

Appendix: An Overview of the Quantitative Data

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1 The data

Stage 1 data collection occurred in early 2007 via a mailed self-completed questionnaire, and resulted in a total of 179 respondents (54 former apprentices and 125 higher education graduates). During the second half of the year, additional Stage 2 data were obtained from a sub-sample of Stage 1 respondents through an extended telephone interview with 29 apprentices and 65 degree graduates.

Table 1: Stage 1 and Stage 2 data collections

	Apprentices			Degree graduates		
	Males	Females	Persons	Males	Females	Persons
Stage 1 respondents	49	5	54	53	72	125
Stage 2 respondents	27	2	29	26	39	65

1.1 Stage 1: Characteristics of respondents

Table 2: Apprentice sample: by trade course completed and gender

Apprentices	Count			Per cent		
	Males	Females	Persons	Males	Females	Persons
Plumbing	13	-	13	27	-	24
Electrical/electronics	7	-	7	14	-	13
Refrigeration	11	-	11	22	-	20
Printing	12	-	12	25	-	22
Optical	4	3	7	8	60	13
Dental technician	1	2	3	2	40	6
Missing	1	-	1	2	-	2
Total sample	49	5	54	100	100	100

Note that, as shown in Table 2, the number of females in the sample of former apprentices is very low. Hence, in all of the tables that follow, when reporting results as percentages of the samples by gender, for apprentices the column for females has been excluded.

Table 3: Graduate sample: by higher education course completed and gender

Degree graduates	Count			Per cent		
	Males	Females	Persons	Males	Females	Persons
Physical sciences	8	6	14	15	8	11
Maths & computer science	8	2	10	15	3	8
Health sciences	9	35	44	17	49	35
Food & hospitality	2	10	12	4	14	10
Environment	8	10	18	15	14	14
Engineering	18	8	26	34	11	21
Missing	-	1	1	-	1	1
Total sample	53	72	125	100	100	100

The mean age of both samples in 2007 was approximately 33 years, with a median of 32 years for apprentices and 33 years for the higher education group.

Table 4: Age distribution of Stage 1 samples by gender

Age in 2007	Apprentices			Degree graduates		
	Males	Females	Persons	Males	Females	Persons
29 years	1	-	1	-	-	-
30 years	1	-	1	-	-	-
31 years	10	-	10	1	9	10
32 years	13	2	15	16	20	36
33 years	9	-	9	16	14	30
34 years	8	1	9	11	14	25
35 years	3	1	4	7	11	18
36 years	1	-	1	-	3	3
37 years	1	1	2	-	-	-
Number of respondents	47	5	52	51	71	122
<i>Mean age</i>	<i>32.6</i>	<i>34.0</i>	<i>32.7</i>	<i>33.1</i>	<i>33.1</i>	<i>33.1</i>
<i>Median age</i>	<i>32.0</i>	<i>34.0</i>	<i>32.0</i>	<i>33.0</i>	<i>33.0</i>	<i>33.0</i>

Data on age were missing for 2 apprentices and 3 graduates.

1.2 Stage 2: Characteristics of participants

1.2.1 Course completed

Table 5: Number of Stage 2 participants, by course completed

Apprentices	Males	Females	Persons	Degree graduates	Males	Females	Persons
Electrical/electronics	4	-	4	Maths & computer science	3	1	4
Refrigeration	6	-	6	Health sciences	5	18	23
Printing	6	-	6	Food & hospitality	1	6	7
Optical	4	1	5	Environment	6	6	12
Dental technician	-	1	1	Engineering	6	4	10
Total apprentices	27	2	29	Total degree graduates	26	39	65

1.2.2 Reasons for doing qualification

Broad categories of responses to an open-ended question about why the members of each sample undertook their RMIT course are shown in Table 6. Multiple responses were allowed, so the total number of responses was greater than the number of respondents.

