NCVER

Australian vocational education and training statistics

International onshore VET graduate outcomes

2018

National Centre for Vocational Education Research

Highlights

This publication provides a summary of the outcomes of international students who completed their vocational education and training (VET) qualification in Australia in 2017.

Reason for training

- 68.3% of international onshore VET graduates undertook training for employment-related reasons, 25.9% for personal reasons and 5.8% for further study reasons.
- 87.9% fully or partly achieved their main reason for training, down 1.3 percentage points from 2017.

Employment and further study outcomes

- 56.2% of international onshore VET graduates improved their employment status after training, up 2.0 percentage points from 2017.
- 38.8% were enrolled in further study after training in Australia, down 6.6 percentage points from 2017.

Satisfaction with training

- 84.5% of international onshore VET graduates were satisfied with the overall quality of the training, similar to 2017.
- 87.5% would recommend the training, down 1.3 percentage points from 2017.

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Introduction

This publication provides a summary of the outcomes of international students who completed their vocational education and training (VET) qualification in Australia in 2017. These students were surveyed as an additional component to the 2018 National Student Outcomes Survey. The international component comprised international onshore graduates undertaking VET qualifications 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
- international graduates under 18 years of age.

There were 52 198 international onshore graduates in scope for the international component, of which 47 635 received an invitation to complete the survey. Of these, 11 265 responded to the survey.

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 20.

Technical notes

The population for the National Student Outcomes was sourced from the National VET Provider Collection. The international component was conducted as a census of international onshore VET graduates who had a Unique Student Identifier (USI) or whose contact information could be sourced from state training authorities.

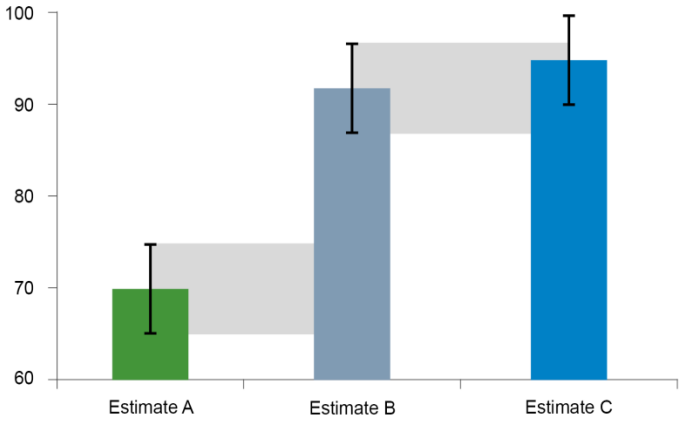
Survey responses have been weighted to population benchmarks of international onshore VET graduates from the National VET Provider Collection. As the survey estimates are based on information provided by graduates who responded to the survey rather than the population, they may differ from the estimates that would have been obtained 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*SQRT((MOE1/1.96)^2+(MOE2/1.96)^2)

For further technical details about the survey, please refer to the technical notes supporting documentation, available from the publication page at <https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/international-onshore-vet-graduate-outcomes>.

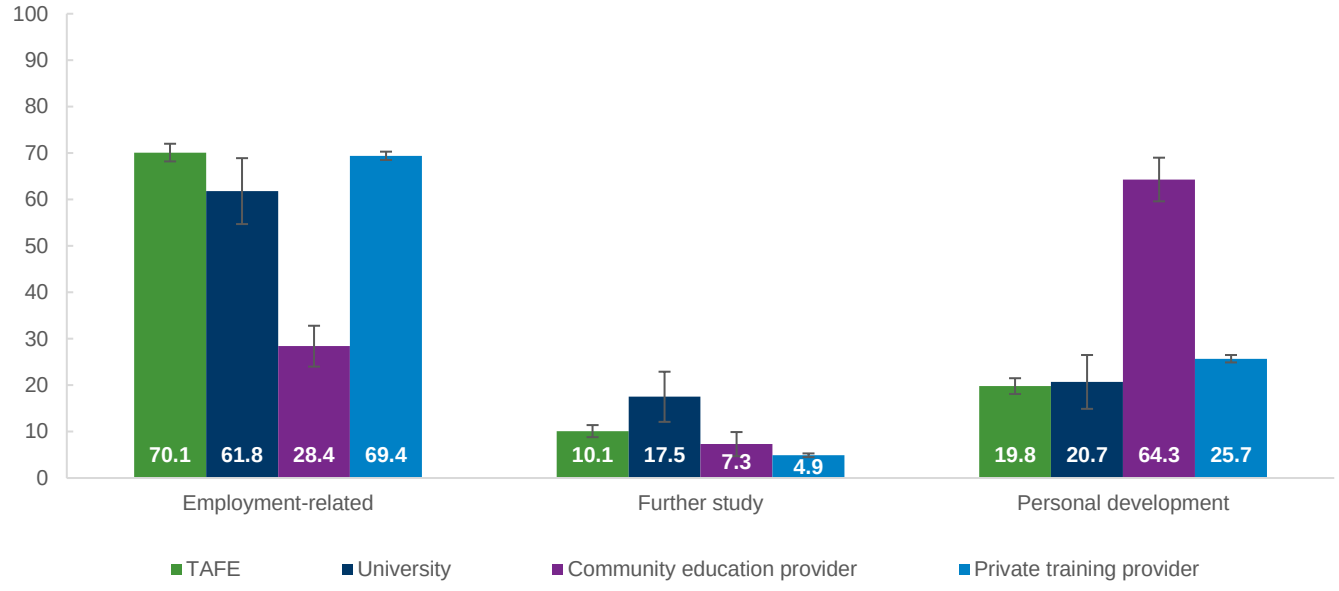
Summary

Of the 11 265 international onshore VET graduates who responded to the survey, 8 851 undertook their training at private training providers, 1 933 at TAFE, 320 at community education providers and 161 at universities.

