

VET student outcomes



2018 Melbourne City Institute Of Education graduates

National Centre for Vocational Education Research

Introduction

This report provides a summary of the outcomes of graduates who completed their vocational education and training (VET) in Australia during 2017, using data collected in mid-2018. The outcomes are reported for graduates who undertook government-subsidised training and those who undertook training on a fee-for-service basis.

Highlights

Of graduates at Melbourne City Institute Of Education:

- 68.2% were employed or enrolled in further study after training.
- 91.8% were satisfied with the overall quality of their training.
- 92.3% would recommend the training and 89.7% would recommend their training provider.

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Introduction

This report presents information on the outcomes of Melbourne City Institute Of Education graduates who completed their vocational education and training (VET) in Australia during 2017, with the data collected in mid-2018. The outcomes of all graduates are reported; that is, those who undertook government-subsidised training and those who undertook training on a fee-for-service basis. The figures are derived from the National Student Outcomes Survey, which is an annual survey of students awarded a qualification (graduates), or who successfully complete part of a course and then leave the VET system (subject completers).

Survey questionnaires were sent to a stratified, randomly selected sample of graduates and subject completers with national response rates of 36.6% and 24.8% respectively. For Melbourne City Institute Of Education, 110 graduates responded to the survey, giving a response rate of 40.0%.

Information is presented on students' reasons for training, their employment outcomes, further study outcomes and satisfaction with training.

About this report

This report is prepared in accordance with scope definitions outlined in the Explanatory notes section on page 10.

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.

For information about the scope of this report, see the Explanatory notes section on page 10.

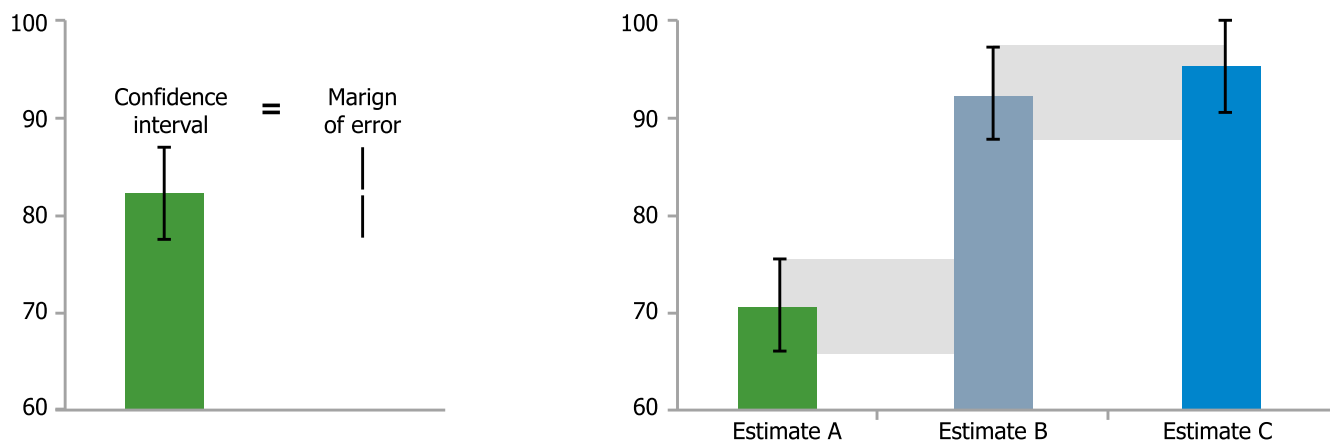
Technical notes

The National 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 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.

How close the estimate is likely to be to the true population value is reflected in the confidence interval. The confidence interval can be calculated for any confidence level, but usually a level of 90%, 95%, or 99% is used. For this report we use a confidence level of 95%, which means the probability that the confidence interval contains the true population value is 95%.

The confidence interval can be shown graphically using a black bar around the estimate. Smaller bars correspond to more accurate estimates. The confidence interval is sometimes expressed as *Estimate +/- margin of error*. That is, the margin of error is half the width of the confidence interval. For example, in figure B, *Estimate A* is equal to 70% and the margin of error (using a confidence level of 95%) is 5%. The confidence interval for this estimate is 65% to 75%, which means we can be 95% confident the true value is between 65% and 75%.

