



LONGITUDINAL STUDY OF  
**Student Outcomes**  
AGED CARE AND COMMERCIAL COOKERY  
WAVE 1 REPORT

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CAPABLE PEOPLE MAKE CLEVER BUSINESS  
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# 1.0 Introduction

This report provides information on the methodology and topline results of Wave 1 of the Longitudinal Study of Student Outcomes conducted by Wallis on behalf of SkillsIQ.

The survey gauges the satisfaction of students studying Aged Care and Commercial Cookery with regard to their training courses as well as the related vocational outcomes.

The survey was launched on 27 August 2018 and closed on 30 November 2018.

A multi-modal survey was employed, offering clients the chance to complete their survey either online or via a computer-assisted telephone interview (CATI). This multi-modal approach provided participants with a high degree of flexibility in the way in which they were able to respond to the survey.

The survey had a total response rate of 64%, with 863 students recruited and invited to the survey, and 550 of these completing the survey. This was a very healthy response rate. Of these 550 completed surveys, 344 were from Aged Care students and 206 were from Commercial Cookery students.

## 1.1 Objectives

The key objective of the survey was to produce statistically robust data to measure the vocational outcomes and satisfaction of students who were enrolled, or who had recently completed Certificates, in Aged Care or Commercial Cookery. As the first wave of a longitudinal study, specific importance was placed on establishing benchmark data to support the tracking of student experiences and outcomes in subsequent waves.

Some of the key questions that were posed enquired about:

- The degree to which students were satisfied with their course
- The degree to which students would recommend their course
- The vocational status of students, and whether they remain and/or intend to stay in the industry to which their course relates.

This document aims to provide an account of the fieldwork, a detailed outline of the methodology employed, and a topline summary of the results.

- The main reason or objective for students commencing their course
- Whether students felt that they were on track to achieving that objective

## 2.0 Overview of survey methodology

### 2.1 Overview of methodology

A multi-modal survey was employed, offering participants the chance to complete their survey either online or with a CATI interviewer. This multi-modal approach provided participants with a high degree of flexibility in the way in which they were able to respond to the survey.

The basic approach was to email students who had registered their interest a letter of invitation, which included a web link to the survey. Invitees who had registered their interest were also telephoned by the CATI team who either reminded them to complete their online survey or offered to help them complete their survey over the phone, either then and there, or at a scheduled time of their choosing.

Wave 1 of the survey was launched on 27 August 2018 and concluded on 30 November 2018.

### 2.2 Recruitment

The survey covered two key populations:



#### Aged Care students

This included individuals who were or had recently been enrolled in *Certificate III in Aged Care* or *Individual Support (Ageing)* i.e. current students and recent graduates



#### Commercial Cookery students

This included individuals who were or had recently been enrolled in *Certificate III in Commercial Cookery* i.e. current students and recent graduates

The recruitment process was as follows:

SkillsIQ and/or Wallis contacted Registered Training Organisations (henceforth referred to as RTOs) across Australia that offer the relevant courses, as listed above.

These included a mixture of public and private RTOs. The RTOs were initially sent a primary letter of approach or email informing them about the projects. Telephone follow-up was then conducted with these RTOs to see if they were interested in having their students participate. RTOs that were willing to participate invited their eligible students to go to an online form (hosted by Wallis) to sign up for the study.

Those students who registered their interest via the online form were subsequently invited to participate in the study.

In all, 863 students were invited to participate in the study. This included 507 Aged Care students and 356 Commercial Cookery students.

### 2.3 Survey instrument design

The survey instrument (i.e. the questionnaire) was designed by SkillsIQ with input from Wallis. The survey was designed to work equally well as an online survey or as a CATI survey.

The median duration for a completed survey was 12 minutes.

## 2.4 Survey materials

A primary approach email (PAE) was sent by Wallis to all invited students, providing them with a link to complete their survey. Reminder emails and SMS communications were sent to those students who had not completed (or not opted out of) the survey. A list of the reminder activity can be seen in the table below:

**Table 1:** Field activity listed chronologically

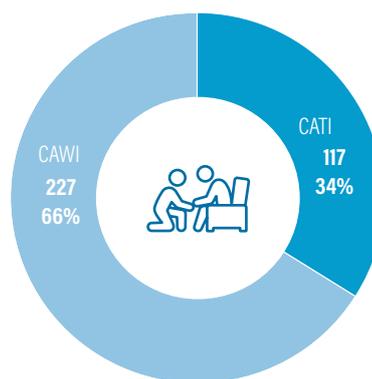
Field Activity (Sent)	Date
PAE	27/08/2018
Email Reminder 1	3/09/2018
SMS reminder	7/09/2018
CATI briefing/commencement	12/09/2018
Email Reminder 2	20/09/2018
SMS reminder 2	26/09/2018
SMS reminder 3	2/10/2018
Email reminder 3	9/10/2018
CATI close	15/10/2018
SMS reminder 4	16/10/2018
Email reminder 4	22/10/2018
SMS reminder 5	13/11/2018
Email reminder 6	20/11/2018

## 2.5 Mode of completion

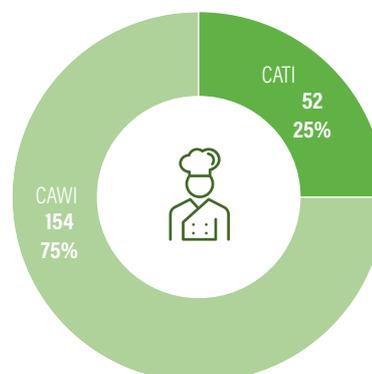
The donut charts show the proportions that completed the survey by each mode. It is clear that online completion was most preferred by respondents. However, the fact that CATI made up 31% of completed interviews overall demonstrates the importance of offering participants multiple methods of completing the survey.

Among those who completed the survey online (computer-assisted web interviewing, or CAWI), nearly two thirds completed the survey via smartphone, almost a third did so via a desktop or laptop computer, and fewer than 5% of participants responded via a tablet.

**Figure 1** Mode of completion for Aged Care

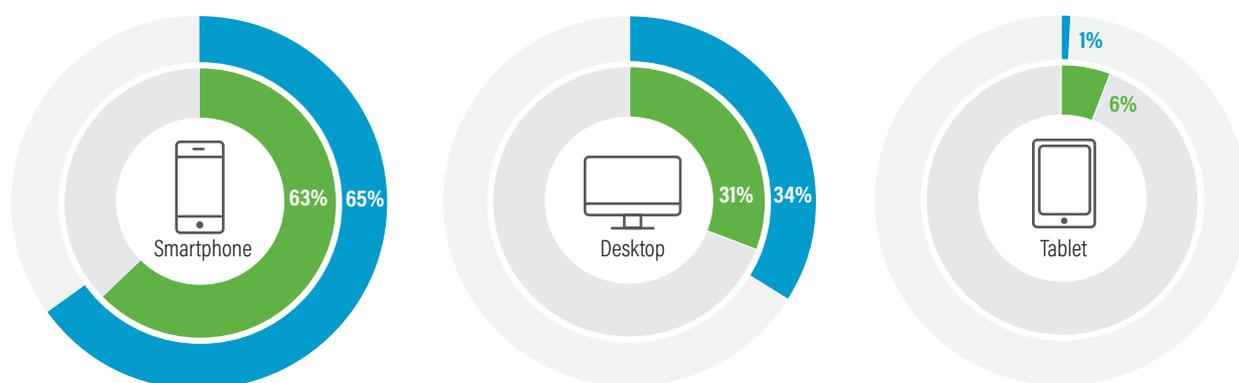


**Figure 2** Mode of completion for Commercial Cookery



**Figure 3** Device used to complete the survey online

● Commercial Cookery ● Aged Care



## 2.6 Response rates

In all, 863 students were invited to participate in the study, with 550 completing it, resulting in an overall response rate of 64%

The table below summarises the response rates by course type.