Main reason for training

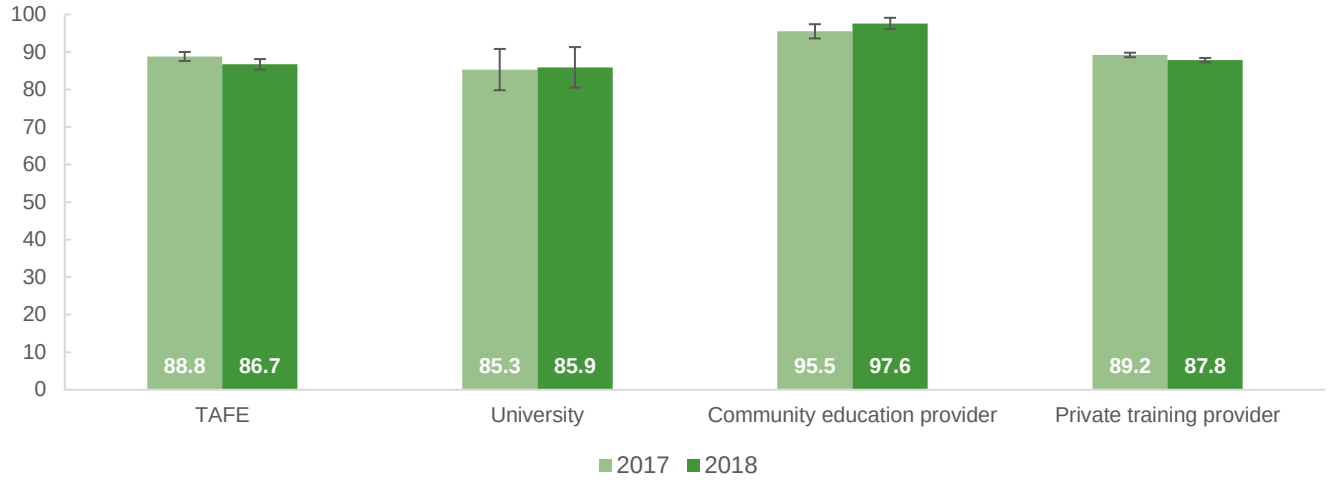
- 68.3% of international onshore VET graduates undertook training for employment-related reasons. *Table 2, figure 1*
  - The most common employment-related reasons were to develop or start their own business (17.8%), and to get a job (17.7%).
  - A higher proportion of graduates from TAFE (70.1%) and private training providers (69.4%) undertook training for employment-related reasons compared with those from universities (61.8%) and community education providers (28.4%).
- 25.9% of international onshore VET graduates undertook training for personal reasons.
  - The most common personal reason was to improve general education skills (18.5%).
  - A higher proportion of graduates from community education providers (64.3%) were undertaking training for personal reasons compared with those from other types of providers.
- 5.8% of international onshore VET graduates undertook training to get into another course of study.
  - A higher proportion of VET graduates from universities undertook training to get into another course of study (17.5%) compared with those from other types of providers.

Figure 1 International onshore VET graduates' main reason for undertaking training, by provider type, 2018 (%)



- 87.9% of international onshore VET graduates fully or partly achieved their main reason for training, down 1.3 percentage points from 2017. *Tables 1,3 & 4, figure 2*
  - A higher proportion of graduates who undertook their training for personal development (92.7%) and further study reasons (91.7%) achieved their main reason for undertaking training compared with those undertaking training for employment-related reasons (85.8%).
  - A higher proportion of graduates from community education providers achieved their main reason for undertaking the training (97.6%) compared with those from other types of providers.

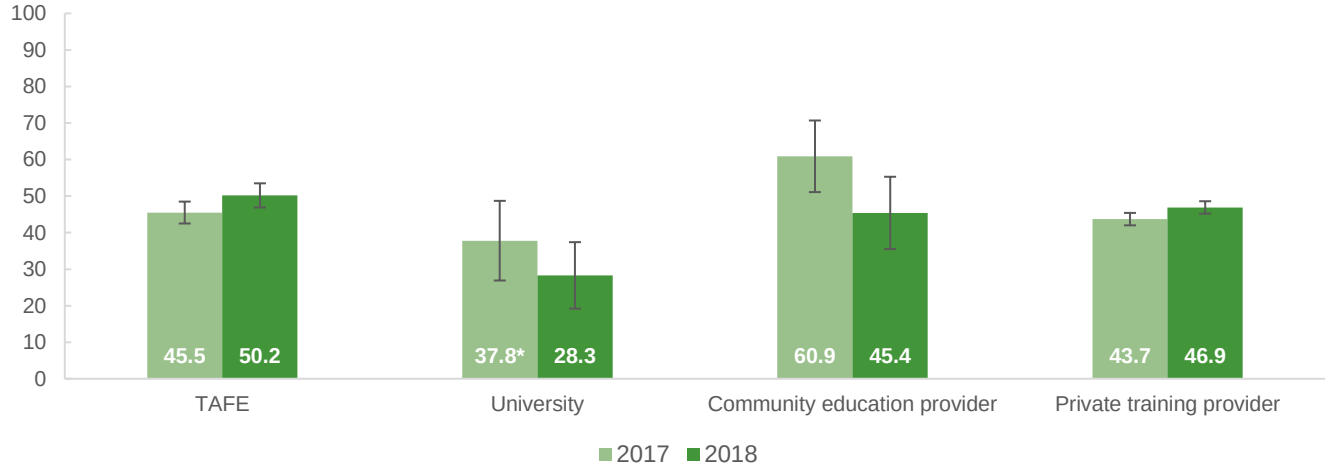
Figure 2 International onshore VET graduates who fully or partly achieved their main reason for undertaking training, by provider type, 2017–18 (%)



Employment outcomes

- 56.2% of international onshore VET graduates improved their employment status after training, up 2.0 percentage points from 2017. *Tables 1 & 4, figure 3*
- 40.4% of international onshore VET graduates were not employed before training, up 1.3 percentage points from 2017. Of these, 47.0% were employed after training, up 2.9 percentage points from 2017.
  - The proportion of graduates not employed before training, who were employed after training was similar for graduates from TAFE, private training providers and community education providers (50.2%, 46.9% and 45.4% respectively) but lower for VET graduates from universities (28.3%).

