



Australian vocational education and training statistics

VET student outcomes 2022

Universal Education and Training Ltd

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 2021, using data collected in mid-2022. 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 Universal Education and Training Ltd. Qualification completers are students who completed a training package qualification or an accredited qualification.

Highlights

Employment outcomes

Of qualification completers at Universal Education and Training Ltd:

- 57.0% had an improved employment status after training.
- 82.9% were employed before training. Of these, 13.9% were employed at a higher skill level after training.
- 17.1% were not employed before training. Of these, 62.4% were employed after training.
- 81.2% were employed after training. Of these, 58.5% received at least one job-related benefit.

Students' satisfaction with training

Of qualification completers at Universal Education and Training Ltd:

- 93.1% were satisfied with their training overall.
- 82.6% 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 Universal Education and Training Ltd, 41 qualification completers responded, giving a response rate of 47.7%.

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, Universal Education and Training Ltd 2022 (%)

| Reason for training | Qualification completers |
|----------------------------------|--------------------------|
| Employment-related | 73.0* |
| Further study | 0.0 |
| Personal development | 27.0* |
| Total number of responses | 41 |

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

| Reason for training | Qualification completers |
|----------------------|--------------------------|
| Employment-related | 11.9 |
| Further study | 6.3 |
| Personal development | 11.9 |

Table 3 Employment and further study outcomes for qualification completers, 2021 and 2022 (%)

| | Universal Education and Training Ltd | | 2022 | | |
|---|--------------------------------------|-----------|---------------------------------------|--------------------------------------|-----------------------------|
| | 2021 | 2022 | Private training providers Queensland | Private training providers Australia | All VET providers Australia |
| Improved employment status after training | | | | | |
| Employed before training | 77.0 | 82.9* | 68.7 | 69.9 | 65.7 |
| Of these: Employed at a higher skill level after training | 9.3 | 13.9* | 13.9 | 14.9 | 17.3 |
| Of these: Better job after training | 13.5 | 30.3* | 33.4 | 35.1 | 37.1 |
| Not employed before training | 23.0 | 17.1* | 31.3 | 30.1 | 34.3 |
| Of these: Employed after training | 49.1* | 62.4* | 52.1 | 52.8 | 49.6 |
| Improved employment status after training | 49.2* | 57.0* | 65.4 | 67.6 | 65.0 |
| Employment and further study outcomes | | | | | |
| After training (as at May of the survey year) | | | | | |
| Employed | 69.7 | 81.2* | 80.0 | 80.5 | 77.4 |
| Not employed | 30.3 | 18.8* | 20.0 | 19.5 | 22.6 |
| Employed or in further study after training | 76.8 | 83.6 | 86.1 | 86.6 | 85.7 |
| Commenced further study after training | 25.7 | 35.4* | 31.7 | 30.7 | 33.4 |
| Benefits of training | | | | | |
| Of those employed after training | | | | | |
| Found the training relevant to their current job | 44.9* | 65.8*▲ | 71.4 | 75.1 | 73.6 |
| Received at least one job-related benefit | 64.2* | 58.5* | 75.6 | 78.5 | 78.0 |
| Total number of responses | 70 | 41 | 28747 | 72809 | 137838 |