**Table 2:** Response rate by course

Course	Number of students invited to participate	Number of completed surveys	Response rate
Aged Care	507	344	68%
Commercial Cookery	356	206	58%
<b>Total</b>	<b>863</b>	<b>550</b>	<b>64%</b>

## 2.7 Students who had withdrawn from their course

Arguably, one limitation of the study is that only 4% of Aged Care respondents and 8% of Cookery respondents who completed the survey had withdrawn from the course. This equated to only 13 completed Aged Care surveys and 16 completed Cookery surveys from this group, which did not allow a pattern to be discerned as to the main reasons why some Aged Care or Cookery students had withdrawn from their course.

It is likely that none (or otherwise extremely few) of the students who registered their interest in participating in the survey had withdrawn from their course at the time they registered that interest. However, the recruitment methodology instituted a delay between students having the opportunity to register their interest and students being invited to complete the survey. This delay effectively allowed for inviting students who had already withdrawn from the course, which was a strength of the recruitment methodology.

Nevertheless, given that only 4% of Aged Care respondents and 8% of Cookery respondents who completed the survey had withdrawn from their course, it is likely that this is mainly due to the low numbers who withdrew between the time of registering their interest and the time of the survey fieldwork period. It is also possible that those students who had already withdrawn from the course were also less likely to respond to the invitation to complete their survey.

## 2.8 Weighting

In order for the aggregated results not to be affected by any unintended sampling bias, the data was weighted.

Data was weighted separately for each population, based on age group and gender. More detailed information on the weighting process employed can be found in **Appendix 1**.

All percentages and proportions reported in the Results sections are weighted unless otherwise stated.

## 3.0 Results – Aged Care

### 3.1 Status of student in relation to training course

The vast majority of Aged Care respondents had completed their training course at the time of completing the survey, as shown in the table below.

**Table 3:** Status of student in relation to training course

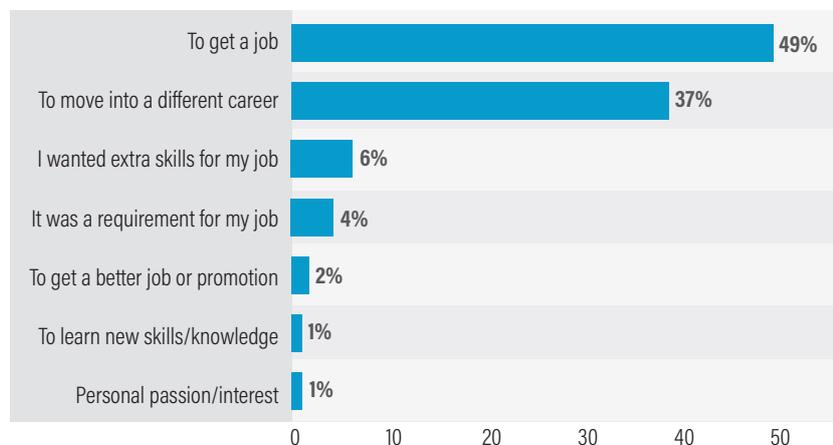
Status of student	Count	Unweighted %	Weighted % <sup>1</sup>
Completed qualification	279	81%	82%
In process of completing qualification	52	15%	16%
Withdrawn from course/qualification	13	4%	3%
<b>Total</b>	<b>344</b>	<b>100%</b>	<b>100%</b>

As there were only 13 Aged Care respondents who had withdrawn from their course/qualification, and the reasons provided were quite varied, it was not possible to discern a pattern with regard to why some students withdrew from the course. About a quarter of these responded simply that they had decided on a different career path, while the next most popular response related to changing jobs or starting a new job.

### 3.2 Reasons for commencing course

Nearly half of Aged Care respondents stated that getting a job was their main reason for commencing their course. However, over a third commenced their course in order to move into a career that was different from what they had been doing previously.

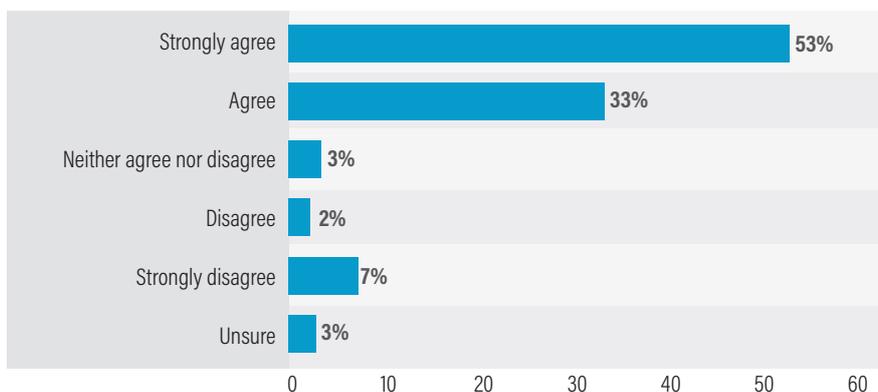
**Figure 4:** What was your main reason for commencing your course? (n=344)



<sup>1</sup> All percentage and proportions reported in the Results section are weighted unless otherwise stated. Percentages are subject to rounding.

Regarding their main reason for commencing their course (as charted above), more than half of Aged Care respondents strongly agreed (83% net <sup>2</sup>agreed) that they were on track or had already achieved that objective.

**Figure 5:** To what extent would you agree that you have either achieved or are on track to achieving that? (n=344)



In terms of what attracted students to the Aged Care industry, about half had either a particular interest in, or passion for, Aged Care, or otherwise wanted to do something where they would be helping others. Some examples of responses include:

**“** I always wanted to do it, always wanted to be helping out with elderly people, I love elderly people.

**“** I have a passion for helping people, for as long as I can remember I have wanted to work in the health industry and I figured doing my aged care would be a great first step.

**“** I use to care for my grandma and I felt like I wanted to do it as a job.

Beyond this, the next most popular reasons related to employment or career opportunities. Some examples of responses include:

**“** Short course with skills to make you easily employable.

**“** Aged care is in demand now, there are more people entering aged care facilities so there is more opportunity to get a job.

2 Net agreement includes “Strongly agree” and “Agree”

### 3.3 Satisfaction with and recommendation of course

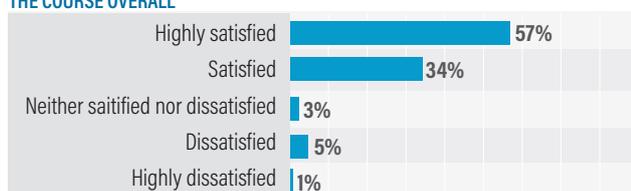
In terms of satisfaction with their course overall, 57% of Aged Care respondents were highly satisfied (91% net<sup>3</sup> satisfied). The rate of net dissatisfaction for the course overall was 6% (only 1% highly dissatisfied). With regard to particular aspects of the course, rates of satisfaction were similarly high. The aspect with the highest rate of satisfaction was the instructors having relevant industry

experience (68% highly satisfied, 94% net satisfied). The aspect with the highest rate of dissatisfaction was the facilities and equipment, which had a net dissatisfaction of 7% (only 2% highly dissatisfied). The results for the course overall and the various aspects are charted in Figure 6.

Satisfaction levels were also examined across modes of attendance (i.e. online, face-to-face, etc.) but there were no statistically significant differences observed.