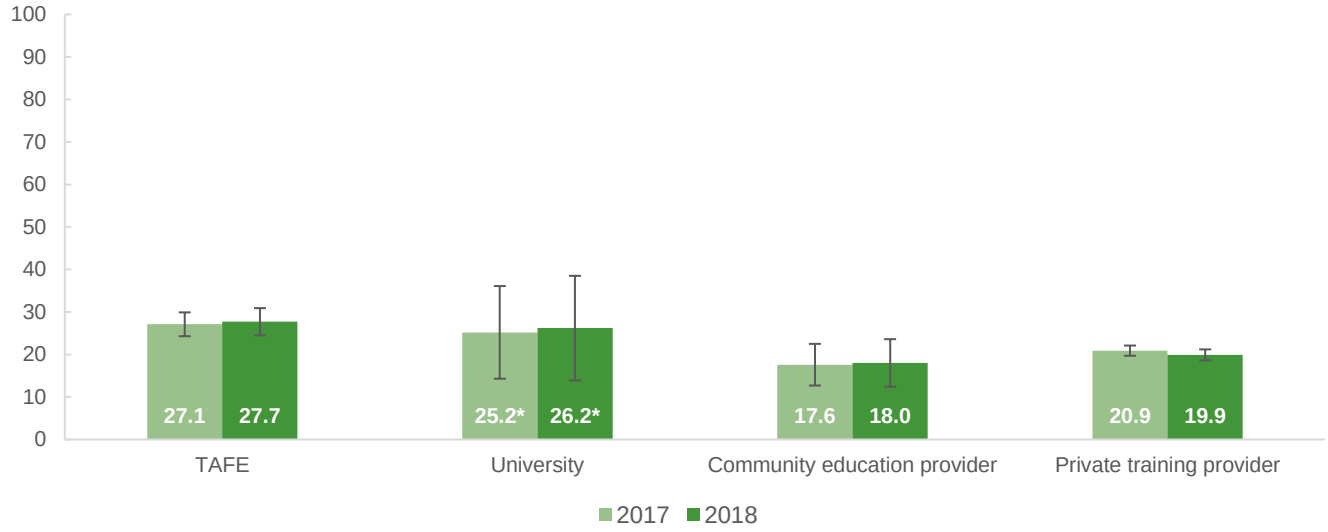
Figure 3 International onshore VET graduates not employed before training who were employed after training, by provider type, 2017–18 (%)



Note * The estimate has a margin of error greater than or equal to 10% and therefore should be used with caution.

- 59.6% of international onshore VET graduates were employed before training, down 1.3 percentage points from 2017. Of these, 21.0% were employed at a higher skill level after training, similar to 2017. *Tables 1 & 4, figure 4*
  - A higher proportion of graduates from TAFE were employed at a higher skill level after training (27.7%) compared with graduates from private training providers (19.9%) and community education providers (18.0%).

Figure 4 International onshore VET graduates employed before training who were employed at a higher skill level after training, by provider type, 2017–18 (%)



Note * The estimate has a margin of error greater than or equal to 10% and therefore should be used with caution.

- 68.3% of international onshore VET graduates were employed after training, similar to 2017. *Table 1, 4 & 8*
  - 63.3% of graduates were employed in Australia and 4.7% were employed in another country.
  - A higher proportion of graduates from private training providers were employed after training (69.1%) compared with graduates from TAFE (65.7%) and universities (48.7%).
  - 26.9% of graduates were employed in Australia and enrolled in further study after training.
- 18.0% of international onshore VET graduates were employed after training in the same occupation as their training course, similar to 2017. *Table 9*
  - A further 26.7% were employed in a different occupation but found the training relevant to their current job, similar to 2017.

Of international onshore VET graduates employed after training, *Table 1 & 4*

- 77.2% received at least one job-related benefit from the training, up 2.9 percentage points from 2017.
- 77.5% were satisfied with their main job after training, similar to 2017.
  - A higher proprtion of graduates from private training providers were satisfied with their main job after training (78.1%) compared with graduates from TAFE institutes (75.5%) and community education providers (71.8%).
- 76.4% found the training relevant to their current job, similar to 2017.
  - Proportions were similar for gradutes from TAFE and private training providers, but lower for graduates from community education providers.

Barriers to employment

International onshore VET graduates were asked what barriers they faced when searching for work.

