

Australian vocational education and training statistics

International onshore VET graduate outcomes 2017



National Centre for Vocational Education Research

Highlights

This publication provides a summary of the outcomes of international onshore vocational education and training (VET) graduates who undertook training at an Australian VET provider during 2016.

Reason for training

- 63.3% of international onshore graduates undertook training for employment-related reasons, 29.5% for personal reasons and 7.2% for further study reasons.
- 89.2% fully or partly achieved their main reason for training.

Employment and further study outcomes

- 67.4% of international onshore graduates were employed after training.
- 47.7% were enrolled in further study after training.
- 82.0% were employed or enrolled in further study after training.

Satisfaction with training

- 85.3% of international onshore graduates were satisfied with the overall quality of the training.
- 88.8% would recommend the training, and 84.8% their training provider.

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Introduction

This publication provides a summary of the outcomes of international onshore students who completed their vocational education and training in Australia in 2016. These students were surveyed as an additional, trial component to the 2017 National Student Outcomes Survey, which is an annual survey of Australian graduates (students awarded a qualification) and subject completers (students who successfully completed part of a course and then left the VET system). The trial component comprised international onshore graduates only.

The population for the survey was sourced from the National VET Provider Collection. A census was conducted of the international onshore VET graduate population in this collection, specifically of students who had a unique student identifier (USI), or students without a USI where contact information could be sourced from jurisdictions.

There were 42 923 international onshore graduates in scope for the trial, and 37 690 graduates received an invitation to complete the survey. Of these graduates, 11 506 responded and were in scope of the survey, representing a response rate of 30.5%.

About this publication

This publication presents data on the outcomes of international onshore graduates who completed their vocational education and training in Australia in 2016. This includes students undertaking VET courses delivered by:

- TAFE (technical and further education) institutes
- universities
- community education providers
- private training providers.

The survey excludes:

- international graduates who completed their training with an Australian training provider offshore
- graduates under 18 years of age.

Information is presented on international onshore VET graduates' reasons for training and their employment outcomes, their satisfaction with training and further study outcomes.

For information about the number of survey respondents and their characteristics, see table 11. For information about the scope of this publication, see the Explanatory notes section on page 25.

Technical notes

The international component of the National Student Outcomes Survey comprised a census of the international onshore VET graduate population in the National VET Provider Collection (among students who had a USI, or students without a USI where contact information could be sourced from jurisdictions). The survey responses have been 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 a population, they are subject to sampling variability; that is, they may differ from the estimates that would have appeared had all international onshore VET graduates responded to the survey.

The confidence interval reflects how close the estimate is likely to be to the true population value. The confidence interval can be calculated for any confidence level, but usually a level of 90%, 95%, or 99% is used. For this publication, 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 (see figure A). 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 that the true value lies between 65% and 75%.

Figure A Confidence interval and margin of error

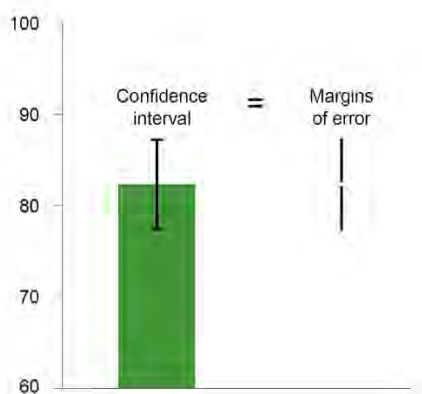
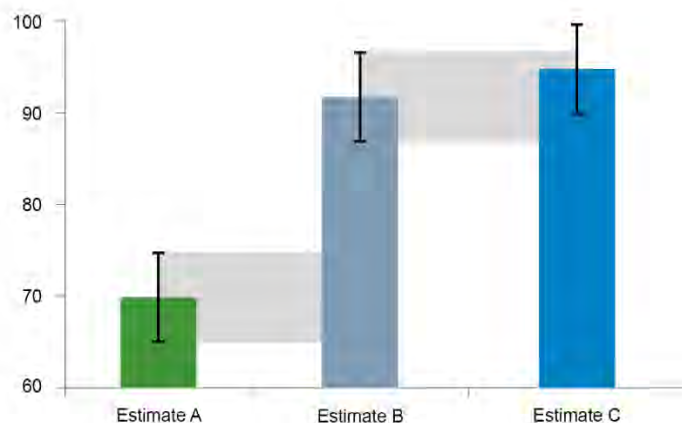


Figure B Confidence intervals



It is important to consider the margin of error when comparing between groups, particularly when the results are close. Although confidence intervals on graphs can be used as a visual guide when comparing estimates, data users are also encouraged to use the margin of error to determine whether the differences between groups are statistically significant. The margin of error for all survey estimates presented in this publication is available in the accompanying *International onshore VET graduate outcomes* excel summary tables.

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. In figure B, 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. However, 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.

To determine statistical significance, the National Centre for Vocational Education Research (NCVER) uses a statistical technique known in statistical software as a t-test. To determine statistical significance without statistical software, the following formula can be used:

$$1.96 * \text{SQRT}((\text{MOE1}/1.96)^2 + (\text{MOE2}/1.96)^2)$$

For further technical details about the survey, please refer to the technical notes supporting document at <https://www.ncver.edu.au/data/collection/student-outcomes/international-onshore-vet-graduate-outcomes>.

Summary

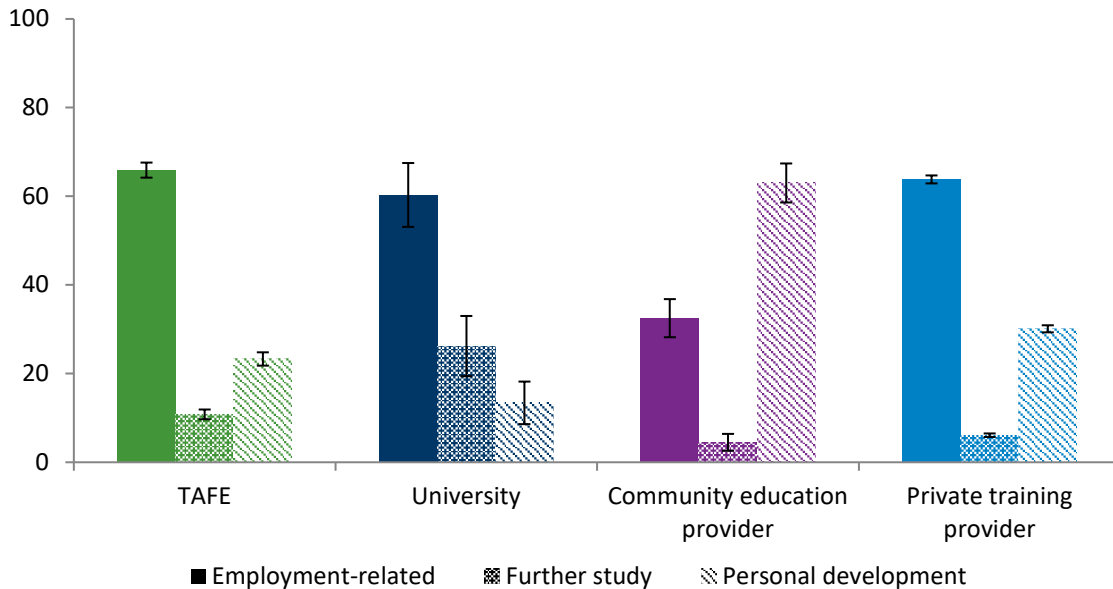
Of the 11 506 international graduates who responded to the survey, 8767 were from private training providers, 2243 were studying at TAFE institutes, 342 were from community education providers and 154 were studying VET qualifications at universities.

