



Australian vocational education and training statistics

# **VET student outcomes 2023**

## **Eastern College Australia Limited**

### **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 2022, using data collected in mid-2023. 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 Eastern College Australia Limited. Qualification completers are students who completed a training package qualification or an accredited qualification.

#### **Highlights**

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

Of qualification completers at Eastern College Australia Limited:

- 42.5% had an improved employment status after training.
- 60.5% were employed before training. Of these, 17.3% were employed at a higher skill level after training.
- 39.5% were not employed before training. Of these, 38.7% were employed after training.
- 66.6% were employed after training. Of these, 47.1% received at least one job-related benefit.

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

Of qualification completers at Eastern College Australia Limited:

- 92.2% were satisfied with their training overall.
- 94.6% 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 Eastern College Australia Limited, 34 qualification completers responded, giving a response rate of 42.0%.

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, Eastern College Australia Limited 2023 (%)**

Reason for training	Qualification completers
Employment-related	17.7*
Further study	22.6*
Personal development	59.7*
<b>Total number of responses</b>	<b>34</b>

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

Reason for training	Qualification completers
Employment-related	11.3
Further study	13.1
Personal development	15.0

**Table 3 Employment and further study outcomes for qualification completers, 2022 and 2023 (%)**

	Eastern College Australia Limited		2023		
	2022	2023	Students in Victoria at private training providers	Students at private training providers	All students
<b>Improved employment status after training</b>					
Employed before training	41.9*	60.5*	72.6	72.7	69.7
Of these: Employed at a higher skill level after training	4.2	17.3*	15.6	15.3	17.6
Of these: Better job after training	17.5*	4.9	36.9	35.9	37.8
Not employed before training	58.1*	39.5*	27.4	27.3	30.3
Of these: Employed after training	50.4*	38.7*	54.4	52.8	50.6
Improved employment status after training	46.5*	42.5*	70.1	69.5	67.6
<b>Employment and further study outcomes</b>					
After training (as at May of the survey year)					
Employed	67.3*	66.6*	81.6	81.5	79.5
Not employed	32.7*	33.4*	18.4	18.5	20.5
Employed or in further study after training	69.6*	76.4*	87.3	87.4	87.1
Commenced further study after training	12.2	22.1*	29.7	31.2	33.6
<b>Employment benefits from training</b>					
Of those employed after training					
Found the training relevant to their current job	21.1*	34.1*	77.7	77.7	76.6
Received at least one job-related benefit	42.5*	47.1*	83.0	82.0	81.5
<b>Total number of responses</b>	<b>39</b>	<b>34</b>	<b>14894</b>	<b>77077</b>	<b>135895</b>

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

	Eastern College Australia Limited		2023		
	2022	2023	Students in Victoria at private training providers	Students at private training providers	All students
<b>Improved employment status after training</b>					
Employed before training	14.5	14.9	0.7	0.3	0.2
Of these: Employed at a higher skill level after training	7.0	15.9	0.7	0.3	0.2
Of these: Better job after training	15.8	8.3	0.9	0.4	0.3
Not employed before training	14.5	14.9	0.7	0.3	0.2
Of these: Employed after training	19.4	23.8	1.5	0.7	0.5
Improved employment status after training	14.5	15.2	0.7	0.3	0.2
<b>Employment and further study outcomes</b>					
After training (as at May of the survey year)					
Employed	13.2	14.3	0.6	0.3	0.2
Not employed	13.2	14.3	0.6	0.3	0.2
Employed or in further study after training	12.9	12.7	0.5	0.2	0.2
Commenced further study after training	9.6	12.8	0.7	0.3	0.2
<b>Employment benefits from training</b>					
Of those employed after training					
Found the training relevant to their current job	14.7	17.7	0.7	0.3	0.2
Received at least one job-related benefit	17.9	19.7	0.7	0.3	0.2