Table 6: Reasons for doing RMIT qualification (per cent of Stage 2 respondents)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Family influence	81	79	31	26	28
Significant others - teachers, friends	4	7	4	15	11
Good at this subject area when at school	4	3	35	44	40
Work experience when at school	15	14	8	13	11
RMIT Open Day	-	-	23	26	25
RMIT course reputation	-	-	8	33	23
Interested in this area of work	48	45	54	41	46
Good career prospects	33	31	27	8	15
Personal goals	4	3	4	8	6
Advantage of income while training	15	17	12	-	5
Constrained choice	26	28	15	13	14
Other	11	14	12	21	17
<i>Number of respondents</i>	27	29	26	39	65

Percentages total more than 100 due to multiple responses

1.2.3 Transition to RMIT

Table 7: Transition from school to RMIT (per cent of Stage 2 respondents)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Parents' expectations about post-school destination					
They didn't mind – whatever I wanted to do	36	38	59	25	38
University or profession	20	19	27	56	45
University or profession, but they didn't mind	4	4	9	17	14
Trade	28	27	-	-	-
Some kind of training rather than directly to work	8	8	-	-	-
Don't know	4	4	5	3	4
Total per cent	100	100	100	100	100
<i>Number of respondents</i>	25	26	22	36	58
Your intentions					
Unsure	36	33	8	-	4
University, but uncertain re course type	4	7	20	26	23
University, and certain re course type	-	-	48	33	39
Some kind of trade	28	26	-	-	-
Definitely the trade I did	12	11	-	-	-
Maybe uni, but needed to earn and train at same time	4	7	-	-	-
A particular field but not the one that I did	16	15	-	5	3
A particular field related to the one that I did	-	-	24	36	31
Total per cent	100	100	100	100	100
<i>Number of respondents</i>	25	27	25	39	64
Attitude to RMIT qualification					
Definitely wanted to do it	47	47	62	58	59
Wanted to do it, but with some reservations	13	12	31	32	31
Not really, but didn't mind	33	29	-	8	5
Really wanted to do something else	-	-	4	-	2
Not relevant at time of leaving school	7	12	4	3	3
Total per cent	100	100	100	100	100
<i>Number of respondents</i>	25	17	26	38	64
Went to RMIT straight from school					
Moved from home to go to RMIT	44	45	85	85	85
<i>Number of respondents</i>	11	10	31	33	32
<i>Number of respondents</i>	27	29	26	39	65

1.2.4 Student background characteristics

Table 8: Student background characteristics (per cent of Stage 2 respondents)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Parent's occupation*					
Managers	15	14	19	31	26
Professionals	22	21	31	38	35
Technicians and Trades Workers	26	28	19	15	17
Community and Personal Service Workers	4	3	4	3	3
Clerical and Administrative Workers	7	7	12	5	8
Sales Workers	7	7	4	0	2
Machinery Operators and Drivers	15	17	12	3	6
Labourers	4	3	-	3	2
Not in labour force	-	-	-	3	2
Total per cent	100	100	100	100	100
Ethnic background **					
Australia or an English speaking country	84	85	95	82	87
Both parents from non-English speaking country	4	4	5	15	11
Respondent and parents from non-English speaking country	12	11	0	3	2
Total per cent	100	100	100	100	100
Secondary school sector					
Government	78	79	73	54	62
Catholic	19	17	12	28	21
Independent	4	3	15	18	17
Total per cent	100	100	100	100	100
Secondary school location					
Metropolitan	81	76	73	54	69
Regional	19	24	12	28	31
Total per cent	100	100	15	18	100
<i>Number of respondents</i>	27	29	26	39	65

Percentages may not total 100 due to rounding

Note * occupation of father, or of mother, if missing data for father

Note ** data on country of birth were missing for 2 apprentices and 4 degree graduates

2 Current working life

2.1 Labour force status in 2007

Table 9: Labour force status in 2007 by sample and gender

	Apprentices						Degree graduates					
	Count			Per cent			Count			Per cent		
	M	F	P	M	F	P	M	F	P	M	F	P
Full-time work	48	1	49	98	20	91	50	40	90	94	56	72
Part-time work	-	3	3	-	60	6	-	19	19	-	26	15
Unemployed	-	-	-	-	-	-	2	1	3	4	1	2
Not in labour force	1	1	2	2	20	4	1	12	13	2	17	10
Total respondents	49	5	54	100	100	100	53	72	125	100	100	100

Percentages may not total 100 due to rounding

2.2 Current job details: occupational distribution

The remainder of this section focuses on those in the labour force, in either full-time or part-time work, in 2007, comprising 52 former apprentices and 109 graduates.

Table 10 is a summary table showing that in 2007, ten years after becoming qualified in their trade, a large proportion of former apprentices (75% of males) still identified their occupation as being within a trade or as a technician. This is higher than the proportion of graduates who in 2007 remained in professional occupations (60% of males, 69% of females, 65% overall).