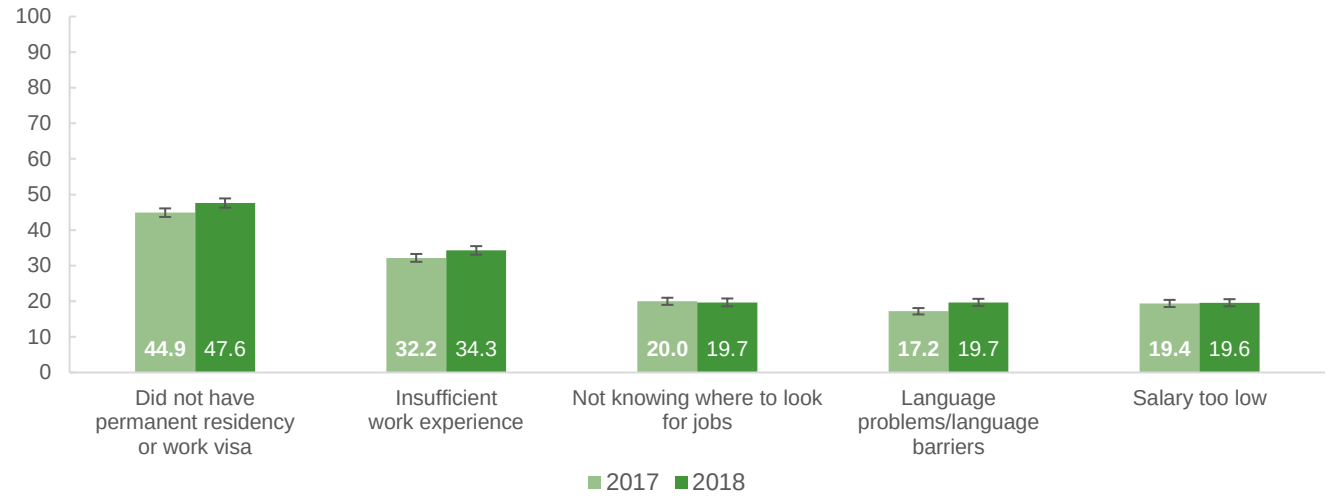
Of international onshore VET graduates looking for work after training:

- 92.4% of graduates faced at least one barrier when looking for work, down 2.7 percentage points from 2017. *Table 10, figure 5*
  - A higher proportion of graduates from TAFE faced at least one barrier when looking for work (94.4%) compared with graduates from private training providers (92.2%) and community education providers (88.6%).

Of those who reported at least one barrier to finding work, the top five most commonly cited barriers, consistent with those cited in 2017, were:

- not having permanent residency or a work visa (47.6%), up 2.7 percentage points from 2017
- having insufficient work experience (34.3%), up 2.1 percentage points from 2017
- not knowing where to look for a job (19.7%), similar to 2017 and similar across provider types
- language problems/language barriers (19.7%), up 2.5 percentage points from 2017
- salaries were too low (19.6%), similar to 2017.

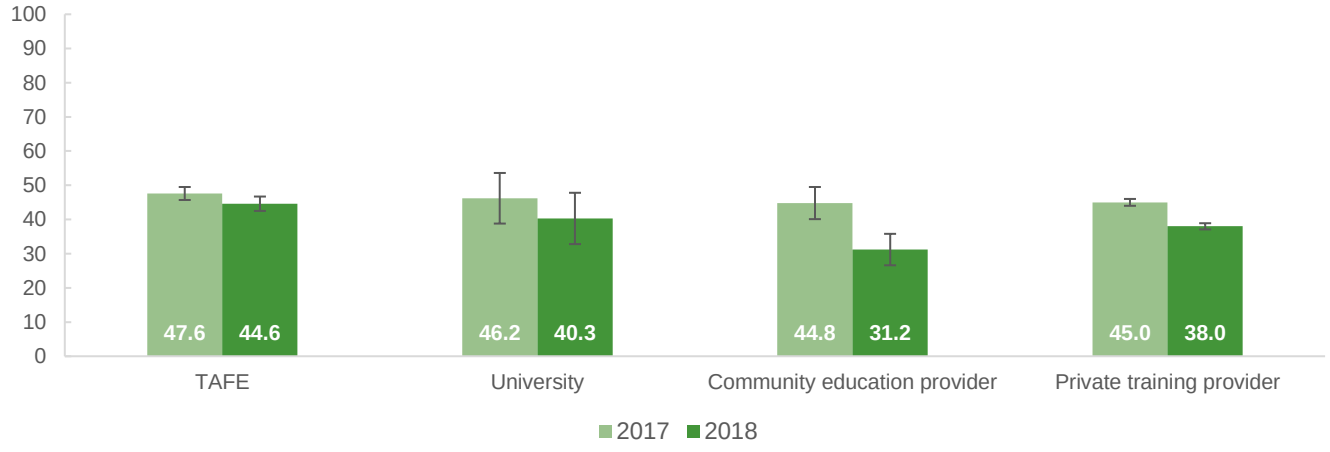
Figure 5 Top 5 most cited barriers to employment for international onshore VET graduates looking for work, by provider type, 2017–18 (%)



Further study outcomes

- 41.2% of international onshore VET graduates were enrolled in further study after training, down 6.5 percentage points from 2017. *Table 1, figure 6*
- 38.8% of international onshore VET graduates were enrolled in further study after training *in Australia*, down 6.6 percentage points from 2017.
  - A higher proportion of graduates from TAFE (44.6%) were enrolled in further study after training in Australia compared with those from private training (38.0%) and community education providers (31.2%).

