



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

2022 student SURVEY

WA Public Providers Report

Prepared for

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Training and Workforce Development

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Prepared by

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Social Research

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Terms Used

Aboriginal students	Aboriginal and/or Torres Strait Islander students	TAFE	Technical and Further Education
CATI	Computer Assisted Telephone Interviewing	VET	Vocational Education and Training
EBS	Employment based students	WA	Western Australia
IBS	Institution based students	WA SSS	Western Australian Student Satisfaction Survey



Introduction

This publication contains information about the satisfaction levels of students at the Western Australian TAFE colleges and the Western Australian Academy of Performing Arts (WAAPA) during 2022. The figures are derived from the Western Australian Student Satisfaction Survey (WA SSS), which also measures the quality of the service provided by training providers and seeks to better understand students and their needs.

The results are intended to:

- Inform the development and improvement of TAFE and WAAPA policy, planning and resources
- Contribute to the statutory reporting for State Parliament
- Be used for marketing the training sector to prospective clients and industry

The survey was conducted by Wallis Social Research (Wallis) on behalf of the Department of Training and Workforce Development (the Department).

Scope

The WA SSS is an annual ongoing survey which collects survey responses from students currently undertaking an approved course at a TAFE or private training provider in Western Australia.

There are certain student groups who are not in scope to complete the survey, including:

- International full fee-paying students
- Students undergoing training through a school-based program (VET delivered to secondary students)
- Adult community education students
- Students who are in a correctional facility
- Students aged less than 15 years

Students studying at 151 private training providers were also eligible for inclusion in the survey, although their results are presented in a separate report.

Methodology overview

The WA SSS fieldwork was conducted between 15 September 2022 and 24 November 2022. A multi-mode methodology was used, with completions coming from online surveys, paper-based surveys and Computer Assisted Telephone Interviewing (CATI). All research was carried out in compliance with the International Standard ISO20252.

The online version took 13 minutes on average to complete and the CATI version of the survey took respondents 20 minutes on average to complete.

The final usable student population comprised of:

- n=68,289 state-wide population
- n=43,705 TAFE and WAAPA students (excluding students studying at a private training provider)

The final responding sample was:

- n=13,672 state-wide sample
- n=9,316 TAFE and WAAPA students (excluding students studying at a private training provider)

This resulted in response rates of:

- 20.0% across the state
- 21.3% for TAFE and WAAPA students (excluding students studying at a private training provider)

A detailed methodology can be found on pages 16 – 17.

Margins of error

When viewing survey data, it is important to consider the potential for sampling error. That is, errors that occur by chance because the data are obtained from a sample of students and not from the entire student population. This report uses the margin of error to indicate the reliability of estimates. The smaller the margin of error, the more reliable the data.

The margin of error provides an estimate of the variance in the reported scores that could occur due to sampling error. The margin of error has been calculated at the 95% confidence interval. The size of the usable population at each of the training providers has been taken into consideration when calculating the confidence intervals and standard errors. This is known as a finite population correction and is consistent with the methodology used in previous years. This approach addresses the concerns and difficulties faced by some of the smaller TAFEs that were required to achieve quite large sample sizes in order to achieve the error margins required by the Office of the Auditor General.

The maximum margin of error for the NET satisfaction metric for the full sample of public provider students was $\pm 0.6\%$.

At the individual training provider level, the margins of error for the NET satisfaction metric at the 95% confidence interval were:

- $\pm 1.1\%$ for North Metropolitan TAFE and South Metropolitan TAFE
- $\pm 1.4\%$ for South Regional TAFE
- $\pm 2.1\%$ for North Regional TAFE and Central Regional TAFE
- $\pm 4.6\%$ for WAAPA

Statistical analysis

Base sizes shown in the tables and figures are unweighted and indicate the number of people who answered each question with a valid response.

Significance testing was conducted between the 2022 and 2021 results. If a difference is referred to in this report, it is statistically significant at the 95% level of confidence. Bold **blue** text or **↑** symbol indicate a score is statistically significantly higher. Bold **red** text or **↓** symbol indicate a score is statistically significantly lower.

Public providers at a glance

Overall satisfaction with training

NET: Satisfaction
Public providers

85.7% ↓
2022



87.3%
2021



89.8%
2021: 89.8%



Aboriginal or
Torres Strait
Islander students



86.7% ↓
2021: 89.0%



Employment
based students
(EBS)



85.1% ↓
2021: 86.6%



Institution
based students
(IBS)



80.5%
2021: 83.1%



Students
with
disability

Satisfaction measures



86.6%

2021: 85.5%
How likely it will
lead to a job/
career



86.4% ↓

2021: 92.0%
Physical safety
and security
measures



86.0% ↓

2021: 87.7%
Quality of
trainers /
instructors



82.5%

2021: 83.5%
Facilities available
at training
provider



80.8% ↓

2021: 84.3%
Information and
support
provided



79.1% ↓

2021: 81.9%
Convenience of
the location



77.4% ↓

2021: 84.9%
Reputation of
your provider



71.6% ↓

2021: 75.5%
The cost of
your course



Public providers at a glance

Provider support and resources



86.7%↓
2021: 87.7%
Campus is a pleasant place to learn



82.7%
2021: 83.4%
Buildings are well maintained



79.6%↑
2021: 78.4%
Technology is suitable for my needs



78.2%↓
2021: 79.6%
Learning resources up-to-date and relevant

Top 3 support services by satisfaction

93.4%↓
2021: 95.6%



Mentor or support person

93.3%↓
2021: 94.6%



Flexible assessment

90.7%↓
2021: 93.4%



Literacy and numeracy support

60.8%↓

2021: 65.2%

have accessed a support service



Bottom 3 support services by satisfaction

88.0%↓
2021: 91.5%



Financial assistance

87.7%↓
2021: 89.9%



Flexible learning options

85.6%↓
2021: 91.1%



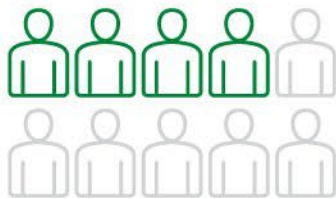
Other counselling services

Online learning

36.3%↓

2021: 38.4%

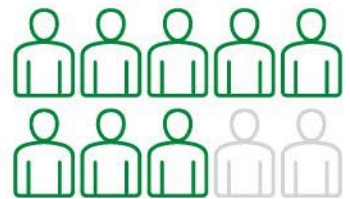
currently learn in a fully face-to-face environment