Table 10: Occupation of labour force participants in 2007, by sample and gender

	Apprentices						Degree graduates					
	Count			Per cent			Count			Per cent		
	M	F	P	M	P	M	F	P	M	F	P	
Managers	6	-	6	13	12	17	8	25	34	14	23	
Professionals	-	-	-	-	-	30	41	71	60	69	65	
Technicians and trades workers	36	2	38	75	73	-	3	3	-	5	3	
Community and personal service workers	2	1	3	4	6	-	2	2	-	-	2	
Clerical and administrative workers	2	1	3	4	6	1	4	5	2	7	5	
Sales workers	2	-	2	4	4	-	1	1	-	2	1	
Machinery operators and drivers	-	-	-	-	-	2	-	2	4	-	2	
Total respondents	48	4	52	100	100	50	59	109	100	100	100	

Percentages may not total 100 due to rounding

Table 11 presents more detailed information about the occupations in which members of each sample were employed in 2007, recording the numbers in the various occupations within each ANZSCO major category.

Table 11: Occupation of labour force participants in 2007, by sample and gender

	Apprentices						Degree graduates					
	Count			Per cent			Count			Per cent		
	M	F	P	M	F	P	M	F	P	M	F	P
Managers	6	-	6	13	-	12	17	8	25	34	14	23
<i>Chief Executives, General Managers and Legislators</i>	5	-	5				1	1	2			
<i>Specialist Managers</i>	1	-	1				14	5	19			
<i>Hospitality, Retail and Service Managers</i>	-	-	-				2	2	4			
Professionals	-	-	-	-	-	-	30	41	71	60	69	65
<i>Business, Human Resource and Marketing Professionals</i>	-	-	-				3	9	12			
<i>Design, Engineering, Science and Transport Professionals</i>	-	-	-				13	10	23			
<i>Education Professionals</i>	-	-	-				-	5	5			
<i>Health Professionals</i>	-	-	-				4	15	19			
<i>ICT Professionals</i>	-	-	-				9	2	11			
<i>Legal, Social and Welfare Professionals</i>	-	-	-				1	-	1			
Technicians and trades workers	36	2	38	75	50	73	-	3	3	-	5	3
<i>Engineering, ICT and Science Technicians</i>	-	1	1				-	3	3			
<i>Automotive and Engineering Trades Workers</i>	1	-	1				-	-	-			
<i>Construction Trades Workers</i>	16	-	16				-	-	-			
<i>Electrotechnology and Telecommunications Trades Workers</i>	7	-	7				-	-	-			
<i>Other Technicians and Trades Workers</i>	12	1	13				-	-	-			
Community and personal service workers	2	1	3	4	25	6	-	2	2	-	3	2
<i>Health and Welfare Support Workers</i>	1	1	2				-	-	-			
<i>Hospitality Workers</i>	-	-	-				-	1	1			
<i>Protective Service Workers</i>	1	-	1				-	-	-			
<i>Sports and Personal Service Workers</i>	-	-	-				-	1	1			
Clerical and administrative workers	2	1	3	4	25	6	1	4	5	2	7	5
<i>Office Managers and Program Administrators</i>	1	-	1				1	3	4			
<i>Personal Assistants and Secretaries</i>	-	-	-				-	-	-			
<i>Inquiry Clerks and Receptionists</i>	-	1	1				-	-	-			
<i>Numerical Clerks</i>	-	-	-				-	1	1			
<i>Other Clerical and Administrative Workers</i>	1	-	1				-	-	-			
Sales workers	2	-	2	4	-	4	-	1	1	-	2	1
<i>Sales Representatives and Agents</i>	2	-	2				-	-	1			
Machinery operators and drivers	-	-	-	-	-	-	2	-	2	4	-	2
<i>Road and Rail Drivers</i>	-	-	-				2	-	2			
Total number of workers	48	4	52	100	100	100	50	59	109	100	100	100