Main reason for training

- 63.3% of international graduates undertook training for employment-related reasons.
 - The most common employment-related reasons were to develop or start their own business (17.0%), and to get a job (14.4%).
 - A higher proportion of graduates from TAFE (65.9%), university (60.3%) and private training providers (63.8%) were undertaking training for employment-related reasons compared with those from community education providers (32.5%).
- 29.5% of international graduates undertook training for personal reasons.
 - The most common personal reason was to improve general education skills (20.7%).
 - A higher proportion of graduates from community education providers (63.0%) were undertaking training for personal reasons compared with those from other types of providers.
- 7.2% of international graduates were undertaking training to get into another course of study.
 - A higher proportion of graduates from university were undertaking training to get into another course of study (26.2%) compared with those from other types of providers.

Table 1 & figure 1

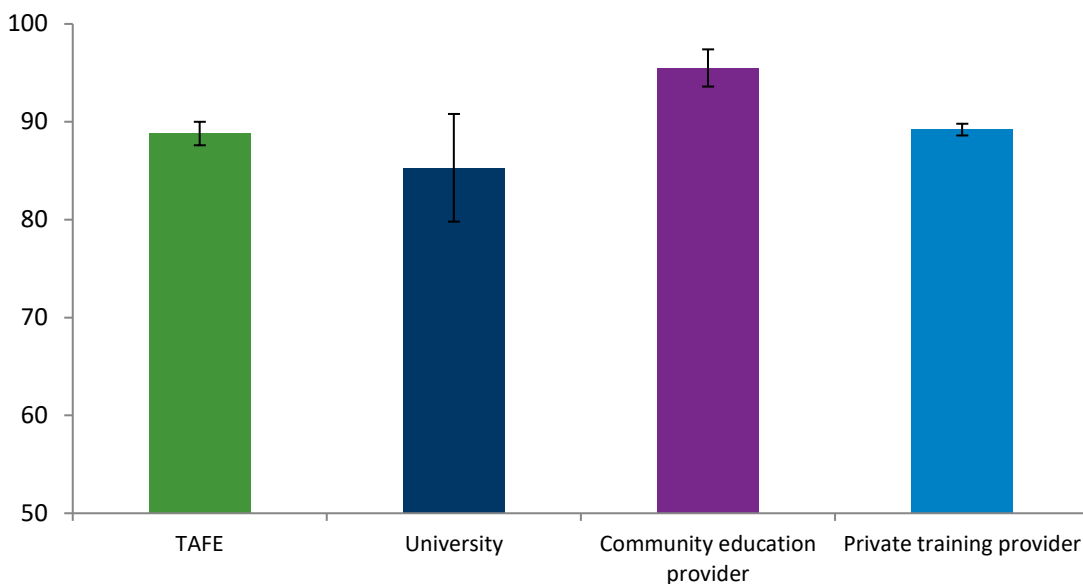
Figure 1 International onshore VET graduates' main reason for undertaking training, by provider type, 2017 (%)



- 89.2% of international graduates fully or partly achieved their main reason for undertaking training.
 - A higher proportion of graduates who undertook their training for personal development (94.0%) or further study reasons (93.6%) achieved their main reason for undertaking training compared with those undertaking training for employment-related reasons (86.5%).
 - A higher proportion of graduates from community education providers achieved their main reason for undertaking the training (95.5%) compared with those from other types of providers.

Tables 2 & 3 & figure 2

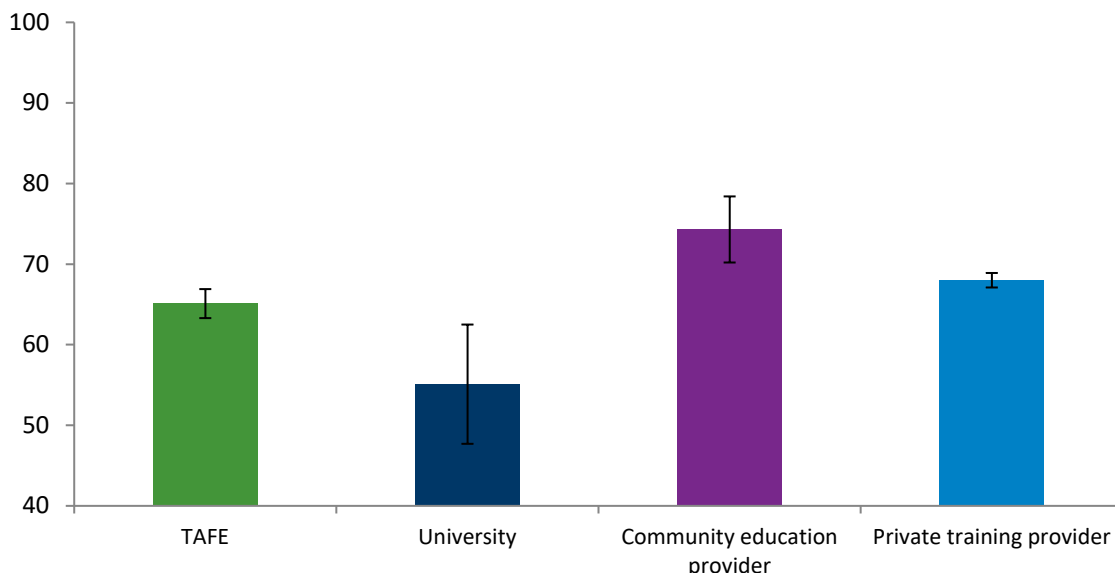
Figure 2 International onshore VET graduates who achieved their main reason for undertaking training, by provider type, 2017 (%)



Employment outcomes

- 67.4% of international graduates were employed after training. Outcomes varied by provider type: *Table 3 & figure 3*
 - A higher proportion of graduates from community education providers were employed after training (74.3%) compared with those from other types of providers.
 - A higher proportion of graduates from TAFE (65.1%), community education providers (74.3%) and private training providers (68.0%) were employed after training compared with those from university (55.1%).

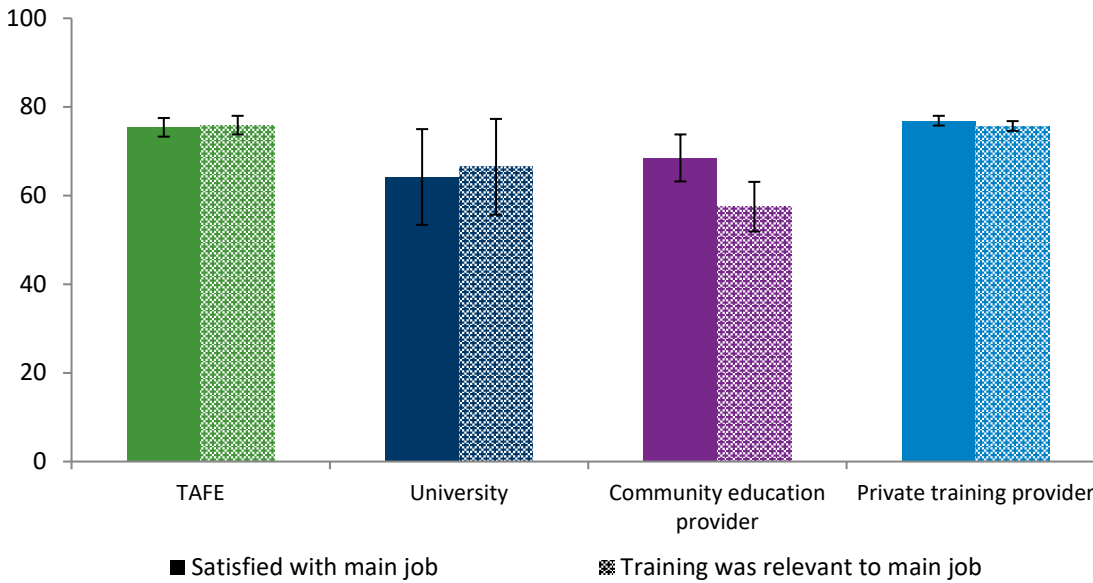
Figure 3 International onshore VET graduates employed after training, by provider type, 2017 (%)



