Australian Government

Jobs and Skills Australia

Pathways to economic mobility and improved equity

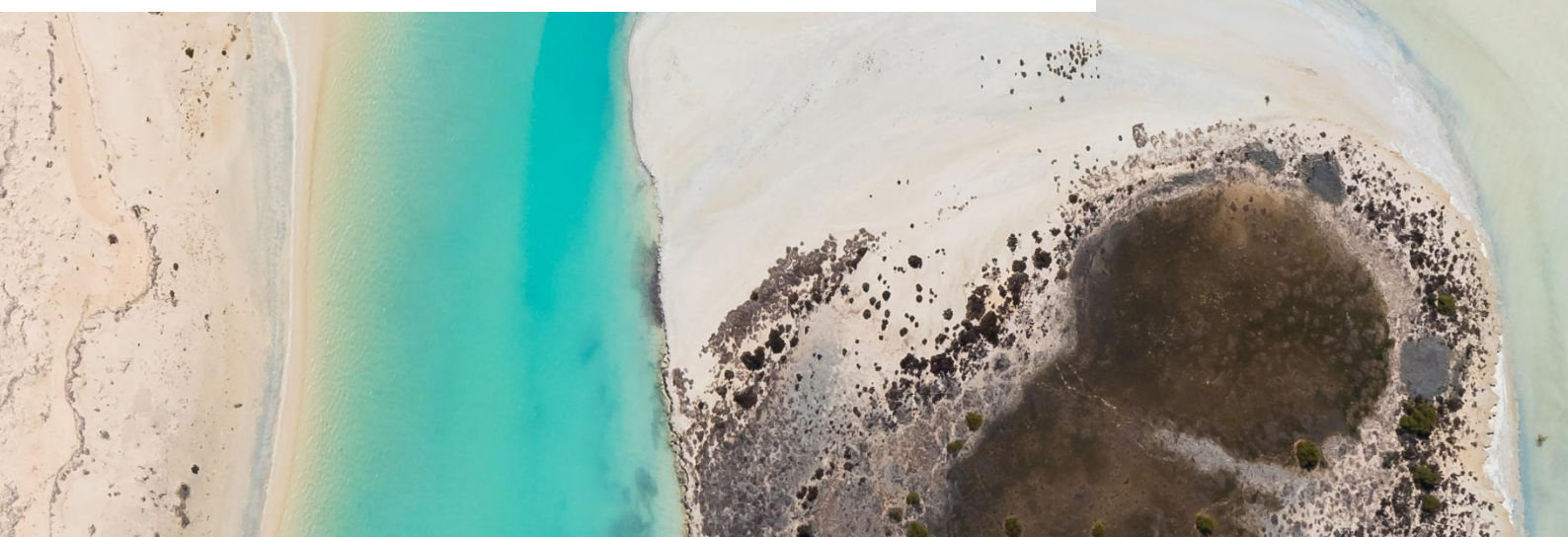
Unlocking enhanced VET analysis through the VET National Data Asset (VNDA)

December 2025

Contents

Acknowledgement of Country

Jobs and Skills Australia acknowledges the Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respects to Aboriginal and Torres Strait Islander cultures, and to Elders past and present.



Commissioner's Foreword

Australia's prosperity and resilience depend on our ability to nurture a skilled, adaptable, and inclusive workforce. As Commissioner of Jobs and Skills Australia, I am privileged to lead an organisation dedicated to providing robust, independent evidence and advice to government and stakeholders on the nation's current and future workforce needs.

This third annual VET National Data Asset (VNDA) report builds on the foundation of previous releases, further strengthening our understanding of how vocational education and training (VET) is shaping the lives of Australians. By linking VET records with national administrative data, VNDA enables us to track not only the outcomes for graduates – income, employment, reliance on welfare support, and further study – but also the progress we are making in closing gaps for priority cohorts: First Nations people, Culturally and Linguistically Diverse (CALD) communities, women, and people with disability.

The findings in this report are both encouraging and instructive. They show that VET continues to deliver positive outcomes for graduates, with improvements in income, employment rates, and reduced reliance on income support. Importantly, the data highlights progress in reducing disadvantage, though it also reminds us of the work still to be done to ensure equity and opportunity for all Australians.

As we look to the future, the challenges facing our workforce are significant. The rapid pace of technological change, the transition to a clean economy, and the evolving needs of industry demand a more connected and responsive skills system. We must rebalance our post-secondary education landscape, strengthening the links between VET and higher education, and ensuring that pathways are accessible, scalable, and aligned with the jobs of tomorrow.

I am particularly passionate about uplifting aspirations for vocational education and training, especially among young people, those in regional and disadvantaged communities, and individuals from low socio-economic backgrounds. Skills are the true currency of opportunity, and our collective success depends on ensuring that every Australian can access the education and training they need to thrive.

I invite policymakers, educators, employers, and community leaders to use the insights from this report to drive positive change. Together, we can build a fairer, more prosperous Australia, one where every individual has the opportunity to realise their potential.

Professor Barney Glover AO

Commissioner, Jobs and Skills Australia

Key Results at a Glance

The latest VNDA release provides national-level outcomes for students who completed a nationally recognised VET qualification in 2020-21. Key insights include:

- **VET continues to deliver strong outcomes for graduates**

  Graduates achieve higher income, improved employment, and reduced reliance on income support after completing VET.

- **Progress in closing equity gaps**

  Priority cohorts – including First Nations people, Culturally and Linguistically Diverse (CALD) communities, women, and people with disability – are seeing solid improvements compared to pre-training. However, gaps in income and employment outcomes for these groups remain and require continued focus.

- **VET supports lifelong learning**

  Nearly one in three graduates enrolled in further VET study within a year, highlighting the sector's role in ongoing skills development.

- **Evidence for policy and investment**

  By examining student outcomes across cohorts, fields of study and courses, VNDA provides robust statistical insights to inform national skills policy, targeted interventions, and future investment in Australia's workforce.

Graduate Outcomes at a Glance

Outcome	National	First Nations	CALD	Female	Disability
Median Income (post training)	$51,100	$46,800	$48,500	$43,600	$28,400
Median Income Uplift	$14,100	$15,700	$13,900	$12,800	$10,300
Employment Rate (post training)	88%	84%	82%	88%	73%
Employment Rate Uplift	+16 pts	+18 pts	+22 pts	+18 pts	+20 pts
Further VET Study	29%	34%	33%	29%	35%
Income Support Exit Rate	48%	36%	51%	43%	23%

Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: This report analyses outcomes for individuals that have completed a VET qualification. It does not include data on completion rates or outcomes for students that have partially completed a qualification. Income support exit rate is defined as the percentage of graduates not on income support as at June 2022 (one year after VET course completion), given they were on income support before course enrolment.

Executive Summary

Australia's prosperity and resilience depend on a workforce that is skilled, adaptable, and inclusive. Jobs and Skills Australia (JSA), as the nation's independent skills authority, is committed to providing robust, evidence-based advice to government and stakeholders on Australia's current and future workforce needs.

The VET National Data Asset (VNDA), developed by JSA in partnership with the Australian Bureau of Statistics, is a landmark initiative that enables us to understand the real-world outcomes of VET graduates at an unprecedented scale.

Drawing on linked records from over 418,000 domestic, non-school students who completed a nationally recognised VET qualification in 2020-21, this report provides a comprehensive picture of how VET is driving economic mobility and improving equity across Australia. VNDA links VET records with national administrative data, allowing us to track outcomes for graduates, including income, employment, reliance on welfare support, and further study, while also monitoring progress for priority cohorts: First Nations people, CALD communities, women, and people with disability.

This marks the third annual release of VNDA and builds upon the 2024 publication of 'Strong and Responsive VET Pathways 2019-20 graduate outcomes from the VET National Data Asset (VNDA)'. These annual releases are deepening our insights and building a longitudinal understanding of VET outcomes.

Key Findings

- **VET graduates experienced a median income uplift of $14,100** in the year following completion, with even higher gains for First Nations graduates.
- **Employment rates increased by 16 percentage points** post-training, with priority cohorts such as First Nations, CALD communities, women, and people with disability seeing post-training employment rate increases that were above the national average.
- **Nearly one in three graduates enrolled in further VET study** within a year, supporting lifelong learning and career progression.
- **Almost 1 in 2 graduates who previously relied on income support no longer need it** – demonstrating VET's critical role in fostering economic independence.

Progress and Remaining Gaps

While the data shows progress in closing gaps for priority cohorts, persistent disparities in income and employment remain. Targeted support measures and innovative delivery models are helping to bridge gaps in outcomes for First Nations people, CALD communities, women, and people with disability. However, these groups continue to experience lower median incomes and employment rates compared to the national average, highlighting the need for ongoing, focused policy responses to achieve true equity.

Comparison with Previous Cohort and COVID-19 Context

This year's VNDA results (2020-2021 cohort) show clear improvements compared to the previous cohort (2019-20). [1]

- Median income for VET graduates increased from $48,500 to $51,100
- Employment rates rose from 84% to 88%
- Income support exit rates increased from 39% to 48%.

These gains were observed across most priority cohorts.

It is important to interpret these improvements in the context of significant external factors. Outcomes for 2020-21 VET graduates are measured in 2021-22 – a period when Australia's economy was recovering from the initial COVID-19 shock. After nationwide lockdowns in early 2020, which brought much of the economy to a standstill, conditions shifted to gradual reopening and increased economic activity from late 2020 onward. Australia's labour market had recovered strongly, with the unemployment rate still well below its pre-COVID level and job vacancies well above pre-pandemic levels. This broader recovery contributed to improved outcomes for VET graduates.

Further, there have been methodological changes since the previous VNDA report. For example, pathways to higher-level study now refer to higher-level VET study only, with higher education data excluded from this release.[2]

As such, direct comparisons with previous years' releases should be made with caution, as both methodological changes and the unique impacts of the pandemic have influenced the scale and nature of graduates' outcomes.

What's New

This year's VNDA report introduces several important enhancements and new data insights:

- **Expanded cohort analysis:** For the first time, outcomes are reported for CALD graduates and by socio-economic status (SES), providing a broader lens on equity and diversity in VET outcomes.
- **Employment type:** The report includes new breakdowns by part-time and full-time employment, offering a more comprehensive view of graduate pathways and earnings.
- **Progression to further VET study:** The methodology now tracks progression to any other VET qualification, not just higher-level VET or higher education. This provides new insights into lifelong learning and career development within the VET sector.
- **Partial completers**: This report also presents high-level results for students who partially completed a VET qualification. These results help illustrate the transformative potential of VET, through improved outcomes with respect to employment, income and reduced reliance on income support, and highlight that partial completion should not be viewed as failure.

[1] All comparisons use nominal values from each year's data release and are not adjusted for inflation or methodological adjustments.

[2] Higher education enrolment data that aligns with the post-training period was not available in the ABS Datalab environment at the time of this report.

- **Data definitions and limitations:** The report continues to refine its approach to measuring outcomes, including inflation-adjusted income figures, clearer definitions of employment and income support exit rates, and expanded technical notes.

These improvements reflect JSA's commitment to continually strengthening the VNDA, ensuring that the data asset remains relevant, robust, and policy ready. The expanded scope and refined methodology provide policymakers, educators, and stakeholders with richer, more actionable evidence to guide investment and reform in Australia's skills system.

There is an inherent delay in VNDA reporting due to the nature of linked administrative data and the need for a full post-training observation window. Graduate outcomes rely on annual income and employment data that become available only once government datasets (such as tax return data, which are typically not available until 18-24 months after the end of a financial year) are complete and securely linked. JSA is actively exploring approaches to improve timeliness and reduce the reporting lag, while maintaining the integrity and quality of the data.

Median income

Data definitions and limitations:

Annual median income is defined using employee income earned in financial year 2020-21, declared to the ATO or Centrelink in 2021-22 financial year after completing a VET qualification in 2020-21. The median income in this chapter only includes employee income, and does not include self-employment (business) income, to be consistent with previous years of data. For this release, we have considered total median income, including employee and self-employment income (see Total median income section on page 12). Graduates without an income do not contribute to the median income or median income uplift calculation.