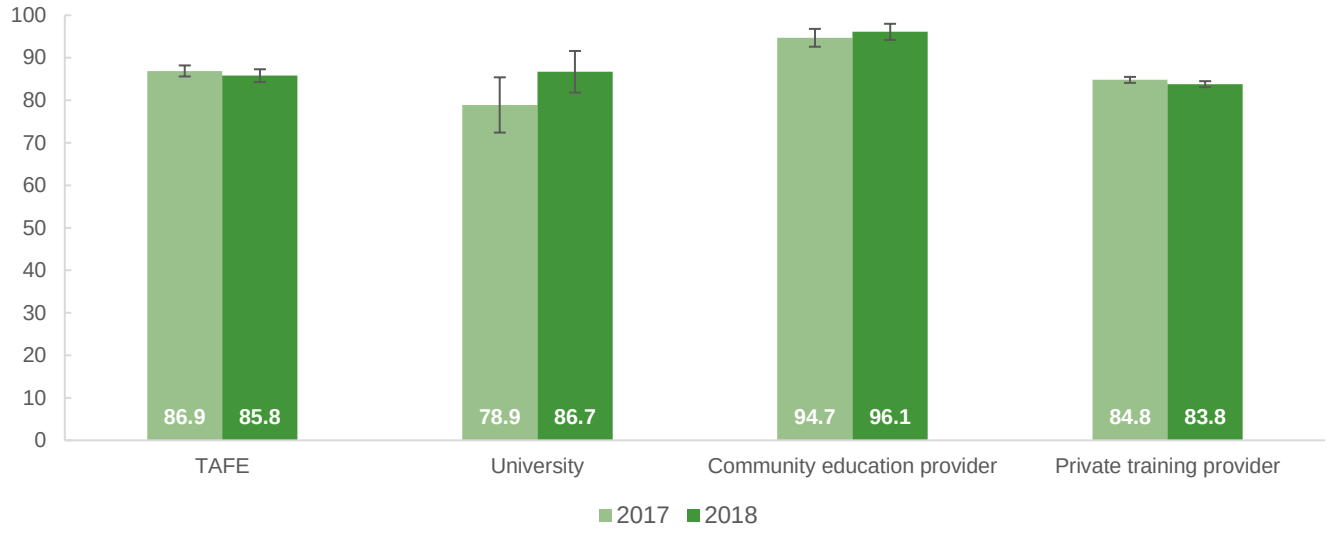
Figure 6 International onshore VET graduates enrolled in further study after training in Australia, by provider type, 2017–18 (%)



Satisfaction with training

- 84.5% of international onshore VET graduates were satisfied with the overall quality of the training, similar to 2017. *Tables 1 & 4, figure 7*
  - A higher proportion of graduates from community education providers were satisfied with the overall quality training (96.1%) compared with graduates from other training providers.

Figure 7 International onshore VET graduates satisfied with the overall quality of the training, by provider type, 2017–18 (%)



- 87.5% of international onshore VET graduates would recommend the training, down 1.3 percentage points from 2017. *Tables 1 & 4*
  - A higher proportion of graduates from community education providers (99.0%) would recommend the training, compared with graduates from other types of providers.
- 84.8% of international onshore VET graduates would recommend the training provider, similar to 2017.
  - A higher proportion of graduates from community education providers (97.7%) would recommend the training provider, compared with graduates from other types of providers.

Tables

Table 1 Key findings for international onshore VET graduates, 2017 and 2018 (%)

	2017	2018
Improved employment status after training		
Employed before training	60.9	59.6
Of these: Employed at a higher skill level after training	21.8	21.0
Not employed before training	39.1	40.4
Of these: Employed after training	44.1	47.0
Improved employment status after training	54.2	56.2
Employment and further study outcomes		
After training (as at May of the survey year)		
Employed	67.4	68.3
Employed in Australia	na	63.3
Full-time	na	11.1
Part-time	na	51.4
Employed in other country	na	4.7
Not employed	32.6	31.7
Unemployed	18.9	17.1
Not in the labour force	13.3	14.4
Difference in proportion employed from before training to after	6.5	8.7
Employed in first full-time job, started after training	4.7	4.9
Employed or in further study after training	82.0	81.1
Enrolled in further study after training	47.7	41.2
Enrolled in further study after training in Australia	45.4	38.8
Studying at university	7.2	7.1
Studying at a TAFE institute	10.7	8.4
Studying at a private training provider or community education provider	19.0	16.0
Studying at other provider	7.9	6.5
Satisfaction outcomes		
Satisfied with teaching	84.7	83.2
Satisfied with assessment	85.9	84.4
Developed problem-solving skills	83.2	83.2
Improved writing skills	75.5	76.9
Satisfied with the overall quality of training	85.3	84.5
Achieved their main reason for doing the training	89.2	87.9
Recommendation		
Recommend training	88.8	87.5
Recommend training provider	84.8	84.8
Benefits of training		
Of those employed after training		
Found the training relevant to their current job	75.1	76.4
Received at least one job-related benefit	74.3	77.2
Satisfied with main job after training	76.2	77.5

For notes on tables, see the explanatory notes on page 20.

Table 2 Main reason for undertaking the training for international onshore VET graduates, by provider type, 2018 (%)

	TAFE	University	Community education provider	Private training provider	All international onshore VET graduates
Employment-related	**70.1**	**61.8**	**28.4**	**69.4**	**68.3**
Get a job	26.0	33.5	6.6	16.3	17.7
To develop or start own business	12.9	6.8	2.6	19.3	17.8
Try for a different career	11.5	9.3	4.7	8.3	8.7
Get a better job or promotion	6.8	3.8	1.1	8.6	8.1
Requirement of my job	2.7	1.5	0.8	2.7	2.6
Gain extra skills for current job	10.1	6.9	12.7	14.1	13.4
Further study: To get into another course of study	**10.1**	**17.5**	**7.3**	**4.9**	**5.8**
Personal development	**19.8**	**20.7**	**64.3**	**25.7**	**25.9**
Improve my general education skills	14.5	15.5	26.6	19.0	18.5
Get skills for community/voluntary work	1.2	1.5	29.9	2.1	2.7
To increase confidence/self-esteem	2.5	2.7	6.4	3.3	3.3
Recreational reasons	0.1	0.0	0.0	0.1	0.1
Other	1.4	1.0	1.4	1.3	1.3

For notes on tables, see the explanatory notes on page 20.