- Of those international graduates employed after training:
 - 76.2% were satisfied with their main job after training, with a higher proportion from TAFE (75.4%) and private training providers (76.9%) satisfied with their main job compared with those from university and community education providers.
 - 75.1% found their training relevant to their main job after training with a higher proportion from TAFE (75.9%) and private training providers (75.7%) finding their training relevant compared with those from community education providers (57.5%).

Table
3 &
figure
4

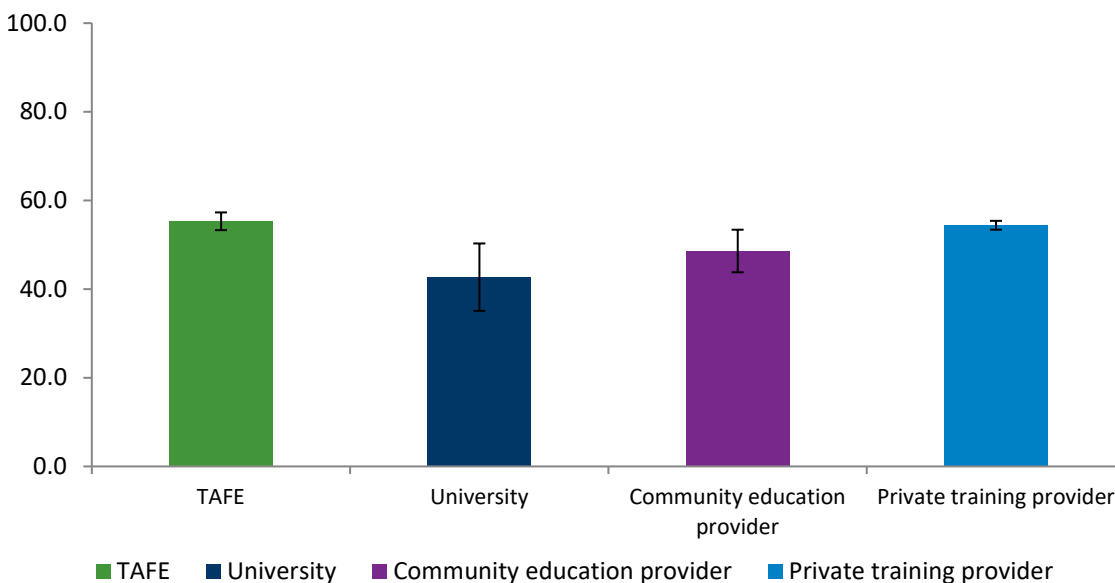
Figure 4 Employment outcomes for international onshore VET graduates employed after training, by provider type 2017 (%)



- 54.2% of international graduates had an improved employment status after training, with a higher proportion from TAFE (55.3%) and private training providers (54.4%) achieving an improved employment status compared with those from university and community education providers.

Table
3 &
figure
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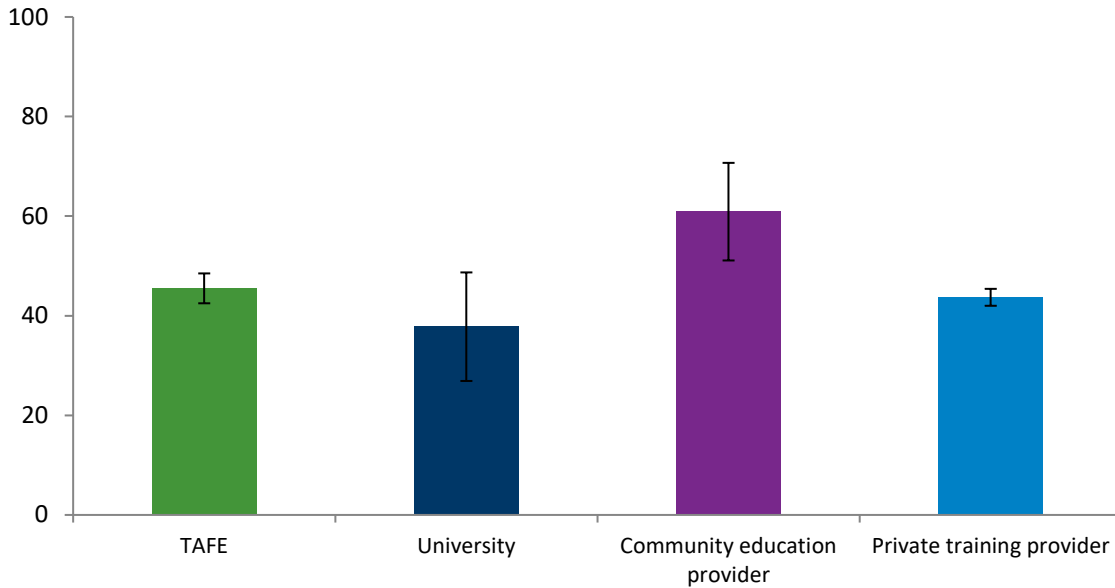
Figure 5 Improved employment status for international onshore VET graduates, by provider type 2017 (%)



- 39.1% of international graduates were not employed before training. Of these, 44.1% were employed after training.
 - A higher proportion of graduates from community education providers who were not employed before training were employed after training (60.9%) compared with those from other types of providers.

Table 3 & figure 6

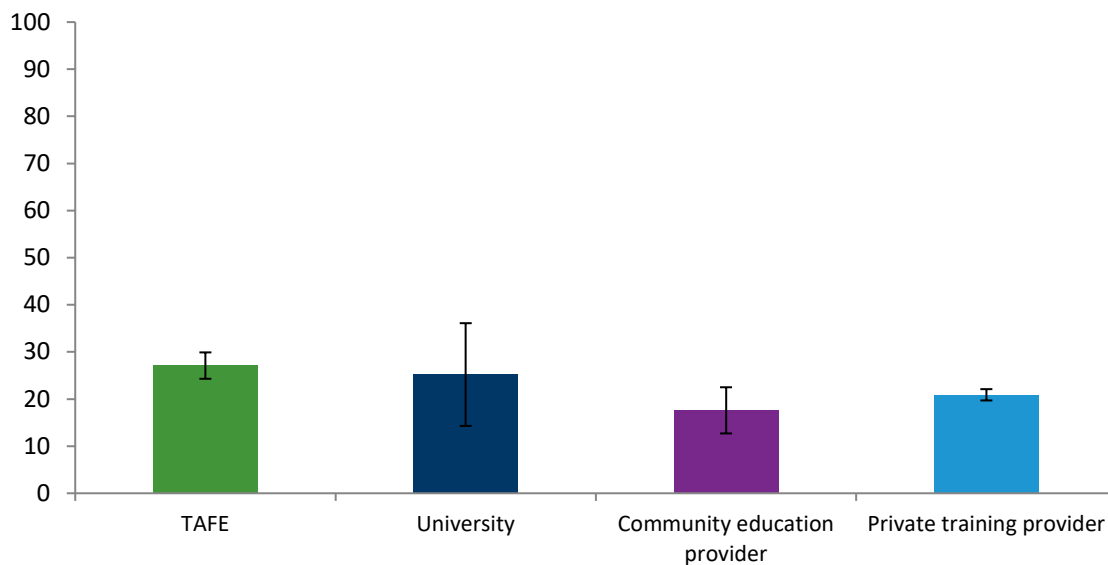
Figure 6 International onshore VET graduates not employed before training who were employed after training, by provider type, 2017 (%)