It is important to note that this definition captures income earned as an employee in any occupation, full time or part time. The accompanying technical report has additional information on the data definitions, including how the different student cohorts and training characteristics are defined.

Median income uplift is calculated as the median of the individual differences in income earned in the financial year prior to enrolment and the financial year after qualification completion (2021-22). To enable comparison, all income figures have been inflation adjusted to 2021-22.

Improved income after training

There was a median uplift in employee annual income across all cohorts at the national level. The median income uplift is only calculated for graduates who were employed both prior to enrolment and in the year following completion. Nationally, for the 2020-21 graduates cohort, the median income uplift was $14,100 (compared to $11,800 for the previous cohort) and the median annual employee income was $51,100 (compared to $48,500 for the previous cohort).[3]

Median incomes and income uplifts were examined for a range of different student characteristics, as detailed below. Outcomes varied considerably for different cohorts. The cohorts with the largest median uplift in income following VET completion were:

- Apprentices and trainees (median income uplift of $29,800)
- Graduate Diploma/Certificate completers (median income uplift of $25,100)
- Graduates under the age of 25
  - Median income uplift of $23,100, for those aged under 20 years
  - Median income uplift of $25,700, for those aged 20-24 years.

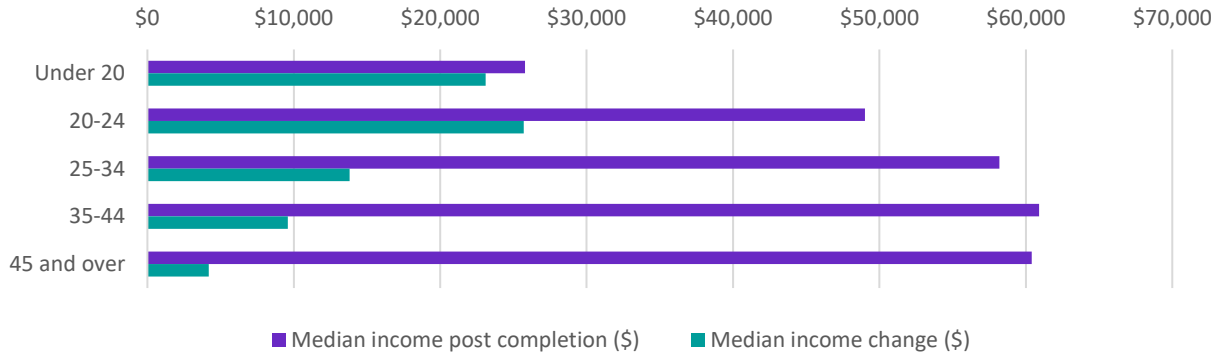
[3] The previous cohort relates to the 2024 VNDA report *Strong and Responsive VET pathways: 2019-20 graduate outcomes from the VET National Data Asset*, which analysed median income for those graduates in 2020-21.

Median income by age group

Figure 1.1 shows that graduates in the younger age groups had the largest median uplift in income after completion, with graduates aged 20-24 obtaining the highest median income uplift of $25,700. The significant change in post-training income from under 20 to 20-24 age groups likely corresponds to a movement away from part-time and casual employment.

Older age groups had higher incomes post completion, with age groups 25-34, 35-44 and 45 and over having median incomes of $58,200, $60,900 and $60,400 respectively. However, graduates aged 20-24 are not far behind, reporting a median income of $49,000.

Figure 1.1: Median income for 2020-21 VET graduates, by age group

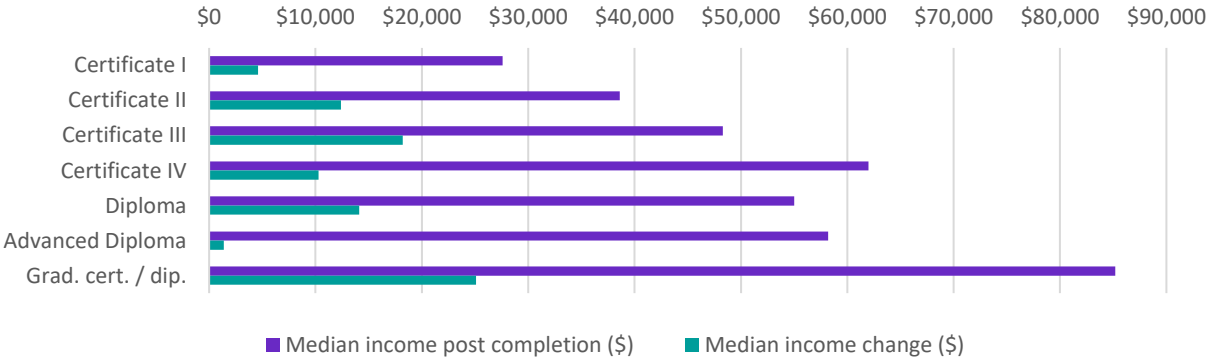


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Median income by AQF level and qualifications results[4]

Figure 1.2 shows that higher Australian Qualifications Framework (AQF) levels are generally associated with higher median incomes, Graduate Diploma/Certificate completers have the highest median income at $85,200. The exception to this trend is Certificate IV graduates, who have a higher median income than Diploma and Advanced Diploma graduates. This may be partly explained by the higher median age of this cohort (35 years compared to 32 years for Diploma graduates). Qualification results indicate courses with the highest income uplift are in Engineering and Related Technologies fields all at a Certificate III AQF level.

Figure 1.2: Median income for 2020-21 VET graduates, by AQF level



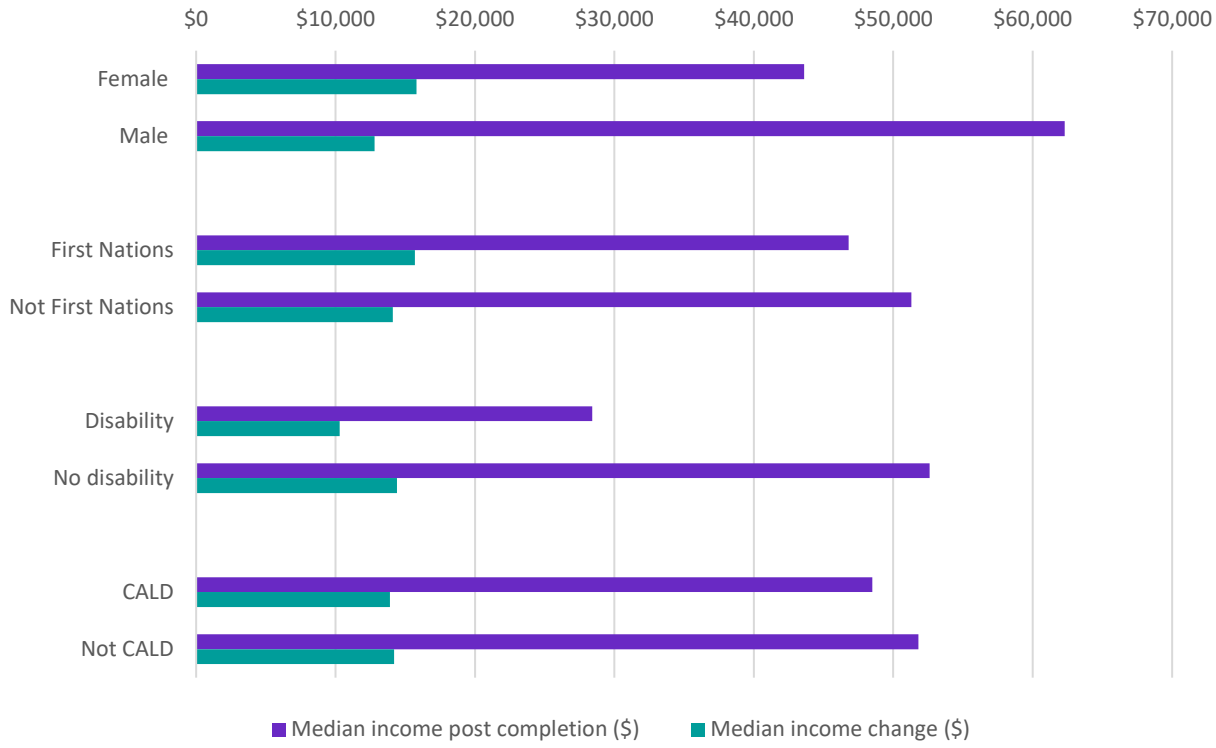
Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

[4] VNDA data includes students completing Graduate Certificates and Diplomas that are delivered by a TAFE or Private RTO only. Courses delivered by a university are excluded from this analysis.

Median income for priority cohorts

Figure 1.3 shows the median income and income uplift for priority cohorts (i.e. females, First Nations, CALD graduates and graduates with disability). All priority cohorts received an uplift in their income following completion. Males (49% of total graduates) had a higher median income uplift than females (51% of total graduates) ($15,800 and $12,800 respectively) and a higher median income after completion ($62,300 compared to $43,600)[5]. This result may in part be due to the difference in the number of hours worked by males and females, as reflected in labour force statistics.

Figure 1.3: Median income for 2020-21 VET graduates, by priority cohort



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

First Nations graduates (4% of total graduates) had a higher median uplift in income than non-Indigenous graduates ($15,700 and $14,100 respectively), thus helping to reduce the gap between First Nations and non-Indigenous median incomes. The median income of First Nations graduates was $46,800 after completion, approximately 9 per cent lower than non-Indigenous graduates ($51,300).

This income disparity may in part be explained by the higher proportion of First Nations graduates in lower AQF qualifications, which are associated with lower incomes post completion.

Graduates with disability also had an income uplift ($10,300). However, it was approximately 28% lower than graduates without disability ($14,400). The median income of graduates with disability was also substantially lower than graduates without disability ($28,400 and $52,600 respectively).

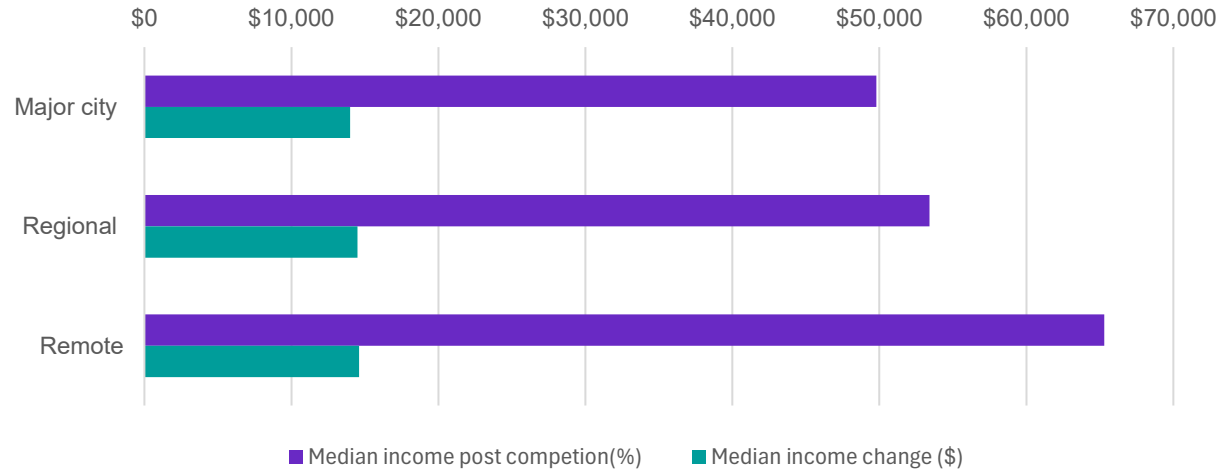
[5] Note: graduates who do not identify as male or female are not reported in the gender category due to very small numbers, however, are included in all other statistics.

CALD graduates had an income uplift of $13,900 and earned a median income of $48,500 which is lower than non-CALD graduates ($14,200 and $51,800 respectively).

Median income by location

Figure 1.4 shows the difference in median income by graduates' residential location. Regional and remote graduates had a higher median income uplift than graduates in major cities ($14,500 and $14,600 respectively, compared to $14,000 for graduates in major cities). Regional and remote graduates also had higher median incomes after completion than graduates in major cities ($53,400 and $65,300 respectively, compared to $49,800 for graduates in major cities). Differences in median incomes likely reflect both the mix of qualifications completed and regional labour market conditions.