Percentages may not total 100 due to rounding

2.3 Current job details: working hours

Table 12: Working hours in current job (per cent of labour force participants)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Hours worked per week					
Up to 20 hrs	-	4	-	20	11
21-35 hrs	-	2	2	17	10
36-40 hrs	43	41	35	34	34
41-45 hrs	15	14	22	15	19
46-50 hrs	26	24	20	8	14
51-55 hrs	6	6	10	3	6
Over 55 hrs	11	10	10	2	6
Total per cent	100	100	100	100	100
Combined hours in work and travel to work					
Up to 20 hours	2	6	-	16	9
21-35 hours	-	2	2	13	8
36-45 hours	37	36	32	31	31
46-55 hours	37	34	42	29	35
Over 55 hours	24	22	24	11	17
Total per cent	100	100	100	100	100
Mean hours worked per week	46.3	44.2	46.4	34.8	40.0
Mean hours in work and travel to work	50.1	48.0	50.7	39.4	44.6
Mean hours leisure	20.2	19.5	19.3	17.0	18.1
Mean hours worked per week by preferred hours					
More hours	55.8	55.8	-	16.7	16.7
Same number as current hours	42.9	39.7	43.0	32.2	36.5
Fewer hours	49.7	49.2	48.8	43.4	46.7

Percentages may not total 100 due to rounding

2.4 Current job details: other aspects of employment

Table 13: Other aspects of current employment (per cent of labour force participants)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Employment status					
Permanent/continuous employee	70	71	80	79	80
Fixed term	-	-	10	7	8
Casual employee	-	2	-	7	4
Self-employed, without employees	13	12	6	3	5
Employer with employees	17	16	4	3	4
Employment sector					
Private	98	92	86	52	68
Public	2	8	14	48	32
Workplace location					
Metropolitan Vic	73	69	66	73	70
Regional Vic	13	15	14	8	11
Metropolitan (other states)	4	4	10	7	8
Regional (other states)	10	12	8	5	6
Overseas	-	-	2	7	5
Employer size					
Less than 20 employees	48	47	19	18	19
20-99 employees	28	31	19	29	25
100 or more employees	24	22	62	53	57

Percentages may not total 100 due to rounding

2.5 Current job details: length of time in job

Table 14: Length of time in current job (per cent of labour force participants)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Number of years in current job/position					
One year or less	23	23	43	47	45
2 years	19	19	20	20	20
3–5 years	29	29	33	27	30
6–10 years	23	21	4	5	5
More than 10 years	6	8	-	-	-
Total per cent	100	100	100	100	100
<i>Mean number of years in current job</i>	<i>4.18</i>	<i>4.35</i>	<i>2.35</i>	<i>2.37</i>	<i>2.36</i>
Number of years with current employer					
One year or less	17	17	20	19	19
2 years	17	15	12	17	15
3–5 years	29	31	30	27	29
6–10 years	17	15	28	29	29
More than 10 years	21	21	10	8	9
Total per cent	100	100	100	100	100
<i>Mean number of years with current employer</i>	<i>5.69</i>	<i>5.85</i>	<i>5.06</i>	<i>4.96</i>	<i>5.0</i>
Number of years in current occupation					
One year or less	2	2	-	3	2
2 years	4	4	2	2	2
3–5 years	4	6	6	12	9
6–10 years	31	31	71	52	61
More than 10 years	58	58	20	31	26
Total per cent	100	100	100	100	100
<i>Mean number of years in current occupation</i>	<i>10.69</i>	<i>10.7</i>	<i>8.94</i>	<i>8.7</i>	<i>8.8</i>

3 Job history over 10 years since course completion

3.1 Early work experience and the transition from training to employment

The focus of the project is on employment history following the completion of an initial post-school qualification. The Stage 1 questionnaire asked about job changes since that time, but in listing their employment history many graduates (approximately 40%) made reference to jobs held while they had been students. The Stage 2 interviews revealed that a large majority (80% of Stage 2 graduates) had been employed while studying during their degree—and of these, 40% had worked in jobs related to their course. Additional information concerning the transition from training to employment was able to be inferred from Stage 2 data, as participants were presented with a detailed set of questions about the first job they had after obtaining their initial RMIT qualification. Some complexity arose in defining what constitutes the first job, reinforcing our view that ‘transition’ is not a clear-cut process; apprentices are already employed, and most higher education students have held jobs at various stages while they have been studying, either to support themselves, and/or as a requirement of their course or a condition of their cadetship.