Figure A - Confidence interval and margin of error **Figure B - 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 is statistically significant. Table 2 in this report provides the margin of error for key survey findings.

In figure B, the black bars for *Estimate A* and *Estimate B* do not overlap. This means that it can be concluded with a 95% level of confidence that there is a difference between *Estimate A* and *Estimate B*. However, the error bars for *Estimate B* and *Estimate C* overlap. This means that it cannot be concluded with a 95% level of confidence that there is a difference between *Estimate B* and *Estimate C*. It also cannot be concluded that *Estimate B* and *Estimate C* are similar, and further testing needs to be undertaken to determine whether there is a statistically significant difference between the estimates.

For further technical details about the National Student Outcomes Survey, please refer to the technical notes supporting document at (<https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>).

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>). These tables report the margin of error.

Access to these data is governed by the National VET Data Policy (2017), agreed by the Council of Australian Governments (COAG) ministers responsible for skills. The National VET Data Policy can be viewed at (<https://docs.education.gov.au/node/46116>).

Tables

Table 1 Key findings for graduates, 2018 (%)

	Melbourne City Institute Of Education	Private training providers Victoria	Private training providers Australia	All VET providers Australia
Improved employment status after training				
Employed before training	31.2	65.7	71.2	67.7
Of these: Employed at a higher skill level after training	14.8*	16.8	16.9	18.6
Not employed before training	68.8	34.3	28.8	32.3
Of these: Employed after training	56.2	47.3	51.9	48.4
Improved employment status after training	58.4	57.3	60.4	59.0
Employment and further study outcomes				
After training (as at May of the survey year)				
Employed	63.9	75.8	80.2	77.3
Not employed	36.1	24.2	19.8	22.7
Employed in first full-time job, started after training	8.1	5.6	6.0	5.8
Employed or in further study after training	68.2	82.7	86.0	85.4
Enrolled in further study after training	18.1	25.2	26.2	28.9
Training				
Main reason for undertaking training				
Employment-related	86.5	84.7	86.9	85.1
Further study	2.1	1.9	1.7	3.4
Personal development	11.3	13.3	11.3	11.4
Training was part of an apprenticeship or traineeship	44.3	27.3	23.6	23.1
Satisfaction outcomes				
Satisfied with teaching	91.9	85.4	86.6	86.9
Satisfied with assessment	92.8	87.5	88.7	89.0
Developed problem-solving skills	85.1	78.9	79.2	80.0
Improved writing skills	78.2	56.9	54.6	55.8
Satisfied with the overall quality of training	91.8	85.2	86.3	86.8
Achieved their main reason for doing the training	85.7	84.5	85.1	84.2
Recommendation				
Recommend training	92.3	89.0	90.4	91.0
Recommend training provider	89.7	86.8	88.6	89.6
Benefits of training				
Of those employed after training				
Found the training relevant to their current job	82.5	77.6	79.8	79.0
Received at least one job-related benefit	91.0	69.7	69.9	71.0
Total number of responses	110	23288	85234	143852

For notes on tables, see the explanatory notes on page 10.