Figure 1.4: Median income for 2020-21 VET graduates, by location



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Median income by socio-economic status

Median income uplift is similar across different levels of socio-economic disadvantage, with the most disadvantaged experiencing a lower uplift at $13,700, compared to the national average at $14,100. However, Figure 1.5 shows that median income increases more significantly as socio-economic disadvantage decreases, from $46,000 for the most disadvantaged to $54,100 for the least disadvantaged.

Figure 1.5: Median income for 2020-21 VET graduates, by socio-economic status

Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: Socio-economic status has been measured by the Index of Relative Socio-Economic Disadvantage (IRSD) at the quintile level, where 1 has the most disadvantage and 5 has the least disadvantage.

Median income by select student characteristics

Prior employment

The median income of graduates who were employed prior to enrolling in their VET qualification, was more than double that of graduates who only gained employment after completion ($57,100 and $28,100 respectively). The strong impact of prior employment on median income is important to consider when examining outcomes by course level. Some qualifications, particularly at the lower AQF levels, have high rates of graduates with no prior employment and, as such, tend to have lower median incomes post completion.

Apprentices and trainees

As figure 1.6 shows, the median uplift in income for apprentices and trainees is more than double the median uplift for non-apprentices and trainees ($29,800 and $11,300 respectively). The median income of apprentices and trainees is also higher than non-apprentices and trainees ($58,900 and $48,700 respectively). This disparity may be linked to the substantially longer duration of apprenticeships and traineeships, which had a median completion time of 790 days compared to 249 days for non-apprenticeships. It is also important to note that not all qualifications are available through both pathways.

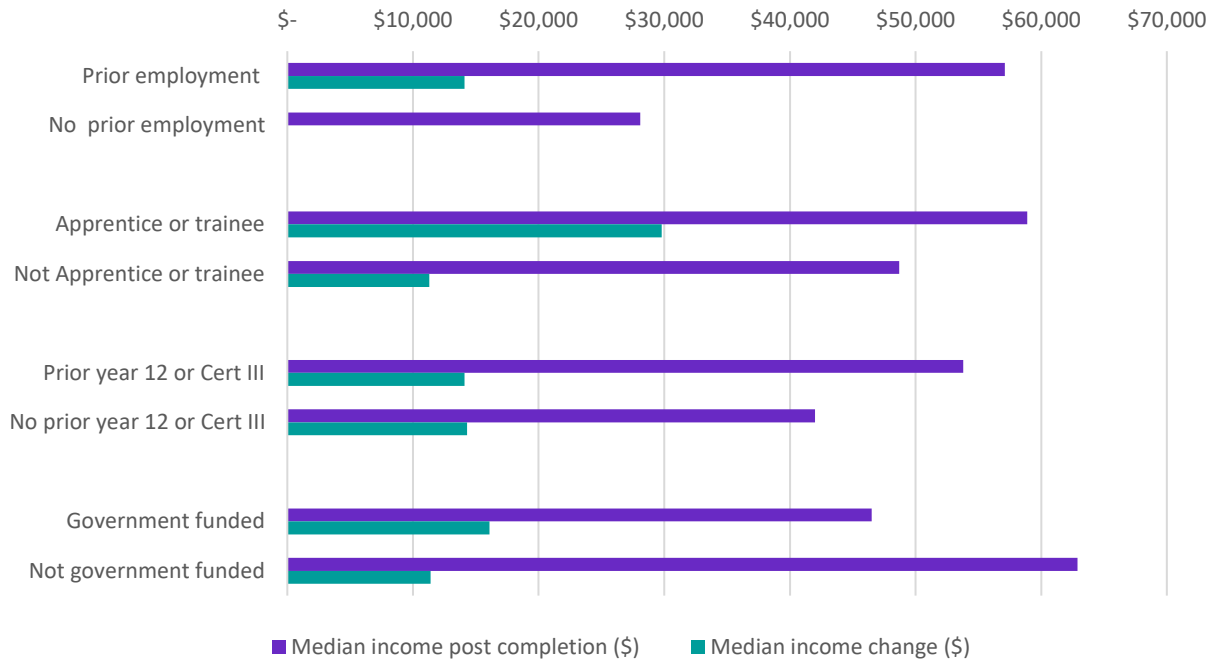
Prior year 12 or a Certificate III

Graduates who had not completed year 12 or a Certificate III[6] or higher qualification previously, had a similar median income uplift ($14,300) than graduates who had these qualifications ($14,100). Graduates who had completed year 12 or a Certificate III or higher qualification had a higher median income of $53,800 than those who had not ($42,000).

Funding source

62% of graduates completed a qualification with government funding. The median income uplift of $16,100 for government funded courses was higher than non-government funded courses at $11,400. However, the median income was higher for non-government funded courses $62,900 compared to $46,500.

Figure 1.6: Median income for 2020-21 VET graduates, by select student characteristics



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: Apprentice/trainee status is allocated to students who were enrolled as an apprentice or trainee for any subject as part of a program. Otherwise, the student is categorised as a 'Not apprentice/trainee'.

The 'not employed prior' group doesn't have 'median income change' data because there is no prior income to compare change to. Only individuals with an income both prior to enrolment and post completion contribute to the 'median income change' calculation.

[6] A Certificate III is generally considered to be the equivalent of Year 12 in terms of complexity and skill level.

Total median income

Total median income includes both employee income and business income, gained from self-employment. Data shows that both nationally and for all priority cohorts, business income constitutes a very small proportion of a VET graduate's total medium income. This finding indicates that employee income alone has provided a reasonable measure of the overall economic outcomes associated with VET qualification completion.

Nationally the total median income ($51,300) and uplift ($14,400) is slightly higher than median income ($51,100) and uplift ($14,100). A similar data trend of total median income being slightly than median income and income uplift is seen across First Nations graduates, female graduates, people with disabilities and CALD graduates:

- First Nations graduates attained a total median income uplift of $15,900 and earned a total median income of $47,100.
- Female graduates attained a total median income uplift of $13,100 and earned a total median income of $43,900.
- Graduates with disability attained a total median income uplift of $10,800 and earned a total median income of $29,100.
- CALD graduates attained a total median income uplift of $14,000 and earned a total median income of $48,400.

VET graduates who were 35-44 years old had the highest total median income of $60,500. Younger graduates, aged 20-24, received the highest total median income uplift of $26,000, followed by graduates under 20 with an uplift of $23,500.

Total median income by full-time employment

Nationwide, VET graduates who were employed full-time prior to their study, received a $12,600 uplift following VET completion and earned a total median income of $65,700.

First Nations graduates in a full-time employment had a median income of $62,000 and an uplift of $14,400 after their VET study. On completion of their VET qualification, graduates with disability had an uplift of $11,100, resulting in a total median income of $50,600. While Female graduates who worked full-time had a relatively high median income of $62,900, median income uplift was lower at $9,900. CALD graduates had an income uplift of $11,300 and earned a median income of $63,400.

Mature VET graduates aged 45 and over who were employed full-time earned the highest total median income of $79,000, followed by the group of 35-44 years old, with the total median income of $78,000. While graduates under 20 and aged 20-24 had a lower full-time median income compared to older students ($41,000 and $57,200 respectively), they received much higher median income uplift of $33,600 and $29,300 on the completion of VET study.

Employment outcomes

Data definitions and limitations:

'Employment rate post completion' is defined as the percentage of domestic VET graduates who earned any employee income in financial year 2021-22 after completing a VET qualification in 2020-21.

It is important to note that this definition captures employment in any occupation, full-time or part-time and does not include self-employment or unpaid work. The employment is not necessarily in an occupation associated with the skills acquired from the completed VET qualification.

This analysis also presents the employment rates in the financial year prior to enrolment. This allows for an observation of the change in employment rate prior to study and following completion.

For the purpose of this report, the terms 'employed' and 'not employed' refer specifically to whether a student did or did not earn any employee income in the financial year in question.

Part-time employment refers to less than 35 hours per week and full-time employment refers to 35 hours or more per week in all jobs.

Improved employment rates after training

The uplift in employment rates post-training was 16 percentage points nationally (compared to 15 percentage points for the 2019-20 cohort) to 88% (compared to 84% for the 2019-20 cohort) in the year following qualification completion.

The groups with the largest uplift in employment rates following VET completion generally were those with lower employment prior to enrolment, such as:

- those who were not employed in the year prior to enrolment (uplift of 71 percentage points)
- those aged under 20 (uplift of 42 percentage points)
- those who had not completed year 12 or a Certificate III or higher qualification (uplift of 23 percentage points).

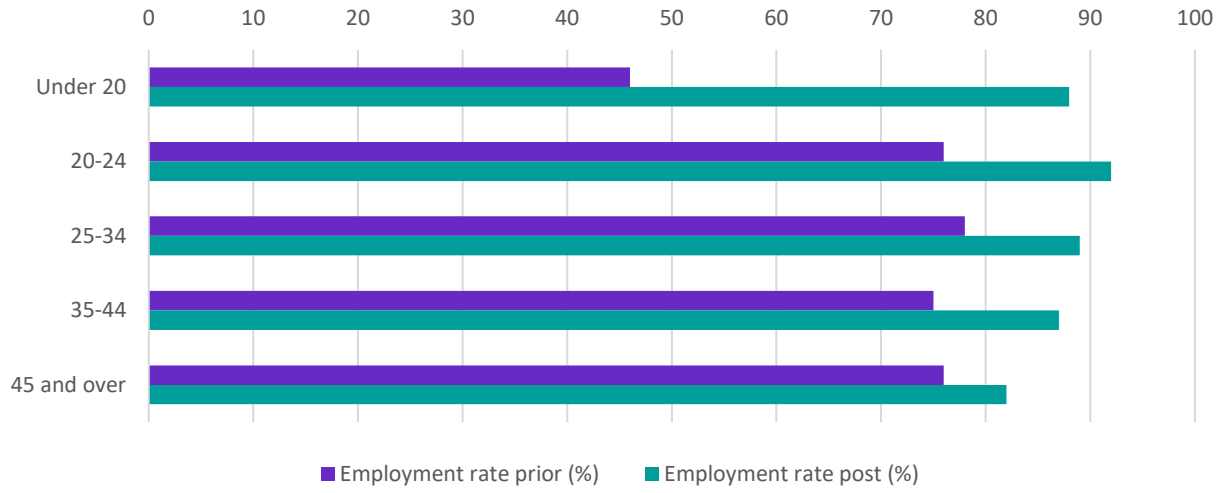
Employment rate by age group

Figure 2.1 shows how employment rates vary according to age group. The largest uplift in employment rates were for graduates aged under 20 with an uplift in their employment rate of 42 percentage points to 88% in the year following completion. While positive, this outcome is somewhat expected for young graduates who are entering their first jobs.

The employment rate peaks in the 20-24 age group, with 92% of graduates employed in the year following completion, an increase of 16 percentage points compared to the year prior to enrolment. The high rate of employment in this age group may also be driven by the high percentage of apprentices and trainees in this age group (35% compared to 16% overall). As

figure 2.6 shows, apprentices and trainees have an employment rate 10 percentage points higher than non-apprentices and trainees.