**Figure 6** Could you tell me your level of satisfaction with ... (n=344)

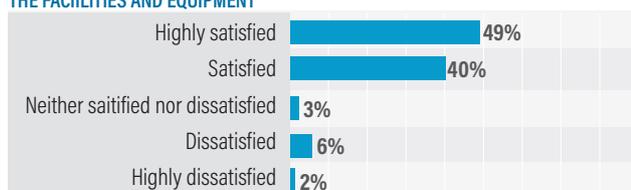
#### THE COURSE OVERALL



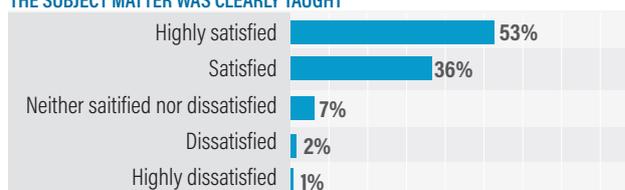
#### THE INSTRUCTORS UNDERSTOOD YOUR LEARNING NEEDS



#### THE FACILITIES AND EQUIPMENT



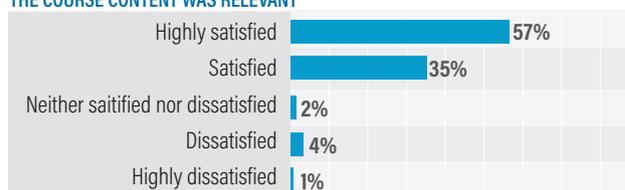
#### THE SUBJECT MATTER WAS CLEARLY TAUGHT



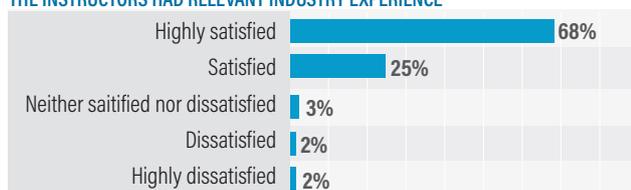
#### THE AMOUNT OF TIME PROVIDED TO LEARN NEW SKILLS AND CONTENT WAS SUFFICIENT



#### THE COURSE CONTENT WAS RELEVANT



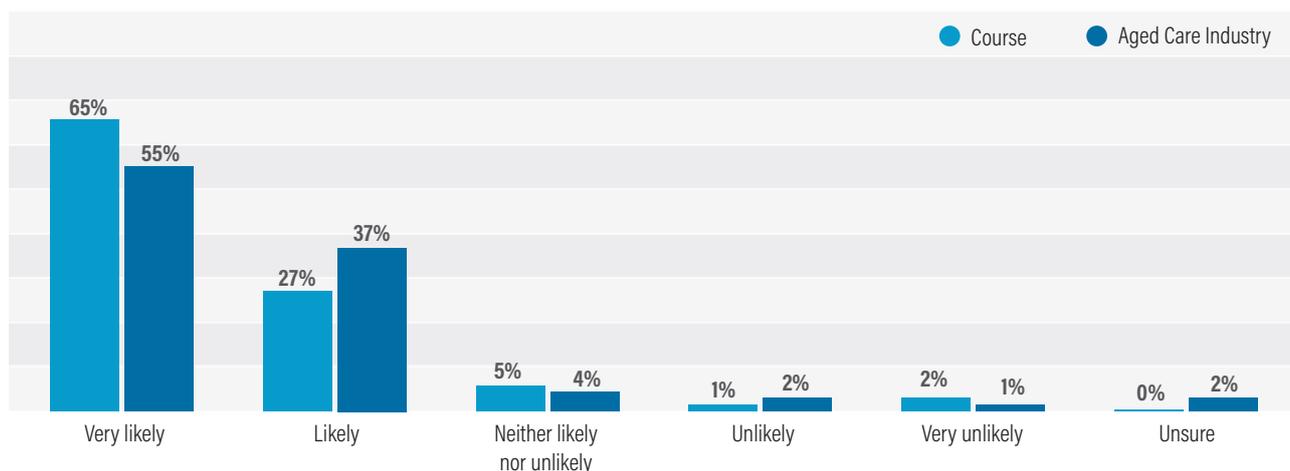
#### THE INSTRUCTORS HAD RELEVANT INDUSTRY EXPERIENCE



3 Net satisfaction includes “Highly satisfied” and “Satisfied”. Net dissatisfaction includes “Highly dissatisfied and “Dissatisfied”.

As can be seen in **Figure 7**, 92% of Aged Care students said they would be likely to recommend their course to other prospective students (65% very likely). Similarly, 92% would recommend the Aged Care industry, but in a mild contrast to recommendation of the course, only 55% were very likely to recommend the *actual industry*. It therefore appears that while students were enthusiastic about the Aged Care industry, they were arguably even more enthusiastic about their course.

**Figure 7** How likely are you to recommend this course/industry to other prospective students? (n=344)



In terms of the main reason why Aged Care students recommended their course, the majority of students cited reasons relating to the quality of the course or the trainers, or the relevance of the course content. When asked for the main reason that they recommended the industry, the most popular reason that students

cited related to the quality of their course, rather than the industry. After this, the next most popular reason related to good employment prospects in the industry, followed by the sentiment that it was an emotionally rewarding/satisfying job. Some examples of responses recommending the industry included:

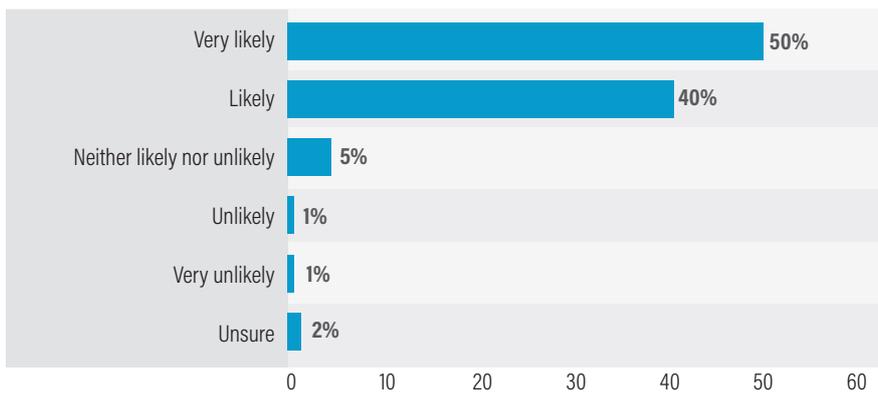
“ Nowadays a lot of people are getting old, life expectancy is getting long now, need more people studying aged care to attend to their needs.

“ I love my job and I believe that other people who have a passion for Community Services will enjoy it just as much as myself.

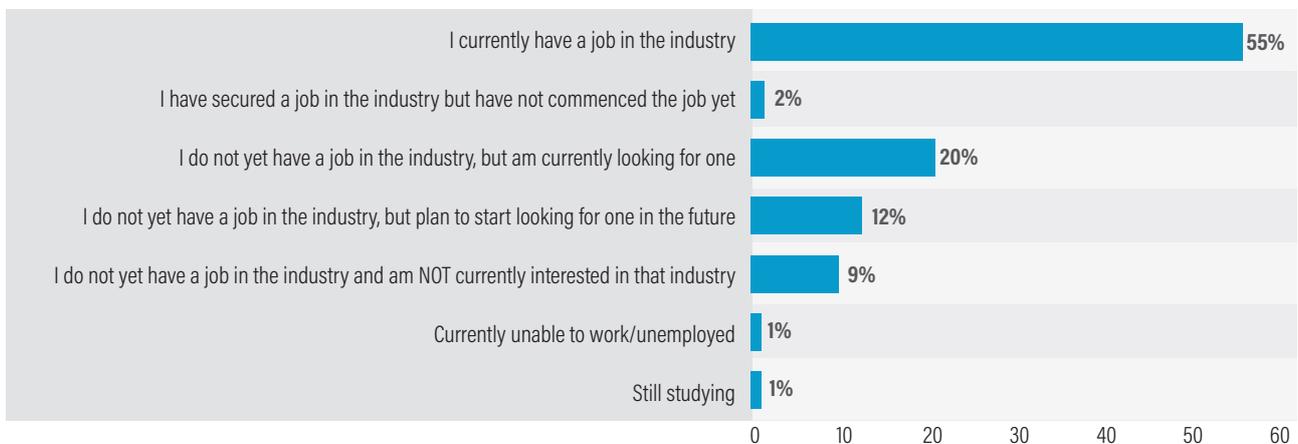
### 3.4 Career expectations and situation

As can be seen in **Figure 8**, 90% of respondents considered it likely (net) that completing their qualification would enable them to establish a career in the Aged Care industry. In **Figure 9**, it can be seen that over half of respondents already had a job in the industry, while 20% were looking for one at the time of completing the survey.