76.7%

2021: 78.6%

want some form of face-to-face contact with their lecturer



89.1%
2021: 88.8%
Have access to resources for off campus study



80.5%
2021: 81.4%
Off campus workspace suits study needs



75.6%
2021: 79.5%
Have enough support from lecturer

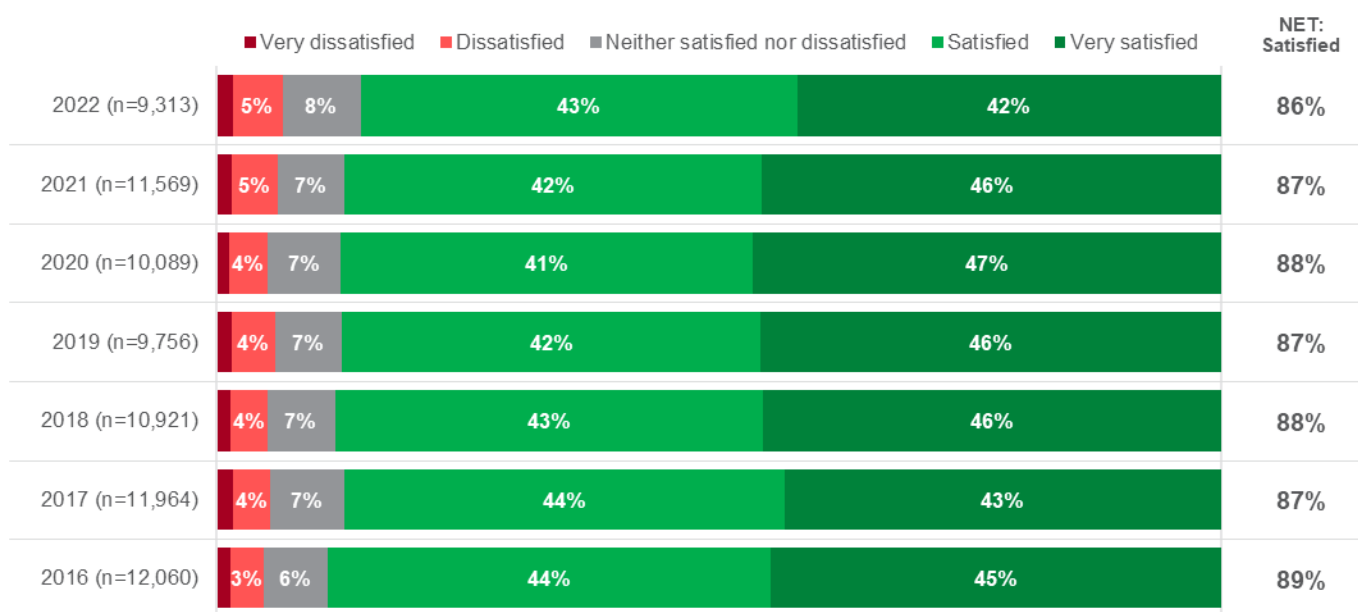


55.3%
2021: 58.5%
Disability specific adjustments for online learning



1 Satisfaction Charts

Figure 1 WA state average overall satisfaction (2016-2022)



Question: Overall, how satisfied are you with your training? (excl. did not answer)

2 Key Findings

	2021	2022
Overall satisfaction with training (NET: Very Satisfied or Satisfied)		
All students	87.3%	85.7%
Institution based students (IBS)	86.6%	85.1%
Employment based students (EBS)	89.0%	86.7%
Aboriginal students	89.8%	89.8%
Students with disability	83.1%	80.5%
Satisfaction measures (NET: Very Satisfied or Satisfied)		
The quality of your trainers / instructors	87.7%	86.0%
The facilities available at your training provider	83.5%	82.5%
The cost of your course	75.5%	71.6%
The information and support provided by training provider staff	84.3%	80.8%
The reputation of your training provider	84.9%	77.4%
Your training provider's physical safety and security measures	92.0%	86.4%
How convenient your training provider's location is	81.9%	79.1%
How likely it is that your course will lead to a job / career	85.5%	86.6%
Course and training experiences (NET: Strongly agree or Agree)		
It was easy to find out about my course	84.4%	83.5%
I am gaining the skills I want to learn from my course	88.4%	87.7%
I receive regular feedback throughout my course on my progress	79.4%	78.4%
The way I am assessed is a fair test of my skills and knowledge	85.5%	83.8%
I have access to the equipment necessary for my training	86.6%	86.5%
Quality of resources and facilities (NET: Strongly agree or Agree)		
Learning resources are up to date and relevant to my studies	79.6%	78.2%
The computers, internet accessibility and software available at my provider are suitable for my needs	78.4%	79.6%
The overall campus is a pleasant place to learn	87.7%	86.7%
The building(s) / facilities at my provider are well maintained	83.4%	82.7%
Demographics		
Aboriginal students	6.0%	6.4%
Students with disability	11.8%	12.4%
Apprentices / trainees	27.4%	35.3%

Support Services	2021	2022
Flexible learning options (e.g. online course delivery, short course delivery, part-time course delivery)		
Aware of service	80.8%	68.4%
Used service	38.1%	32.4%
Satisfied with service (NET: Satisfied)	89.9%	87.7%
Flexible assessment (e.g. time extension, alternative assessment options)		
Aware of service	79.7%	72.4%
Used service	34.2%	31.6%
Satisfied with service (NET: Satisfied)	94.6%	93.3%
Literacy and numeracy support		
Aware of service	79.9%	73.5%
Used service	15.2%	11.6%
Satisfied with service (NET: Satisfied)	93.4%	90.7%
Financial assistance (e.g. fees, books, equipment, payment plans, scholarships, fee waivers)		
Aware of service	74.5%	66.9%
Used service	26.0%	21.4%
Satisfied with service (NET: Satisfied)	91.5%	88.0%
Career advice and planning		
Aware of service	70.7%	66.1%
Used service	19.8%	17.3%
Satisfied with service (NET: Satisfied)	92.8%	90.1%
Other counselling services		
Aware of service	65.6%	59.6%
Used service	10.5%	7.3%
Satisfied with service (NET: Satisfied)	91.1%	85.6%
A mentor or person to support you during your studies		
Aware of service	63.2%	60.8%
Used service	18.1%	16.5%
Satisfied with service (NET: Satisfied)	95.6%	93.4%
English language assistance where English is not your first language (e.g. translating services)		
Aware of service	74.4%	64.2%
Used service	8.2%	5.1%
Satisfied with service (NET: Satisfied)	92.7%	89.6%
Customised equipment or adjustments for physical access (e.g. tables, chairs, keyboards, ramps and lift access)		
Aware of service	72.2%	64.5%
Used service	13.7%	10.4%
Satisfied with service (NET: Satisfied)	93.3%	90.2%
Reasonable adjustment / accommodation, including Auslan interpreting, advocacy, alternative exam conditions (e.g. scribing arrangements)		
Aware of service	62.2%	54.0%
Used service	9.2%	6.2%
Satisfied with service (NET: Satisfied)	92.1%	90.2%

Question: Are you aware of whether your training provider offers any of the following services? (Aware of service). Base: All respondents who completed online or by telephone

Question: Which of these services have you used at <RTO>? (Used service). Base: Only those aware of the service