Table 15: Transition to employment (per cent of respondents)

Stayed on with same employer after completing initial qualification	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Stage 1 sample overall	63	65	28	24	26
Stage 2 sub-sample only	82	83	42	31	35

- **In first job, stayed on with same employer as when training:** Among Stage 1 respondents, 65% of apprentices stayed on with the same employer after completing their trade training, while a considerably smaller proportion of the higher education sample (26% with only a slight difference by gender), also remained with the employer for whom they had worked while obtaining their qualification. These figures were considerably higher for the sub-sample interviewed for Stage 2. Of these respondents, 83% of apprentices and 35% of degree graduates continued to work for the same employer in their first job.

Reasons for taking first job

Table 16 is based on responses to an open-ended question; multiple responses were allowed, and up to three were coded per respondent.

Table 16: Reasons for taking first job (per cent of Stage 2 respondents)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Prior knowledge of employer	74	69	31	13	20
Personal contact	-	-	19	28	25
Good pay, security	26	24	8	3	5
Hours suited	-	-	-	8	5
Career advancement, get experience related to training	15	17	27	51	42
Interesting work	4	7	8	13	11
Location	7	7	15	15	15
Good career prospects with that employer	15	14	15	13	14
First job offered	4	3	15	15	15
Needed a job—not many others available	-	-	19	26	23
Suited other personal circumstances	-	-	-	13	8
Opportunity for career change	4	3	8	3	5
<i>Number of respondents</i>	27	29	26	39	65

Percentages total more than 100 due to multiple responses

3.2 A comparison of occupational change over time

Table 17: First and current* jobs: comparison of occupational distribution (per cent of Stage 1 respondents)

	Apprentices		Degree graduates			
	Males		Males		Females	
	First job	Current job	First job	Current job	First job	Current job
Managers	2	12	6	32	6	11
Professionals	-	-	69	62	56	71
Technicians and Trades Workers	92	76	8	0	17	4
Community and Personal Service Workers	4	4	8	0	16	6
Clerical and Administrative Workers	-	4	-	2	6	7
Sales Workers	-	4	-	-	-	1
Machinery Operators and Drivers	-	-	4	4	-	-
Labourers	2	-	6	-	-	-
Total per cent	100	100	100	100	100	100
<i>Number of respondents</i>	49	49	52	53	70	72

Note: * includes most recent job, for those not currently in labour force.
Data on first job were missing for 3 graduates (1 male and 2 females)

Table 18: First and current* jobs: some other comparisons, by gender (per cent of Stage 2 respondents)

	Apprentices		Degree graduates			
	Males		Males		Females	
	First job	Current job	First job	Current job	First job	Current job
Time fraction						
Full-time	100	100	92	100	87	36
Part-time	-	-	8	-	13	64
Employment status						
Permanent employee	96	63	64	73	59	68
Fixed term employee	-	-	8	15	24	11
Casual employee	4	-	24	-	16	11
Self-employed, without employees	-	11	4	4	-	5
Employer	-	26	-	8	-	5
Workplace location						
Metropolitan Vic	80	74	73	50	77	77
Regional Vic	16	15	19	27	10	10
Metro (other states)	-	7	-	12	3	3
Regional (other states)	4	4	8	8	8	5
Overseas	-	-	-	4	3	5
<i>Number of respondents</i>	27	27	26	26	39	39

Note: * includes most recent job, for those not currently in labour force.

3.3 Various aspects of job histories

Table 19 records several measures of job change during the ten years following course completion. It therefore provides indicators of some of the differences that can be found between the employment histories of the samples of apprentices and degree graduates in their first decade after qualifying.

3.3.1 Number of new employers

- One quarter (26%) of apprentices reported having only one employer over their working lives since undertaking their apprenticeship (but note that many apprentices had employment experience prior to commencing their apprenticeship). Only 4% of higher education graduates belong in this category. Among graduates, about 20% each had one, two and three employers. Since qualifying, graduates recorded an average of 3 changes of employer, while former apprentices recorded an average of just over 2 changes of employer.

3.3.2 Number of promotions with the same employer

- Job change via promotion is clearly more common among the higher education sample. Less than one quarter (24%) of apprentices recorded one or more promotions with an existing employer, whereas 66% of higher education graduates said they had been promoted. Among graduates, 22% reported 1 and 2 promotions with an employer, 11% had gained 3 promotions, and 10% noted 4 or more promotions during their working lives.
- As a summary figure, the mean number of promotions for the graduate sample overall was 1.54 (three times that of apprentices), and it was higher for males than females (2.06 compared with 1.15).