**Figure 8** When commencing your course, how likely did you consider that completing your qualification would enable you to find a job and establish a career in the industry? (n=344)

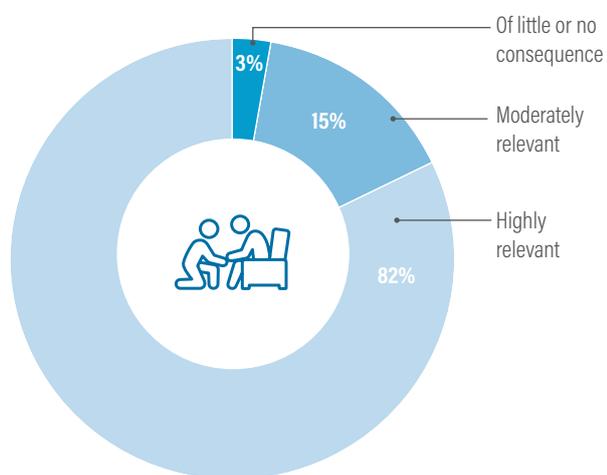


**Figure 9** Thinking about your work situation with regard to the industry, which of the following best describes your situation? (n=343)



Of those who had secured a job (n=209), 31% responded that they had secured their position before completing their qualification, and 92% stated that **both** the qualification and the training were important in securing their job. Of those who had already commenced their job (n=201), 82% considered their training to be highly relevant, while only 3% considered their training to be of little relevance, as can be seen in **Figure 10**.

**Figure 10** In your actual work on the job, how relevant was your training to this job? (n=201)

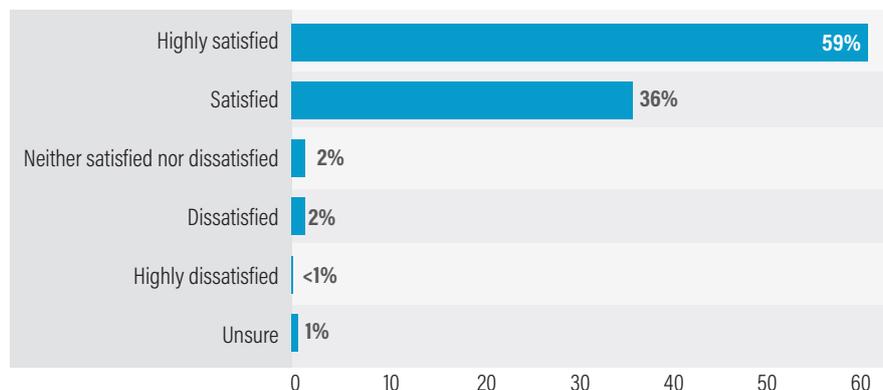


Of the small handful of people who felt that their course was not relevant, most cited a misalignment, with the course not matching the realities of the job. One respondent reported that the employing (Aged Care) facility was 'still doing it the old way,' whereas the course taught more up-to-date best practices.

With regard to job satisfaction among those who had commenced their job, 95% were satisfied or highly satisfied with their job as can be seen in **Figure 11**. Net dissatisfaction was very low, at only 2%.

When respondents that reported being highly satisfied were asked about the reason for their high level of satisfaction, most cited more intrinsic motivations. They found their job rewarding, and they enjoyed building relationships with their clients.

**Figure 11** How satisfied are you with your job? (n=201)



Some examples of the stated reasons as to why respondents were so highly satisfied with their job included:

“ I’m very happy providing care and with their daily activities. It is fulfilling and makes me feel glad.

“ I find it really rewarding, I come home and feel like I’ve done something good as opposed to some other jobs I’ve had before that haven’t been so rewarding, and I come home with that good feeling.

“ I love my job and have made good friends both staff and residents.

“ Work hours are flexible. Clients are great.

“ The course gave me a good understanding of the job and I have implemented these skills in my job.

Amongst those that were not satisfied with their job, more typical reasons related to being not well paid and overworked, as well as concerns about low standards in their workplace. Some examples of responses included:

“ I think there is a lot of pressure on the job, it is quite high paced, and it’s not very well paid.

“ Underpaid and overworked. Cannot give the person centred care needed as understaffed.

“ As I believe the policy and procedures are not always followed and short cuts are taken.

### 3.5 Left the industry

At the time of interviewing, a small number of respondents had decided to leave the industry (n=24). Reasons for leaving the industry were captured from approximately half of respondents (n=13<sup>4</sup>). About a third of these cited that the main reason was that the work was not stimulating. The majority of these had secured a new job in another industry. Of this group, i.e. those who had secured a new job in another industry (n=8), the majority reported that they were highly satisfied with their new job.

4 For Q10, only 13 Aged Care students responded with the answer that corresponded to leaving the industry (Q10=5). However, several respondents who selected “other” were then back-coded to having left the industry, taking the total from 13 to 24 (or 9%). Since these were back-coded after the surveys were complete, these extra 11 respondents were not asked the questions targeted at those who exited the industry.

### 3.6 Hours and pay

Amongst Aged Care respondents who were employed in the industry (n=201), the median number of hours worked was between 20 to 29 hours a week. About 14% worked 40 hours or more per week.

Respondents were asked about their pre-tax income, excluding superannuation<sup>5</sup>. The median income among Aged Care respondents was between \$30k to \$40k. Just over a third reported earning \$40k or more.

Among those Aged Care respondents who reported working at least 30 hours a week (n=84) i.e. full-time, the median reported income level was between \$40k to \$50k. About 23% of these respondents reported earning \$50k or more.

**Table 4** How many hours do you usually work [in your paid job / across all paid jobs] in an average week?

Hours per week	
Less than ten hours per week	3%
10 to 19 hours per week	19%
20 to 29 hours per week	34%
30 to 39 hours per week	30%
40 to 49 hours per week	8%
50 to 59 hours per week	2%
60+ hours per week	4%

**Table 5** What is your gross (pre-tax, excluding Super) annual salary in Australian dollars?

Gross (pre-tax, excluding Super) annual salary	
Less than \$10,000	7%
\$10,000 to \$19,999	13%
\$20,000 to \$29,999	20%
\$30,000 to \$39,999	27%
\$40,000 to \$49,999	20%
\$50,000 to \$59,999	10%
\$60,000 to \$79,999	3%
\$80,000 to \$99,999	1%
\$100,000 to \$124,999	0%
\$125,000 to \$149,999	0%
\$150,000 or more	0%

<sup>5</sup> It should be noted that 20% of respondents answered that they were either unsure or preferred not to say what their income was. ALL results reported in the section Hours and pay have been re-percentage accordingly.