Table 3 Outcomes and satisfaction for international onshore VET graduates, by provider type and main reason for undertaking training, 2018 (%)

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	69.7	42.5	83.8	85.6
Further study	49.5	68.5	92.2	85.3
Personal development	60.1	48.7	94.2	86.7
University				
Employment-related	59.4	41.1	83.3	85.9
Further study	28.3*	52.4*	94.8	90.7
Personal development	34.1*	34.4*	86.1*	85.6*
Community education provider				
Employment-related	62.2	37.8	92.4	90.8
Further study	76.7*	45.7*	96.4	92.5
Personal development	68.0	43.0	100.0	98.9
Private training provider				
Employment-related	71.2	37.8	86.1	84.2
Further study	61.6	53.9	91.1	78.6
Personal development	64.7	44.5	92.0	83.9
All international onshore VET graduates				
Employment-related	70.7	38.6	85.8	84.5
Further study	57.6	57.2	91.7	81.3
Personal development	64.1	44.8	92.7	85.3

For notes on tables, see the explanatory notes on page 20.

Table 4 Key findings for international onshore VET graduates, by provider type, 2018 (%)

	TAFE	University	Community education provider	Private training provider	All international onshore VET graduates
Improved employment status after training					
Employed before training	53.4	37.6	72.5	60.7	59.6
Of these: Employed at a higher skill level after training	27.7	26.2*	18.0	19.9	21.0
Not employed before training	46.6	62.4	27.5	39.3	40.4
Of these: Employed after training	50.2	28.3	45.4	46.9	47.0
Improved employment status after training	56.9	40.0	48.1	56.6	56.2
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	65.7	48.7	66.9	69.1	68.3
Employed in Australia	60.8	43.1	42.7	64.8	63.3
Full-time	14.8	8.5	3.6	10.7	11.1
Part-time	45.5	34.7	38.1	53.1	51.4
Employed in other country	4.8	4.9	24.0	4.0	4.7
Not employed	34.3	51.3	33.1	30.9	31.7
Unemployed	20.1	27.1	11.9	16.5	17.1
Not in the labour force	14.0	24.2	21.2	14.1	14.4
Difference in proportion employed from before training to after	12.3	11.1	-5.6	8.4	8.7
Employed in first full-time job, started after training	7.3	2.3	4.5	4.6	4.9
Employed or in further study after training	82.0	69.6	82.3	81.1	81.1
Enrolled in further study after training	46.3	41.9	41.7	40.3	41.2
Enrolled in further study after training in Australia	44.6	40.3	31.2	38.0	38.8
Studying at university	10.3	34.6	3.2	6.2	7.1
Studying at a TAFE institute	27.5	4.7	1.5	5.3	8.4
Studying at a private training provider or community education provider	4.7	1.0	11.5	18.3	16.0
Studying at other provider	1.7	0.0	14.6	7.2	6.5
Satisfaction outcomes					
Satisfied with teaching	84.9	90.1	95.6	82.4	83.2
Satisfied with assessment	84.9	82.7	92.6	84.0	84.4
Developed problem-solving skills	84.8	86.3	94.3	82.5	83.2
Improved writing skills	71.7	71.7	74.1	78.0	76.9
Satisfied with the overall quality of training	85.8	86.7	96.1	83.8	84.5
Achieved their main reason for doing the training	86.7	85.9	97.6	87.8	87.9
Recommendation					
Recommend training	89.6	91.1	99.0	86.7	87.5
Recommend training provider	87.8	88.8	97.7	83.8	84.8
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	78.0	73.0*	56.6	76.9	76.4
Received at least one job-related benefit	80.0	79.6	60.5	77.3	77.2
Satisfied with main job after training	75.5	76.5	71.8	78.1	77.5

For notes on tables, see the explanatory notes on page 20.

Table 5 Key findings for international onshore VET graduates, by state/territory of training provider, 2018 (%)