Question: Please rate the extent to which you are satisfied or dissatisfied with each of these services at <RTO>. How satisfied are you with <SERVICE>? (Satisfied with service) NET: Satisfied (Very Satisfied or Satisfied). Base: Only those who used the service

3 Detailed Results

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q1 What is your main intention with your course?						
<i>Base (n=)</i>	11,452	9,218	6,444	2,774	525	1,174
To complete some subjects / units / skill sets only	14.2%	14.2%	19.9%	3.9%	22.3%	17.4%
To complete an entire qualification	85.8%	85.8%	80.1%	96.1%	77.7%	82.6%
Q4 How satisfied are you with the quality of your trainers / instructors?						
<i>Base (n=)</i>	11,535	9,277	6,490	2,787	565	1,174
NET: Dissatisfied	5.6%	6.4%	6.8%	5.5%	5.4%	9.5%
Very dissatisfied	1.9%	2.0%	2.2%	1.9%	1.2%	2.5%
Dissatisfied	3.7%	4.3%	4.7%	3.7%	4.2%	6.9%
Neither satisfied nor dissatisfied	6.7%	7.6%	7.7%	7.6%	4.7%	8.9%
Satisfied	35.7%	38.0%	36.5%	40.7%	35.0%	35.3%
Very satisfied	52.0%	48.0%	49.0%	46.2%	54.9%	46.4%
NET: Satisfied	87.7%	86.0%	85.5%	86.9%	89.9%	81.6%
Q5 How satisfied are you with the facilities (e.g. classrooms and workshops) available at your training provider?						
<i>Base (n=)</i>	11,027	8,671	5,978	2,693	545	1,110
NET: Dissatisfied	6.4%	6.6%	5.7%	8.2%	3.9%	9.1%
Very dissatisfied	2.0%	1.7%	1.4%	2.3%	1.1%	2.5%
Dissatisfied	4.4%	4.9%	4.3%	5.9%	2.8%	6.5%
Neither satisfied nor dissatisfied	10.2%	10.8%	10.3%	11.8%	7.5%	10.8%
Satisfied	42.0%	45.1%	44.4%	46.3%	42.0%	44.4%
Very satisfied	41.5%	37.4%	39.6%	33.7%	46.6%	35.7%
NET: Satisfied	83.5%	82.5%	84.0%	80.0%	88.6%	80.1%
Q6 How satisfied are you with the cost of your course if you did not pay for the course yourself?						
<i>Base (n=)</i>	8,831	5,796	4,966	830	264	805
NET: Dissatisfied	7.0%	7.8%	7.4%	9.7%	6.8%	7.8%
Very dissatisfied	1.9%	1.6%	1.6%	1.9%	1.1%	1.2%
Dissatisfied	5.0%	6.2%	5.8%	7.8%	5.7%	6.6%
Neither satisfied nor dissatisfied	17.5%	20.6%	18.6%	28.6%	12.5%	23.1%
Satisfied	38.8%	39.1%	39.7%	36.6%	38.1%	36.2%
Very satisfied	36.7%	32.5%	34.3%	25.1%	42.6%	32.9%
NET: Satisfied	75.5%	71.6%	74.0%	61.7%	80.8%	69.1%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q7 How satisfied are you with the information and support provided by training provider staff?						
Base (n=)	11,539	9,262	6,478	2,784	566	1,177
NET: Dissatisfied	6.3%	7.6%	8.4%	6.0%	4.3%	11.3%
Very dissatisfied	2.0%	2.5%	2.8%	1.9%	0.8%	3.6%
Dissatisfied	4.3%	5.1%	5.6%	4.1%	3.5%	7.7%
Neither satisfied nor dissatisfied	9.4%	11.6%	11.7%	11.5%	9.6%	13.6%
Satisfied	38.7%	41.1%	39.5%	43.8%	37.8%	37.6%
Very satisfied	45.6%	39.8%	40.4%	38.6%	48.4%	37.4%
NET: Satisfied	84.3%	80.8%	79.9%	82.5%	86.2%	75.1%
Q8 How satisfied are you with the reputation of your training provider?						
Base (n=)	11,424	9,056	6,331	2,725	554	1,131
NET: Dissatisfied	3.2%	4.0%	3.5%	5.0%	2.6%	4.6%
Very dissatisfied	1.1%	1.1%	0.9%	1.6%	0.1%	0.9%
Dissatisfied	2.2%	2.9%	2.6%	3.3%	2.5%	3.6%
Neither satisfied nor dissatisfied	11.8%	18.6%	19.0%	17.8%	11.6%	22.3%
Satisfied	39.3%	42.8%	41.6%	45.0%	43.3%	37.7%
Very satisfied	45.6%	34.6%	35.8%	32.3%	42.5%	35.4%
NET: Satisfied	84.9%	77.4%	77.4%	77.3%	85.7%	73.1%
Q9 How satisfied are you with your training provider's physical safety and security measures?						
Base (n=)	11,042	8,681	5,973	2,708	540	1,111
NET: Dissatisfied	1.3%	1.9%	2.2%	1.4%	1.5%	2.8%
Very dissatisfied	0.4%	0.5%	0.5%	0.6%	0.2%	0.5%
Dissatisfied	0.9%	1.3%	1.6%	0.8%	1.3%	2.3%
Neither satisfied nor dissatisfied	6.7%	11.7%	12.3%	10.7%	8.6%	13.1%
Satisfied	36.4%	44.7%	44.5%	45.1%	40.5%	44.5%
Very satisfied	55.6%	41.7%	41.0%	42.8%	49.4%	39.5%
NET: Satisfied	92.0%	86.4%	85.5%	87.9%	89.9%	84.1%
Q10 How satisfied are you with how convenient the training provider's location is?						
Base (n=)	11,133	8,717	6,024	2,693	545	1,116
NET: Dissatisfied	6.6%	7.5%	6.1%	10.0%	4.9%	8.1%
Very dissatisfied	2.1%	2.2%	1.6%	3.2%	2.2%	1.8%
Dissatisfied	4.5%	5.4%	4.5%	6.8%	2.8%	6.4%
Neither satisfied nor dissatisfied	11.5%	13.4%	12.6%	14.7%	10.5%	14.5%
Satisfied	34.4%	36.8%	36.4%	37.5%	37.5%	34.7%
Very satisfied	47.5%	42.3%	44.9%	37.7%	47.1%	42.7%
NET: Satisfied	81.9%	79.1%	81.3%	75.3%	84.6%	77.3%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q11 How satisfied are you with how likely it is that your course will lead to a job / career?						
Base (n=)	11,107	8,879	6,161	2,718	544	1,120
NET: Dissatisfied	2.8%	3.0%	4.2%	1.0%	2.3%	6.0%
Very dissatisfied	1.0%	1.2%	1.6%	0.4%	0.9%	2.7%
Dissatisfied	1.7%	1.9%	2.6%	0.6%	1.4%	3.3%
Neither satisfied nor dissatisfied	11.7%	10.4%	14.4%	3.2%	6.8%	15.0%
Satisfied	33.0%	32.9%	37.1%	25.3%	31.2%	34.4%
Very satisfied	52.5%	53.7%	44.3%	70.4%	59.8%	44.6%
NET: Satisfied	85.5%	86.6%	81.4%	95.8%	90.9%	79.0%
Q12 It was easy to find out about my course						
Base (n=)	11,388	9,152	6,454	2,698	552	1,169
NET: Disagree	5.5%	6.0%	6.3%	5.4%	4.6%	8.7%
Strongly disagree	1.2%	1.3%	1.3%	1.4%	0.3%	2.4%
Disagree	4.3%	4.6%	5.0%	4.0%	4.4%	6.2%
Neither agree nor disagree	10.1%	10.6%	9.6%	12.4%	6.7%	11.4%
Agree	46.6%	48.1%	48.6%	47.2%	46.9%	47.8%
Strongly agree	37.7%	35.3%	35.5%	35.1%	41.7%	32.1%