### 3.7 Thinking ahead

When Aged Care respondents (n=344) were asked what industry they planned to be working in 'one year from now', 78% responded that they planned to be working in the Aged Care / Disability sector. A further 1% said Nursing. Outside of the caring sector, 6% of respondents planned to work in the Hospitality industry. When these results were filtered to those Aged Care respondents who had NOT reported leaving the industry (n=319), 81% responded that they planned to be working in the Aged Care / Disability sector.

## 4.0 Results – Commercial Cookery

### 4.1 Status of student in relation to training course

The majority of Cookery respondents were in the process of completing their training course at the time of completing the survey, as shown in the table below. Around a third had completed their qualification.

**Table 6** Status of student in relation to training course

Status of student	Count	Unweighted %	Weighted % <sup>6</sup>
Completed qualification	72	35%	31%
In process of completing qualification	118	57%	61%
Withdrawn from course/qualification	16	8%	8%
<b>Total</b>	<b>206</b>	<b>100%</b>	<b>100%</b>

Among the 16 respondents who had withdrawn from their course/qualification, the reasons provided for withdrawal were rather varied, although about a third responded simply that they had decided on a different career path.

### 4.2 Reasons for commencing course

In terms of what had attracted students to the Commercial Cookery industry, the majority of respondents had either a particular interest in, or passion for, cooking, or otherwise mentioned wanting to be a

chef. Some mentioned not only a passion for cooking, but a passion for, or enjoyment of, the Cookery or Hospitality industry.

Some examples of responses include:

“ My love for cooking and wanting to get more into the industry.

“ I love cooking! I want to become a chef! I enjoy cooking for others and seeing the reaction to my food!

“ My love and passion for cooking, hospitality and food.

“ I grew up in a family that loved to make food and share it with others.

“ Just the whole side and feel of working in a kitchen, working under the pump with other people, I just found it enjoyable, doing service, working busy nights, just found it all great.

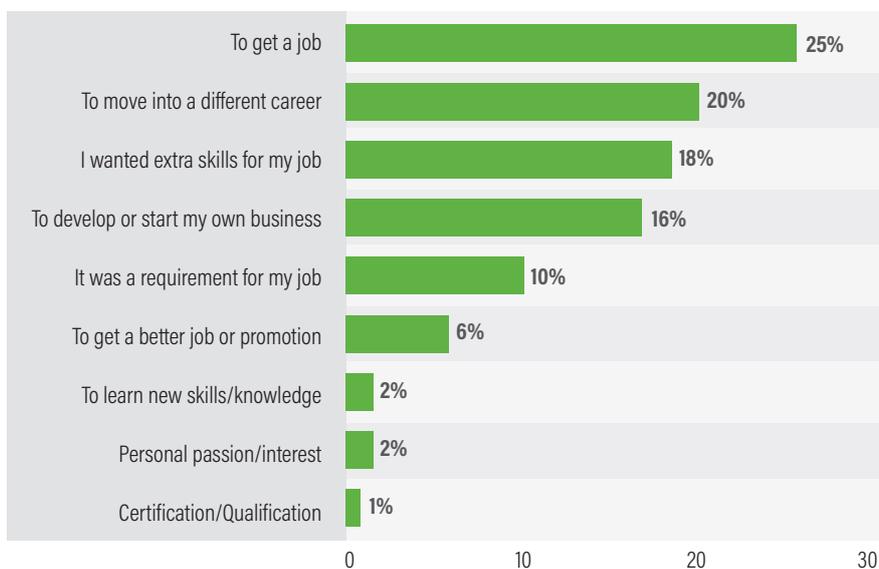
“ I want to learn the fundamentals about cooking.

<sup>6</sup> All percentage and proportions reported in the Results section are weighted unless otherwise stated.



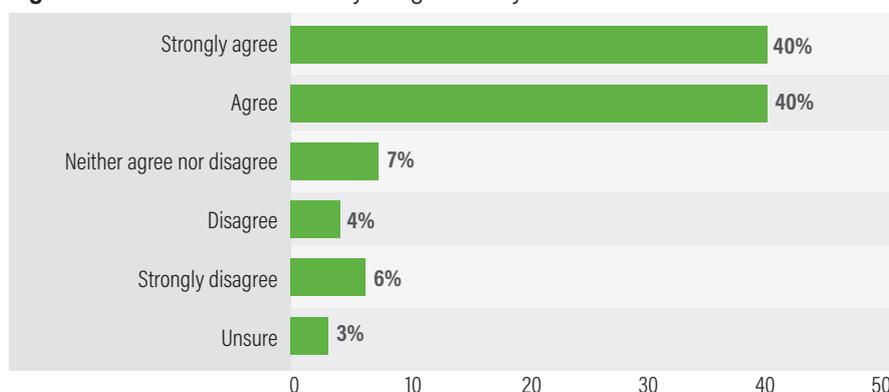
A quarter of Cookery respondents stated that getting a job was their main reason for commencing their course. However, a fifth commenced their course to move into a different career from what they had been doing previously, while a little under a fifth wanted to gain extra skills for their job.

**Figure 12** What was your main reason for commencing your course? (n=206)



With regard to their main reason for commencing their course (as charted above), 40% of Cookery respondents strongly agreed (80% net agreed) that they were on track or had already achieved that objective.

**Figure 13** To what extent would you agree that you have either achieved or are on track to achieving that? (n=206)



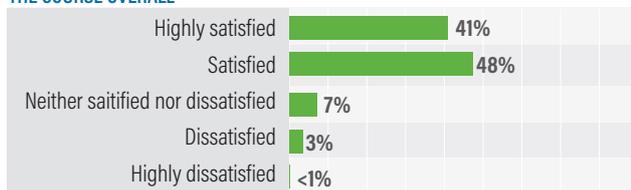
### 4.3 Satisfaction with and recommendation of course

In terms of satisfaction with their course overall, 41% of Cookery respondents were highly satisfied (89% net satisfied). The rate of net dissatisfaction for the course overall was 4% (but less than 1% were highly dissatisfied). With regard to the aspects of the course, rates of satisfaction were similarly high for most aspects. The aspect with the highest rate of satisfaction was **the instructors having relevant industry experience** (64% highly satisfied, 95% net satisfied). The aspect with the

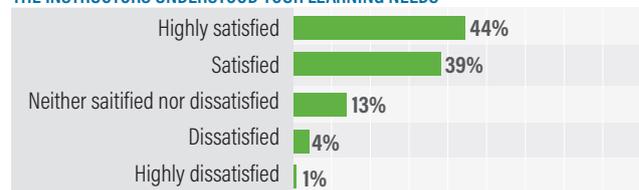
highest rate of net dissatisfaction was **the amount of time provided to learn new skills** which had a net dissatisfaction of 13% (only 2% highly dissatisfied). This aspect also had the lowest rate of net satisfaction (74%). After this, the next highest rate of dissatisfaction was with **the facilities and equipment**, which had a net dissatisfaction of 7% (only 2% highly dissatisfied). Also noteworthy was the ranking of the aspect stating that **the course content was relevant** had only 3% of respondents stating that they were highly dissatisfied (net dissatisfaction 6%). The results for the course overall and the various aspects are charted in **Figure 14**.

