



Australian vocational education and training statistics

# VET student outcomes 2021

Skillinvest

## Qualification part-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 part-completers at Skillinvest. Qualification part-completers are defined as students who enrolled in but only completed part of a training package qualification or an accredited qualification (and are no longer undertaking that training).

### Highlights

#### *Employment outcomes*

Of qualification part-completers at Skillinvest:

- 65.8% had an improved employment status after training.
- 69.7% were employed before training. Of these, 11.9% were employed at a higher skill level after training.
- 30.3% were not employed before training. Of these, 51.8% were employed after training.
- 80.0% were employed after training. Of these, 79.0% received at least one job-related benefit.

#### *Students' satisfaction with training*

Of qualification part-completers at Skillinvest:

- 80.7% were satisfied with their training overall.
- 78.3% 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 Skillinvest, 188 potential part-qualification completers responded<sup>1</sup>, giving a response rate of 26.3%.

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 part-completers, Skillinvest 2021 (%)

Reason for training	Qualification part-completers
Employment-related	82.2
Further study	9.2
Personal development	8.6
<b>Total number of responses</b>	<b>96</b>

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

Reason for training	Qualification part-completers
Employment-related	7.0
Further study	5.3
Personal development	5.1

<sup>1</sup> At the time of sample selection, insufficient information is available from the collections to identify 'actual' qualification part-completers. Instead, a sample of potential qualification part-completers is chosen, which includes students who are continuing in the qualification. The final status of respondents is determined through survey responses.

**Table 3 Main reason for not continuing the training for qualification part-completers, Skillinvest 2021 (%)**

Reason for not continuing training	Qualification part-completers
Got what was wanted from training	17.5*
Change in job situation	37.5*
Training-related reasons	24.3*
Started other training	16.1*
Training no longer related to plans	0.0*
Training was not as expected	8.2
Training timetable was not flexible enough	0.0*
Problems with the work placement	0.0*
Personal reasons	15.6*
Other reasons	5.1
<b>Total number of responses</b>	<b>96</b>

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

Reason for not continuing training	Qualification part-completers
Got what was wanted from training	14.0
Change in job situation	18.7
Training-related reasons	16.3
Started other training	14.3
Training no longer related to plans	11.1
Training was not as expected	9.7
Training timetable was not flexible enough	11.1
Problems with the work placement	11.1
Personal reasons	13.9
Other reasons	8.4

**Table 5 Employment and further study outcomes for qualification part-completers, 2020 and 2021 (%)**

	Skillinvest		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	76.4	69.7	67.3	69.0	63.4
Of these: Employed at a higher skill level after training	20.2	11.9	11.6	10.7	12.4
Of these: Better job after training	26.4	29.7*	32.2	30.0	31.6
Not employed before training	23.6	30.3	32.7	31.0	36.6
Of these: Employed after training	38.2*	51.8*	36.4	42.5	39.2
Improved employment status after training	58.5	65.8	57.4	61.3	56.1
<b>Employment and further study outcomes</b>					
After training (as at May of the survey year)					
Employed	75.4	80.0	70.3	74.8	70.0
Not employed	24.6	20.0	29.7	25.2	30.0
Employed or in further study after training	85.7	85.0	76.9	81.2	78.1
Enrolled in further study after training	27.1	25.4	24.8	24.9	26.5
<b>Benefits of training</b>					
Of those employed after training					
Found the training relevant to their current job	68.4	63.6*	72.2	73.3	68.2
Received at least one job-related benefit	70.5	79.0	75.7	76.4	72.6
<b>Total number of responses</b>	<b>95</b>	<b>96</b>	<b>2728</b>	<b>10717</b>	<b>17454</b>