3.3.3 Incidence of self-employment

- One third (33%) of apprentices became self-employed (including 7% who became employers), whereas among the graduate sample only 15% became self-employed (including 3% who became employers). In the higher education sample, the incidence of self-employment was higher among males (21%) than among females (11%).

3.3.4 Incidence of unemployment

- The incidence of unemployment was slightly lower among apprentices, of whom 11% reported being unemployed at some time during their working lives, compared with 14% of higher education graduates who had experienced redundancy or other periods of unemployment. For graduates, the incidence of unemployment was higher among males (23%) than females (8%).

3.3.5 'Loyalty' to an employer/job stability

- Three variables are recorded:
 - Still with same employer as when training (when in current or most recent job)
 - Still with same employer as in first job after training (when in current or most recent job)
 - Had only one employer during working life (composite of above)
- One quarter (24%) of apprentices have had only one employer during their working life since doing their apprenticeship; most (22%) were still with the same employer as when they did their training. This level of job stability was not quite as high among graduates, where 16% have had only one employer over their working lives (10% were with the same employer as in their first job after qualifying, and 6% were still with same employer as when they had been studying). Male graduates were more likely than female counterparts to have had only one employer (21% compared with 13%).

3.3.6 Reduced workforce participation in order to study

- In the years since completing their initial degree, 26% of the higher education sample—comprising a subtle difference by gender: 21% of males, and 31% of females—had reduced their participation in the labour force in order to undertake further study, generally by combining part-time or full-time study with part-time work. Note that this 26% excludes a few others who pursued further study, but did not actively reduce their labour force engagement in order to do so; for example, some undertook part-time study, often via distance education, while on maternity leave.
- Only a very small proportion of apprentices (2%) undertook any further study associated with a reduction in their labour force activity.

3.3.7 Change of career

- The motivation for such further study was often the pursuit of a change in career. Among graduates, 15% had changed careers during their working lives, with no difference by gender. Although very few former apprentices engaged in further study, 11% had also changed occupations at some time since completing their apprenticeship.

3.3.8 Worked while overseas

- About one fifth of apprentices (19%), and more than one third (35%) of graduates had worked overseas during the ten years since completing their qualification; slightly more males (42%) than females (31%) had done so.

Table 19: Various aspects of job histories (per cent of Stage 1 respondents)

During working life.....	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Number of new employers					
None	25	26	8	1	4
One	14	15	21	18	19
Two	29	28	21	18	19
Three	6	7	19	24	22
Four	12	11	13	15	14
Five	10	9	6	15	11
Six or more	4	4	12	9	11
Total per cent	100	100	100	100	100
<i>Mean number of new employers</i>	<i>2.18</i>	<i>2.09</i>	<i>2.89</i>	<i>3.14</i>	<i>3.03</i>
Number of promotions					
None	73	76	30	38	34
One	18	17	21	24	22
Two	4	4	11	29	22
Three	-	-	19	6	11
Four or more	4	4	19	4	10
Total per cent	100	100	100	100	100
<i>Mean number of promotions</i>	<i>.47</i>	<i>.43</i>	<i>2.06</i>	<i>1.15</i>	<i>1.54</i>
Self-employment					
Ever self-employed	33	30	21	11	15
Ever an employer	8	7	6	1	3
Ever self-employed or an employer	37	33	21	11	15
Number of periods of unemployment/redundancy					
None	90	89	77	92	86
One	10	11	17	6	10
Two	-	-	6	1	3
Three	-	-	-	1	1
Total per cent	100	100	100	100	100
Employer 'loyalty'					
Still with same employer as when training	20	22	9	3	6
Still with same employer as first job after qualifying	2	2	11	10	10
Have had only one employer	22	24	21	13	16
Number of times when reduced workforce participation to study					
None	98	98	79	69	74
One	2	2	11	22	18
Two	-	-	9	6	7
Three	-	-	-	3	2
Total per cent	100	100	100	100	100
Change of career	8	11	15	15	15
Worked while overseas	18	19	42	31	35
<i>Number of respondents</i>	<i>49</i>	<i>54</i>	<i>53</i>	<i>72</i>	<i>125</i>

Percentages may not total 100 due to rounding

3.4 Reasons for job changes

Respondents to the Stage 1 questionnaire were able to record not only the nature of their job changes (using pre-coded categories of changes) but also the main reasons for making those changes, in their own words. This data gives an overview of all reasons for all job changes for sample members across the first ten years of their working lives. As Table 20 shows, there were 213 apprentice and 835 graduate responses, with responses by gender mirroring the gender distribution of the samples—overwhelmingly male for apprentices, and within the higher education sample, approximately 40% of responses from males and 60% from females.