NET: Agree	84.4%	83.5%	84.1%	82.3%	88.7%	79.9%
Q13 I am gaining the skills I want to learn from my course						
Base (n=)	11,526	9,266	6,478	2,788	567	1,173
NET: Disagree	4.5%	4.5%	5.1%	3.6%	3.9%	6.6%
Strongly disagree	1.4%	1.1%	1.3%	0.8%	0.2%	1.4%
Disagree	3.1%	3.4%	3.7%	2.8%	3.7%	5.2%
Neither agree nor disagree	7.1%	7.7%	7.8%	7.7%	6.3%	9.4%
Agree	41.1%	44.7%	44.7%	44.5%	40.8%	43.2%
Strongly agree	47.3%	43.1%	42.4%	44.3%	49.1%	40.8%
NET: Agree	88.4%	87.7%	87.2%	88.8%	89.8%	84.0%
Q14 I receive regular feedback throughout my course on my progress						
Base (n=)	11,467	9,222	6,438	2,784	563	1,173
NET: Disagree	8.5%	8.9%	9.2%	8.4%	8.4%	11.7%
Strongly disagree	2.5%	2.5%	2.9%	1.9%	1.9%	4.1%
Disagree	5.9%	6.4%	6.4%	6.5%	6.5%	7.7%
Neither agree nor disagree	12.1%	12.7%	13.0%	12.3%	9.5%	13.9%
Agree	39.7%	42.8%	42.1%	44.1%	43.8%	40.7%
Strongly agree	39.7%	35.5%	35.7%	35.3%	38.3%	33.7%
NET: Agree	79.4%	78.4%	77.8%	79.3%	82.1%	74.4%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q15 The way I am assessed is a fair test of my skills and knowledge						
Base (n=)	11,524	9,276	6,487	2,789	568	1,174
NET: Disagree	5.5%	6.5%	7.0%	5.6%	4.4%	10.4%
Strongly disagree	1.9%	1.9%	2.0%	1.7%	1.3%	2.8%
Disagree	3.6%	4.6%	5.0%	3.9%	3.1%	7.6%
Neither agree nor disagree	9.0%	9.7%	10.0%	9.0%	6.5%	12.7%
Agree	41.7%	44.6%	43.8%	46.2%	43.9%	41.2%
Strongly agree	43.8%	39.2%	39.2%	39.2%	45.2%	35.6%
NET: Agree	85.5%	83.8%	83.0%	85.4%	89.1%	76.8%
Q16 I have access to the equipment necessary for my training (e.g. tools, customised equipment, etc.)						
Base (n=)	11,303	9,117	6,340	2,777	557	1,151
NET: Disagree	5.6%	5.2%	4.6%	6.2%	3.4%	7.0%
Strongly disagree	1.7%	1.6%	1.5%	1.7%	0.7%	2.9%
Disagree	3.9%	3.6%	3.1%	4.5%	2.7%	4.2%
Neither agree nor disagree	7.8%	8.3%	8.2%	8.7%	7.7%	9.5%
Agree	41.3%	45.1%	44.7%	46.0%	41.9%	45.4%
Strongly agree	45.3%	41.3%	42.6%	39.1%	47.0%	38.0%
NET: Agree	86.6%	86.5%	87.2%	85.1%	88.9%	83.5%
Q17 Learning resources (e.g. course books and online materials) are up to date and relevant to my studies						
Base (n=)	11,333	9,118	6,358	2,760	522	1,157
NET: Disagree	9.3%	9.4%	9.1%	10.0%	6.0%	11.1%
Strongly disagree	2.8%	2.7%	2.5%	3.1%	1.1%	3.5%
Disagree	6.5%	6.7%	6.6%	6.9%	5.0%	7.6%
Neither agree nor disagree	11.1%	12.4%	11.9%	13.3%	9.3%	15.5%
Agree	43.5%	45.3%	45.2%	45.5%	43.2%	42.5%
Strongly agree	36.1%	32.9%	33.8%	31.2%	41.4%	31.0%
NET: Agree	79.6%	78.2%	79.0%	76.7%	84.7%	73.4%
Q18 The computers, internet accessibility and software available at my provider are suitable for my needs						
Base (n=)	10,362	8,246	5,650	2,596	483	1,081
NET: Disagree	8.6%	7.1%	7.0%	7.4%	4.5%	9.5%
Strongly disagree	2.6%	2.2%	2.2%	2.1%	1.1%	3.1%
Disagree	6.0%	4.9%	4.8%	5.2%	3.4%	6.4%
Neither agree nor disagree	12.9%	13.2%	11.7%	15.9%	8.6%	12.1%
Agree	42.6%	45.4%	44.7%	46.7%	42.9%	46.0%
Strongly agree	35.8%	34.2%	36.7%	30.0%	44.0%	32.3%
NET: Agree	78.4%	79.6%	81.3%	76.7%	86.9%	78.3%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q19 The overall campus is a pleasant place to learn						
Base (n=)	10,516	8,358	5,717	2,641	487	1,084
NET: Disagree	3.2%	2.9%	2.6%	3.6%	2.3%	3.5%
Strongly disagree	0.9%	0.7%	0.5%	0.9%	0.3%	0.7%
Disagree	2.3%	2.3%	2.0%	2.7%	2.0%	2.8%
Neither agree nor disagree	9.1%	10.4%	9.7%	11.6%	7.5%	9.3%
Agree	45.0%	47.7%	46.3%	50.2%	42.7%	48.3%
Strongly agree	42.7%	38.9%	41.4%	34.7%	47.5%	38.9%
NET: Agree	87.7%	86.7%	87.7%	84.9%	90.2%	87.2%
Q20 The building(s) / facilities at my provider are well maintained						
Base (n=)	10,547	8,423	5,775	2,648	489	1,090
NET: Disagree	5.8%	6.1%	5.2%	7.6%	4.5%	7.9%
Strongly disagree	1.6%	1.6%	1.1%	2.3%	1.7%	1.7%
Disagree	4.2%	4.5%	4.1%	5.2%	2.8%	6.3%
Neither agree nor disagree	10.8%	11.2%	11.7%	10.3%	7.4%	9.5%
Agree	45.1%	47.5%	46.6%	48.9%	40.6%	48.4%
Strongly agree	38.3%	35.3%	36.5%	33.2%	47.5%	34.2%
NET: Agree	83.4%	82.7%	83.1%	82.1%	88.1%	82.6%
Q21 Overall, how satisfied are you with your training?						
Base (n=)	11,569	9,313	6,518	2,795	570	1,179
NET: Dissatisfied	6.1%	6.6%	7.3%	5.4%	4.2%	9.8%
Very dissatisfied	1.6%	1.6%	1.8%	1.2%	0.3%	2.4%
Dissatisfied	4.5%	5.0%	5.5%	4.2%	3.9%	7.4%
Neither satisfied nor dissatisfied	6.7%	7.7%	7.7%	7.8%	6.0%	9.7%
Satisfied	41.6%	43.5%	41.9%	46.3%	39.9%	40.7%
Very satisfied	45.7%	42.2%	43.1%	40.5%	49.9%	39.8%
NET: Satisfied	87.3%	85.7%	85.1%	86.7%	89.8%	80.5%
Q22B How likely would you be to recommend your provider to other students?						
Base (n=)	11,569	9,312	6,517	2,795	569	1,179
NET: Unlikely	4.5%	5.5%	5.7%	5.2%	2.8%	7.3%
Very unlikely	1.9%	2.2%	2.3%	2.1%	0.8%	3.0%
Unlikely	2.6%	3.3%	3.4%	3.2%	2.0%	4.2%
Neither likely nor unlikely	8.8%	10.5%	9.0%	13.3%	7.4%	11.2%
Likely	33.4%	36.6%	34.3%	40.8%	36.1%	35.9%
Very likely	53.3%	47.4%	51.0%	40.6%	53.8%	45.7%
NET: Likely	86.7%	84.0%	85.3%	81.5%	89.9%	81.5%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q23-Q32 Awareness of Support Services						
<i>Base (n=)</i>	11,452	9,218	6,444	2,774	525	1,174
Flexible learning options (e.g. online course delivery, short course delivery, part-time course delivery)	80.8%	68.4%	75.1%	56.0%	65.7%	69.7%
Flexible assessment (e.g. time extension, alternative assessment options)	79.7%	72.4%	77.0%	64.2%	70.2%	75.7%