- Of international graduates employed before training, 21.8% were employed at a higher skill level after training.
 - A higher proportion from TAFE (27.1%) were employed at a higher skill level after training compared with those from other types of providers.

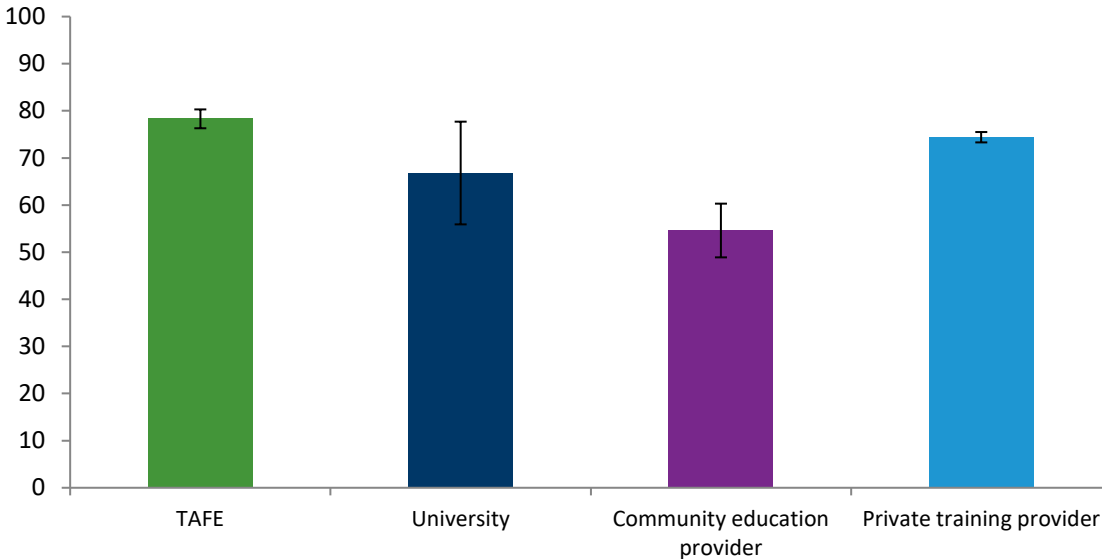
Table 3 & figure 7

Figure 7 International onshore VET graduates employed at a higher skill level after training, by provider type, 2017 (%)



- Of international graduates employed after training, 74.3% received at least one job-related benefit from their training.
 - A higher proportion from TAFE (78.3%) received at least one job-related benefit from their training compared with those from other types of providers.

Figure 8 International onshore VET graduates who received at least one job-related benefit after training, by provider type, 2017 (%)



- 18.0% of international graduates were employed after training in the same occupation as their training course.
 - A further 26.3% were employed in a different occupation but found the training relevant to their current job.
- The median annual income of international graduates employed full-time after training was \$41 700 (Australian dollars).

Barriers to employment

International graduates who were looking for work after training were asked what barriers they faced during their search for employment.

- 95.1% of international graduates encountered at least one barrier. All international graduates from university (100.0%) identified at least one barrier compared with 91.1% of those from community education providers.
- For all international graduates, the most commonly cited barrier to finding work was not having permanent residency or a work visa (42.7%).

Additional barriers mentioned by international graduates varied by provider type.

- TAFE and university graduates cited insufficient work experience (37.8% and 45.1% respectively) and not knowing where to look for jobs (21.0% and 36.3% respectively).
- Graduates from community education providers cited not knowing where to look for jobs (28.3%) and insufficient work experience (26.9%).
- Graduates from private training providers cited insufficient work experience (28.6%) and finding salaries too low (19.4%).

Figure 9 Barriers encountered by international onshore VET graduates when looking for work, by provider type, 2017 (%)

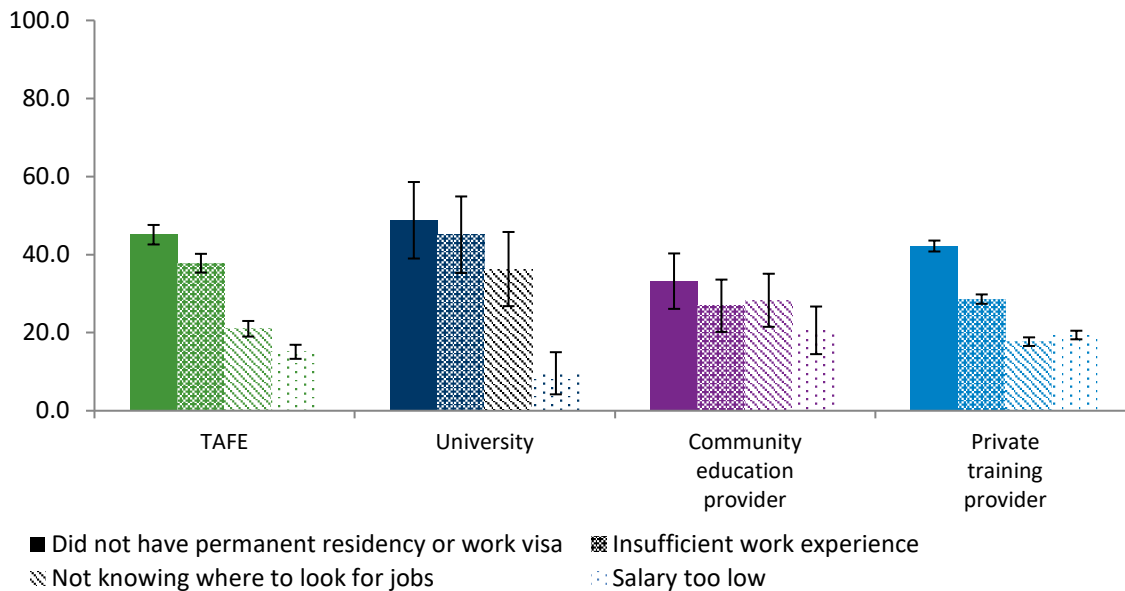
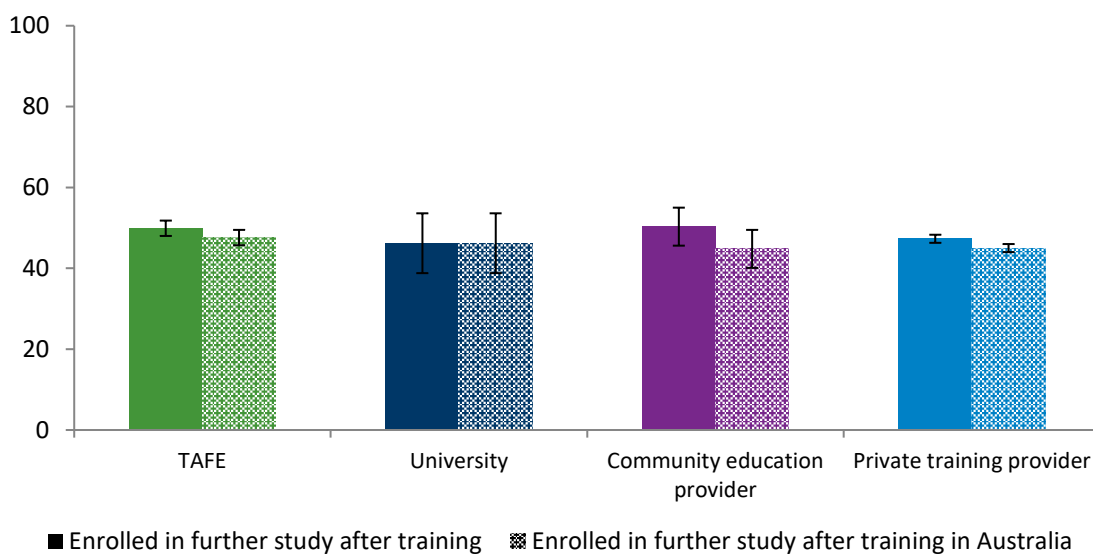