**Figure 14** Could you tell me your level of satisfaction with ... (n=206)

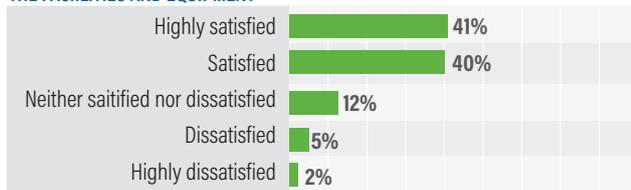
**THE COURSE OVERALL**



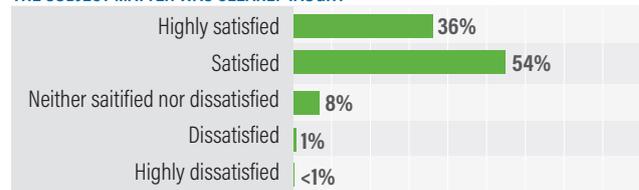
**THE INSTRUCTORS UNDERSTOOD YOUR LEARNING NEEDS**



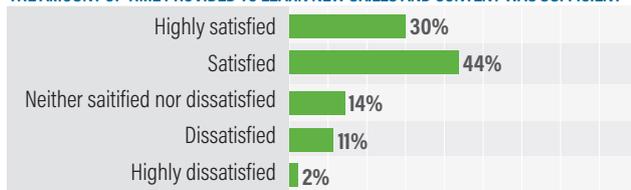
**THE FACILITIES AND EQUIPMENT**



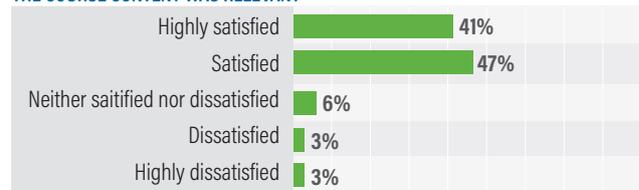
**THE SUBJECT MATTER WAS CLEARLY TAUGHT**



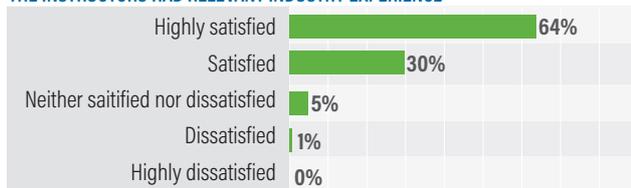
**THE AMOUNT OF TIME PROVIDED TO LEARN NEW SKILLS AND CONTENT WAS SUFFICIENT**



**THE COURSE CONTENT WAS RELEVANT**



**THE INSTRUCTORS HAD RELEVANT INDUSTRY EXPERIENCE**

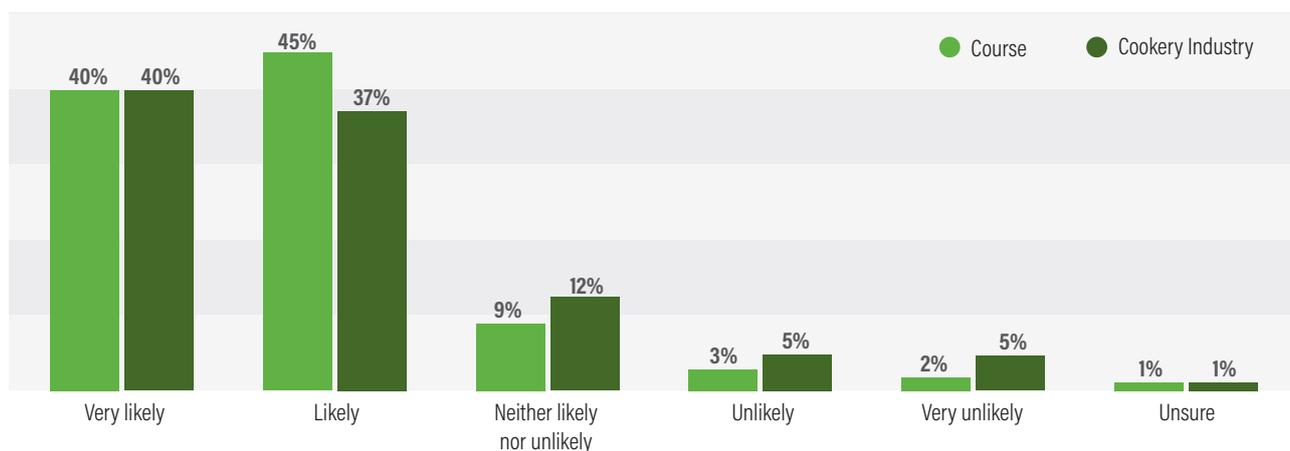


**Figure 15**, 85% of Commercial Cookery students said they would be likely to recommend their course to other prospective students (40% very likely). Similarly, 40% said they would be very likely to recommend the Commercial Cookery industry, with a net recommendation of 77%. It appears that students might therefore be slightly less

likely to recommend the Commercial Cookery industry than their actual training course in Commercial Cookery.

Satisfaction levels were also examined across modes of course delivery (i.e. online, face-to-face, etc.) but no statistically significant differences were observed.

**Figure 15** How likely are you to recommend this course/industry to other prospective students? (n=206)



In terms of the main reason for Commercial Cookery students recommending their course, just over half of respondents cited reasons relating to the **quality of the course or the trainers** and the relevance of the course content. When asked to choose the main reason they recommended the industry, the most popular

reason that students cited related to the quality of their course rather than the industry itself. After this, the next most popular reason related to good employment or career opportunities. Some examples of responses recommending the industry included:

“ There’s a lot of opportunities for you to travel, a lot of jobs going at the moment, and it lets you be creative

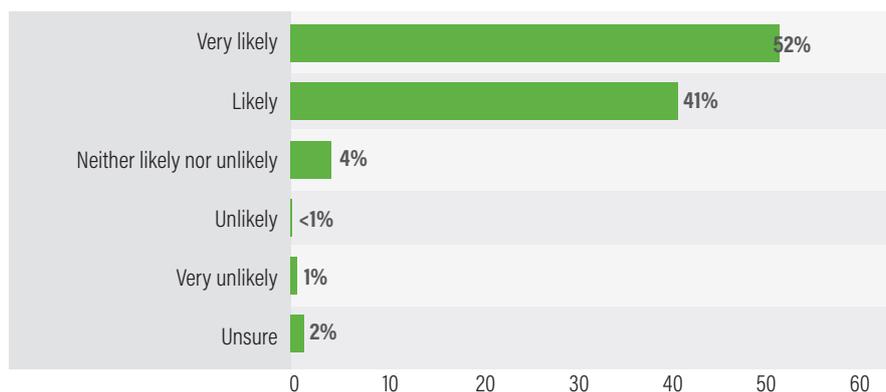
“ The industry requires more and more competent qualified chefs

“ If you like cooking like me, and want to work in hospitality, it’s a good career.

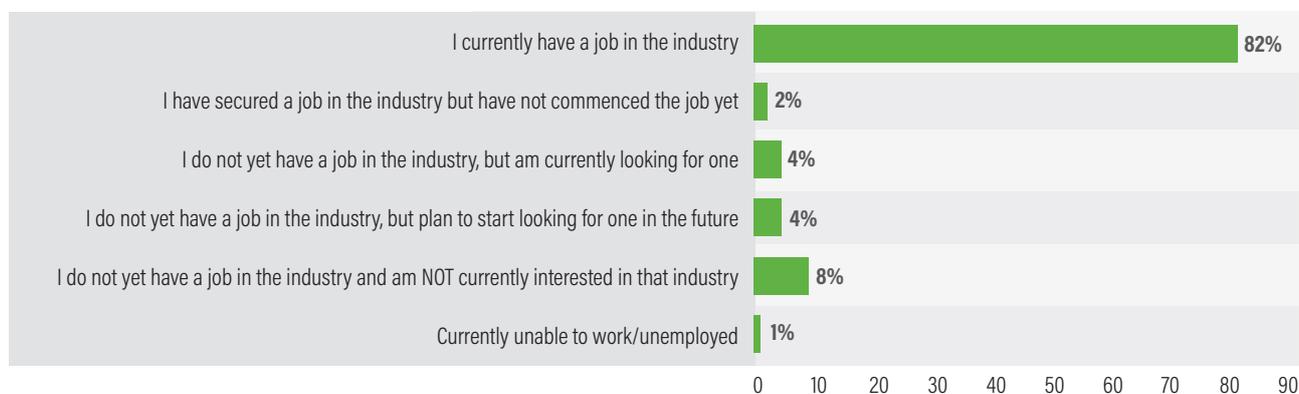
#### 4.4 Career expectations and situation

As can be seen in **Figure 16**, 93% of respondents considered it likely (net) that completing their qualification would enable them to establish a career in the Commercial Cookery industry. In **Figure 17**, it can be seen that 82% of respondents already had a job in the industry, while only 4% were looking for one at the time of completing the survey.