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

	Skillinvest		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	7.9	8.9	3.5	1.8	1.3
Of these: Employed at a higher skill level after training	8.9	7.8	3.4	1.5	1.2
Of these: Better job after training	9.4	10.6	4.7	2.1	1.6
Not employed before training	7.9	8.9	3.5	1.8	1.3
Of these: Employed after training	19.1	17.7	6.1	3.4	2.2
Improved employment status after training	9.1	9.0	3.8	1.8	1.3
<b>Employment and further study outcomes</b>					
After training (as at May of the survey year)					
Employed	7.9	7.5	3.4	1.6	1.2
Not employed	7.9	7.5	3.4	1.6	1.2
Employed or in further study after training	6.4	6.6	3.1	1.4	1.1
Enrolled in further study after training	8.2	8.4	3.3	1.6	1.1
<b>Benefits of training</b>					
Of those employed after training					
Found the training relevant to their current job	9.7	10.2	3.9	1.9	1.5
Received at least one job-related benefit	9.5	8.7	3.7	1.8	1.4

**Table 7** Satisfaction outcomes for qualification part-completers, 2020 and 2021 (%)

	Skillinvest		2021		
	2020	2021	Private training providers Victoria	Private training providers Australia	All VET providers Australia
<b>Satisfaction with training</b>					
Developed problem-solving skills	65.9	68.2	75.0	72.3	71.5
Improved writing skills	28.8	31.8	44.8	43.8	44.9
Improved numerical skills	37.1	39.3	43.0	40.4	42.9
Satisfied with teaching	77.9	79.1	85.1	83.9	81.9
Satisfied with assessment	82.8	85.6	85.6	85.2	83.2
Satisfied with the training overall	85.9	80.7	83.9	81.3	79.3
Achieved their main reason for doing the training	85.7	88.4	80.6	80.9	76.6
<b>Satisfaction with training provider</b>					
Satisfied with the facilities	79.8	74.4	81.2	81.0	80.7
Satisfied with the learning resources provided	85.0	79.9	82.0	81.1	79.1
Satisfied with the location of the training provider	83.1	79.4	83.4	81.9	81.6
Satisfied with support services	74.8	62.6	75.6	76.2	73.5
Recommend training provider	80.4	78.3	78.4	77.6	76.9
<b>Total number of responses</b>	<b>95</b>	<b>96</b>	<b>2728</b>	<b>10717</b>	<b>17454</b>

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

	Skillinvest		2021		
	2020	2021	Private training providers Victoria	Private training providers Australia	All VET providers Australia
<b>Satisfaction with training</b>					
Developed problem-solving skills	8.5	8.7	3.1	1.7	1.2
Improved writing skills	8.4	9.2	3.9	1.9	1.3
Improved numerical skills	9.3	9.6	4.0	1.9	1.4
Satisfied with teaching	7.6	7.9	2.4	1.4	1.0
Satisfied with assessment	6.8	6.9	2.5	1.3	1.0
Satisfied with the training overall	6.3	7.6	2.5	1.4	1.0
Achieved their main reason for doing the training	6.2	5.7	2.8	1.4	1.1
<b>Satisfaction with training provider</b>					
Satisfied with the facilities	7.8	8.9	3.0	1.5	1.1
Satisfied with the learning resources provided	6.4	7.8	2.8	1.5	1.1
Satisfied with the location of the training provider	7.1	8.3	2.9	1.5	1.0
Satisfied with support services	8.5	9.8	3.3	1.7	1.2
Recommend training provider	7.1	7.7	2.9	1.5	1.1

**Table 9 Transition to online learning due to the COVID-19 pandemic for qualification part-completers, Skillinvest 2021 (%)**

Qualification part-completers	
<b>Transition to online learning</b>	
Training shifted to online learning in 2020 due to the COVID-19 pandemic	30.5
Of these: Received support from training provider to transition to online learning	73.0*
Of these: Satisfied with support from training provider	70.8*
Of these: Faced at least one challenge with online learning	52.6*
<b>Total number of responses</b>	<b>96</b>

**Table 10 95% margin of error for estimates shown in Table 9**

Qualification part-completers	
<b>Transition to online learning</b>	
Training shifted to online learning in 2020 due to the COVID-19 pandemic	8.8
Of these: Received support from training provider to transition to online learning	15.8
Of these: Satisfied with support from training provider	18.5
Of these: Faced at least one challenge with online learning	17.3



# 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 '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
- 8 '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.

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

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