In considering Tables 20 and 21, it is first necessary to acknowledge the multiplicity of reasons for job changes: for example, the movement into self-employment may occur for reasons such as the desire for autonomy (to become self-employed), for financial reasons (wanting to increase earnings), or because an individual was made redundant in their previous job. Very frequently, a combination of several factors lead to a job change, so coding only the main reason may overlook other significant factors (e.g., a job change that occurs as a result of relocation, when that relocation was due to partnering).

3.4.1 Reasons for job changes (per cent of responses)

Each response represents a job change, so the percentages recorded in Table 20 are percentages of all job changes that were reported. This table therefore gives a sense of the prevalence of various factors prompting job changes throughout the first 10 years of working life.

Table 20: Reasons for all job changes (per cent of responses, from Stage 1)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
To use qualification	22	21	15	17	16
Promotion	11	10	30	16	22
Broaden experience and skills	5	5	7	6	6
Enable study	1	1	5	6	6
Financial	5	10	4	2	3
Location	2	5	4	6	5
Working hours	2	2	2	2	2
Seeking better conditions	3	2	2	2	2
Dissatisfaction with the workplace	4	4	2	4	3
For a change	1	1	1	1	1
To be own boss	7	7	2	1	1
Redundancy and unemployment	4	3	7	2	4
Employment not ongoing	4	4	5	5	5
Better prospects	1	1	3	1	2
To pursue alternative career	2	2	2	2	2
Travel	16	15	7	11	9
Family formation	-	7	1	15	9
Other	2	1	-	2	1
Total per cent	100	100	100	100	100
<i>Total number of responses</i>	<i>190</i>	<i>213</i>	<i>345</i>	<i>490</i>	<i>835</i>

Percentages may not total 100 due to rounding

3.4.2 Reasons for job changes (per cent of respondents)

An alternative measure of the relative importance of the various reasons for changing jobs considers the percentages of respondents who indicated that, at some time over their working lives since completing their qualification, their employment situation had changed due to those reasons. Table 21 shows the percentages of respondents who, at some time over the ten-year period, had made such job changes.

Table 21: Reasons for all job changes (per cent of Stage 1 respondents)

	Apprentices		Degree graduates		
	M	P	M	F	P
To use qualification	80	78	89	83	86
Promotion	24	26	68	60	63
Broaden experience & skills	18	17	32	31	31
Enable study	2	2	23	28	26
Financial	31	28	21	14	17
Location	16	17	17	29	24
Working hours	8	9	15	17	16
Seeking better conditions	8	7	11	11	11
Dissatisfaction with the workplace	14	13	13	18	16
For a change	4	4	8	7	7
To be own boss	29	26	11	6	8
Redundancy and unemployment	14	13	28	11	18
Employment not ongoing	14	13	23	25	24
Better prospects	2	2	17	4	10
To pursue alternative career	6	7	15	15	15
Travel	24	24	23	29	26
Family formation	-	7	4	40	25
<i>Number of respondents</i>	49	54	53	72	125

3.4.3 Reasons for leaving first job

More detailed information about respondents' initial employment was collected from Stage 2 respondents. Table 22 records the reasons given for leaving that first job.

Table 22: Reasons for leaving first job (per cent of Stage 2 respondents)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
To use qualification	-	-	4	-	2
Promotion	21	19	31	31	31
Broaden experience & skills	13	12	12	8	9
Enable study	-	-	-	3	2
Financial	-	-	8	-	3
Location	13	15	4	13	9
Working hours	-	-	4	5	5
Seeking better conditions	8	8	-	3	2
Dissatisfaction with the workplace	13	12	19	26	23
For a change	-	-	8	-	3
To be own boss	4	4	8	5	6
Redundancy & unemployment	8	8	8	-	3
Employment not ongoing	-	-	12	13	12
Better prospects	4	8	12	-	5
To pursue alternative career	-	-	-	5	3
Travel	25	23	4	8	6
Family formation	-	4	-	-	-
Other	8	8	-	-	-
<i>Number of respondents</i>	24	26	26	39	65