Literacy and numeracy support	79.9%	73.5%	73.5%	73.3%	78.3%	71.9%
Financial assistance (e.g. fees, books, equipment, payment plans, scholarships, fee waivers)	74.5%	66.9%	66.6%	67.5%	64.3%	63.4%
Career advice and planning	70.7%	66.1%	66.4%	65.6%	67.1%	66.4%
Other counselling services	65.6%	59.6%	60.7%	57.6%	62.4%	62.9%
A mentor or person to support you during your studies	63.2%	60.8%	58.1%	65.9%	71.9%	59.0%
English language assistance where English is not your first language (e.g. translating services)	74.4%	64.2%	64.3%	64.1%	68.5%	65.9%
Customised equipment or adjustments for physical access (e.g. tables, chairs, keyboards, ramps and lift access)	72.2%	64.5%	64.1%	65.3%	69.4%	67.1%
Reasonable adjustment / accommodation, including Auslan interpreting, advocacy, alternative exam conditions (e.g. scribing arrangements)	62.2%	54.0%	53.3%	55.3%	56.6%	59.4%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q23-Q32 Usage of Support Services						
<i>Base (n=)</i>	11,452	9,218	6,444	2,774	525	1,174
Flexible learning options (e.g. online course delivery, short course delivery, part-time course delivery)	38.1%	32.4%	40.2%	18.2%	38.0%	32.9%
Flexible assessment (e.g. time extension, alternative assessment options)	34.2%	31.6%	37.4%	21.1%	37.0%	42.1%
Literacy and numeracy support	15.2%	11.6%	11.4%	11.9%	24.8%	15.9%
Financial assistance (e.g. fees, books, equipment, payment plans, scholarships, fee waivers)	26.0%	21.4%	24.9%	15.0%	26.0%	24.3%
Career advice and planning	19.8%	17.3%	19.0%	14.4%	25.1%	21.0%
Other counselling services	10.5%	7.3%	8.3%	5.5%	15.2%	14.3%
A mentor or person to support you during your studies	18.1%	16.5%	17.1%	15.2%	30.7%	21.2%
English language assistance where English is not your first language (e.g. translating services)	8.2%	5.1%	5.2%	4.9%	13.8%	6.9%
Customised equipment or adjustments for physical access (e.g. tables, chairs, keyboards, ramps and lift access)	13.7%	10.4%	11.1%	9.2%	21.0%	13.5%
Reasonable adjustment / accommodation, including Auslan interpreting, advocacy, alternative exam conditions (e.g. scribing arrangements)	9.2%	6.2%	6.0%	6.6%	13.2%	10.7%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q23C Satisfaction with... Flexible learning options (e.g. online course delivery, short course delivery, part-time course delivery)						
<i>Base (n=)</i>	4,602	3,203	2,675	528	200	397
NET: Dissatisfied	2.9%	4.4%	4.8%	3.0%	1.4%	6.5%
Very dissatisfied	0.9%	1.5%	1.6%	1.3%	0.0%	3.6%
Dissatisfied	2.1%	2.9%	3.2%	1.8%	1.4%	3.0%
Neither satisfied nor dissatisfied	7.2%	7.9%	7.8%	8.2%	7.6%	11.8%
Satisfied	36.4%	41.1%	40.7%	42.8%	35.9%	37.8%
Very satisfied	53.5%	46.6%	46.7%	46.0%	55.0%	43.9%
NET: Satisfied	89.9%	87.7%	87.4%	88.8%	90.9%	81.7%
Q24C Satisfaction with... Flexible assessment (e.g. time extension, alternative assessment options)						
<i>Base (n=)</i>	4,005	2,994	2,395	599	201	490
NET: Dissatisfied	1.0%	1.4%	1.5%	1.0%	1.2%	3.0%
Very dissatisfied	0.3%	0.3%	0.4%	0.0%	0.0%	0.4%
Dissatisfied	0.7%	1.1%	1.1%	1.0%	1.2%	2.5%
Neither satisfied nor dissatisfied	4.4%	5.3%	5.2%	5.7%	4.9%	7.7%
Satisfied	37.7%	43.5%	42.5%	46.8%	36.0%	39.9%
Very satisfied	56.9%	49.8%	50.8%	46.8%	57.8%	49.5%
NET: Satisfied	94.6%	93.3%	93.3%	93.3%	93.9%	89.3%
Q25C Satisfaction with... Literacy and numeracy support						
<i>Base (n=)</i>	1,672	1,050	705	345	131	173
NET: Dissatisfied	1.0%	0.7%	0.9%	0.2%	0.7%	2.2%
Very dissatisfied	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Dissatisfied	0.7%	0.7%	0.9%	0.2%	0.7%	2.2%
Neither satisfied nor dissatisfied	5.6%	8.7%	9.5%	7.3%	7.8%	8.7%
Satisfied	38.8%	45.8%	45.5%	46.4%	41.8%	41.3%
Very satisfied	54.6%	44.8%	44.1%	46.1%	49.7%	47.7%
NET: Satisfied	93.4%	90.7%	89.6%	92.5%	91.5%	89.0%
Q26C Satisfaction with... Financial assistance (e.g. fees, books, equipment, payment plans, scholarships, fee waivers)						
<i>Base (n=)</i>	3,011	1,956	1,570	386	129	283
NET: Dissatisfied	1.5%	1.8%	1.9%	1.5%	2.2%	2.2%
Very dissatisfied	0.4%	0.2%	0.3%	0.0%	0.0%	0.3%
Dissatisfied	1.1%	1.6%	1.6%	1.5%	2.2%	1.9%
Neither satisfied nor dissatisfied	7.0%	10.2%	10.0%	10.8%	5.6%	12.3%
Satisfied	38.5%	44.6%	43.4%	48.4%	36.7%	39.5%
Very satisfied	53.0%	43.4%	44.7%	39.3%	55.5%	46.1%
NET: Satisfied	91.5%	88.0%	88.1%	87.7%	92.2%	85.6%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q27C Satisfaction with... Career advice and planning						
<i>Base (n=)</i>	2,211	1,568	1,181	387	126	235
NET: Dissatisfied	1.5%	1.6%	1.9%	0.7%	0.0%	2.4%
Very dissatisfied	0.5%	0.4%	0.6%	0.1%	0.0%	0.7%
Dissatisfied	1.0%	1.1%	1.4%	0.6%	0.0%	1.7%
Neither satisfied nor dissatisfied	5.7%	8.3%	9.2%	6.2%	11.1%	10.8%
Satisfied	39.3%	45.0%	45.2%	44.5%	41.9%	43.1%
Very satisfied	53.5%	45.1%	43.7%	48.6%	47.0%	43.7%
NET: Satisfied	92.8%	90.1%	88.9%	93.1%	88.9%	86.8%
Q28C Satisfaction with... Other counselling services						
<i>Base (n=)</i>	1,147	645	507	138	73	161
NET: Dissatisfied	1.6%	2.0%	2.3%	1.1%	2.4%	4.4%
Very dissatisfied	0.5%	0.4%	0.5%	0.0%	0.0%	1.6%
Dissatisfied	1.1%	1.6%	1.7%	1.1%	2.4%	2.8%
Neither satisfied nor dissatisfied	7.3%	12.4%	12.9%	11.3%	11.4%	18.3%
