NCVER

Australian vocational education and training statistics

VET student outcomes 2019

Australian Child Care Career Options (Accco) Pty Ltd graduates

National Centre for Vocational Education Research

Introduction

This report provides a summary of the outcomes of students who completed nationally recognised vocational education and training (VET) during 2018, using data collected in mid-2019. The figures are derived from the National Student Outcomes Survey, which is an annual survey of students awarded a qualification (graduates), or who completed at least one subject and left the VET system without obtaining a qualification (subject completers).

Highlights

Of graduates at Australian Child Care Career Options (Accco) Pty Ltd:

- 91.4% were employed or enrolled in further study after training.
- 92.0% were satisfied with the overall quality of their training.
- 95.3% would recommend the training and 92.0% would recommend their training provider.
- 94.2% achieved their main reason for doing the training.

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Introduction

This report provides a summary of the outcomes of students who completed nationally recognised vocational education and training (VET) delivered by recognised training organisations (RTOs) in 2018, using data collected in mid-2019. [1] The figures are derived from the National Student Outcomes Survey, which is an annual survey that covers students who are awarded a qualification (graduates), or who completed at least one subject and left the VET system without obtaining a qualification (subject completers), with this report focused on graduates. The survey includes students who undertook government-subsidised training (government-funded) and those who undertook training on a fee-for-service basis.

Information in the report is presented on Australian Child Care Career Options (Accco) Pty Ltd graduates' reasons for training, their employment outcomes, further study outcomes and satisfaction with training. Comparisons with the prior year are only shown where there are sufficient responses in the prior year. Where there is not a sufficient level of response for prior year comparisons, the 2018 data have been suppressed and the columns shaded in grey.

Technical notes

The sample for the National Student Outcomes Survey is selected from the National VET Provider Collection, with national response rates of 34.1% for graduates and 23.4% for subject completers. For Australian Child Care Career Options (Accco) Pty Ltd, 141 graduates responded, giving a response rate of 40.4%.

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

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 ± margin of error contains the true value. The interval is called the 95% confidence interval.

It is important to consider the margin of error when comparing between groups and years, particularly when the results are close. Data users are encouraged to use the margin of error to determine if a difference between groups or years is statistically significant. No arrow in table 1 signals that the difference between 2018 and 2019 is not statistically significant. Table 2 in this report provides the margin of error for key survey findings.

Example

Estimate A is equal to 70% with a margin of error of 5%. The confidence interval for the estimate is 65% to 75%, which means we can be 95% confident that the true value is between 65% and 75%.

Estimate B is equal to 85% with a margin of error of 3%. The confidence interval is therefore 82% to 88%. **Given the confidence intervals do not overlap, we can be 95% confident that there is a difference between Estimate A and Estimate B.**

Estimate C is equal to 90% with a margin of error of 4%.The confidence interval is therefore 86% to 94%. **Given the confidence intervals for Estimates B and C overlap, we cannot conclude with a 95% level of confidence whether there is a difference between Estimate B and Estimate C and further testing is required to make any conclusions.**

For detailed technical information, see Technical notes at (https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes).

[1] The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. For graduates, the only change to scope is the exclusion of higher level qualifications, such as bachelor's degrees. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.

More information

For additional data tables on student outcomes, classified by a greater range of student and training characteristics, refer to the data products tab at (https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes).

Access to these data is governed by the National VET Data Policy (2018), agreed by the Council of Australian Governments (COAG) ministers responsible for skills. The National VET Data Policy can be viewed at (https://docs.employment.gov.au/documents/national-vet-data-policy).