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

| | Universal Education and Training Ltd | | 2022 | | |
|---|--------------------------------------|------|---------------------------------------|--------------------------------------|-----------------------------|
| | 2021 | 2022 | Private training providers Queensland | Private training providers Australia | All VET providers Australia |
| Improved employment status after training | | | | | |
| Employed before training | 9.1 | 10.2 | 0.5 | 0.3 | 0.2 |
| Of these: Employed at a higher skill level after training | 7.4 | 10.8 | 0.5 | 0.3 | 0.2 |
| Of these: Better job after training | 9.0 | 14.4 | 0.6 | 0.4 | 0.3 |
| Not employed before training | 9.1 | 10.2 | 0.5 | 0.3 | 0.2 |
| Of these: Employed after training | 22.9 | 30.4 | 1.0 | 0.6 | 0.4 |
| Improved employment status after training | 10.4 | 13.5 | 0.5 | 0.3 | 0.2 |
| Employment and further study outcomes | | | | | |
| After training (as at May of the survey year) | | | | | |
| Employed | 9.4 | 10.2 | 0.4 | 0.3 | 0.2 |
| Not employed | 9.4 | 10.2 | 0.4 | 0.3 | 0.2 |
| Employed or in further study after training | 8.8 | 9.7 | 0.4 | 0.2 | 0.2 |
| Commenced further study after training | 9.0 | 13.5 | 0.5 | 0.3 | 0.2 |
| Benefits of training | | | | | |
| Of those employed after training | | | | | |
| Found the training relevant to their current job | 12.4 | 14.8 | 0.6 | 0.3 | 0.3 |
| Received at least one job-related benefit | 11.7 | 15.6 | 0.5 | 0.3 | 0.2 |

Table 5 Satisfaction outcomes for qualification completers, 2021 and 2022 (%)

| | Universal Education and Training Ltd | | 2022 | | |
|--|--------------------------------------|-----------|---------------------------------------|--------------------------------------|-----------------------------|
| | 2021 | 2022 | Private training providers Queensland | Private training providers Australia | All VET providers Australia |
| Satisfaction with training | | | | | |
| Developed problem-solving skills | 56.3* | 70.8* | 76.8 | 78.5 | 78.7 |
| Improved writing skills | 55.9* | 61.4* | 49.7 | 53.0 | 52.9 |
| Improved numerical skills | 11.1 | 29.2*▲ | 44.0 | 46.3 | 48.0 |
| Satisfied with teaching | 77.8 | 85.3 | 87.1 | 87.4 | 87.1 |
| Satisfied with assessment | 92.0 | 89.7 | 89.6 | 89.8 | 89.1 |
| Satisfied with the training overall | 84.8 | 93.1 | 89.3 | 89.3 | 88.9 |
| Achieved their main reason for doing the training | 73.5 | 71.1* | 88.0 | 88.2 | 87.2 |
| Recommend training | 70.4 | 77.7* | 86.6 | 86.8 | 86.2 |
| Satisfaction with training provider | | | | | |
| Satisfied with the facilities | 56.3* | 83.7*▲ | 83.5 | 83.7 | 83.9 |
| Satisfied with the learning resources | 81.0 | 81.9* | 83.8 | 84.1 | 83.0 |
| Satisfied with the location of the training provider | 55.2* | 62.1* | 83.8 | 83.9 | 84.6 |
| Satisfied with support services | 66.2* | 62.5* | 80.0 | 80.2 | 78.9 |
| Recommend training provider | 76.5 | 82.6* | 84.0 | 84.5 | 84.4 |
| Personal benefits | | | | | |
| Received at least one personal benefit | 91.1 | 85.6* | 90.4 | 91.1 | 91.7 |
| Total number of responses | 70 | 41 | 28747 | 72809 | 137838 |

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

| | Universal Education and Training Ltd | | 2022 | | |
|--|--------------------------------------|------|---------------------------------------|--------------------------------------|-----------------------------|
| | 2021 | 2022 | Private training providers Queensland | Private training providers Australia | All VET providers Australia |
| Satisfaction with training | | | | | |
| Developed problem-solving skills | 10.4 | 12.4 | 0.4 | 0.3 | 0.2 |
| Improved writing skills | 10.4 | 13.4 | 0.5 | 0.3 | 0.2 |
| Improved numerical skills | 6.7 | 14.7 | 0.5 | 0.3 | 0.2 |
| Satisfied with teaching | 8.7 | 9.0 | 0.3 | 0.2 | 0.2 |
| Satisfied with assessment | 5.8 | 7.7 | 0.3 | 0.2 | 0.2 |
| Satisfied with the training overall | 7.3 | 6.7 | 0.3 | 0.2 | 0.2 |
| Achieved their main reason for doing the training | 8.9 | 11.9 | 0.3 | 0.2 | 0.2 |
| Recommend training | 9.2 | 11.3 | 0.4 | 0.2 | 0.2 |
| Satisfaction with training provider | | | | | |
| Satisfied with the facilities | 12.4 | 11.4 | 0.4 | 0.3 | 0.2 |
| Satisfied with the learning resources | 8.4 | 10.9 | 0.4 | 0.2 | 0.2 |
| Satisfied with the location of the training provider | 13.3 | 17.1 | 0.4 | 0.3 | 0.2 |
| Satisfied with support services | 11.2 | 14.8 | 0.4 | 0.3 | 0.2 |
| Recommend training provider | 8.5 | 10.5 | 0.4 | 0.2 | 0.2 |
| Personal benefits | | | | | |
| Received at least one personal benefit | 6.1 | 10.2 | 0.3 | 0.2 | 0.1 |