Table 3 & figure 10

Further study outcomes

- 47.7% of international graduates were enrolled in further study after training.
 - A higher proportion of international graduates from TAFE were enrolled in further study after training (49.9%) compared with those from private training providers (47.3%).
- 45.4% of international graduates were enrolled in further study after training in Australia.

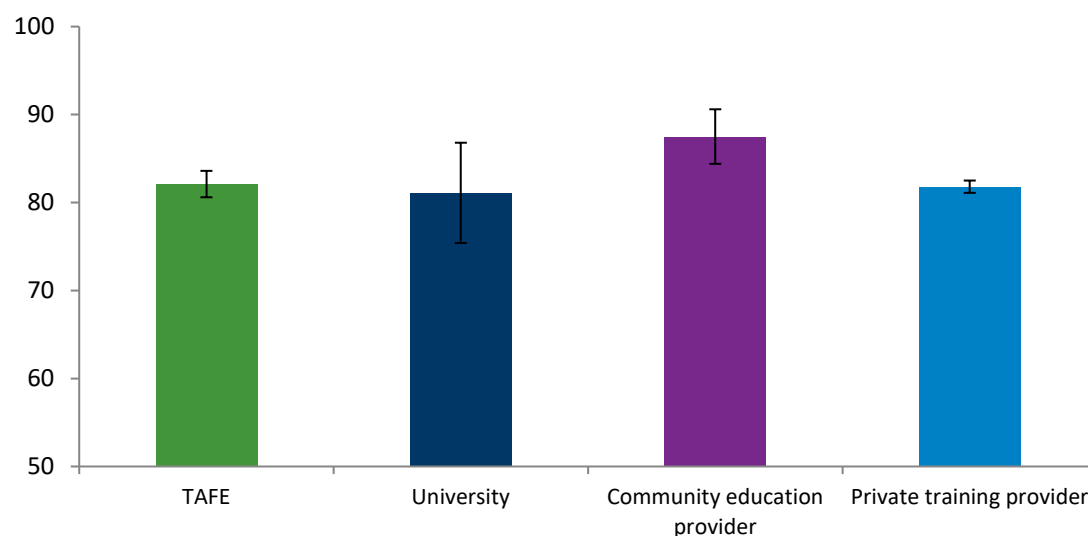
Figure 10 International onshore VET graduates enrolled in further study after training, by provider type, 2017 (%)



Employment and further study outcomes

- 82.0% of all international graduates were employed or enrolled in further study after training.
 - A higher proportion of international graduates from community education providers (87.5%) were employed or enrolled in further study after training compared with those from TAFE (82.1%) and private training providers (81.8%).

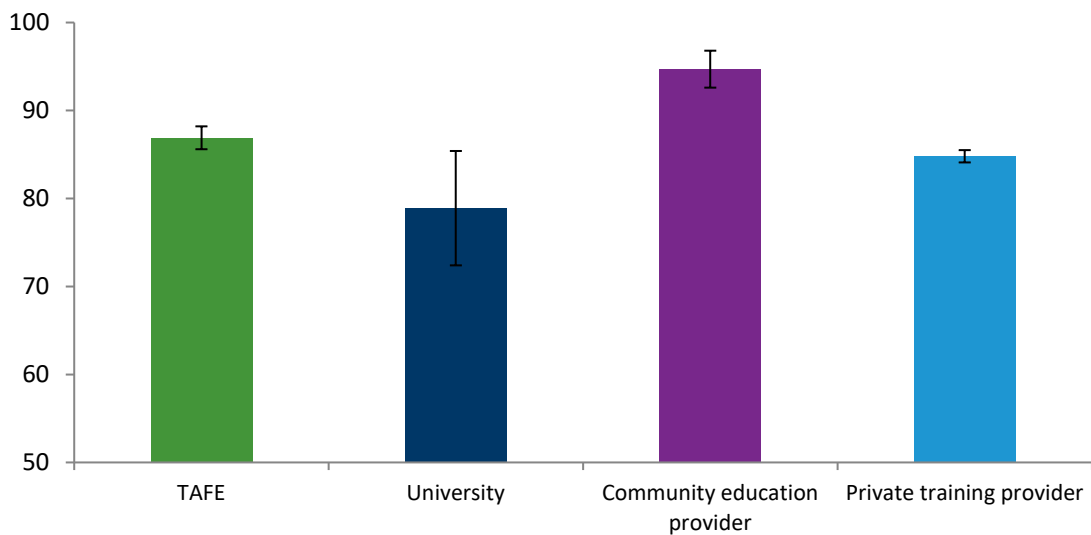
Figure 11 International onshore VET graduates employed or enrolled in further study after training, by provider type, 2017 (%)



Satisfaction with training

- 85.3% of international graduates were satisfied with the overall quality of training.
 - A higher proportion of graduates from community education providers were satisfied with the overall quality of their training (94.7%) compared with those from other types of providers.