Tables

Table 1 Key findings for graduates, 2018 and 2019 (%)

	Australian Child Care Career Options (Accco) Pty Ltd		2019		
	2018	2019	Private training providers Queensland	Private training providers Australia	All VET providers Australia
Improved employment status after training					
Employed before training	73.6	83.4 ▲	72.7	70.8	66.7
Of these: Employed at a higher skill level after training	14.1	11.5	14.9	16.0	18.0
Of these: Better job after training	na	33.2	33.6	36.0	37.5
Not employed before training	26.4	16.6 ▼	27.3	29.2	33.3
Of these: Employed after training	68.9*	72.0*	53.1	52.0	46.8
Improved employment status after training	74.4	82.6 ▲	69.2	69.1	65.8
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	86.2	88.3	81.6	80.3	76.6
Not employed	13.8	11.7	18.4	19.7	23.4
Employed or in further study after training	88.0	91.4	86.6	86.0	85.6
Enrolled in further study after training	20.5	23.6	25.9	26.1	30.3
Training					
Main reason for undertaking training					
Employment-related	90.9	86.5	89.0	87.4	85.1
Further study	1.1	0.8	1.4	1.8	3.6
Personal development	8.0	12.7	9.6	10.8	11.3
Training was part of an apprenticeship or traineeship	36.1	24.9 ▼	22.3	27.7	26.9
Satisfaction outcomes					
Developed problem-solving skills	82.9	81.0	73.2	76.9	77.9
Improved writing skills	60.6	64.0	47.4	50.8	52.6
Improved numerical skills	na	40.4	40.4	42.9	45.6
Satisfied with teaching	87.3	90.7	86.1	87.0	86.9
Satisfied with assessment	90.6	94.5	88.7	89.4	89.2
Satisfied with the overall quality of training	88.8	92.0	86.7	88.0	88.1
Achieved their main reason for doing the training	97.0	94.2	83.6	85.0	83.9
Recommendation					
Recommend training	93.1	95.3	89.4	90.5	90.6
Recommend training provider	89.0	92.0	87.3	88.4	88.9
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	91.7	93.3	81.4	81.3	80.5
Received at least one job-related benefit	81.8	94.0 ▲	82.6	84.2	84.0
Total number of responses	166	141	21 051	71 410	122 536

Grey shading of an individual cell indicates a break-in-series. Grey shading of the entire column indicates the sample size for 2018 was less than 25 graduates / subject completers. For further information on notes on tables, see the explanatory notes on page 9.

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

	Australian Child Care Career Options (Accco) Pty Ltd		2019		
	2018	2019	Private training providers Queensland	Private training providers Australia	All VET providers Australia
Improved employment status after training					
Employed before training	5.7	5.3	0.5	0.3	0.2
Of these: Employed at a higher skill level after training	5.3	5.2	0.5	0.3	0.2
Of these: Better job after training	na	7.6	0.7	0.4	0.3
Not employed before training	5.7	5.3	0.5	0.3	0.2
Of these: Employed after training	11.6	15.2	1.2	0.6	0.4
Improved employment status after training	5.6	5.3	0.6	0.3	0.2
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	4.3	4.4	0.5	0.3	0.2
Not employed	4.3	4.4	0.5	0.3	0.2
Employed or in further study after training	4.0	3.8	0.4	0.2	0.2
Enrolled in further study after training	5.2	6.1	0.5	0.3	0.2
Training					
Main reason for undertaking training					
Employment-related	3.7	4.9	0.4	0.2	0.2
Further study	1.3	1.3	0.1	0.1	0.1
Personal development	3.5	4.7	0.3	0.2	0.2
Training was part of an apprenticeship or traineeship	6.0	6.2	0.5	0.3	0.2
Satisfaction outcomes					
Developed problem-solving skills	4.8	5.5	0.5	0.3	0.2
Improved writing skills	6.2	6.7	0.6	0.3	0.2
Improved numerical skills	na	7.2	0.6	0.3	0.2
Satisfied with teaching	4.1	4.2	0.4	0.2	0.2
Satisfied with assessment	3.6	3.3	0.4	0.2	0.2
Satisfied with the overall quality of training	3.8	4.0	0.4	0.2	0.2
Achieved their main reason for doing the training	1.9	3.1	0.4	0.2	0.2
Recommendation					
Recommend training	3.0	3.1	0.4	0.2	0.1
Recommend training provider	3.8	3.9	0.4	0.2	0.2
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	4.1	3.7	0.5	0.3	0.2
Received at least one job-related benefit	5.4	3.4	0.5	0.3	0.2
Total number of responses	166	141	21 051	71 410	122 536

For notes on tables, see the explanatory notes on page 9.

