



Apprentice and trainee outcomes 2022 — explanatory notes

National Centre for Vocational
Education Research

This document was produced as an added resource for further information on *Apprentice and trainee outcomes 2022*. The report is available on NCVER's Portal: <<https://www.ncver.edu.au>>.

Publisher's note

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian Government, state and territory governments or NCVER. Any errors and omissions are the responsibility of the author(s).

© Commonwealth of Australia, 2023



With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia <<http://creativecommons.org/licenses/by/3.0/au>> licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence <<http://creativecommons.org/licenses/by/3.0/legalcode>>.

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

This document should be attributed as NCVER 2023, *Apprentice and trainee outcomes 2022 – explanatory notes*, NCVER, Adelaide.

This work has been produced by NCVER on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Government Department of Employment and Workplace Relations.

Published by NCVER, ABN 87 007 967 311

Level 5, 60 Light Square, Adelaide, SA 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 Email ncver@ncver.edu.au

Web <<https://www.ncver.edu.au>> <<https://www.lsay.edu.au>>

Follow us:  <<https://twitter.com/ncver>>  <<https://www.linkedin.com/company/ncver>>

Contents

Explanatory notes	4
Scope	4
Data limitations	4
Definitions and derivations	5
Australian Bureau of Statistics data	5

Explanatory notes

Scope

- 1 *Apprentice and trainee outcomes 2022* provides a summary of the outcomes and satisfaction of apprentices and trainees who completed or cancelled/withdrew from their apprenticeship or traineeship during 2021, with the data collected in mid-2022. This publication refers to these groups as ‘completers’ and ‘non-completers’, respectively.
- 2 The 2021 and 2022 figures are derived from apprentices’ and trainees’ responses to the National Student Outcomes Survey (SOS), which is an annual survey of VET students. Data for 2019 are available in the accompanying DataBuilder product and are sourced from the 2019 Apprentice and Trainee Experience and Destinations (ATED) Survey.
- 3 Out of scope of this report is apprentices and trainees who:
 - completed, cancelled or withdrew from their contract of training during 2022, or
 - were from correctional facilities, or
 - were under 15 years of age, or
 - were international full-fee-paying students.
- 4 Data reported in *Apprentice and trainee outcomes 2022* should not be compared with data for apprentices and trainees in *VET student outcomes 2022* as the data presented in these publications are defined and weighted differently.
- 5 The following changes have been made to the 2021 information on completers:
 - The definition of the completer group was improved in 2022 to better reflect the survey methodology of using the SOS to gather information from apprentices and trainees. The change was applied to the 2021 data to enable comparisons between 2021 and 2022.
 - The figures in this publication are based on apprentice and trainee completers aged 15 years and over. The figures presented in the previous publication *Apprentice and trainee outcomes: 2021* were based on apprentice and trainee completers aged 18 years and over to align with the scope of the 2019 ATED survey.

As a result of these changes, the 2021 estimates may differ to those reported in the previous publication *Apprentice and trainee outcomes: 2021*.
- 6 The 2019 ATED data cover apprentices and trainees aged 18 years and over whereas the apprentice and trainee outcomes data from 2021 onwards covers those aged 15 years and over. There is a filter option in the accompanying DataBuilder product to restrict the 2021 and 2022 data to those aged 18 years and over to enable comparisons with 2019.

Data limitations

- 7 Due to the survey design of the National Student Outcomes Survey, information on apprentice and trainee non-completers is not available for 2021. In 2022, an improvement was made to the survey sampling to enable national reporting of non-completers. Information on non-completers by state/territory is not available.

8 Comparisons between 2019 and 2021 onwards should be treated with some caution for the following reasons.

- The order of the questions and the wording of the questions in the 2021 and 2022 SOS questionnaire sometimes differed to the 2019 ATED questionnaire.
- Using the SOS to gather information from apprentices and trainees means that the survey responses are limited to apprentices and trainees who undertook off-the-job training during the previous year. These survey responses are weighted to population benchmarks of completers and non-completers in the National Apprentice and Trainee Collection to minimise bias and improve comparability with the 2019 ATED Survey.

Definitions and derivations

- 9 All published percentages have been derived based on stated responses, that is, 'Don't know'/'Unknown' and missing responses are excluded.
- 10 The percentage of apprentices and trainees satisfied with various aspects of their training is defined as the proportion of respondents reporting that they are 'Very satisfied' or 'Satisfied' with the relevant questionnaire item. The percentage of apprentices and trainees who developed problem-solving skills, improved writing skills and improved numerical skills is defined as the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 11 State or territory is defined as the state or territory of apprentices' and trainees' residence for 2021 and 2022. For 2019, state or territory is defined as the state or territory where the training contract was registered.
- 12 The figures in this publication are based on apprentice and trainee completers aged 15 years and over. The figures presented in the previous publication *Apprentice and trainee outcomes: 2021* were based on apprentice and trainee completers aged 18 years and over to align with the scope of the 2019 ATED survey.
- 13 'Trades' is classified as all occupations listed under ANZSCO major group '3-Technicians and trades workers' and 'Non-trades' is classified as all other major occupations groups 1-2 and 4-8 (ANZSCO, version 1.2 [2013]).
- 14 'Undertook online learning' is defined as those reporting that some or all training was undertaken online.
- 15 The main reason for undertaking the apprenticeship/traineeship, looking for work and changing employers in the publication are based on the 10 reasons with the highest proportions reported in 2022.

Questionnaire changes in 2022

- 16 There were several changes to the questionnaire in 2022
- New questions were added on whether online learning was undertaken during the training, whether satisfied with support from teachers/trainers during online learning, whether satisfied with the overall quality of online learning experiences and the impact of the COVID-19 pandemic on aspects of training.
 - There was a slight wording change to the response option on lack of work for the question on the main reason for looking for different work.

- The question on job after training changed to 'Yes' and 'No' response options.
- The questions on challenges faced with online learning were asked of those who undertook some or all of their training online. In 2021, these questions were asked of those who transitioned to online learning during 2020 due to the COVID-19 pandemic. As a result of these changes, estimates on challenges faced with online learning in 2022 are not comparable with 2021.
- Questions were removed on whether training shifted to online learning during 2020 due to the COVID-19 pandemic, the support received to assist this transition and whether the COVID-19 pandemic delayed work placements and on-the-job training during 2020.
- Questions on country of birth, language other than English spoken at home, Indigenous status, disability status and prior education were removed from the longer questionnaire answered by Certificate II and above qualification completers. Demographic data were instead sourced from the national VET data collections for all students in 2022.

Australian Bureau of Statistics data

- 17 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), produced by the Hugo Centre for Population and Housing, the standard ABS-endorsed measure of remoteness. For more details of ARIA+ refer to <<https://www.adelaide.edu.au/hugo-centre/services/aria>>.
- 18 Occupation is defined by the Australian and New Zealand Classification of Occupations (ANZSCO), version 1.2 (2013). This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose (ABS cat.No.1220.0). Matching between the occupation of the apprenticeship or traineeship and the occupation of employment after training occurs at the ANZSCO sub-major group level.