**Figure 16** When commencing your course, how likely did you consider that completing your qualification would enable you to find a job and establish a career in the industry? (n=206)



**Figure 17** Thinking about your work situation with regard to the industry, which of the following best describes your situation? (n=206)

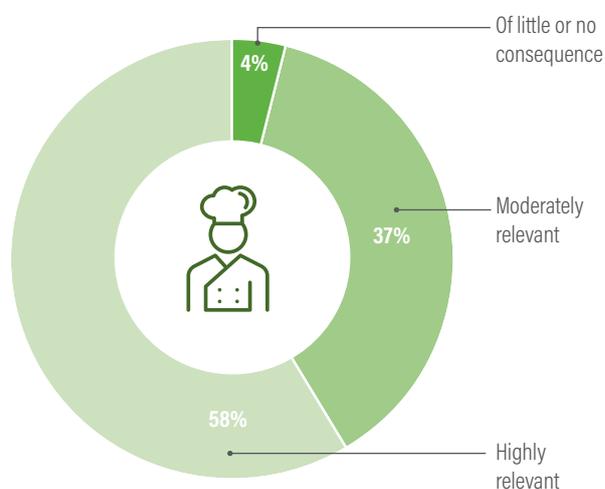


It should be noted that, of those who reported having a job in the industry at the time of survey completion, 45% of that group completed or were completing their training as an apprentice/trainee, so were naturally employed. If those from the apprenticeship/traineeship model of training are filtered out, then the proportion who reported 'currently having a job in the industry' falls somewhat from 82% to 76%.

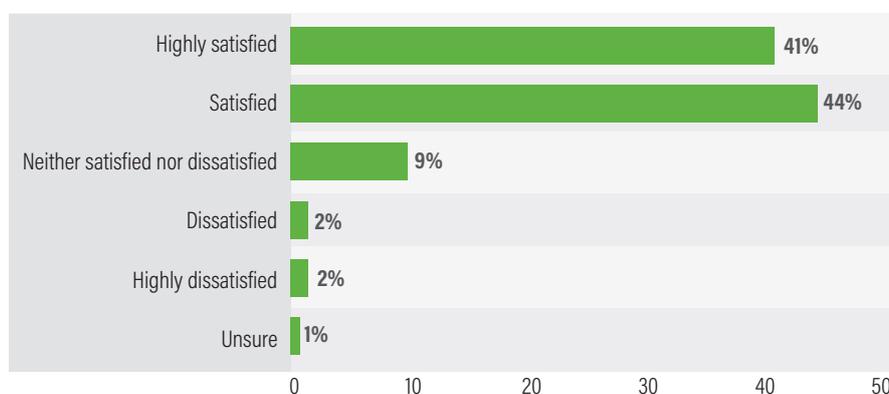
Of those who had secured a job (n=164), 74% responded that they had secured their position before completing their qualification, and 83% stated that **both** the qualification and the training were important in securing their job, while 11% placed more importance on the training. Again, it should be noted that if those from the apprenticeship/traineeship model of training are filtered out, then the proportion who reported that they had secured their position before completing their qualification falls from 74% to 64%.

Of those who had commenced their job (n=156), 58% considered their training to be highly relevant, while only 4% considered their training to be of little relevance, as can be seen in **Figure 18**.

**Figure 18** In your actual work on the job, how relevant was your training to this job? (n=156)



**Figure 19** How satisfied are you with your job? (n=156)



Of the small handful of people who felt that their course was not relevant, most cited a misalignment, with the course not matching the realities of the workplace. One respondent had already been working in his or her job for a while but was only doing the course because he or she now needed the qualification.

With regard to job satisfaction among those who had commenced their job, 85% were satisfied or highly satisfied with their job as can be seen in **Figure 19**. Net dissatisfaction was very low, at only 4%.

When respondents that reported being highly satisfied were asked about the reason for their high level of satisfaction, the most popular reason cited was that their job furthered their learning. The next most popular reason related to the respondents' love of cooking,

followed by the positive workplace relationships they have made.

Some examples of the stated reasons as to why respondents were so highly satisfied with their job included:

“ It's interesting and fun and I'm still learning every day.

“ I get pushed to try new things and learn more.

“ I like the industry, very much enjoy cooking, so working as a hobby.

“ I love cooking and I love where I work - the rush of trying to get food out to customers and the feeling of getting everything done.

“ Because I learn something new every day.

“ I love my job and have a great team and they strive to teach me as much as they can.

Amongst those that were not satisfied with their job, more typical reasons related to a bad work environment.

“ The environment in my kitchen is TERRIBLE and the apprentices get treated like sh-t.

“ No breaks, working with idiots, feeding selfish/ gluttonous people.

“ I don't think there is much more for me to learn from this workplace.

“ Certain people, my work colleagues that makes my work life annoying. Like they don't work as a team.

## 4.5 Left the industry

At the time of interviewing, a small number of respondents had decided to leave the industry (n=15). Reasons for leaving the industry were captured from approximately three-quarters of respondents (n=11<sup>7</sup>). About half cited that the main reason was that the work was not stimulating. Almost all of these respondents were either looking for work in a new industry or had commenced a new education or training program. Only one person had secured a new job in another industry.

## 4.6 Hours and pay

Amongst Cookery respondents who were employed in the industry (n=201), the median number of hours worked was between 30 and 39 hours a week. Over a third worked 40 hours or more per week.

Respondents were asked about their income pre-tax, excluding superannuation<sup>8</sup>. The median income among all respondents was between \$30k and \$40k. Just over a quarter reported earning \$40k or more.

Among those Cookery respondents who reported working at least 30 hours a week (n=82), the median income level was still between \$40k to \$50k. However, 40% of these reported earning \$40k or more.

**Table 7** How many hours do you usually work [in your paid job / across all paid jobs] in an average week?

Hours per week	
Less than ten hours per week	4%
10 to 19 hours per week	22%
20 to 29 hours per week	17%
30 to 39 hours per week	21%
40 to 49 hours per week	30%
50 to 59 hours per week	5%
60+ hours per week	2%

7 For Q10, only 11 Cookery students responded with the answer that corresponds to having left the industry (Q10=5). However, four respondents who selected “other” were then back-coded to having left the industry, taking the total from 11 to 15 (or 8%). Since these were back-coded after the surveys were complete, these extra 4 respondents were not asked the questions targeted at those who had exited the industry.

8 It should be noted that 12% of respondents answered that they were either unsure or preferred not to say what their income was. ALL results reported in the section *Hours and pay* have been re-percentage accordingly.