Figure 2.1: Employment rate for 2020-21 VET graduates, by age group

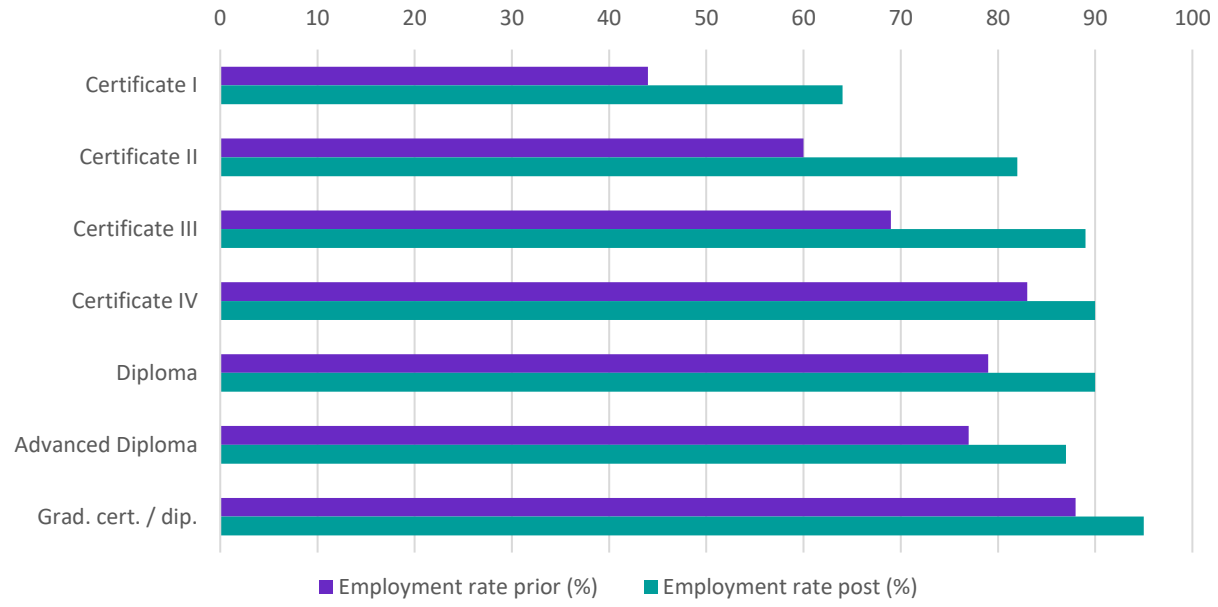


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Employment rate by AQF level

Figure 2.2 shows that higher AQF levels are generally associated with higher rates of employment, with Graduate Diploma and Graduate Certificate completers having the highest employment rate after graduation (95%). Certificate I, II and III graduates all had substantial uplifts in employment rate (between 20 and 22 percentage points). Advanced Diploma graduates were below the trend with a post completion employment rate of 87%.

Figure 2.2: Employment rate for 2020-21 VET graduates, by AQF level



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Employment rate for priority cohorts

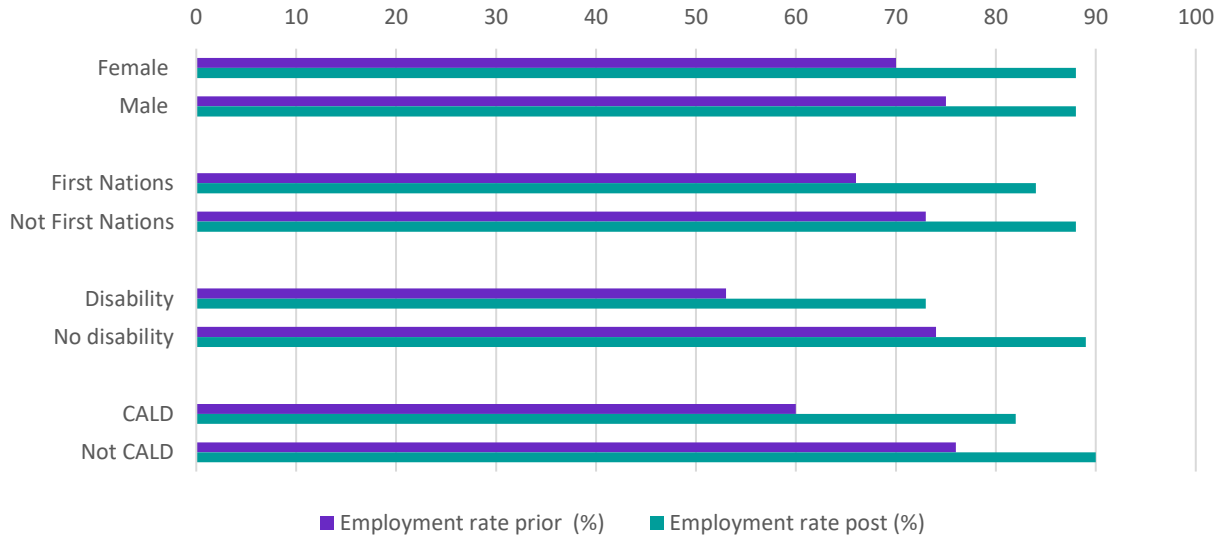
Figure 2.3 shows the employment figures for priority cohorts. The employment rate of females was 5 percentage points lower than males prior to enrolment (70% compared to 75%) but this gap closed to 0 percentage points following completion to 88% for both men and women, with an uplift in female employment rate of 18 percentage points.

The employment rate of First Nations graduates was 7 percentage points lower than non-Indigenous graduates prior to enrolment (66% compared to 73%), and this gap reduced to 4 percentage points following completion (84% vs 88%), with an uplift in employment rate of 18 percentage points.

Graduates with disability had an employment rate 21 percentage points lower than graduates without disability in the year prior to enrolment (53% compared to 74%). Following completion, graduates with disability improved their employment rate by 20 percentage points to 73%. The gap in employment rates between graduates with and without disability reduced to 16 percentage points (73% compared to 89%) after course completion.

CALD graduates had an employment rate lower than non-CALD graduates in the year prior to enrolment (60% compared to 76%). Following completion CALD graduates improved their employment rate by 22 percentage points to 82% compared to non-CALD graduates with 14 percentage points to 90%.

Figure 2.3: Employment rate for 2020-21 VET graduates, by priority cohort



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Employment rate by location

Figure 2.4 shows the employment rate by graduates' location. Graduates in major cities had the largest uplift in employment rate (16 percentage points, compared to 14 percentage points for regional graduates and 9 percentage points for remote graduates). However, graduates in regional and remote areas had higher rates of employment post completion (90% and 90% respectively, compared to 87% for graduates in major cities). These differences reflect the varying roles VET plays across Australia and how it aligns with local labour markets.

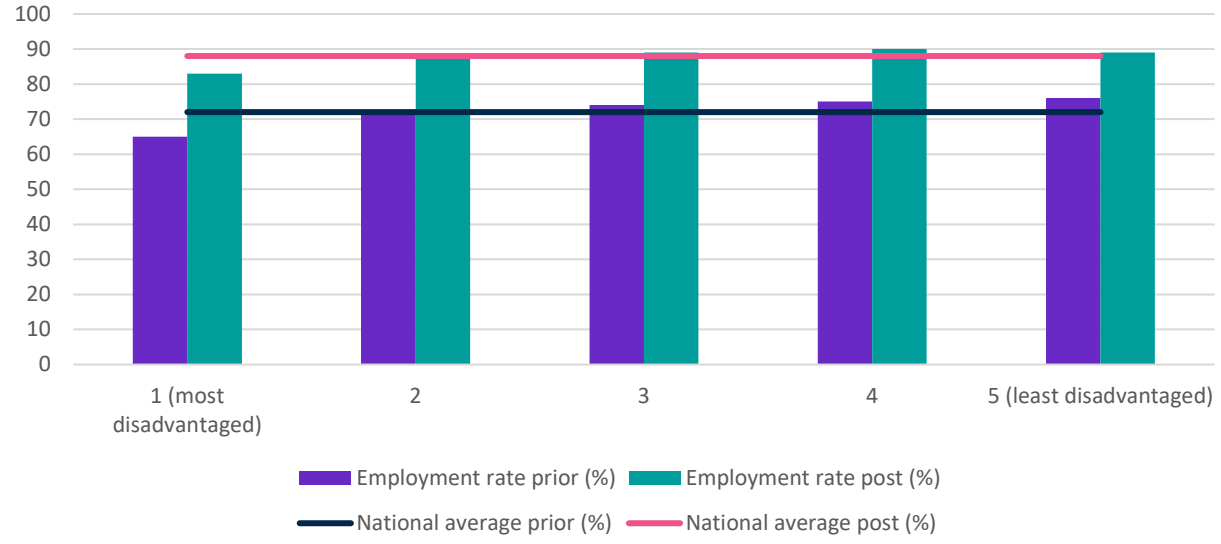
Figure 2.4: Employment rate for 2020-21 VET graduates, by location

Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Employment rate by socio-economic status

The most disadvantaged graduates had a lower employment rate prior to enrolment, which steadily increases as disadvantage declines (from 76% to 65%). The employment rate after training is lower for the most disadvantaged at 83%, behind the national average of 88%. Potentially reflecting the low employment rate prior to training, employment uplift increases as disadvantage increases (from least disadvantaged at 13% to most disadvantaged at 18%).

Figure 2.5: Change in employment rate after training for 2020-21 VET graduates, by socio-economic status



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: Socio-economic status has been measured by the Index of Relative Socio-Economic Disadvantage (IRSD) at the quintile level, where 1 has the most disadvantage and 5 has the least disadvantage.

Employment rate by select student characteristics

Prior employment

One quarter of the 2020-21 graduates (previously 31% for 2019-20 graduates) were not employed prior to enrolment. Figure 2.6 shows that following qualification completion, 71% of these graduates were employed. This figure also demonstrates that 3% of graduates who were employed prior to enrolment were not in employment in the year following completion. This may be due to graduates moving into further study or out of the workforce for child rearing or other responsibilities.

Apprentices and trainees

Apprentices and trainees had the highest rate of employment after completion than all other cohorts examined, with a 96% employment rate. In comparison, graduates who were not apprentices or trainees had a post completion employment rate of 86%.

Prior year 12 or a Certificate III

Graduates who had completed year 12, or a Certificate III or higher qualification prior to enrolment, had an employment rate increase of 12 percentage points, with 89% employed after completion. In comparison, graduates without these qualifications had a larger employment rate increase of 23 percentage points, with 83% employed after completion, showing that VET study helps to drive beneficial outcomes for this group.

Funding source

Graduates in government funded courses were less likely to be employed before enrolment than those in non-government courses, however, government (87%) and non-government (88%) funded courses had similar employment rates after training.

Figure 2.6: Employment rate for 2020-21 VET graduates, by select student characteristics

Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: Apprentice/trainee status is allocated to students who were enrolled as an apprentice or trainee for any subject as part of a program. Otherwise, the student is categorised as a 'Not apprentice/trainee.'

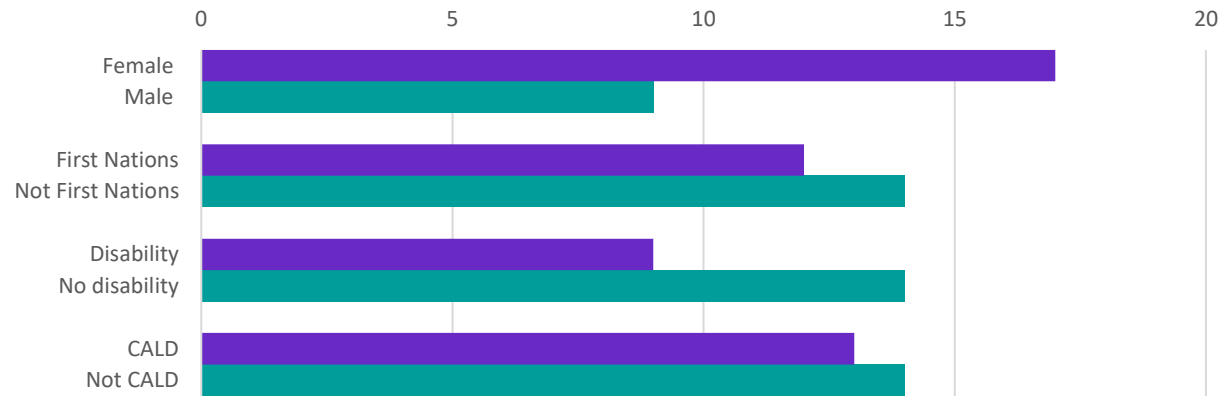
Employment rate by part-time and full-time employment

Overall, prior to training 27% of students were employed part-time and 48% employed full-time. After training, the proportion employed part-time was unchanged at 27%, with 63% of students employed full-time. It is important to note that these percentages reflect the total movement of students pre and post-training, including those that obtained employment post-training and those moving between part-time and full-time work.