Terms

For more information, please see Technical notes, Terms and definitions and other supporting documents at (https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes).

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

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

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

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

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

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

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

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

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

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

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

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

State or territory is the state or territory in which the training provider's head office is located.

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

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

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

Weights are used to reduce bias and ensure the weighted sample is representative of the target population. Each responding unit is assigned a weight that indicates how many population units that unit represents. The National Student Outcomes Survey sample is weighted to ensure the weighted distributions of key characteristics match the distribution of those characteristics in the population (the National VET Provider Collection).

Explanatory notes for graduates

Scope

1. This report provides a summary of the outcomes of students who completed nationally recognised VET delivered by RTOs in Australia during 2018, using data collected in mid-2019. This includes:
   - Nationally recognised programs that are associated with one or more clusters of subjects. These include; training package qualifications and skill sets, accredited qualifications, and accredited courses that lead to a statement of attainment.
   - Nationally recognised subjects delivered stand alone or as part of a non-nationally recognised program.
2. The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. For graduates, the only change to scope is the exclusion of higher level qualifications, such as bachelor's degrees. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.
3. The scope of the students included in the report is provided below.

Scope matrix

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

4. Out of scope of the report are:
   - international students
   - students who undertook recreational, leisure or personal enrichment (short) courses
   - students who undertook VET delivered in schools, where training activity was undertaken as part of a senior secondary certificate
   - students under 18 years of age
   - students from correctional facilities
   - students who completed non-nationally recognised training.

Definitions and derivations

5. In 2019, the percentage of students satisfied with teaching, satisfied with assessment and satisfied overall is based on the proportion of respondents reporting that they are 'Very satisfied' or 'Satisfied' with the questionnaire item. The percentage of students who developed problem-solving skills, improved writing skills and improved numerical skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
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. In VET student outcomes reports and data products released prior to 2019, the proportion employed at a higher skill level was based on those employed before and after training.

8. Job-related benefits are based on those employed after training who reported receiving a job-related benefit from the training, including: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits. In 2019, a new category was added for 'gained extra skills for my job'.

9. 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.

Reporting changes

10. Following a trial in 2018, the 2019 questionnaire was revised. The changes include:

    - minor changes to question wording to questions on further study after training and level of further study after training
    - changes to question wording and a change from an agreement scale to a satisfaction scale for questions on satisfied with teaching and assessment and satisfied overall
    - a change in the order of the satisfied with teaching and assessment questions to appear after the developed problem-solving, improved writing skills and improved numerical skills bank of questions
    - the inclusion of a new category in the job-related benefits item of 'gained extra skills for my job'
    - new questions added on 'improved numerical skills' and 'better job after training'.

11. The results from the 2018 questionnaire trial suggest the following survey estimates in 2019 are not comparable with prior years due to the changes in question wording:

    - received at least one job-related benefit
    - improved employment status after training (derived from 'received at least one job-related benefit')

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

12. In 2019, NCVER conducted a national Apprentice and Trainee Experience and Destinations (ATED) survey that was integrated with the 2019 SOS. The surveys ran at a concurrent timeframe. Key SOS questions were included in the ATED questionnaire alongside other questions specific to apprentices and trainees. Where a student was sampled for the SOS and ATED, they were invited to participate in one survey only-ATED. Following a mode effects analysis, the responses to the SOS questions for students sampled for both surveys were merged back into the SOS dataset. As a result of this approach, apprentices and trainees sampled for both surveys did not answer selected questions in the SOS.

13. In 2019, information on whether training was part of an apprenticeship or traineeship was sourced from the National Apprentice and Trainee Collection if the student answered the ATED questionnaire or from the survey responses if the student answered the National Student Outcomes Survey questionnaire.

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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