Satisfied	35.4%	43.5%	44.1%	42.0%	33.7%	36.0%
Very satisfied	55.8%	42.1%	40.8%	45.6%	52.5%	41.3%
NET: Satisfied	91.1%	85.6%	84.9%	87.6%	86.3%	77.3%
Q29C Satisfaction with... A mentor or person to support you during your studies						
<i>Base (n=)</i>	2,025	1,483	1,058	425	160	242
NET: Dissatisfied	1.1%	1.2%	1.5%	0.6%	0.3%	3.6%
Very dissatisfied	0.2%	0.6%	0.7%	0.5%	0.0%	2.2%
Dissatisfied	0.9%	0.6%	0.8%	0.2%	0.3%	1.3%
Neither satisfied nor dissatisfied	3.3%	5.5%	6.3%	3.7%	4.8%	8.0%
Satisfied	35.8%	40.3%	39.6%	41.7%	37.0%	34.7%
Very satisfied	59.8%	53.1%	52.6%	53.9%	57.9%	53.7%
NET: Satisfied	95.6%	93.4%	92.2%	95.6%	94.9%	88.4%
Q30C Satisfaction with... English language assistance where English is not your first language (e.g. translating services)						
<i>Base (n=)</i>	887	411	294	117	62	66
NET: Dissatisfied	0.7%	0.9%	1.4%	0.0%	0.0%	1.4%
Very dissatisfied	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Dissatisfied	0.7%	0.9%	1.4%	0.0%	0.0%	1.4%
Neither satisfied nor dissatisfied	6.6%	9.4%	11.0%	6.3%	5.1%	14.8%
Satisfied	37.8%	44.6%	42.5%	48.7%	41.2%	30.9%
Very satisfied	54.9%	45.0%	45.0%	45.0%	53.7%	52.9%
NET: Satisfied	92.7%	89.6%	87.6%	93.7%	94.9%	83.8%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q31C Satisfaction with... Customised equipment or adjustments for physical access (e.g. tables, chairs, keyboards, ramps and lift access)						
<i>Base (n=)</i>	1,522	908	670	238	104	148
NET: Dissatisfied	1.0%	1.0%	1.3%	0.2%	1.2%	2.2%
Very dissatisfied	0.0%	0.2%	0.4%	0.0%	0.0%	1.6%
Dissatisfied	1.0%	0.7%	1.0%	0.2%	1.2%	0.7%
Neither satisfied nor dissatisfied	5.7%	8.8%	8.3%	10.0%	7.4%	12.2%
Satisfied	42.0%	49.2%	50.5%	46.4%	40.9%	45.5%
Very satisfied	51.3%	41.0%	39.9%	43.4%	50.5%	40.1%
NET: Satisfied	93.3%	90.2%	90.4%	89.8%	91.4%	85.6%
Q32C Satisfaction with... Reasonable adjustment / accommodation, including Auslan interpreting, advocacy, alternative exam conditions (e.g. scribing arrangements)						
<i>Base (n=)</i>	978	502	342	160	58	109
NET: Dissatisfied	1.3%	1.1%	1.6%	0.2%	0.0%	3.4%
Very dissatisfied	0.4%	0.3%	0.4%	0.0%	0.0%	1.2%
Dissatisfied	1.0%	0.8%	1.2%	0.2%	0.0%	2.2%
Neither satisfied nor dissatisfied	6.6%	8.7%	11.3%	4.5%	14.9%	16.7%
Satisfied	40.1%	47.3%	46.7%	48.4%	31.7%	36.0%
Very satisfied	52.0%	42.8%	40.4%	46.8%	53.4%	43.9%
NET: Satisfied	92.1%	90.2%	87.1%	95.2%	85.1%	79.9%
Q33 / 102 How much online learning is in your course?						
<i>Base (n=)</i>	11,372	9,218	6,444	2,774	525	1,174
(Nearly) All (90% to 100%)	13.5%	13.5%	17.3%	6.4%	19.0%	14.5%
Most (about 75%)	7.9%	7.7%	8.5%	6.1%	10.4%	8.2%
Half (about 50%)	14.4%	14.6%	15.2%	13.5%	15.7%	14.3%
Some (about 25%)	25.8%	27.9%	28.9%	26.5%	25.1%	30.2%
None (0%)	38.4%	36.3%	30.0%	47.8%	29.7%	32.8%
Q100_04 I have access to the resources I need to study off-campus (e.g. internet, computer, software programs)						
<i>Base (n=)</i>	7,168	6,012	4,551	1,461	369	801
NET: Disagree	4.4%	4.1%	3.8%	4.9%	7.4%	7.1%
Strongly disagree	1.1%	0.9%	1.0%	0.8%	0.7%	1.7%
Disagree	3.4%	3.2%	2.8%	4.1%	6.7%	5.4%
Neither agree nor disagree	6.7%	6.8%	56.0%	8.7%	8.8%	6.2%
Agree	41.5%	42.9%	41.5%	46.2%	39.1%	41.5%
Strongly agree	47.3%	46.2%	48.6%	40.2%	44.7%	45.2%
NET: Agree	88.8%	89.1%	90.1%	86.4%	83.7%	86.7%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q101_01 My workspace off-campus suits my needs						
<i>Base (n=)</i>	7,086	5,967	4,510	1,457	366	793
NET: Disagree	6.8%	6.8%	7.4%	5.6%	7.8%	12.5%
Strongly disagree	1.4%	1.5%	1.7%	1.1%	0.8%	3.7%
Disagree	5.4%	5.3%	5.7%	4.5%	7.0%	8.8%
Neither agree nor disagree	11.8%	12.7%	12.5%	13.3%	9.8%	14.4%
Agree	42.5%	42.1%	40.9%	45.0%	44.5%	35.7%
Strongly agree	38.9%	38.4%	39.3%	36.2%	37.9%	37.4%
NET: Agree	81.4%	80.5%	80.2%	81.1%	82.5%	73.1%
Q103_02 I have enough support from my lecturer while studying online						
<i>Base (n=)</i>	6,868	5,771	4,390	1,381	361	767
NET: Disagree	7.0%	8.0%	8.7%	6.4%	7.4%	12.0%
Strongly disagree	2.3%	2.5%	2.8%	1.8%	2.1%	4.0%
Disagree	4.7%	5.5%	5.9%	4.6%	5.2%	7.9%
Neither agree nor disagree	13.5%	16.4%	16.5%	16.2%	12.9%	16.6%
Agree	39.3%	40.0%	39.0%	42.8%	37.6%	38.6%
Strongly agree	40.2%	35.5%	35.9%	34.7%	42.2%	32.9%
NET: Agree	79.5%	75.6%	74.8%	77.5%	79.8%	71.4%
Q103_05 Student Support Services provided reasonable adjustment for online learning specific to my disability						
<i>Base (n=)</i>	697	669	590	79	55	669
NET: Disagree	12.1%	12.0%	13.4%	2.9%	1.5%	12.0%
Strongly disagree	4.8%	4.7%	5.1%	1.9%	0.0%	4.7%
Disagree	7.3%	7.3%	8.2%	1.0%	1.5%	7.3%
Neither agree nor disagree	29.4%	32.7%	32.4%	34.6%	7.7%	32.7%
Agree	30.1%	29.3%	29.4%	28.5%	34.0%	29.3%
Strongly agree	28.4%	26.0%	24.8%	34.0%	56.8%	26.0%
NET: Agree	58.5%	55.3%	54.2%	62.6%	90.8%	55.3%
Q36 I would like to see more online learning in my course						
<i>Base (n=)</i>	6,606	5,633	4,248	1,385	357	749
NET: Disagree	31.4%	28.6%	27.4%	31.7%	18.3%	31.5%
Strongly disagree	11.2%	9.4%	9.6%	9.1%	5.0%	15.6%
Disagree	20.2%	19.2%	17.8%	22.6%	13.2%	15.8%
Neither agree nor disagree	35.4%	35.6%	35.5%	35.7%	30.3%	33.1%
Agree	19.2%	21.3%	22.0%	19.6%	26.5%	18.6%
Strongly agree	14.0%	14.5%	15.1%	13.0%	24.9%	16.9%
NET: Agree	33.2%	35.8%	37.1%	32.6%	51.4%	35.4%