	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
Improved employment status after training									
Employed before training	66.7	55.9	61.2	54.6	57.8	54.0	66.3*	54.3	59.6
Of these: Employed at a higher skill level after training	16.9	21.5	21.2	32.7	24.9	18.3*	43.0*	26.6*	21.0
Not employed before training	33.3	44.1	38.8	45.4	42.2	46.0	33.7*	45.7	40.4
Of these: Employed after training	51.9	49.4	47.1	53.3	50.3	41.7*	75.1*	58.4*	47.0
Improved employment status after training	54.1	58.7	57.2	61.6	59.1	59.1	73.1*	60.7	56.2
Employment and further study outcomes									
After training (as at May of the survey year)									
Employed	71.5	68.4	68.9	70.1	69.4	61.9	81.1*	71.0	68.3
Employed in Australia	65.1	64.8	63.6	66.8	59.5	60.4	81.1*	67.8	63.3
Full-time	8.0	12.5	11.9	20.6	13.3	9.8	14.6*	16.9	11.1
Part-time	56.2	51.4	50.6	46.2	45.2	50.5	66.5*	50.9	51.4
Employed in other country	6.2	3.4	5.1	2.9	9.5	1.6	0.0	3.2	4.7
Not employed	28.5	31.6	31.1	29.9	30.6	38.1	18.9*	29.0	31.7
Unemployed	14.9	18.8	16.7	14.2	16.5	22.6	4.3	17.2	17.1
Not in the labour force	13.3	12.6	14.2	15.2	14.0	15.4	14.6*	11.9	14.4
Difference in proportion employed from before training to after	4.8	12.5	7.7	15.5	11.6	7.9	14.8*	16.7	8.7
Employed in first full-time job, started after training	3.2	6.0	5.2	10.2	8.7	4.5	5.7	7.7	4.9
Employed or in further study after training	84.5	81.1	82.7	82.6	82.4	80.3	92.3	85.4	81.1
Enrolled in further study after training	45.2	38.8	44.5	43.9	41.7	47.4	48.4*	46.2	41.2
Enrolled in further study after training in Australia	42.5	37.0	41.4	41.6	39.0	42.7	48.4*	43.4	38.8
Studying at university	6.5	7.7	6.7	10.7	7.8	13.4	29.7*	7.8	7.1
Studying at a TAFE institute	7.0	13.9	7.6	9.8	11.2	28.1	2.4	27.9	8.4
Studying at a private training provider or community education provider	19.7	11.0	19.3	16.2	14.5	0.0	3.2	2.8	16.0
Studying at other provider	8.8	4.0	7.1	4.5	4.9	1.1	13.2*	4.9	6.5
Satisfaction outcomes									
Satisfied with teaching	80.2	82.2	85.0	87.4	85.5	87.4	95.6	88.0	83.2
Satisfied with assessment	82.0	83.4	85.8	87.3	86.1	84.1	82.3*	91.3	84.4
Developed problem-solving skills	79.8	83.0	82.8	90.7	86.1	79.6	78.8*	90.5	83.2
Improved writing skills	75.3	74.0	76.8	74.6	74.8	64.0	79.6*	83.1	76.9
Satisfied with the overall quality of training	82.1	83.9	84.5	89.9	86.2	88.7	82.1*	89.6	84.5
Achieved their main reason for doing the training	85.7	88.4	90.6	90.1	88.7	84.7	77.9*	89.7	87.9
Recommendation									
Recommend training	85.8	87.4	89.4	89.3	90.0	92.6	82.4*	91.5	87.5
Recommend training provider	83.2	83.2	86.4	89.6	88.1	93.8	86.1*	93.1	84.8
Benefits of training									
Of those employed after training									
Found the training relevant to their current job	69.3	81.1	76.5	85.1	79.7	85.6	86.1*	78.7	76.4
Received at least one job-related benefit	69.4	80.6	78.6	82.3	79.3	95.7	89.7	74.9	77.2
Satisfied with main job after training	70.8	79.8	80.6	89.8	76.9	89.5	85.8*	80.4	77.5

For notes on tables, see the explanatory notes on page 20.

Table 6 Findings for international onshore VET graduates, by various personal characteristics, 2018 (%)

	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	70.0	58.9	82.0	88.4	86.0
Females	66.5	53.5	80.2	87.4	82.9
Age group					
18 to 19 years	47.2	38.6	74.8	95.8	90.8
20 to 24 years	62.1	51.4	78.4	88.1	87.2
25 to 44 years	71.0	58.3	82.3	87.7	83.2
45 to 64 years	65.8	52.1	78.5	86.3	90.6
65 years and over	np	np	np	np	np
Country of birth					
India	71.1	62.3	81.7	89.5	94.4
China	46.6	39.2	63.2	86.8	86.0
Thailand	66.3	58.5	80.3	87.6	89.7
South Korea	68.2	62.4	81.4	91.3	81.1
Brazil	77.7	58.7	87.9	85.0	74.1
Malaysia	54.8	46.5	75.0	88.9	83.2
Colombia	74.5	52.0	85.5	83.6	68.9
Taiwan	60.4	51.3	70.0	87.6	80.7
Philippines	74.5	65.3	85.9	90.0	88.0
Indonesia	69.8	61.3	81.8	90.1	88.4
Other	71.9	57.0	85.1	87.5	83.4
Current country of residence					
Australia	66.5	57.2	80.5	88.5	84.9
Other	55.9	48.9	68.0	88.4	82.8
Type of visa (for those currently residing in Australia)					
Student visa	63.8	54.8	80.4	88.7	85.5
Temporary graduate visa	75.3	69.1	80.2	91.7	84.5
Bridging visa	74.4	64.2	82.1	86.6	82.9
Temporary work visa	89.7	75.2	94.2	89.6	79.3
Permanent residency	63.8	50.5	72.9	89.1	80.7
Other	72.6	59.2	79.2	86.0	84.2
Employment status before training					
Employed	76.8	61.7	85.8	88.2	82.9
Not employed	47.0	47.0	68.6	88.6	86.8
All international onshore VET graduates	**68.3**	**56.2**	**81.1**	**87.9**	**84.5**
All international onshore VET graduates in 2017	**67.4**	**54.2**	**82.0**	**89.2**	**85.3**

For notes on tables, see the explanatory notes on page 20.

Table 7 Findings for international onshore VET graduates, by various training characteristics, 2018 (%)

	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	66.4	52.9	79.4	86.3	84.0
Certificate IV	69.4	56.5	82.9	87.8	84.5
Certificate III	71.8	62.4	83.9	90.0	85.8
Certificate II	63.2	53.6	75.9	90.1	82.2
Certificate I	55.9	43.4	69.1	91.9	83.3
Field of education					
Natural and physical sciences	53.0*	40.2*	73.3*	72.2*	81.2*
Information technology	59.6	44.1	80.6	82.3	84.1
Engineering and related technologies	74.0	63.6	81.8	87.1	87.4
Architecture and building	67.3	61.3	82.5	85.3	82.2
Agriculture, environmental and related studies	78.2*	54.5*	84.8	86.3	87.9
Health	70.7	62.5	84.9	89.9	84.9
Education	74.2	65.9	83.4	94.8	89.2
Management and commerce	69.3	54.7	81.8	85.6	82.8
Society and culture	60.6	48.6	76.8	89.6	86.8
Creative arts	59.9	47.0	79.2	88.7	85.2
Food, hospitality and personal services	78.9	72.1	86.5	91.2	86.5
Mixed field programmes	57.7	47.8	74.2	92.3	82.4
All international onshore VET graduates	**68.3**	**56.2**	**81.1**	**87.9**	**84.5**
All international onshore VET graduates in 2017	**67.4**	**54.2**	**82.0**	**89.2**	**85.3**

For notes on tables, see the explanatory notes on page 20.

