	72.1
Not employed	42.7	32.6	31.3	25.4	27.9
Employed or in further study after training	69.2	79.4	79.2	83.1	82.9
Enrolled in further study after training	27.3	27.4	32.6	32.4	35.5
<b>Benefits of training</b>					
Of those employed after training					
Found the training relevant to their current job	87.8	74.1*▼	68.9	74.6	73.7
Received at least one job-related benefit	92.1	80.4▼	76.8	80.0	79.8
<b>Total number of responses</b>	<b>116</b>	<b>73</b>	<b>20039</b>	<b>77255</b>	<b>147333</b>

**Table 4 95% margin of error for estimates shown in Table 3**

	Workplace Training Strategies		2021		
	2020	2021	Private training providers Victoria	Private training providers Australia	All VET providers Australia
<b>Improved employment status after training</b>					
Employed before training	8.0	10.2	0.6	0.3	0.2
Of these: Employed at a higher skill level after training	8.5	4.4	0.6	0.3	0.2
Of these: Better job after training	10.4	13.2	0.8	0.4	0.3
Not employed before training	8.0	10.2	0.6	0.3	0.2
Of these: Employed after training	11.1	15.5	1.0	0.6	0.4
Improved employment status after training	8.0	10.2	0.6	0.3	0.2
<b>Employment and further study outcomes</b>					
After training (as at May of the survey year)					
Employed	7.9	9.6	0.6	0.3	0.2
Not employed	7.9	9.6	0.6	0.3	0.2
Employed or in further study after training	7.3	8.4	0.5	0.2	0.2
Enrolled in further study after training	7.1	9.0	0.6	0.3	0.2
<b>Benefits of training</b>					
Of those employed after training					
Found the training relevant to their current job	6.6	10.8	0.7	0.3	0.2
Received at least one job-related benefit	5.5	9.8	0.7	0.3	0.2

**Table 5 Satisfaction outcomes for qualification completers, 2020 and 2021 (%)**

	Workplace Training Strategies		2021		
	2020	2021	Private training providers Victoria	Private training providers Australia	All VET providers Australia
<b>Satisfaction with training</b>					
Developed problem-solving skills	76.7	68.9	79.2	77.8	78.8
Improved writing skills	52.5	48.0*	55.6	52.4	52.9
Improved numerical skills	55.4	49.1*	45.2	44.2	47.1
Satisfied with teaching	96.0	90.1	87.7	87.4	87.4
Satisfied with assessment	88.1	96.5▲	89.4	89.7	89.3
Satisfied with the training overall	87.9	91.8	89.5	89.1	89.1
Achieved their main reason for doing the training	76.7	84.5	83.1	85.6	85.0
<b>Satisfaction with training provider</b>					
Satisfied with the facilities	85.6	80.3	84.7	84.2	84.8
Satisfied with the learning resources	86.8	82.9	84.8	84.4	83.7
Satisfied with the location of the training provider	86.9	85.1	86.0	84.8	85.6
Satisfied with support services	81.0	74.1	80.8	79.7	79.2
Recommend training provider	79.7	81.0	83.8	84.1	84.7
<b>Total number of responses</b>	<b>116</b>	<b>73</b>	<b>20039</b>	<b>77255</b>	<b>147333</b>

**Table 6 95% margin of error for estimates shown in Table 5**

	Workplace Training Strategies		2021		
	2020	2021	Private training providers Victoria	Private training providers Australia	All VET providers Australia
<b>Satisfaction with training</b>					
Developed problem-solving skills	6.6	9.5	0.5	0.3	0.2
Improved writing skills	8.2	10.4	0.6	0.3	0.2
Improved numerical skills	7.9	10.3	0.6	0.3	0.2
Satisfied with teaching	2.9	6.0	0.4	0.2	0.1
Satisfied with assessment	5.0	4.0	0.4	0.2	0.1
Satisfied with the training overall	5.0	5.4	0.4	0.2	0.1
Achieved their main reason for doing the training	6.4	7.2	0.4	0.2	0.2
<b>Satisfaction with training provider</b>					
Satisfied with the facilities	5.4	8.1	0.5	0.2	0.2
Satisfied with the learning resources	5.3	8.1	0.4	0.2	0.2
Satisfied with the location of the training provider	5.3	7.2	0.4	0.2	0.2
Satisfied with support services	6.1	9.3	0.5	0.3	0.2
Recommend training provider	6.0	7.8	0.4	0.2	0.2