Table 2 95% margin of error for estimates shown in Table 1, 2018

	Melbourne City Institute Of Education	Private training providers Victoria	Private training providers Australia	All VET providers Australia
Improved employment status after training				
Employed before training	7.3	0.5	0.3	0.2
Of these: Employed at a higher skill level after training	11.0	0.6	0.3	0.2
Not employed before training	7.3	0.5	0.3	0.2
Of these: Employed after training	9.6	1.0	0.6	0.4
Improved employment status after training	7.9	0.6	0.3	0.2
Employment and further study outcomes				
After training (as at May of the survey year)				
Employed	7.5	0.5	0.2	0.2
Not employed	7.5	0.5	0.2	0.2
Employed in first full-time job, started after training	4.4	0.3	0.1	0.1
Employed or in further study after training	7.2	0.4	0.2	0.2
Enrolled in further study after training	6.0	0.5	0.3	0.2
Training				
Main reason for undertaking training				
Employment-related	5.2	0.4	0.2	0.2
Further study	2.4	0.2	0.1	0.1
Personal development	4.7	0.4	0.2	0.1
Training was part of an apprenticeship or traineeship	7.6	0.5	0.2	0.2
Satisfaction outcomes				
Satisfied with teaching	4.1	0.4	0.2	0.2
Satisfied with assessment	3.9	0.4	0.2	0.1
Developed problem-solving skills	5.5	0.5	0.2	0.2
Improved writing skills	6.4	0.6	0.3	0.2
Satisfied with the overall quality of training	4.2	0.4	0.2	0.2
Achieved their main reason for doing the training	5.3	0.4	0.2	0.2
Recommendation				
Recommend training	4.2	0.3	0.2	0.1
Recommend training provider	4.7	0.4	0.2	0.1
Benefits of training				
Of those employed after training				
Found the training relevant to their current job	7.7	0.6	0.3	0.2
Received at least one job-related benefit	5.6	0.6	0.3	0.2
Total number of responses	110	23288	85234	143852

For notes on tables, see the explanatory notes on page 10.

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>).

Apprentice or trainee is a student who self identifies undertaking some training under an Apprenticeship/ Traineeship Contract.

Community education providers are not-for-profit, community-based organisations with a primary focus on adult education. Community-based adult education delivers programs relating to leisure, personal and community development, employment skills, preparation for VET and nationally recognised programs of study

Employed at a higher skill level is where a person is employed in an occupation with a higher skill level after training by comparison with their occupation before training.

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

Government-funded VET includes only Commonwealth and state/territory government-funded training (either Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding) from all training providers. All fee-for-service activity from training providers is excluded.

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

Improved employment status is at least one of:

- employment status changing from not employed before training (both unemployed and not in the labour force) to employed either full time or part time after training
- employed at a higher skill level after training
- received a job-related benefit after completing their training.

Job-related benefits are based on persons employed after training who reported receiving a job-related benefit from the training.

Margin of error is a statistic that provides a measure of sampling error.

Mode of delivery identifies whether or not the training comprises the following delivery modes or a combination of these modes.

- Internal delivery — when the student attends training in a permanent or semi-permanent training delivery location. This includes workshop, laboratory, simulator, and classroom-based training even when the training is delivered using video or internet links in real time.
- External delivery — when the student does not primarily attend a physical delivery location but instead undertakes training in their own time and location using training materials that are provided online or by correspondence. This type of training is often referred to as self-paced learning.
- Workplace-based training — training activity conducted in the workplace.
- 'Other' modes of delivery — includes recognition of prior learning.

Occupation is defined by the Australian and New Zealand Classification of Occupations (ANZSCO), version 1.2 (2013). An Australian Bureau of Statistics classification, it identifies occupations according to their primary purpose (ABS cat.no.1220.0). Occupation is defined according to the survey responses.

Private training providers includes education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, enterprises, and private training providers not elsewhere classified.

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

Stratified random sample refers to a sampling design where the population is divided into non-overlapping subgroups, or 'strata', and a random sample of units is selected from each subgroup independently.

Subject completer refers to a student who successfully completed part of a qualification and then left the VET system. At the time of sample selection, insufficient information is available from the National VET Provider Collection to identify 'actual' subject completers. Instead, a sample of potential subject completers is chosen, which includes students who are continuing in the VET system. The status of respondents is determined through the survey responses.

TAFE (technical and further education) 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).

Universities include Australia's universities, which have been established or recognised under state or territory legislation, except the Australian National University, which is constituted under an Act of the Australian Parliament. Data reported for universities are for graduates who completed VET qualifications.

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

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.

Scope

1. This report provides a summary of the outcomes of students who completed their vocational education and training (VET) in Australia during 2017, using data collected in mid-2018. The scope of the students included in the report is provided below.

Scope matrix

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

Definitions and derivations

2. 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information).
3. The percentage of students satisfied overall is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the questionnaire item. Similarly, satisfaction with teaching and assessment, developed problem-solving skills, and improved writing skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
4. 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.
5. 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

6. From the 2017 surveys and onwards, information on student characteristics was asked of respondents only when missing from the National VET Provider Collection.

Australian Bureau of Statistics data

7. 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). Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.



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