Transition from part-time employment to full-time employment after training

At a national level, the transition rate from student employed part-time prior to enrolment to employed full-time after training is 13%. Higher rates of transition from part-time to full-time employment after training were observed among graduates aged 20-24 (24%), apprentices (20%) and those employed prior to enrolment (18%). Female graduates had a significantly higher transition rate than male graduates (17% compared to 9%). First Nation graduates had a similar rate of transition to non-First Nations graduates (12% compared to 14%). Graduates with disability had a lower transition rate than graduates without disability (9% compared to 14%). CALD graduates had a similar transition rate to non-CALD graduates (13% compared to 14%).

Figure 2.7: Employment rate for 2020-21 VET graduates, by transition rate from part-time employment prior to enrolment to full-time employment after training



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

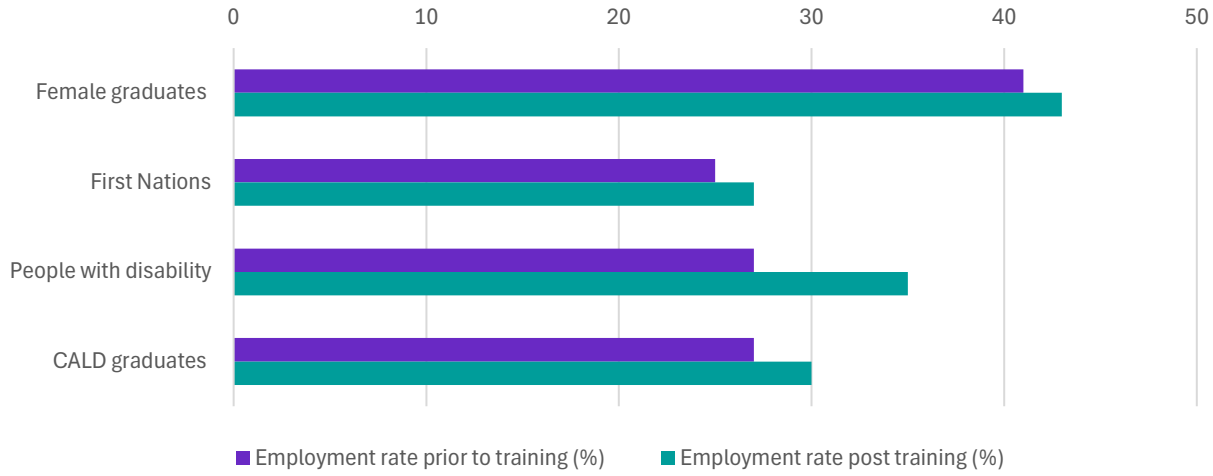
Part-time and full-time employment by priority groups[7]

- 43% of women are employed part-time after training, up 2% prior to training, compared to 11% of men down 2% prior to training. Both men and women have higher rates of full-time employment prior and post training (men 65% prior, 80% after training and women 31% prior, 47% after training).
- 27% of First Nations and non-First Nations are employed part-time after training, for First Nations that's 2% higher than prior to training and the same rates for non-First Nations. Both First Nations and non-First Nations have higher rates of full-time employment prior and post training (First Nations 42% prior, 58% post and non-First Nations 48% prior, 63% post).

[7] The employment rates referenced are based on total employment, including both employee and business employment.

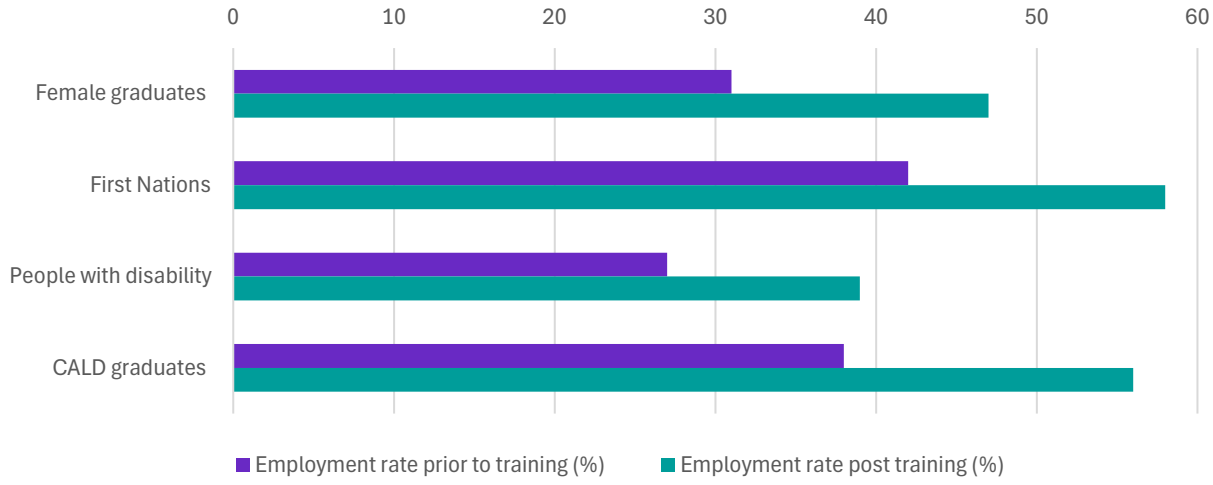
- 35% of people with disabilities are employed part-time after training, up 8% prior to training, compared to 27% of people with no disability no change prior to training. Both people with and without disability have higher rates of full-time employment post training (39% for people with disability and 65% for people with no disability).
- 30% of CALD graduates are employed part-time after training up 3% prior to training, compared non-CALD graduates at 26%. Both people CALD and non-CALD graduates have higher rates of full-time employment post training (56% for CALD graduates, an uplift of 18 percentage points and 65% an uplift of 14 percentage points for non-CALD graduates).

Figure 2.8: Employment rate for 2020-21 VET graduates, by part-time employment



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Figure 2.9: Employment rate for 2020-21 VET graduates, by full-time employment



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Occupational employment outcomes

The data demonstrates the top five qualifications by student enrolments share several common features that contribute to their broad appeal and relevance (see table below). These qualifications are aligned with areas of sustained or growing workforce demand and provide practical, job-ready skills through competency-based training. They offer accessible entry points into the labour market, flexible delivery and relatively low barriers to entry. Each qualification also supports a wide range of employment outcomes, connecting between approximately 30 to 80 occupations. The national recognition under the Australian Qualification Framework further enhances their value as pathways to employment, further training or career advancement across multiple industries.

Table: Occupations for top 5 qualifications by number of completions in 2020-21

Course name	1. Occupation title (% share)	2. Occupation title, (% share)	3. Occupation title, (% share)	4. Occupation title, (% share)	5. Occupation title, (% share)
Certificate III in Individual Support	Aged or Disabled Carer, (29)	Community Worker, (9)	Not stated, (7)	Disabilities Services Officer, (6)	Personal Care Assistant, (5)
Certificate III in Business	Not stated, (11)	General Clerk, (10)	Sales Assistant (General), (5)	Program or Project Administrator, (5)	Office Manager, (4)
Certificate IV in Training and Assessment	Secondary School Teacher, (10)	Not stated, (8)	Vocational Education Teacher, (7)	Training and Development Professional, (3)	Corporate General Manager, (2)
Certificate III in Early Childhood Education and Care	Child Care Worker, (60)	Not stated, (6)	Primary School Teacher, (3)	Sales Assistant (General), (2)	General Clerk, (2)
Certificate II in Security Operations	Security Officer, (20)	Not stated, (13)	Storeperson, (3)	Crowd Controller, (2)	Commercial Cleaner, (2)

Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: Occupation outcomes in VNDA are derived from ATO Personal Income Tax Returns. Occupations that were not defined within Personal Income Tax Return based on the Australian and New Zealand Standard Classification of Occupations (ANZSCO) have been categorised as ‘not stated’ in this release. This occupational analysis reflects the actual employment destinations of graduates, which may differ from the roles the qualifications are designed to prepare students for.

Further VET study outcomes

Data definitions and limitations:

Further study in 'another' or 'any' VET course is defined as the percentage of students who enrolled in another AQF VET qualification. Further higher-level VET study is defined as the percentage of students who enrolled in a higher-level AQF VET qualification and is included in the 'another VET course' statistics. Both measures refer to enrolment in FY 2020-21 or 2021-22. The breakdown is reflected as another course, which included the percentage of progression to higher-level study.

Further study only captures enrolment in, and not completion of, the additional study. The metrics capture enrolments in nationally recognised, AQF level qualifications only.

There are changes to the pathways to higher-level study data. Higher education data is not included in this report. The rate of VET graduates pursuing higher-level VET and another VET qualification are included in this report.

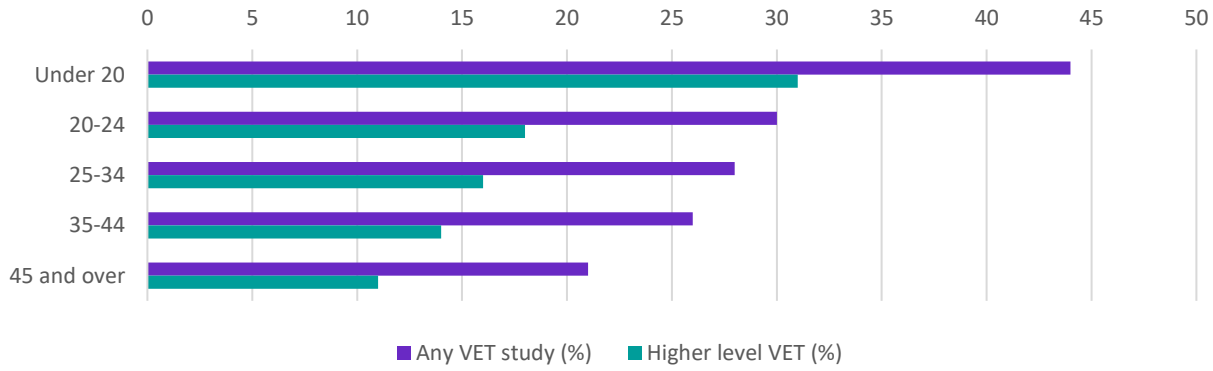
Further VET study

For some people, completion of a VET qualification serves as an intermediary step from which they continue their learning journey, either to pursue higher-level education or enrol in another VET course. Nationally, 29% of VET graduates enrolled in another VET qualification the year after completion, which included 17% progression to a higher-level VET qualification.

Further VET study by age group

Figure 3.1 shows further study rates by age group. The youngest cohort (under 20 years) had the highest rate of progression to further VET study (with 44% enrolling), which included higher-level VET study (with 31% enrolling) after completion. Rates of further study decline as the age of the cohort increases, down to 21% for any other VET study, including 11% for higher-level VET study, for graduates aged 45 and older.

Figure 3.1: 2020-21 VET graduates, further study (%) by age group and study type

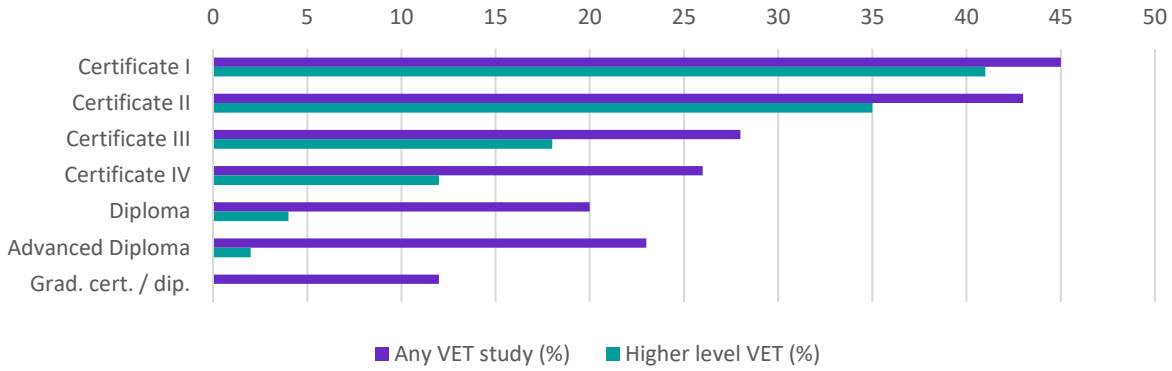


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Further VET study by AQF level

Figure 3.2 shows that higher AQF levels (Certificate IV to Graduate Diploma Certificate) are generally associated with lower rates of any other VET study than lower AQF levels (Certificates I to III). The percentage of VET graduates' pursuing another VET course peaks at the Certificate I level at 45%, which included 41% progression to higher-level VET study. The lowest rates are at Graduate Diploma Certificate level with 12% of student progressing to another VET course.