**Table 8** What is your gross (pre-tax, excluding Super) annual salary in Australian dollars?

Gross (pre-tax, excluding Super) annual salary	
Less than \$10,000	5%
\$10,000 to \$19,999	18%
\$20,000 to \$29,999	20%
\$30,000 to \$39,999	29%
\$40,000 to \$49,999	12%
\$50,000 to \$59,999	10%
\$60,000 to \$79,999	4%
\$80,000 to \$99,999	1%
\$100,000 to \$124,999	0%
\$125,000 to \$149,999	0%
\$150,000 or more	1%

## 4.7 Thinking ahead

When Cookery respondents (n=202) were asked what industry they planned to be working in “one year from now”, 82% responded that they planned to be working in the Commercial Cookery sector and a further 7% said they want to work in Patisserie. When these results were filtered, of those Cookery respondents who had NOT reported leaving the industry (n=187), 88% responded that they planned to be working in the Commercial Cookery sector, while still a further 7% said they want to work in Patisserie.

# 5.0 Conclusion – Aged Care

## 5.1 Survey methodology

In terms of methodology, the survey was conducted successfully, with a very healthy response rate of 68% for Aged Care students. The high response rate owed much to the very active program of email, SMS, and telephone reminders. The use of a multi-modal approach proved to be very worthwhile. The fact that CATI made up a third of completed interviews for Aged Care students demonstrates the importance of offering students multiple methods of completing the survey, rather than merely offering an online survey only.

## 5.2 Survey results

It was clear that almost all Aged Care students commenced their specific training course to enable them to meet employment objectives. However, parallel to this, about half of the Aged Care respondents were drawn to the sector (as distinct from their specific course) because of a particular passion for, or interest in, helping people. For them, the Aged Care and Disability sector was seen as providing an opportunity for them to combine their passion for helping people with strong employment prospects.

Rates of satisfaction with their respective courses were high. This was true for the courses overall, and all aspects of the courses. In particular, satisfaction with aspects related to the course instructors were very high. Recommendation of the course and the industry were also very high (92% net). However, the course had a much higher intensity of recommendation (65% 'very likely' to recommend the course vs 55% 'very likely' to recommend the sector). That students were arguably a little more enthusiastic about their course than they were about the sector itself indicates that while most students thought their training was excellent, some students found that workplace realities did not quite measure up

to expectations. Having said that, 82% of students who had commenced a job in the sector found their training to be highly relevant, and only 3% responded that their training was of little or no relevance.

Of those who had commenced their job, 95% were satisfied with their job (59% highly satisfied). When asked about the reason for their high job satisfaction, most respondents cited intrinsic motivations. Respondents found their job personally satisfying, and many mentioned building emotionally rewarding relationships with their clients and building friendships with colleagues. The very few respondents who were not satisfied with their job cited that they typically felt overworked and underpaid, or otherwise had concerns about low standards of practice in their workplace.

Fewer than one in ten Aged Care respondents had left the sector. When asked what sector they planned to be working in one year into the future, of those still in the industry, 81% planned to still be working in the Aged Care or Disability sectors.

For the next wave of research, we will be investigating whether job satisfaction and recommendation remain as high as was measured in this wave. We will also be investigating to what degree respondents have left the sector and, of those who have not left, whether they still plan to remain in the sector, having had a chance to gain further experience in the workplace.



## 6.0 Conclusion – Commercial Cookery

### 6.1 Survey methodology

In terms of methodology, the survey was conducted successfully, with a healthy response rate of 58% for Commercial Cookery students. The high response rate owed much to the very active program of email, SMS, and telephone reminders. The use of a multi-modal approach proved to be very worthwhile. The fact that CATI made up a quarter of completed interviews for Commercial Cookery students demonstrates the importance of offering students multiple methods of completing the survey, rather than merely offering only an online survey.

### 6.2 Survey results

It was clear that most Commercial Cookery students commenced their specific training course to enable them to meet employment objectives. However, parallel to this, about half of Commercial Cookery students were drawn to the sector (as distinct from their specific course) because of a particular passion for, or interest in, cooking. For them, the Commercial Cookery sector provided an opportunity to parlay their passion for cooking into what they hoped would be a stimulating and satisfying career.

Recommendation of both the course and the industry were high (85% and 77% net respectively). Rates of satisfaction with the course were also high. This was true for the course overall, and most aspects of the course. In particular, satisfaction with aspects related to the course instructors were very high. However, only 74% of students were satisfied with the amount of time that was provided to learn new skills and content, and 13% expressed dissatisfaction with regard to this. A significant minority therefore felt that not enough time was provided for learning some skills and course content.

Of those who had commenced their job, 85% were

satisfied with their job (41% highly satisfied). When asked about the reason for their high job satisfaction, the most popular responses related to their job giving them an opportunity to learn new things and develop their skills further. Amongst the minority who were not satisfied with their job, a bad work environment, e.g. poor teamwork, issues with colleagues etc., were some of the aspects most commonly cited.

Fewer than one in 10 Commercial Cookery respondents had left the sector. When asked what sector they planned to be working in one year into the future, of those still in the industry, 95% planned to still be working in the Commercial Cookery or a similarly related sector (88% Commercial Cookery and 7% Patisserie).

For the next wave of research, we will be investigating whether job satisfaction and recommendation remain as high as was measured in this wave. We will also be investigating to what degree respondents have left the sector and, of those who have not left, whether they still plan to remain in the sector, having had a chance to gain further experience in the workplace.



# APPENDIX 1

## Survey Data Weighting

In order that the aggregated results not be affected by any unintended sampling bias, the data was weighted.

Data was weighted separately for each population, based on age group and gender. Population data was sourced by SkillsIQ from the National Centre for Vocational Education Research (NCVER) VOCSTATS (November 2018).

All percentage and proportions reported in the Results sections are weighted unless otherwise stated.

### Weighting tables for Aged Care

The below table shows the population data for Aged Care

**Table 9** Population data for Aged Care by age group and gender

	Male	Female
25 and under	3,237	14,552
26-39	4,431	15,694
40-59	4,500	17,062
60+	574	1,408
Unknown	1	7
<b>Total</b>	<b>12,743</b>	<b>48,723</b>

The below tables show the respective number of respondents who completed the survey and the resultant weight. The weight is calculated by the population count divided by the respective completed survey count.

**Table 10** Number of completed surveys for Aged Care by age group and gender

	Male	Female	Unknown <sup>9</sup>
25 and under	3	47	
26-39	21	81	
40-59	21	136	
60+	6	20	
Unknown	1	7	1
<b>Total</b>	<b>52</b>	<b>291</b>	<b>1</b>

**Table 11** Weighting matrix for Aged Care

	Male	Female	Unknown
25 and under	1,079.0	309.6	
26-39	211.0	193.8	
40-59	214.3	125.5	
60+	95.7	70.4	
Unknown	1.0	1.0	1.0

<sup>9</sup> With one respondent who completed the survey being of unknown age and unknown gender, this cell was merged with the cell of a female of unknown age for weighting purposes. The female status was selected rather than male since females in this bracket outnumber males considerably.

## Weighting tables for Commercial Cookery

The below table shows the population data for Commercial Cookery

**Table 12** Population data for Commercial Cookery by age group and gender

	Male	Female
25 and under	7,815	3,647
26-39	3,330	2,101
40-59	561	846
60+	42	39
Unknown	2	-
<b>Total</b>	<b>11,750</b>	<b>6,633</b>

The below tables show the respective number of respondents who completed the survey and the resultant weight. The weight is calculated by the population count divided by the respective completed survey count.

**Table 13** Number of completed surveys for Commercial Cookery by age group and gender

	Male	Female
25 and under	39	44
26-39	42	41
40-59	9	24
60+	4	2
Unknown	1	-
<b>Total</b>	<b>95</b>	<b>111</b>

**Table 14** Weighting matrix for Commercial Cookery

	Male	Female
25 and under	200.4	82.9
26-39	79.3	51.2
40-59	62.3	35.3
60+	10.5	19.5
Unknown	2.0	-





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