**Table 5 Satisfaction with and benefits from training for qualification completers, 2022 and 2023 (%)**

	Eastern College Australia Limited		2023		
	2022	2023	Students in Victoria at private training providers	Students at private training providers	All students
<b>Satisfaction with training</b>					
Developed problem-solving skills	65.5*	67.8*	80.3	79.9	80.0
Improved writing skills	55.8*	47.3*	59.2	55.6	54.5
Improved numerical skills	11.2*	8.6	50.2	48.4	49.3
Satisfied with teaching	94.9	92.2	86.4	87.5	87.1
Satisfied with assessment	93.9	89.4*	89.1	89.7	89.1
Satisfied with the training overall	92.6	92.2	88.2	89.3	89.0
Achieved their main reason for doing the training	88.3	98.4▲	88.0	89.1	88.1
Recommend training	87.9	94.6	86.1	86.8	86.3
<b>Satisfaction with training provider</b>					
Satisfied with the facilities	93.9	85.8*	82.9	84.0	84.0
Satisfied with the learning resources	94.9	84.8*	83.6	84.6	83.6
Satisfied with the location of the training provider	84.9*	92.4	84.1	84.4	84.6
Satisfied with support services	83.6*	82.5*	80.2	80.7	79.3
Recommend training provider	88.3	94.6	83.9	84.6	84.6
<b>Personal benefits from training</b>					
Received at least one personal benefit	93.4	100.0	93.1	92.3	93.1
<b>Total number of responses</b>	<b>39</b>	<b>34</b>	<b>14894</b>	<b>77077</b>	<b>135895</b>

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

	Eastern College Australia Limited		2023		
	2022	2023	Students in Victoria at private training providers	Students at private training providers	All students
<b>Satisfaction with training</b>					
Developed problem-solving skills	13.6	14.7	0.6	0.3	0.2
Improved writing skills	14.5	15.2	0.7	0.3	0.3
Improved numerical skills	10.4	8.4	0.8	0.3	0.3
Satisfied with teaching	5.9	9.1	0.5	0.2	0.2
Satisfied with assessment	7.1	10.1	0.5	0.2	0.2
Satisfied with the training overall	7.0	9.1	0.5	0.2	0.2
Achieved their main reason for doing the training	9.3	2.7	0.5	0.2	0.2
Recommend training	8.6	7.0	0.5	0.2	0.2
<b>Satisfaction with training provider</b>					
Satisfied with the facilities	6.0	11.4	0.6	0.3	0.2
Satisfied with the learning resources	5.9	12.0	0.6	0.2	0.2
Satisfied with the location of the training provider	10.7	8.9	0.6	0.3	0.2
Satisfied with support services	11.4	12.7	0.6	0.3	0.2
Recommend training provider	9.3	7.0	0.5	0.2	0.2
<b>Personal benefits from training</b>					
Received at least one personal benefit	6.4	7.4	0.4	0.2	0.1

# Explanatory notes

This report provides a summary of the outcomes of students who completed nationally recognised VET during 2022, using data collected in mid-2023 from the National Student Outcomes Survey.

## Scope

- 1 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

- 2 All published percentages have been derived based on stated responses, that is, 'Don't know'/'Unknown' and missing responses are excluded.
- 3 Students satisfied with various aspects of their training and their training provider is defined as those reporting they are 'Very satisfied' or 'Satisfied' with the relevant questionnaire item. Students who developed problem-solving skills, improved writing skills and improved numerical skills is defined as those reporting they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 4 Some student groups did not receive the full questionnaire to reduce respondent burden. This means, in this report, 'recommend the training' is only available for certificate II and above qualification completers, as this question was only asked in the longer questionnaire.
- 5 Students who would recommend their training or their training provider is defined as those reporting 'Very likely' or 'Likely' with the relevant questionnaire item.
- 6 'Training relevant to current job' is based on those employed after training and is defined as students who report their training as 'Highly relevant' or 'Some relevance' to their main job after training.
- 7 '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.
- 8 'Employed at a higher skill level' is based on those employed before training and includes both those employed and not employed after training. Students 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 'Better job after training' is based on those employed before training. Students are defined as having a better job after training if they reported having one at the relevant questionnaire item.
- 10 Job-related benefits are based on those employed after training. Students are defined as having a job-related benefit if they reported receiving one at the relevant questionnaire item, including: got a job or changed job, set up or expanded their own business, got a promotion, gained extra skills for their job, increased earnings, kept current job or other job-related benefits.
- 11 Students are defined as having a personal benefit if they reported receiving one at the relevant questionnaire item, including: got into further study, advanced skills generally, gained confidence, satisfied with achievement, improved communication skills, made new friends, seen as a role model or other personal benefits.

12 'Achieved main reason for training' is defined as 'fully' or 'partly' achieving their main reason for training.

13 State or territory comparisons are based on the state or territory of students' residence.

## 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 products due to the use of different software packages.