Table 8 Further study status of international onshore VET graduates employed after training, 2018 (%)

	All international onshore VET graduates		
	In further study after training	Not in further study after training	Total
Employed after training	28.2	40.1	**68.3**
Employed in Australia after training	26.9	36.3	**63.3**
Full-time	2.1	9.0	**11.1**
Part-time	24.4	26.9	**51.4**
Employed outside Australia after training	1.1	3.6	**4.7**
Not employed after training	12.7	19.1	**31.7**
Total	**41.2**	**58.8**	**100.0**

For notes on tables, see the explanatory notes on page 20.

Table 9 Occupational destination and training relevance for international onshore VET graduates, by intended occupation of training activity, 2018 (%)

	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			
Intended occupation of training activity							
Managers	1.9	48.0	12.8	11.5	74.2	25.8	**100.0**
Professionals	4.8	23.9	19.1	8.9	56.7	43.3	**100.0**
Technicians and trades workers	46.6	13.3	6.9	8.9	75.7	24.3	**100.0**
Community and personal service workers	37.2	17.6	9.4	7.4	71.6	28.4	**100.0**
Clerical and administrative workers	0.9	36.9	16.1	12.8	66.6	33.4	**100.0**
Sales workers	5.8	42.8*	32.2*	0.0*	80.8*	19.2*	**100.0**
Machinery operators and drivers	np	np	np	np	np	np	**100.0**
Labourers	0.0*	26.2*	31.2*	16.5*	73.9*	26.1*	**100.0**
All international onshore VET graduates	**18.0**	**26.7**	**12.3**	**9.7**	**68.3**	**31.7**	**100.0**
All international onshore VET graduates in 2017	**18.0**	**26.3**	**12.6**	**8.3**	**67.4**	**32.6**	**100.0**

For notes on tables, see the explanatory notes on page 20.

Table 10 Barriers to employment for international onshore VET graduates who were looking for work, by provider type, 2018 (%)

	International onshore VET graduates				
	TAFE	University	Community education provider	Private training provider	All international onshore VET graduates
Faced at least one barrier when looking for work	**94.4**	**92.8**	**88.6**	**92.2**	**92.4**
Did not have permanent residency or work visa	49.0	42.1*	31.5	47.8	47.6
Insufficient work experience	41.3	38.2*	32.5	32.9	34.3
Not knowing where to look for jobs	18.8	39.5*	19.6	19.5	19.7
Language problems/language barriers	18.9	21.5	8.5	20.1	19.7
Salary too low	16.8	25.2	11.9	20.3	19.6
Employers did not recognise experience/qualifications gained overseas	15.8	14.2	19.5	16.8	16.6
Employers preferred graduates from same country	16.8	22.0	12.7	13.9	14.5
Lack of jobs in my field of study	13.8	28.8*	16.5	13.4	13.8
Available jobs had limited longer-term career prospects	12.0	17.8	14.1	12.3	12.4
Lacking interview skills	10.3	22.8	3.2	10.2	10.3
Cultural barriers	11.4	17.2	6.0	9.0	9.5
Other barriers	5.9	0.6	17.6	4.3	4.8
Faced no barriers when looking for work	**5.6**	**7.2**	**11.4**	**7.8**	**7.6**

For notes on tables, see the explanatory notes on page 20.

Table 11 Number of international onshore VET graduate respondents, by key characteristics, 2018

Key characteristics	Respondents
Sex	
Male	5 278
Female	5 987
Age group	
18 to 19 years	169
20 to 24 years	2 574
25 to 44 years	8 258
45 to 64 years	261
65 years and over	3
Country of birth	
India	1 203
China	1 045
Thailand	836
South Korea	736
Brazil	657
Malaysia	472
Colombia	467
Taiwan	442
Philippines	436
Indonesia	403
Other	4 117
Current country of residence	
Australia	7 741
Other	972
Type of visa (for those currently residing in Australia)	
Student visa	5 676
Temporary graduate visa	548
Bridging visa	878
Temporary work visa	85
Permanent residency	135
Other	371
State/territory of training provider	
New South Wales	2 509
Victoria	2 202
Queensland	1 282
South Australia	263
Western Australia	894
Tasmania	88
Northern Territory	43
Australian Capital Territory	181
Provider type	
TAFE	1 933
University	161
Community education provider	320
Private training provider	8 851
Total	**11 265**

For notes on tables, see the explanatory notes on page 20.

Terms

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>.

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.

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.

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.

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 survey estimates are representative of the target population (the National VET Provider Collection). Each responding unit is assigned a weight that indicates how many population units that unit represents.

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. NCVER 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 2017 and uses data collected in mid-2018. 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	✗	✗	✗	✗
Domestic fee-for-service	✗	✗	✗	✗
International onshore fee-for-service	✓	✓	✓	✓

2 The 2018 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.

Reporting changes

8 In 2018, international onshore VET graduates employed after training were asked to specify whether this employment was in Australia or another country. This question was not asked in 2017 and therefore data are only available for 2018.

9 In 2018, only graduates who were enrolled in further study after training in Australia were asked about their further study level of education and institution. This represents a change in the questionnaire and consequently data on institution of further study reported in previous publications should not be compared with 2018 data.

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