**Table 7 Transition to online learning due to the COVID-19 pandemic for qualification completers, Workplace Training Strategies 2021 (%)**

	Qualification completers
<b>Transition to online learning</b>	
Training shifted to online learning in 2020 due to the COVID-19 pandemic	40.6
Of these: Received support from training provider to transition to online learning	81.3*
Of these: Satisfied with support from training provider	100.0
Of these: Faced at least one challenge with online learning	44.5*
<b>Total number of responses</b>	<b>73</b>

**Table 8 95% margin of error for estimates shown in Table 7**

	Qualification completers
<b>Transition to online learning</b>	
Training shifted to online learning in 2020 due to the COVID-19 pandemic	9.8
Of these: Received support from training provider to transition to online learning	11.8
Of these: Satisfied with support from training provider	11.9
Of these: Faced at least one challenge with online learning	15.4

## Explanatory notes

For information on the terms and definitions used in this report, please see the *Terms and definitions* supporting documentation at <https://www.ncver.edu.au/research-and-statistics/collections/student-outcomes/vet-student-outcomes>.

### Scope

- 1 This report provides a summary of the outcomes of students who completed nationally recognised VET during 2020, using National Student Outcomes Survey data collected in mid-2021.
- 2 The National Student Outcomes Survey covers:
  - Qualification completers: students who completed a training package qualification or an accredited qualification (previously known as graduates, no definition change to this group).
  - Qualification part-completers: students who enrolled in but only completed part of a training package qualification or an accredited qualification (and are no longer undertaking that training).
  - Short course completers: students who completed a training package skill set or an accredited course.
  - Short course part-completers: students who enrolled in but only completed part of a training package skill set or accredited course (and are no longer undertaking that training).
  - Subject(s) only completers: students who completed one or more subjects not delivered as part of a nationally recognised program and who are no longer undertaking training in the VET sector.
- 3 Out of scope of this report are:
  - international students
  - students who undertook recreational, leisure or personal enrichment (short) courses
  - students under 15 years of age
  - students from correctional facilities.

### Definitions and derivations

- 4 The percentage of students satisfied with various aspects of their training and the training provider is based on the proportion of respondents reporting that they are 'Very satisfied' or 'Satisfied' with the relevant questionnaire item. The percentage of students who developed problem-solving skills, improved writing skills and improved numerical skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 5 The percentage of students who would recommend their training provider is based on the proportion of respondents reporting 'Very likely' or 'Likely' with the relevant questionnaire item.
- 6 '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.
- 7 'Better job after training' is based on those employed before training, who reported they are employed in a better job/role than their previous job/role.
- 8 'Employed at a higher skill level' is based on those employed before training who are employed in an occupation with a higher skill level after training, in comparison with their occupation before training. The base includes those not employed after training. In *VET student outcomes* publications and data products released prior to December 2019, the proportion employed at a higher skill level was based on those employed before and after training.



- 9 Job-related benefits are based on those employed after training, who reported receiving a job-related benefit from the training, including: set up or expanded their own business, got a promotion, increased earnings, gained extra skills for their job, or other job-related benefits.
- 10 'Achieved main reason for training' is based on the proportion of respondents reporting that the training 'fully' or 'partly' helped them to achieve their main reason for training.
- 11 State or territory comparisons are based on the state or territory of the training provider's head office.
- 12 'Training shifted to online learning' includes training and work placements that shifted online during 2020 due to the COVID-19 pandemic.

## Data treatment

na Not applicable.

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

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

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This document should be attributed as The Social Research Centre 2021, *Australian vocational education and training statistics: VET student outcomes 2021: Workplace Training Strategies - Qualification completers*, unpublished, The Social Research Centre, Melbourne.

This work has been produced by The Social Research Centre on behalf of the NCVER. The NCVER manages the Student Outcomes Survey on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Government Department of Education, Skills and Employment.