	2021	2022	2022 IBS	2022 EBS	2022 Aboriginal students	2022 Students with disability
Q105 Would you like face-to-face access to a lecturer for support?						
Base (n=)	7,241	6,064	4,589	1,475	377	807
Weekly	33.6%	33.6%	38.5%	21.6%	35.6%	38.4%
Fortnightly	8.9%	8.1%	9.2%	5.4%	11.3%	9.2%
Monthly	5.2%	5.0%	4.7%	5.9%	6.1%	4.8%
Only when I have a specific issue	30.9%	30.0%	28.0%	34.8%	25.9%	28.1%
Not at all	18.1%	20.1%	16.1%	29.9%	19.8%	15.7%
Other, please specify	3.3%	3.1%	3.4%	2.4%	1.2%	3.5%
Q60 Have you heard of the Jobs and Skills Centres (JSCs)?						
Base (n=)	11,452	9,218	6,444	2,774	525	1,174
Yes	48.6%	54.8%	56.1%	52.4%	59.2%	61.9%
No	51.4%	45.2%	43.9%	47.6%	40.8%	38.1%
Q62 Have you ever contacted the Jobs and Skills Centres (JSCs)?						
Base (n=)	5,568	5,096	3,667	1,429	315	734
Yes	22.4%	25.1%	28.0%	19.6%	43.6%	33.7%
No	77.6%	74.9%	72.0%	80.4%	56.4%	66.3%
Q45 Please answer the following questions with 'Yes' or 'No' (all 'Yes' responses)						
Base (n=)	11,569	9,316	6,521	2,795	570	1,179
Are you of Aboriginal or Torres Strait Islander origin?	6.0%	6.4%	6.2%	6.9%	100.0%	8.5%
Do you live 100 kilometres or more from your training provider?	16.4%	18.4%	17.5%	20.0%	31.8%	18.7%
Have you lived in Australia for 5 years or less?	28.4%	32.2%	32.0%	32.6%	46.6%	30.3%
Is English your first language?	81.8%	83.1%	80.0%	88.8%	91.5%	92.2%
Do you have a disability, impairment or long-term condition?	11.8%	12.4%	15.8%	6.3%	16.6%	100.0%
Does your disability, impairment or long-term condition affect your studies?	7.4%	8.3%	10.9%	3.5%	12.0%	65.2%
A1 Staff at my provider genuinely respect my Aboriginal cultural values and practices						
Base (n=)		510	304	206	510	83
NET: Disagree		4.1%	4.2%	4.1%	4.1%	7.9%
Strongly disagree		0.7%	0.7%	0.6%	0.7%	1.7%
Disagree		3.5%	3.5%	3.5%	3.5%	6.2%
Neither agree nor disagree		16.3%	15.0%	18.3%	16.3%	13.7%
Agree		36.7%	32.5%	42.8%	36.7%	23.1%
Strongly agree		42.8%	48.3%	34.8%	42.8%	55.4%
NET: Agree		79.5%	80.9%	77.6%	79.5%	78.4%