Figure 3.2: 2020-21 VET graduates, further study (%) by AQF level and study type

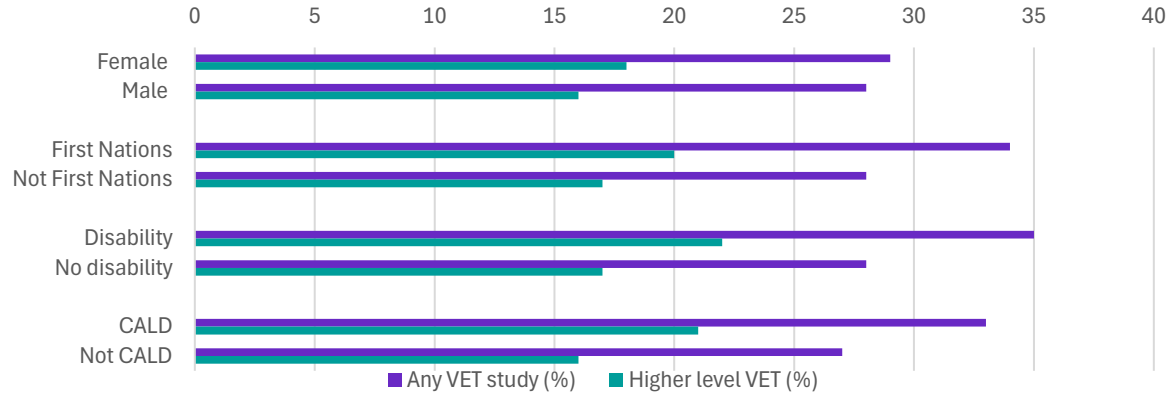


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Further VET study for priority cohorts

Figure 3.3 presents the rates of further study in key cohorts. This shows that females were slightly more likely than males to progress to both another VET course and higher-level VET study. 29% of female graduates progressed to another VET course, which included 18% pursuing a higher-level VET qualification. 28% of male graduates progressed to another VET course, which included 16% pursuing a higher-level VET qualification.

Figure 3.3: 2020-21 VET graduates, further study (%) by priority cohort and study type



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

First Nations graduates were more likely than non-First Nations graduates to enrol in another VET course at 34%, which included 20% progression to a higher-level VET qualification. 28% of non-First Nations graduates progressed to another course, which included 17% progression to a higher-level VET qualification.

A similar pattern was observed for graduates with disability, where 35% enrolled in another VET course, which included 22% progression to a higher-level qualification. 28% of people without disability enrolled in another VET course, which included 17% progression to a higher-level qualification.

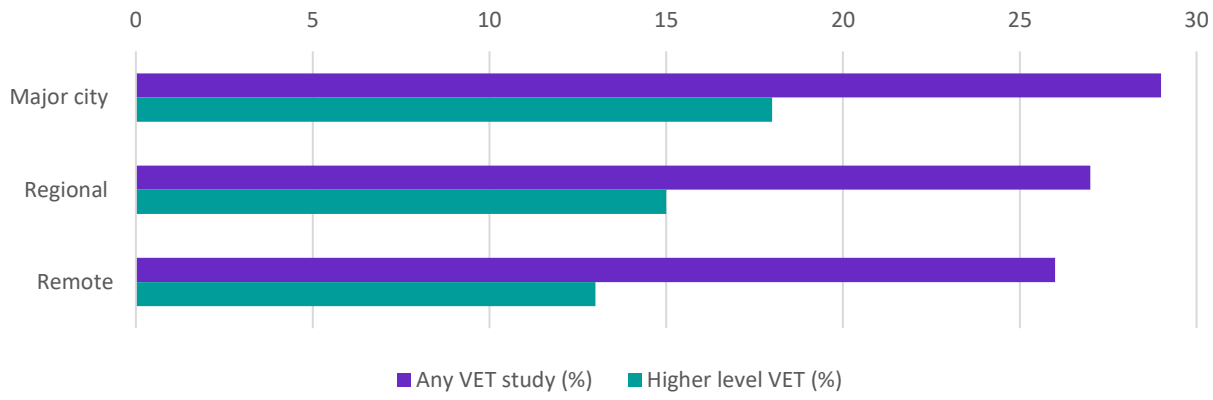
CALD graduates had a higher rate of pursuing further VET study, 33% enrolled in another VET course, which included 21% progression to a higher-level VET qualification.

Further VET study by location

Figure 3.4 shows that graduates in major cities are more likely to enrol in further VET study both any other course and a higher-level course than graduates living regionally and remotely.

- 29% of graduates in major cities enrolled in another VET course, which included 18% progression to a higher-level VET qualification.
- 27% graduate of graduates in regional areas enrolled in another VET course, which included 15% progression to a higher-level VET qualification.
- 26% of graduates in remote areas enrolled in another VET course, which included 13% progression to a higher-level VET qualification.

Figure 3.4: 2020-21 VET graduates, further study (%) by location and study type

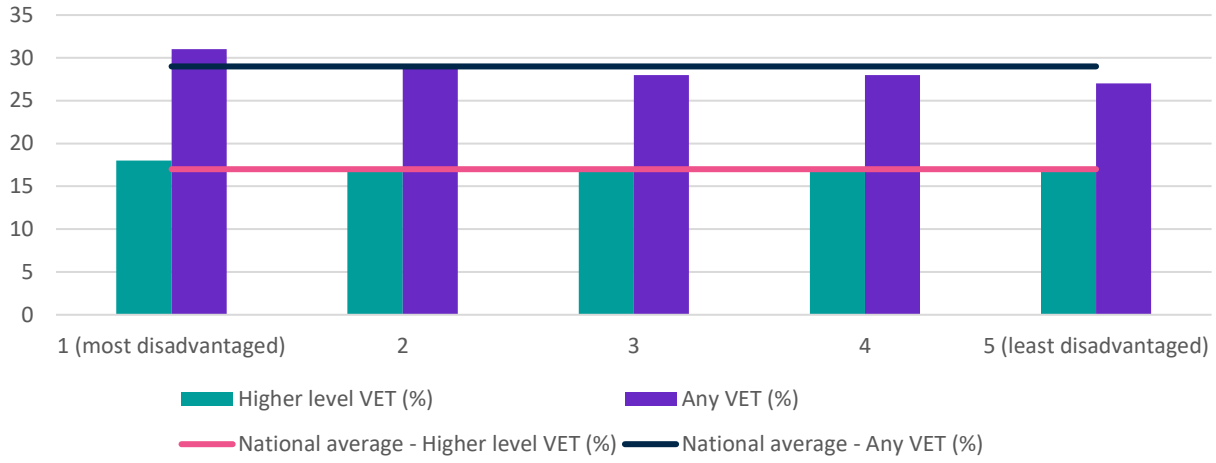


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Further VET study by socio-economic status

Progression to either higher-level or any other VET study has minimal change to the national average on socio-economic measures. The progression to higher-level VET study is consistent with the national average across socio-economic areas. There is slight decrease in progression to another VET course from 31% for the most disadvantaged to 27% for the least disadvantaged. Figure 3.5 shows the progression to further VET study by socio-economic measures.

Figure 3.5: 2020-21 VET graduates, further study (%) by socio-economic status



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: Socio-economic status has been measured by the Index of Relative Socio-Economic Disadvantage (IRSD) at the quintile level, where 1 has the most disadvantage and 5 has the least disadvantage.

Further VET study by select student characteristics

Prior employment

Figure 3.6 shows that graduates who were not employed prior to commencing their VET qualification had a much higher rate of further VET study following completion, with 38% pursuing another VET course, which included 24% progression to a higher-level qualification. Graduates who were employed prior had lower rates with 26% pursuing another VET course which included 15% progression to a higher-level VET qualification. This is likely a reflection of the low rates of prior employment in the lower AQF levels, which are often used as pathways into higher-level VET.

Apprentices and trainees

Apprentices and trainees had some of the lowest rates of further study with 23% pursuing another VET course, which included 14% progression to a higher-level qualification, which may be linked to the high levels of employment experienced by this group (refer to figure 2.6). Graduates who were not apprentices or trainees had a higher rate of further VET study at 30% pursuing another VET course, which included 18% progression to a higher-level qualification.

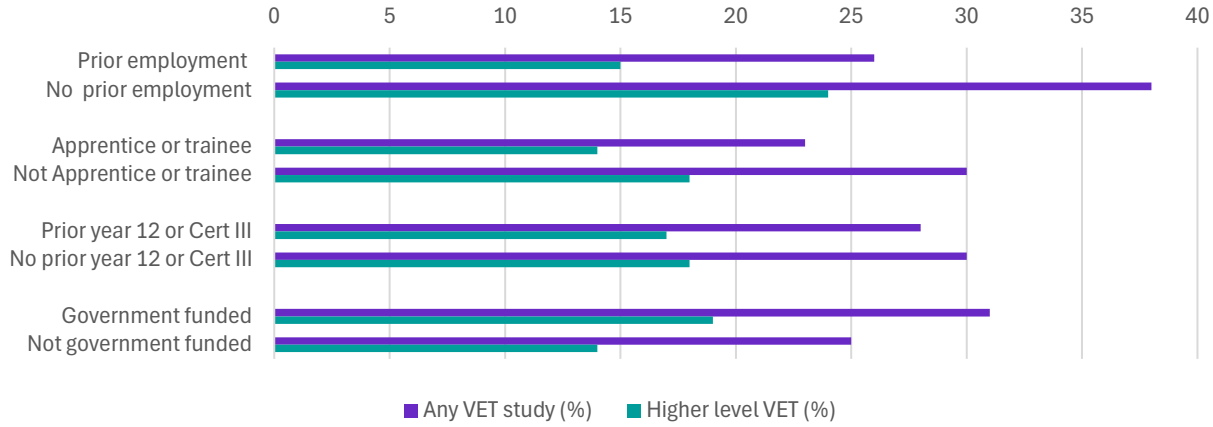
Prior year 12 or a Certificate III

Graduates who had completed year 12, or a Certificate III or higher qualification prior to enrolment had slightly lower rates of enrolment in further VET study, with 28% pursuing another VET course, which included 17% progression to a higher-level qualification. Graduates who had not completed year 12, or a Certificate III or higher qualification prior to enrolment had slightly higher rates of enrolment in further VET study with 30% pursuing another VET course, which included 18% progression to a higher-level qualification.

Funding source

Graduates who had government funded course graduates had higher rates of enrolment in further VET study after training with 31% pursuing another VET course, which included 19% progression to a high-level qualification. Non-government funded course graduates funded courses graduates had lower rates with 25% pursuing another VET course, which included 14% progression to a high-level qualification.

Figure 3.6: 2020-21 VET graduates, further study (%) by select student characteristics and study type



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: Apprentice/trainee status is allocated to students who were enrolled as an apprentice or trainee for any subject as part of a program. Otherwise, the student is categorised as a 'Not apprentice/trainee.'

Income support outcomes

Data definitions and limitations:

The ‘income support exit rate’ is defined as the percentage of graduates not on income support as at June 2022 (one year after VET course completion), given they were on income support before course enrolment.

The income support payments used in this analysis are generally income tested and would be expected to reduce with the skills gained in a qualification. For instance, payments such as the JobSeeker and Youth Allowance have been included, while others such as the Age Pension have been excluded. Study-related payments such as Austudy and Abstudy have also been excluded as the completion of study would lead to the ending of such payments, irrespective of any positive student outcomes. For a full list of the income support payments included, see the accompanying technical report.

The income support exit rate measures the percentage of students transitioning out of income support services, reflecting progress towards financial independence. The income support exit rate is also distinct from the change in employment (Section 2 of this report), as many people are both employed and on income support.