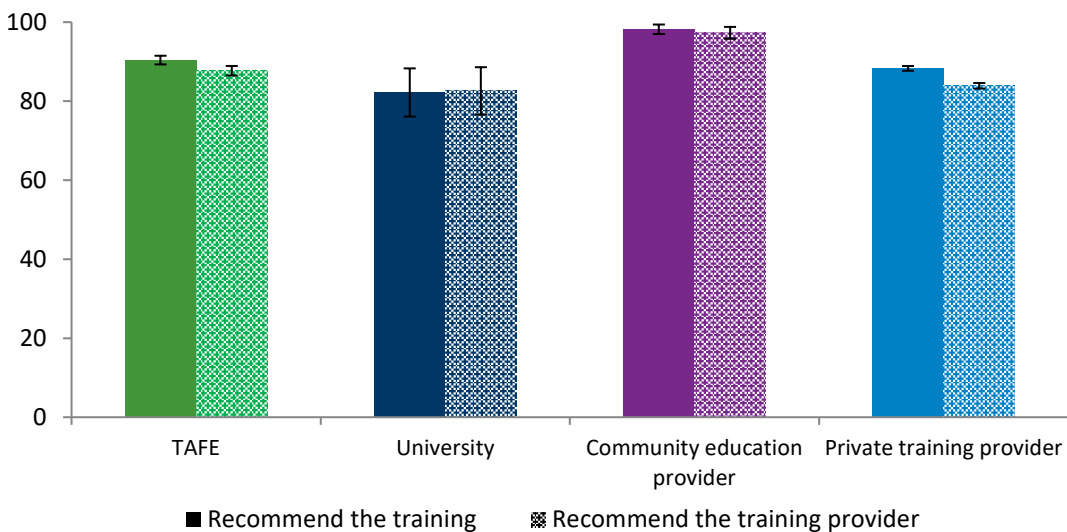
Figure 12 International onshore VET graduates satisfied with the overall quality of training, by provider type, 2017 (%)



- 88.8% of international graduates would recommend the training and 84.8% their training provider.
- A higher proportion of graduates from community education providers would recommend both their training (98.2%) and their training provider (97.3%) compared with those from other types of providers.

Table 3 & figure 13

Figure 13 International onshore VET graduates who would recommend the training and the training provider, by provider type, 2017 (%)



Tables

Table 1 Main reason for undertaking the training for international onshore VET graduates, by provider type, 2017 (%)

	TAFE	University	Community education provider	Private training provider	All international onshore VET graduates
Employment-related	65.9	60.3	32.5	63.8	63.3
Get a job	23.6	24.3	6.0	12.7	14.4
To develop or start my own business	11.5	8.9	2.4	18.6	17.0
Try for a different career	10.4	8.8	6.8	8.1	8.4
Get a better job or promotion	8.2	3.4	0.6	8.1	7.8
It was a requirement of my job	2.8	4.1	0.6	2.7	2.7
Gain extra skills for current job	9.4	10.8	16.2	13.5	12.9
Further study: to get into another course of study	10.8	26.2	4.5	6.1	7.2
Personal development	23.3	13.4	63.0	30.1	29.5
To improve my general education skills	17.8	8.6	21.9	21.5	20.7
To get skills for community/voluntary work	2.3	1.3	33.0	3.7	4.1
To increase my confidence/self-esteem	2.8	3.6	3.0	4.4	4.1
For recreational reasons	0.1	0.0	0.6	0.2	0.2
Other	0.3	0.0	4.5	0.3	0.4

For notes on tables, see the explanatory notes on page 25.

Table 2 Outcomes and satisfaction for international onshore VET graduates, by provider type and main reason for undertaking training, by provider type, 2017 (%)

Reason for training	Employed after training	In further study	Achieved main reason for doing the training	Satisfied with the overall quality of training
TAFE				
Employment-related	69.1	46.6	84.8	86.0
Further study	50.7	71.1	98.6	84.8
Personal development	60.6	49.4	95.7	90.7
University				
Employment-related	63.2	39.6	82.8	82.9
Further study	36.3*	64.5*	86.1*	71.6*
Personal development	56.5*	39.6*	95.3	75.9*
Community education provider				
Employment-related	77.5	50.8	89.0	96.0
Further study	36.4*	61.5*	93.3*	93.7*
Personal development	75.4	49.2	99.1	94.1
Private training provider				
Employment-related	70.5	44.0	86.9	84.7
Further study	60.4	65.3	92.8	78.5
Personal development	64.2	50.5	93.4	86.2
All international onshore VET graduates				
Employment-related	70.2	44.4	86.5	85.0
Further study	55.9	66.6	93.6	79.7
Personal development	64.3	50.2	94.0	87.0

For notes on tables, see the explanatory notes on page 25.

Table 3 Key findings for international onshore VET graduates, by provider type, 2017 (%)

	TAFE	University	Community education provider	Private training provider	All international onshore VET graduates
Employment and further study outcomes					
After training (as at 26 May 2017)					
Employed	65.1	55.1	74.3	68.0	67.4
Not employed	34.9	44.9	25.7	32.0	32.6
Unemployed	23.5	32.1	13.4	17.9	18.9
Not in the labour force	11.0	12.8	12.3	13.8	13.3
Employed before training	55.4	51.5	76.3	61.8	60.9
Difference in proportion employed from before training to after	9.7	3.6	-2.0	6.2	6.5
Employed in first full-time job, started after training	4.5	5.9	3.1	4.7	4.7
Employed or in further study after training	82.1	81.1	87.5	81.8	82.0
Enrolled in further study after training	49.9	46.2	50.3	47.3	47.7
Studying at university	12.3	37.1	6.1	6.6	8.1
Studying at a TAFE institute	30.4	4.2	2.5	7.9	11.2
Studying at a private training provider or community education provider	4.5	3.8	20.4	23.2	19.8
Studying at a secondary school or other provider	2.6	1.2	21.0	9.2	8.3
Enrolled in further study in Australia after training	47.6	46.2	44.8	45.0	45.4
Training satisfaction outcomes					
Satisfied with teaching	86.2	74.3	95.5	84.3	84.7
Satisfied with assessment	87.3	72.4	93.0	85.8	85.9
Developed problem-solving skills	84.4	71.9	92.5	83.0	83.2
Improved writing skills	72.0	65.0	74.8	76.4	75.5
Satisfied with the overall quality of training	86.9	78.9	94.7	84.8	85.3
Achieved their main reason for doing the training	88.8	85.3	95.5	89.2	89.2
Recommendation					
Recommend training	90.4	82.2	98.2	88.3	88.8
Recommend training provider	87.7	82.6	97.3	83.9	84.8
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	75.9	66.5*	57.5	75.7	75.1
Received at least one job-related benefit	78.3	66.8*	54.6	74.4	74.3
Satisfied with main job after training	75.4	64.2*	68.5	76.9	76.2
Improved employment status after training					
Of those employed before training					
Employed at a higher skill level after training	27.1	25.2*	17.6	20.9	21.8
Of those not employed before training					
Employed after training	45.5	37.8*	60.9	43.7	44.1
Improved employment status after training	55.3	42.7	48.6	54.4	54.2

For notes on tables, see the explanatory notes on page 25.

Table 4 Key findings for international onshore VET graduates, by state/territory of training provider, 2017 (%)