4 Detailed Methodology

Project approach

The WA SSS fieldwork was conducted between 15 September 2022 and 24 November 2022.

Students from the five TAFE colleges and WAAPA were invited to participate in the survey. Students studying at 151 private training providers were also eligible for inclusion in the survey, although their results are presented in a separate report.

A multi-mode methodology was used, with completions coming from online surveys, paper-based surveys and Computer Assisted Telephone Interviewing (CATI). All research was carried out in compliance with the International Standard ISO20252.

The CATI version of the survey took respondents 20 minutes on average to complete, and the online version took 13 minutes on average to complete.

Questionnaire

The questionnaire was developed by the Department in collaboration with Wallis, the TAFEs and WAAPA. The survey was designed to ensure consistency and comparability with previous years. As such, changes to both questionnaire structure and question wording were minimal, with the following key areas being covered:

- Satisfaction with training and training provider
- Select sociodemographic information
- Awareness, use and satisfaction with student support services
- Prevalence of and satisfaction with online training
- Awareness and usage of Jobs and Skills Centres
- College specific questions
- Select questions to those students who identify as Aboriginal and/or Torres Strait Islander regarding cultural safety and awareness

The short form hardcopy survey covered the following key areas:

- Satisfaction with training and training provider
- Select sociodemographic information

Changes in 2022

In 2022, Wallis conducted the data collection of the WA SSS. For the most part, the survey and methodology were maintained from the previous supplier.

There were very few changes to the survey from 2021. These changes included:

- The demographic questions were moved to be immediately after the key satisfaction questions. They were moved as these variables are essential for reporting. If a respondent only partially completed the survey, then it would be more likely that the required information was collected to make the limited data collected more useful.
- As the demographic questions were asked earlier in the survey, the question about the support provided for online learning for people with disabilities was able to be filtered to be asked only of students who identified within the survey or within the sample as having a disability. For comparability of results between years, however, the sample flag of 'has a disability' was used for these results.
- The question 'How did you hear about the Jobs and Skills Centres?' was removed from the survey.
- Three questions were added to a new section called 'Cultural Safety and Accessibility'. These questions were asked of respondents who identified as Aboriginal and/or Torres Strait Islander within the sample or within the survey. These questions focused on respect of cultural values and practices and asked if respondents would be willing to participate in future research on this topic.

Invitation

Students were able to access and complete the survey through one of the following methods:

- Personalised online survey,
- Paper-based survey distributed by their training provider, or
- Telephone (CATI).

Where contact details were available, students were invited to access the online survey via their email address or an SMS to their mobile number registered with their training provider.

Email and SMS reminders were sent throughout the fieldwork period to sample members who had not yet completed the survey. Email and SMS content was designed by Wallis, with emails being distributed from the WA SSS email (WAsstudents@wallis.social) and the SMS from the WA SSS Alphanatag.

The survey was also accessible to those on college campuses via posters containing QR codes linking respondents to the survey, via the <https://www.wastudentsurvey.com.au/> website, or through the social media and website content shared by the colleges. To encourage participation, prize draws for cash incentives were also used to encourage students to complete the survey. The total value of the prize pool was \$2,750. All prizes have been claimed.

Sample

The Department provided Wallis with a sample of eligible students on 8 September 2022. A total of n=68,194 were identified as eligible to participate in the survey. There were no records removed from the sample file during the cleaning process. During fieldwork, one respondent requested to have their personal information removed from the sample. This record has not been included within the final usable student population.

An additional n=96 students who completed the survey but were not in the initial sample file provided by the Department were subsequently identified by their respective college (TAFE or WAAPA) as being eligible for the survey and were added to the population.

The final usable student population comprised of:

- n=68,289 state-wide population
 - n=43,705 TAFE and WAAPA students
 - n=24,584 private training provider students

Target rates of completion were set for each of the following key sub-groups:

- 20% for each college
- 20% of all institution based students (IBS)
- 15% of all employment based students (EBS)
- 15% of all Aboriginal students
- 20% of all students with disability

Response rates

A total of 13,793 completed surveys were received. The survey responses were matched to the student database to uniquely identify all respondents and determine respondents' socio-demographics and other specific details. During this process, a total of 121 invalid, unmatched and double entries were excluded from the total survey sample.

The final responding sample was:

- n=13,672 state-wide population
- n=9,316 TAFE and WAAPA students (excluding students studying at a private training provider)

This resulted in response rates of:

- 20.0% across the state
- 21.3% for TAFE and WAAPA students (excluding students studying at a private training provider)

Weighting

The survey data were weighted back to the total student population: gender (male, female), age group (15-19, 20-29, 30-44, 45+), education type (employment based students, institution based students) and training provider (each of the five TAFE colleges, WAAPA and private training providers).

This resulted in 112 different weighted cell possibilities. Weighted cells with a zero count for both the population and the survey data were removed, leaving 102 active weighted cells.

About Wallis Social Research

Wallis has been capturing the views of Australians for over 30 years.

In that time Wallis has been adapting how and where we gather those opinions with the only constant being our unrelenting focus on delivering quality with integrity and security.

Founded in 1991, Wallis initially specialised in brand and advertising tracking, and communications development for major commercial corporations. Over time as the company grew, core service offerings were expanded to include customer and employee satisfaction surveys, new product and service development as well as government programme evaluation.

In more recent years, Wallis has realigned its strategic focus and is now established as a leading provider of social research.

Accreditations

Wallis Social Research achieved accreditation to the International Standard ISO20252 in September 2007. The Company is committed to maintaining administrative and operational procedures which comply with these accreditation requirements and to improving its performance in all aspects of the service it delivers to its customers.

In 2020 Wallis sought and attained certification to ISO 27001. This is the highest standard for information and data security. Wallis made the strategic decision to become certified to ISO 27001 because we recognise the absolute necessity for our clients to be assured that their data is secure. Wallis is one of the first research companies in Australia to achieve certification to this standard.

Wallis is an active participant in the market research industry, with senior staff making significant contributions to the Research Society (TRS) and the Australian Data and Insights Association (ADIA). As such we actively pursue the ethical objectives of the industry.

In addition to having attained the highest Industry accreditation, Wallis also participates in the Australian Achiever Awards, which recognises the customer service excellence of Australian companies. The Company has been awarded a high commendation every year since the inception of these awards in 1999.

Wallis is an acknowledged leader in data protection and privacy. Our system is regularly subjected to external penetration testing and we are a Privacy Awareness Week supporter – committed to sharing our knowledge with others. Wallis is also active member of the Australian Cyber Security Centre (ACSC) Partnership Program.