Reduced reliance on income support

The national income support exit rate for VET graduates was 48% (compared to 39% for the 2019-20 cohort) - that is, 48% of students who were on income support prior to their study were no longer on income support a year after completion.

Higher income support exit rates were observed among:

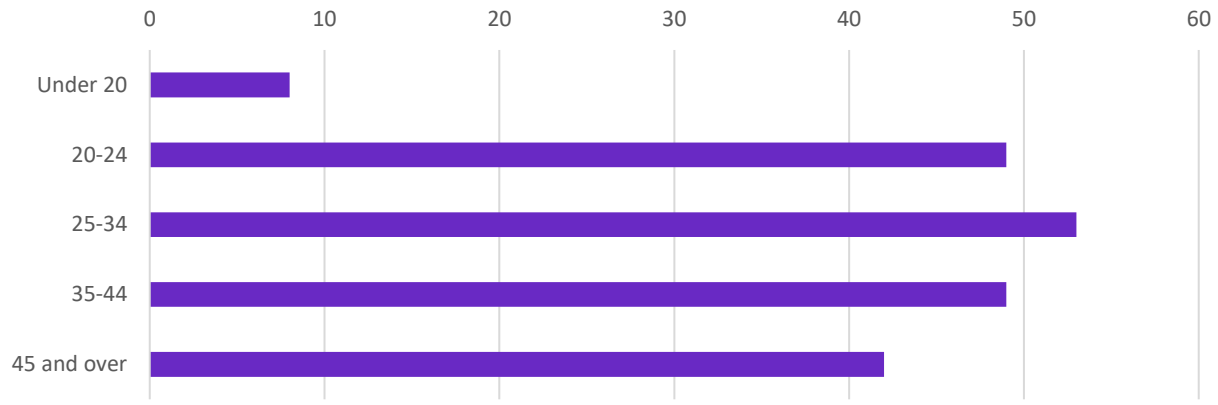
- people that completed a Graduate Certificate/Diploma (74%)
- people that were employed prior to study (60%) and
- apprentices/trainees (66%).

Income support exit rates are generally lower for disadvantaged cohorts, however, different eligibility requirements for income support may impact differently on some of these cases.

Income support exit rate by age group

Figure 4.1 shows the income support exit rate for different age groups. The income support exit rate is highest for people aged between 25 and 34, at (53%). Compared to the other age groups, students under 20 had by far the lower income support exit rate (8%).

Figure 4.1: 2020-21 VET graduates, income support exit rate (%), by age group

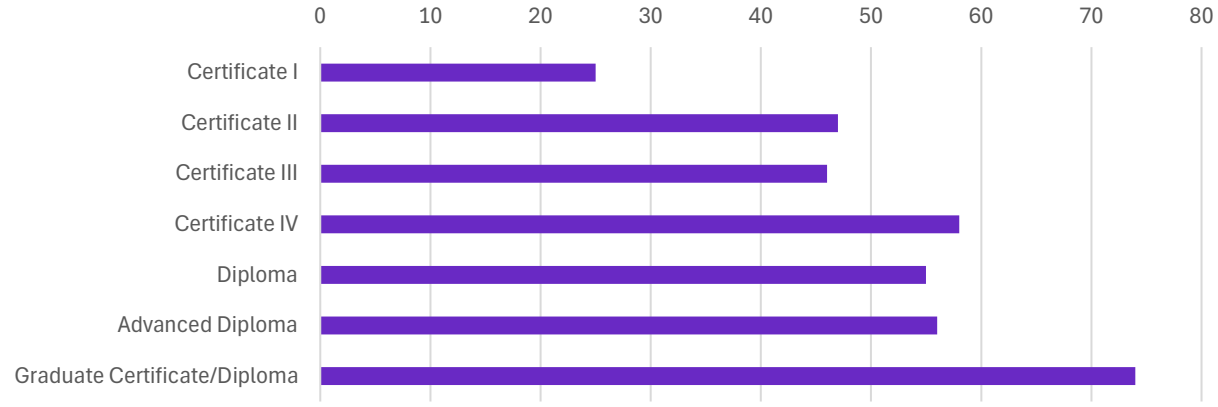


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Income support exit rate by AQF level

Figure 4.2 shows how the income support exit rate generally increases with the level of qualification. The lowest income support exit rate is observed for Certificate I (25%) and the highest for Graduate Certificate/Diploma (74%).

Figure 4.2: 2020-21 VET graduates, income support exit rate (%), by AQF



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

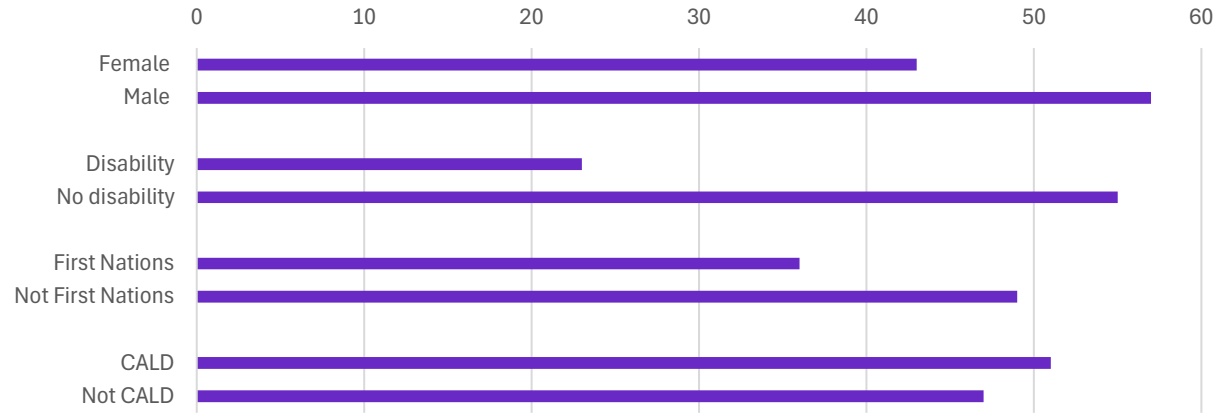
Income support exit rate for priority cohorts

The income support exit rates for priority cohorts, shown in figure 4.3, highlight that income support exit rates are lower than the national average for female graduates, First Nations and graduates with disability. The rates were:

- 43% for female graduates compared to 57% for male graduates
- 23% for graduates with disability compared to 55% for graduates without disability
- 36% for First Nations graduates compared to 49% for non-First Nations graduates

CALD graduates had an income support exit rate higher than the national average of 51% compared to 47% for non-CALD graduates.

Figure 4.3: 2020-21 VET graduates, income support exit rate (%), by priority cohort

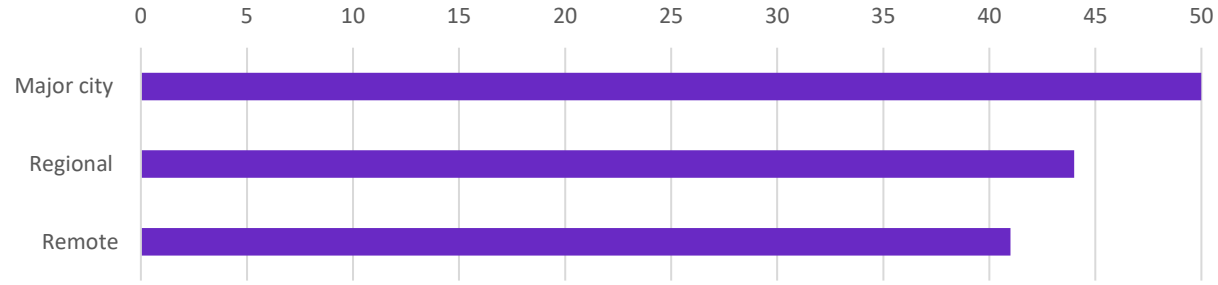


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Income support exit rate by location

Figure 4.4 shows the difference in income support exit rates by location. The rate is 50% in major cities and 44% regional areas but is slightly lower in remote areas at 41%.

Figure 4.4: 2020-21 VET graduates, income support exit rate (%), by location

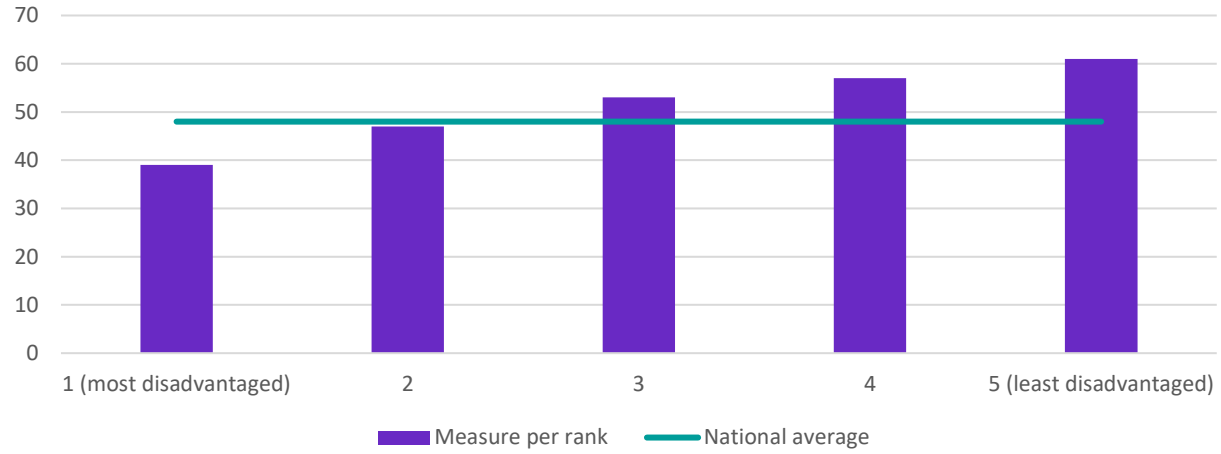


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Income support exit rate by socio-economic status

The income support exit rate was significantly lower for the most disadvantaged students, with 39% compared to 61% for the least disadvantaged cohort. This reflects the median income findings, with the most disadvantaged cohort earning less than the other cohorts. This suggests that the underlying socioeconomic background of a student's location can have a significant impact on VET student outcomes. Figure 4.5 shows income support exit rate decreases as socio-economic disadvantage increases.

Figure 4.5: 2020-21 VET graduates, income support (%) by socio-economic status



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: Socio-economic status has been measured by the Index of Relative Socio-Economic Disadvantage (IRSD) at the quintile level, where 1 has the most disadvantage and 5 has the least disadvantage.

Income support exit rate by select student characteristics

Prior employment

Those who were employed prior to study had an income support exit rate of 60%, which is higher than for those who were not employed prior to study (32%).

Apprentices and trainees

Figure 4.6 shows the income support exit rate across select student characteristics. Apprentices/trainees had a very high exit rate, at 66%.

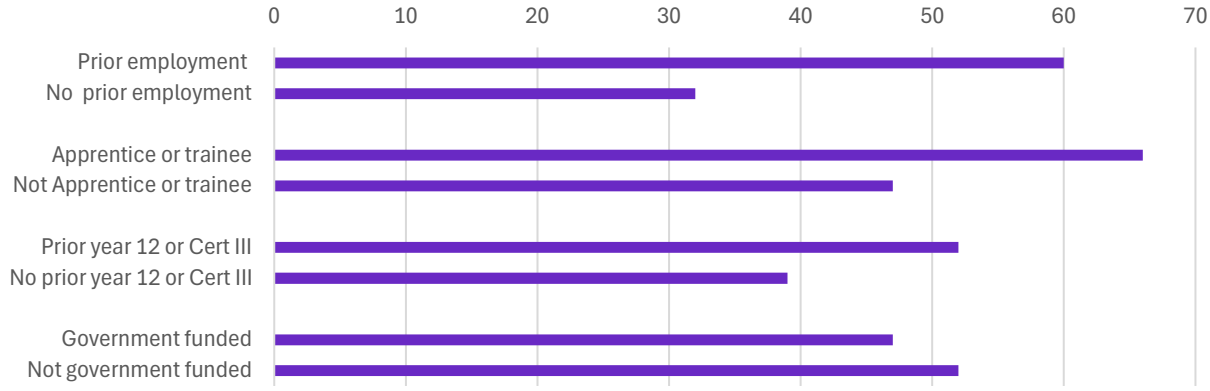
Prior year 12 or a Certificate III

Graduates who had a prior year 12 or Certificate III level of education or above, had a higher income support exit rate than those without this prior education 52% compared to 39%).