Table 7 Experiences and satisfaction with online learning for qualification completers, Universal Education and Training Ltd 2022 (%)

| Experiences and satisfaction with online learning | Qualification completers |
|--|--------------------------|
| Undertook learning online | 92.0 |
| Of these: Satisfied with support from teachers/trainers during online learning | 82.2* |
| Of these: Satisfied with the overall quality of the online experience | 82.7* |
| Of these: Faced at least one challenge with online learning | 40.0* |
| Total number of responses | 41 |

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

| Experiences and satisfaction with online learning | Qualification completers |
|--|--------------------------|
| Undertook learning online | 7.4 |
| Of these: Satisfied with support from teachers/trainers during online learning | 10.7 |
| Of these: Satisfied with the overall quality of the online experience | 11.3 |
| Of these: Faced at least one challenge with online learning | 13.6 |

Table 9 Impact of the COVID-19 pandemic on aspects of training for qualification completers, 2022 (%), Universal Education and Training Ltd (%)

| Impact of the pandemic on aspects of training | Qualification completers |
|---|--------------------------|
| Training shifted online | 14.2 |
| Training took longer than intended | 15.9 |
| Work placement (not part of an apprenticeship or traineeship) delayed | 20.8* |
| Work placement (not part of an apprenticeship or traineeship) cancelled | 3.7 |
| On-the-job training delayed | 0.0 |
| Total number of responses | 41 |

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

| Impact of the pandemic on aspects of training | Qualification completers |
|---|--------------------------|
| Training shifted online | 9.2 |
| Training took longer than intended | 9.5 |
| Work placement (not part of an apprenticeship or traineeship) delayed | 10.8 |
| Work placement (not part of an apprenticeship or traineeship) cancelled | 4.3 |
| On-the-job training delayed | 6.3 |

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 2021, using data collected in mid-2022 from the National Student Outcomes Survey.
- 2 The National Student Outcomes Survey covers:
 - Qualification completers: students who completed a training package qualification or an accredited qualification.
 - 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 defined as those 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 defined as those reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 5 The percentage of students who would recommend their training provider is defined as those 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. Respondents are defined as having a better job after training if they reported having one at the relevant questionnaire item.
- 8 'Employed at a higher skill level' is based on those employed before training and includes both those employed and not employed after training. Respondents are defined as employed at a higher skill level if they were employed in an occupation with a higher skill level after training, in comparison with their occupation before training.

- 9 Job-related benefits are based on those employed after training. Respondents are defined as having a job-related benefit if they reported one at the relevant questionnaire item, 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 defined as those 'fully' or 'partly' achieving 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 Most student groups did not receive the full questionnaire to reduce student burden. This means, in this report, 'recommend the training' for 2021 and 2022 and 'received at least one personal benefit' for 2021 is available for certificate II and above qualification completers, as these questions were only asked in the longer questionnaire for those survey years.
- 13 'Undertook learning online' is defined as those reporting that some or all training was undertaken online.

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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The margins of error in this report produced by the Social Research Centre may not match the margins of error in NCVER published products due to the use of different software packages.