Outcomes for VET students

Using integrated VET and Census of Population and Housing data
Presenters

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Contents

• What we did
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• How we did it
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• Looking ahead
• Questions
What we did

- Linked VET and Census data
- Analysed results
- Consulted with partners
- Analysed some more
- Produced outputs
- Published!
Why we did it

- Interest from stakeholders
- Research paper continued
- Expand partnerships
- Data gaps
- Longer term outcomes
- Maximise use of administrative and Census data
- Data integration capability
- Proof of concept
Linking VET and Census

- 2006 VET in Schools (NCVER) & 2011 Census of Population and Housing (ABS)
- Deterministic linking
- Common variables joined to make linkage keys
- Demographic and geographic
- 51% successfully linked
- Weighting
Analysis and consultation

- Proof of concept
- Consultation with key partner – NCVER
- VET in Schools
- Focus on student outcomes
- Study info from VET, outcomes info from Census
- National level outputs
- VET population vs whole population (Australian Census Longitudinal Dataset)
Key output

Outcomes from Vocational Education and Training in Schools, experimental estimates, Australia, 2006-2011

(catalogue no. 4260.0)

Male Aboriginal and Torres Strait Islander VET in Schools students stay in school longer

PROPORTION OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS\textsuperscript{(a)} WHO HAD COMPLETED YEAR 12 BY 2011

\begin{figure}
\centering
\includegraphics[width=\textwidth]{chart.png}
\caption{Proportion of Aboriginal and Torres Strait Islander students who had completed Year 12 by 2011.}
\end{figure}

\textsuperscript{(a)} Year 11 students in 2006

Source: 2006 VET in Schools and 2011 Census of Population and Housing integrated dataset
VET in Schools leads to better engagement outcomes

PROPORTION OF STUDENTS WHO DID NOT GO ONTO HIGHER EDUCATION\(^{(a)}\) THAT WERE FULLY ENGAGED IN 2011

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET in Schools students</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>All students</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

\(^{(a)}\) Year 11 students in 2006 who had not completed a Bachelor degree or above and were not studying at a tertiary institution during 2011

Source: 2006 VET in Schools and 2011 Census of Population and Housing integrated dataset
Better employment outcomes for males who studied trades

PROPORTION OF MALE STUDENTS (a) EMPLOYED FULL TIME IN 2011 BY FIELD OF STUDY (b) IN 2006

- Building
- Automotive engineering and technology
- Mechanical and industrial engineering and technology
- Office studies
- Food and hospitality

Source: 2006 VET in Schools and 2011 Census of Population and Housing integrated dataset

- Year 11 VET in Schools students in 2006
- Most frequent fields of study for males / females
Better employment outcomes for females who studied tourism

PROPORTION OF FEMALE STUDENTS (a) EMPLOYED FULL TIME IN 2011 BY FIELD OF STUDY (b) IN 2006

- Tourism
- Office studies
- Personal services
- Food and hospitality
- Sales and marketing

Source: 2006 VET in Schools and 2011 Census of Population and Housing integrated dataset
More than one in five VET in Schools students complete Certificate III or IV

PROPORTION OF STUDENTS\(^{(a)}\) WITH A QUALIFICATION\(^{(b)}\) OR STUDYING IN 2011

- Studying for first qualification
- Bachelor degree or above
- Advanced diploma/ diploma
- Certificate III/IV
- Certificate I/II

\(\text{VET in Schools students}\)

\(\square\) All students

\(a\) Year 11 students in 2006
\(b\) Qualifications completed by 2011

Source: 2006 VET in Schools and 2011 Census of Population and Housing integrated dataset
Only around one in twenty VET in Schools students go on to complete further study in a related field.

PROPORTION OF MALE STUDENTS\(^{(a)}\) WHO COMPLETED A HIGHER QUALIFICATION IN 2011 IN THE SAME FIELD, BY FIELD OF STUDY\(^{(b)}\) IN 2006

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>13.5%</td>
</tr>
<tr>
<td>Mechanical and Industrial Engineering and Technology</td>
<td>12.8%</td>
</tr>
<tr>
<td>Automotive Engineering and Technology</td>
<td>12.0%</td>
</tr>
<tr>
<td>Food and Hospitality</td>
<td>10.0%</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

\(^{(a)}\) Year 11 VET in Schools students in 2006
\(^{(b)}\) Most frequent fields of study for males

Source: 2006 VET in Schools and 2011 Census of Population and Housing integrated dataset
Only around one in twenty VET in Schools students go on to complete further study in a related field…

**PROPORTION OF FEMALE STUDENTS**

(a) **WHO COMPLETED A HIGHER QUALIFICATION IN 2011 IN THE SAME FIELD, BY FIELD OF STUDY**

(b) IN 2006

- **Personal Services**
- **Tourism**
- **Food and Hospitality**
- **Human Welfare Studies and Services**
- **Performing Arts**

Source: 2006 VET in Schools and 2011 Census of Population and Housing integrated dataset

**Notes:**

a) Year 11 VET in Schools students in 2006

b) Most frequent fields of study for females
Looking ahead

• Deeper analysis
• Improved data access
• Collaborative projects
• Characteristics analysis
• Improving quality
Questions
More information

See ABS publications:

4260.0 – Outcomes from Vocational Education and Training in Schools, experimental estimates, Australia, 2006-2011


4261.3 – Educational outcomes, experimental estimates, Queensland, 2011

4261.6 – Educational outcomes, experimental estimates, Tasmania, 2011
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