Funding source

Graduates who had government funded courses had a similar income support exit rate to those non-government funded 47% compared to 52%.

Figure 4.6: 2020-21 VET graduates, income support exit rate (%), by select student characteristics



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Note: Apprentice/trainee status is allocated to students who were enrolled as an apprentice or trainee for any subject as part of a program. Otherwise, the student is categorised as a 'Not apprentice/trainee.'

Partial VET completion

Preliminary partial VET completion data

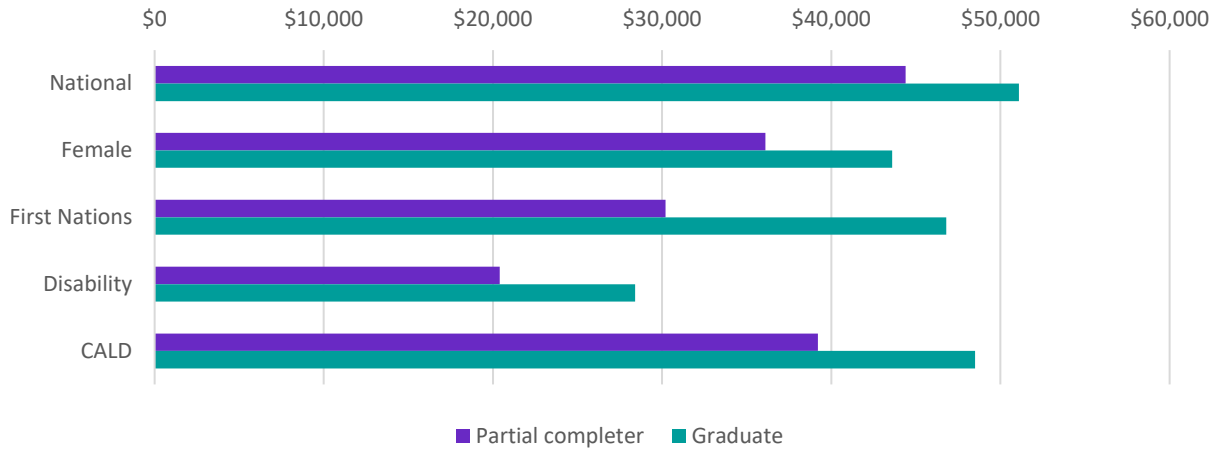
Students with partial completion have been defined as students with enrolment records between 2015-16 to 2018-19 and an absence of a completion record. There must be at least two consecutive years of no enrolments. Outcomes calculation is one financial year after the last subject enrolment.[8]

Understanding outcomes for students who partially complete a VET qualification provides a more holistic view of the benefits students gain from engaging with the VET sector. Partial completion can reflect a range of individual and structural factors. Research shows that students discontinue training for a range of reasons, from personal circumstances, such as financial pressures or ill health, to other factors like starting a new job or pursuing alternative training.[9] For many, partial completion provides the skills and competencies needed for their chosen career, reducing the perceived value of completing the full qualification.

Median income

VET partial completers attained a median income uplift of $7,000, earning a post-training median employee income of $44,400. This compares to a median income uplift of $14,100 and a post-training median income of $51,100 for graduates who completed a full VET qualification.

Figure 5.1: Median income for partial VET completers compared with VET graduates

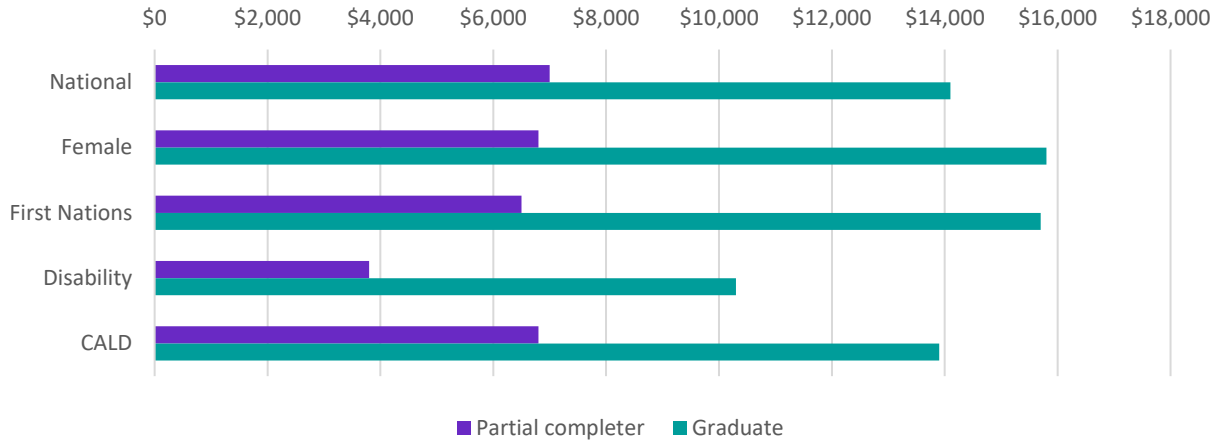


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

[8] This section contains preliminary data on partial VET completion outcomes that has not been included in the VNDA dashboard or in the data download associated with this report. The full analysis and data on the outcomes of partial completers, including more granular data, will be published in 2026.

[9] A Qualitative Study of TAFE Students Exit from TAFE Programs, 2008, C. Buchanan, Survey Services Centre, Policy and Planning, RMIT University. VET student outcomes 2024, NCVER Statistical report.

Figure 5.2: Median income change for partial VET completers compared with VET graduates

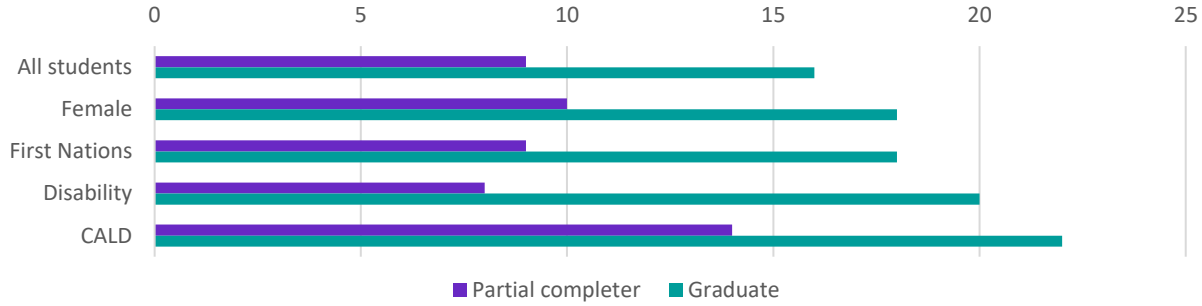


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Employment outcomes

VET partial completers had a 74% employment rate after study, a 9-percentage point increase from prior to training. This compared with an 88% post-training employment rate and 16-percentage point increase observed among full qualification graduates.

Figure 5.3: Change in employment rate (% points) for partial VET completers compared with VET graduates

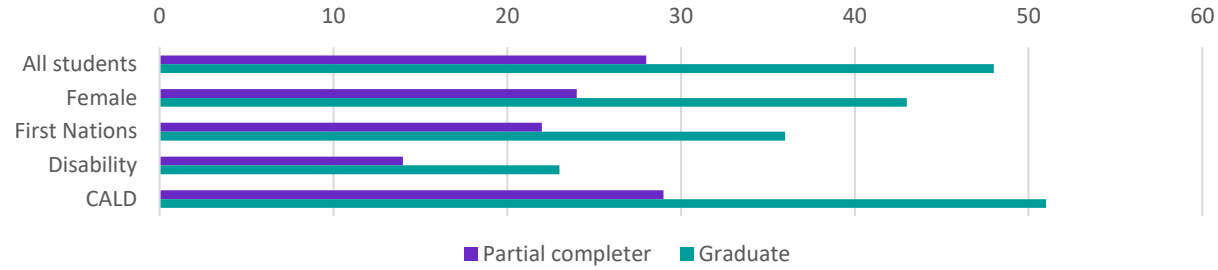


Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

Income support outcomes

Among partial completers who received income support prior to study, 28% exited income support following training. Full qualification graduates had an income support exit rate of 48%.

Figure 5.4: Income support exit rate (%) for partial VET completers compared with VET graduates



Source: Person Level Integrated Data Asset (PLIDA), 2002 – 2023, VET National Data Asset, ABS DataLab. Findings based on use of PLIDA data.

This data highlights two key conclusions:

1. Partial completers experience smaller improvements in their outcomes compared to full qualification graduates. Interventions to improve student retention to improve completion rates are therefore likely to have a significant impact on overall student outcomes.

2. Partial completers still demonstrate positive income and employment outcomes. The contribution of partial VET completion should be recognised where assessing benefits of VET sector engagement, and partial completion should not be viewed as failure.

When interpreting student outcome results, it is important to note that VET partial completion students were typically studying for around half the duration (148 days) of those who completed a full qualification (296 days).

Conclusion

This VNDA report highlights the positive economic and employment gains for VET graduates, including among First Nations students, females and students with disability. First Nations students had a median income uplift of $15,700, higher than the national uplift of $14,100. Female graduates experienced a notable rise in employment rates with an 18 percentage point increase, compared to 16 percentage points nationally. The VET system also reduces graduates' reliance on income support, with 48% of students who were on income support prior to their study were no longer on income support one year after completion.

The report also underscores the importance of VET in creating pathways to higher-level training, with 41% of graduates in Certificate I progressing to higher-level VET. Females, First Nations and graduates with disability all had higher rates of progression to higher-level VET study than the national total (18%, 20% and 22%, compared to 17% nationally).

While the descriptive statistics offer useful insights, JSA is advancing analyses within VNDA, including rigorous modelling, to better understand the relationships and the impact of students' demographic characteristics on their outcomes. Furthermore, JSA is continuously working to enhance VNDA's methodology and explore deeper insights into other key dimensions of Australia's job market, such as occupation, industry profiles, and employment type to maximise the potential of VNDA.

Further information

This report focused on the outcomes of graduates at the national level, with analysis by a range of different student attributes.

For graduate outcomes by qualification, field of education and by state and territory, please refer to the interactive dashboard or downloadable excel tables available on the JSA website.

Technical details, including the methodology, data sources, data definitions and limitations are available in the technical report, also available on the JSA website.

JSA welcomes both feedback on this report and direct engagement to help shape both the modelling work that underpins the VNDA data asset and the focus of future analysis. Please get in touch at VNDA@jobsandskills.gov.au.

Disclaimer

The results of these studies are based, in part, on data supplied to the ABS under the Taxation Administration Act 1953, A New Tax System (Australian Business Number) Act 1999, Australian Border Force Act 2015, Social Security (Administration) Act 1999, A New Tax System (Family Assistance) (Administration) Act 1999, Paid Parental Leave Act 2010 and/or the Student Assistance Act 1973. Such data may only be used for the purpose of administering the Census and Statistics Act 1905 or performance of functions of the ABS as set out in section 6 of the Australian Bureau of Statistics Act 1975. No individual information collected under the Census and Statistics Act 1905 is provided back to custodians for administrative or regulatory purposes. Any discussion of data limitations or weaknesses is in the context of using the data for statistical purposes and is not related to the ability of the data to support the Australian Taxation Office, Australian Business Register, Department of Social Services and/or Department of Home Affairs' core operational requirements.

Legislative requirements to ensure privacy and secrecy of these data have been followed. For access to PLIDA and/or BLADE data under Section 16A of the ABS Act 1975 or enabled by section 15 of the Census and Statistics (Information Release and Access) Determination 2018, source data are de-identified and so data about specific individuals has not been viewed in conducting this analysis. In accordance with the Census and Statistics Act 1905, results have been treated where necessary to ensure that they are not likely to enable identification of a particular person or organisation.