	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
Employment and further study outcomes									
After training (as at 26 May 2017)									
Employed	66.5	67.3	67.6	70.4	68.0	62.4*	88.5*	75.2	67.4
Not employed	33.5	32.7	32.4	29.6	32.0	37.6*	11.5*	24.8	32.6
Unemployed	19.1	20.2	17.9	17.6	15.9	16.6*	7.9	14.3	18.9
Not in the labour force	14.1	12.1	14.3	10.9	15.9	21.0*	3.6	10.5	13.3
Employed before training	59.4	60.2	63.1	59.7	65.4	50.6*	76.6*	57.8	60.9
Difference in proportion employed from before training to after	7.1	7.1	4.5	10.7	2.6	11.8	11.9	17.4	6.5
Employed in first full-time job, started after training	3.1	5.3	4.4	5.6	7.1	3.6	6.7	6.2	4.7
Employed or in further study after training	82.2	80.7	82.6	85.2	83.1	81.4*	98.3	89.9	82.0
Enrolled in further study after training	47.7	45.5	52.2	49.8	46.3	47.7*	35.4*	62.7	47.7
Studying at university	9.7	7.3	7.5	4.1	7.7	10.0	25.3*	12.7	8.1
Studying at a TAFE institute	8.1	15.1	8.0	9.1	6.1	37.6*	3.9	38.5	11.2
Studying at a private training provider or community education provider	19.6	16.2	26.2	27.1	24.1	0.0	1.8	3.6	19.8
Studying at a secondary school or other provider	9.8	6.4	10.3	9.1	7.9	0.0	4.4	7.7	8.3
Enrolled in further study after training in Australia	45.5	44.0	48.9	48.4	41.2	43.4*	35.4*	62.7	45.4
Training satisfaction outcomes									
Satisfied with teaching	85.5	83.2	85.6	92.8	84.1	90.4	70.0*	85.5	84.7
Satisfied with assessment	87.0	84.7	86.2	92.1	85.6	87.3*	67.4*	86.8	85.9
Developed problem-solving skills	84.4	81.9	82.9	90.3	82.8	81.2*	69.4*	86.8	83.2
Improved writing skills	77.5	74.5	75.4	78.5	71.7	70.2*	79.9*	78.8	75.5
Satisfied with the overall quality of training	86.1	83.9	85.7	92.5	84.6	90.4	71.6*	87.4	85.3
Achieved their main reason for doing the training	88.7	89.6	89.1	93.9	87.7	91.7	80.4*	90.2	89.2
Recommendation									
Recommend training	89.5	88.0	88.7	94.2	88.3	84.0*	75.5*	88.9	88.8
Recommend training provider	86.2	82.6	85.9	91.5	85.7	80.8*	71.6*	86.0	84.8
Benefits of training									
Of those employed after training									
Found the training relevant to their current job	70.8	78.7	71.7	85.4	76.0	82.9*	68.7*	68.7	75.1
Received at least one job-related benefit	72.3	77.4	70.5	85.2	70.7	84.3*	75.3*	72.2	74.3
Satisfied with main job after training	73.8	78.4	75.9	83.8	69.5	95.1	92.9	79.7	76.2
Improved employment status after training									
Of those employed before training									
Employed at a higher skill level after training	16.0	24.9	22.6	25.3	21.6	24.7*	22.9*	32.5	21.8
Of those not employed before training									
Employed after training	42.5	43.4	43.5	54.7	48.7	40.7*	58.3*	56.8*	44.1
Improved employment status after training	52.4	55.9	51.8	62.2	53.1	51.0*	66.6*	58.8	54.2

For notes on tables, see the explanatory notes on page 25.

Table 5 Findings for international onshore VET graduates, by various personal characteristics, 2017 (%)

	Employed after training	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training
Sex					
Males	69.2	56.3	83.0	89.3	86.9
Females	65.5	51.9	80.9	89.1	83.4
Age group					
18 to 19 years	48.3	38.9	72.4	92.3	89.0
20 to 24 years	60.5	49.3	79.2	89.3	88.2
25 to 44 years	70.9	56.8	83.4	89.2	84.0
45 to 64 years	66.4	49.2	82.4	86.3	84.4
65 years and over	np	np	np	np	np
Highest qualification before training					
Diploma or higher	69.1	56.6	83.1	89.5	84.9
Certificate III/IV	69.2	56.0	83.5	90.3	84.7
Year 12	64.3	52.1	80.0	89.2	85.9
Year 11/certificate I/II	59.5	49.9	77.8	89.1	82.8
Year 10 and below	68.5	52.0	84.7	87.5	83.0
Country of birth					
India	61.5	51.9	76.0	89.4	93.1
China	51.1	42.4	67.8	90.5	88.3
Thailand	65.0	56.5	80.8	89.0	86.1
South Korea	69.1	62.3	81.9	93.5	82.3
Taiwan	67.4	58.2	78.5	91.4	83.8
Philippines	77.2	64.2	87.8	93.5	92.4
Indonesia	70.6	63.7	83.3	88.6	88.0
Brazil	76.6	52.5	89.2	87.0	79.7
Vietnam	60.5	54.2	78.5	92.4	86.7
Nepal	67.5	55.8	85.1	91.6	92.0
Other	70.5	52.7	85.6	87.4	81.2
Current country of residence					
Australia	65.9	55.5	81.6	89.4	85.1
Other	55.0	46.8	70.1	91.0	84.7
Type of visa (for those currently residing in Australia)					
Student visa	63.1	52.7	81.2	89.5	85.5
Temporary graduate visa	70.7	64.3	77.8	90.5	87.6
Bridging visa	72.6	61.7	85.0	88.4	83.6
Temporary work visa	89.0	78.3	93.0	92.4	82.0
Permanent residency	76.1	61.2	83.2	87.6	83.6
Other	74.2	60.4	82.0	87.7	79.4
Employment status before training					
Employed	76.9	60.2	86.9	90.1	84.2
Not employed	44.1	44.1	69.2	88.8	86.3
All international onshore VET graduates					
	67.4	54.2	82.0	89.2	85.3

For notes on tables, see the explanatory notes on page 25.

Table 6 Findings for international onshore VET graduates, by various training characteristics, 2017 (%)

	Employed after training	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training
Qualification					
Diploma or higher	66.8	52.3	80.7	87.7	84.5
Certificate IV	67.6	54.0	82.6	88.9	85.7
Certificate III	68.6	58.1	83.2	91.4	86.0
Certificate II	65.7	49.0	81.3	90.0	86.1
Certificate I	61.9	48.1	80.3	90.0	78.1
Field of education					
Natural and physical sciences	57.3*	28.5*	90.6	82.4*	83.7*
Information technology	58.0	40.0	75.9	83.6	82.0
Engineering and related technologies	67.4	58.9	80.3	90.2	89.6
Architecture and building	74.9	64.8	87.1	86.2	85.9
Agriculture, environmental and related studies	66.2*	55.4*	78.0	89.9	96.9
Health	73.7	61.2	84.2	87.3	81.7
Education	82.6	73.0	86.4	95.6	88.1
Management and commerce	67.0	52.3	81.7	86.5	83.7
Society and culture	63.5	48.8	80.5	92.9	89.6
Creative arts	67.1	39.6	86.6	86.4	78.2
Food, hospitality and personal services	75.6	68.8	85.8	92.2	86.2
Mixed field programmes	60.8	46.4	80.1	92.4	83.3
Training was part of an apprenticeship or traineeship					
Yes	64.9	56.4	79.7	93.1	90.5
No	69.6	52.3	83.9	85.9	80.7
Provider type					
TAFE	65.1	55.3	82.1	88.8	86.9
University	55.1	42.7	81.1	85.3	78.9
Community education provider	74.3	48.6	87.5	95.5	94.7
Private training provider	68.0	54.4	81.8	89.2	84.8
All international onshore VET graduates	67.4	54.2	82.0	89.2	85.3

For notes on tables, see the explanatory notes on page 25.

Table 7 Median annual income after training for international onshore VET graduates employed full-time, by personal characteristics, 2017 (\$AUD)

	Median annual income Employed full-time after training
Sex	
Males	44 000
Females	41 400
Age group	
18 to 19 years	25 200
20 to 24 years	36 300
25 to 44 years	43 900
45 to 64 years	46 500
65 years and over	na
Highest qualification before training	
Diploma or higher	42 900
Certificate III/IV	41 700
Year 12	41 700
Year 11/certificate I/II	39 900
Year 10 and below	36 300
Country of birth	
India	40 600
China	40 700
Thailand	40 300
South Korea	41 700
Taiwan	39 800
Philippines	42 500
Indonesia	40 900
Brazil	42 600
Vietnam	43 400
Nepal	45 500
Other	44 000
Current country of residence	
Australia	46 800
Other	23 900
Type of visa (for those currently residing in Australia)	
Student visa	36 300
Temporary graduate visa	41 700
Bridging visa	46 800
Temporary work visa	54 000
Permanent residency	48 900
Other	47 800
Employment status before training	
Employed	44 200
Not employed	41 200
All international onshore VET graduates	41 700

For notes on tables, see the explanatory notes on page 25.

Table 8 Median annual income after training for international onshore VET graduates employed full-time, by training characteristics, 2017 (\$AUD)

	Median annual income Employed full-time after training
Qualification	
Diploma or higher	43 000
Certificate IV	43 900
Certificate III	41 700
Certificate II	29 600
Certificate I	33 900
Field of education	
Natural and physical sciences	40 100
Information technology	36 200
Engineering and related technologies	39 000
Architecture and building	48 000
Agriculture, environmental and related studies	40 600
Health	46 200
Education	39 500
Management and commerce	43 100
Society and culture	39 900
Creative arts	39 200
Food, hospitality and personal services	44 200
Mixed field programmes	30 900
Training was part of an apprenticeship or traineeship	
Yes	40 500
No	44 600
Provider type	
TAFE	41 700
University	39 100
Community education provider	40 100
Private training provider	41 700
All international onshore VET graduates	41 700

For notes on tables, see the explanatory notes on page 25.

Table 9 Occupational destination and training relevance for international onshore VET graduates, by intended occupation of training activity, 2017 (%)

Intended occupation of training activity	Employed				Total employed	Not employed	Total
	In same occupation group (as training course)	In different occupation (from training course) – training was relevant to current job	In different occupation (from training course) – training was not relevant to current job	Occupation after training or training relevance not known			
Managers	3.8	45.7	10.6	11.7	71.8	28.2	100.0
Professionals	5.3	27.2	21.3	7.5	61.3	38.7	100.0
Technicians and trades workers	42.4	15.6	7.7	7.1	72.8	27.2	100.0
Community and personal service workers	34.0	18.8	12.0	6.5	71.3	28.7	100.0
Clerical and administrative workers	1.2	36.2	15.9	11.3	64.5	35.5	100.0
Sales workers	13.2*	15.1*	28.0*	15.1*	71.4*	28.6*	100.0
Machinery operators and drivers	np	np	np	np	np	np	100.0
Labourers	7.8	38.5*	4.1	0.0*	50.3*	49.7*	100.0
All international onshore VET graduates	18.0	26.3	12.6	8.3	67.4	32.6	100.0

For notes on tables, see the explanatory notes on page 25.

Table 10 Barriers to employment for international onshore VET graduates, by provider type, 2017 (%)

	TAFE	University	Community education provider	Private training provider	All international onshore VET graduates
Did not have permanent residency or work visa	45.1	48.8	33.2	42.2	42.7
Insufficient work experience	37.8	45.1	26.9	28.6	30.6
Not knowing where to look for jobs	21.0	36.3	28.3	17.7	19.0
Salary too low	15.1	9.6	20.6	19.4	18.4
Language problems/language barriers	15.6	24.2	3.2	16.6	16.3
Employers did not recognise experience/qualifications gained overseas	13.6	15.6	21.0	13.0	13.3
Employers preferred graduates from same country	14.1	18.3	16.9	11.3	12.1
Lack of jobs in my field of study	10.5	15.7	24.9	10.0	10.5
Available jobs had limited longer-term career prospects	9.1	13.6	14.6	8.4	8.8
Cultural barriers	8.0	16.8	3.3	8.2	8.3
Lacking interview skills	9.8	20.7	1.7	7.0	7.8
Other barriers	1.6	0.0	3.6	0.8	1.0
I faced no barriers when looking for work	4.1	0.0	8.9	5.2	4.9

For notes on tables, see the explanatory notes on page 25.

Table 11 Number of international onshore VET graduate respondents, by key characteristics, 2017

Key characteristics	Respondents
Sex	
Male	5 314
Female	6 192
Age group	
18 to 19 years	246
20 to 24 years	3 220
25 to 44 years	7 783
45 to 64 years	254
65 years and over	3
Country of birth	
India	1 444
China	947
Thailand	847
South Korea	757
Taiwan	568
Philippines	548
Indonesia	488
Brazil	442
Vietnam	438
Nepal	405
Other	4 430
Current country of residence	
Australia	7 951
Other	1 141
Type of visa (for those currently residing in Australia)	
Student visa	5 837
Temporary graduate visa	521
Bridging visa	852
Temporary work visa	171
Permanent residency	207
Other	334
Highest qualification before training	
Diploma or higher	4 117
Certificate III/IV	1 018
Year 12	5 211
Year 11/certificate I/II	252
Year 10 and below	188
State/territory of training provider	
New South Wales	3 646
Victoria	4 333
Queensland	1 987
South Australia	508
Western Australia	776
Tasmania	33
Northern Territory	31
Australian Capital Territory	192
Provider type	
TAFE	2 243
University	154
Community education provider	342
Private training provider	8 767
Total	11 506

For notes on tables, see the explanatory notes on page 25.

Terms

Apprentice or trainee is a student who self-identifies as 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.

Confidence intervals provide a measure of the accuracy of a survey estimate. They refer to a continuum of values along which the true value is likely to lie if everyone in the population had been surveyed and responded to the survey.

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.

International onshore fee-for-service funding is the revenue provided by a student whose citizenship status, for the purpose of undertaking education and training, is NOT Australian, New Zealand or permanent resident.

Graduate refers to a student who completed all of the requirements of a qualification, as reported in the National VET Provider Collection. For further information, see the technical notes supporting documentation for *VET student outcomes: summary of key findings* (<<https://www.ncver.edu.au/data/collection/student-outcomes>>).

Intended occupation of training activity is based on the occupation code (ANZSCO) of the qualification.

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.

Median annual income – employed full-time after training refers to the income of those who are employed full-time after training (35 hours or more per week), regardless of when they began their employment.

Occupation is defined by the Australian and New Zealand Standard Classification of Occupations (ANZSCO), version 1.2 (2013). An Australian Bureau of Statistics (ABS) 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 include 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 is the state or territory in which the head office of a student's RTO is located.

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

TAFE (technical and further education) institutes are government training providers that provide a range of technical and VET 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 were 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 that the weighted distributions of key characteristics match the distribution of those characteristics in the population (the National VET Provider Collection).

Explanatory notes

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 publication provides a summary of the outcomes of international onshore graduates who completed their vocational education and training (VET) onshore in Australia during 2016 and uses data collected in mid-2017. The scope of the students included in the publication is provided below.

Scope matrix

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

2 The 2017 National Student Outcomes Survey excludes students aged under 18 years of age.

Definitions and derivations

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

4 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, had developed problem-solving skills and improved writing skills, and with main job after training is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.

5 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.

6 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.

Australian Bureau of Statistics data

7 Occupation is defined by ANZSCO, version 1.2 (2013). This is an ABS 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.

Employment and further study location

8 Employment and further study outcomes are presented for all international onshore VET graduates, regardless of the country in which they were undertaking this activity. Respondents were not asked to specify the country where they were employed, or looking for work, after training. Respondents enrolled in further study after training were asked to specify whether this was in Australia or another country.



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