4 Learning and skill development

4.1 Further study

- Continuing participation in formal study after initial qualification is a marked feature of the lives of this sample of degree graduates. Overall, more than half (56%) have undertaken further qualifications of some kind during the last ten years. As Table 23 shows, 4% have commenced study towards a PhD, 17% towards a Masters, 14% towards a Graduate Diploma or Graduate Certificate, 14% for ‘another degree’, and 12% for a Diploma or Advanced Diploma. At each of these levels of study, there is very little difference by gender—with the exception of certificate-level study, in which females were more likely than males to be participants.
- The lower panel of the table reports the percentages of the sample having finished these various courses, according to the highest qualification obtained. It shows 14% have completed a higher degree (Masters or PhD), 13% a post-graduate diploma or certificate, and 8% a second degree.
- The substantial proportion of higher education graduates having acquired additional qualifications during the first ten years of their working lives is reflected in their employment history over that time: as was noted in Table 21, more than one quarter of the higher education sample had reduced their participation in the labour force in order to engage in further study (generally by combining part-time or full-time study with part-time work).

Table 23: Percentages of samples who undertook additional qualifications since completion of initial qualification

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Started PhD	-	-	4	4	4
Completed PhD	-	-	2	1	2
Started Masters	-	-	19	15	17
Completed Masters	-	-	15	8	11
Started Grad Dip/Grad Certificate	-	-	13	15	14
Completed Grad Dip/Grad Certificate	-	-	13	14	14
Started Degree	-	2	9	17	14
Completed Degree	-	-	8	14	11
Started Dip/Adv Dip	8	7	11	13	12
Completed Dip/Adv Dip	8	7	8	10	9
Started Certificate	14	19	4	15	10
Completed Certificate	10	13	4	13	9
Additional formal qualifications: highest level started					
PhD/Masters	-	-	23	18	20
Grad Dip/Certificate	-	-	11	15	14
Another degree	-	-	9	11	10
Adv Diploma/Diploma	-	-	4	8	6
Certificate	-	-	4	7	6
No additional formal qualification	-	-	49	40	44
Total per cent	100	100	100 ₄	100 ₁₃	100 ₉
Additional formal qualifications: highest level completed					
PhD/Masters	-	-	17	11	14
Grad Dip/Certificate	-	-	11	14	13
Another degree	-	-	8	8	8
Adv Diploma/Diploma	8	7	4	6	5
Certificate	10	13	4	8	6
No additional formal qualification	82	80	57	53	54
Total per cent	100	100	100	100	100
<i>Number of respondents</i>	49	54	53	72	125

4.2 Development of job skills

Respondents were asked to consider their current job skills, and to indicate how important each of a number of ways of acquiring those skills had been over the preceding years.

Table 24: Relative importance of methods of learning job skills—percentages of respondents indicating ‘important’ and ‘very important’

Methods of learning job skills	Apprentices			Degree graduates		
	Very important	Important	Combined %	Very important	Important	Combined %
Learning on the job from workmates, colleagues and others in the business.....	82	12	94	78	20	98
Teaching yourself (through problem solving and thinking, reading, using the web etc).....	60	38	98	60	37	97
Courses and training programs provided by employer	25	58	83	18	60	78
Formal learning (another TAFE or university course that led to a qualification)	31	32	63	41	32	73
Attending short courses not provided by employer (eg through trade or professional association).....	19	33	52	10	44	54

Table 25: Relative importance of methods of learning job skills—combined percentages indicating either ‘important’ or ‘very important’, by gender

Methods of learning job skills	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Learning on the job from workmates, colleagues and others in the business	93	94	98	99	98
Teaching yourself (through problem solving and thinking, reading, using the web etc).....	98	98	96	97	97
Courses and training programs provided by employer	85	83	75	81	78
Formal learning (another TAFE or university course that led to a qualification)	63	63	73	73	73
Attending short courses not provided by employer (eg through trade or professional association)	49	52	38	67	54
<i>Number of respondents</i>	47	52	53	72	125

5 Work and wellbeing: the benefits of working

5.1 Benefits of your job

Respondents to the Stage 1 written questionnaire were asked an open-ended question about the benefits of their job (either their current job, or the most recent job if they were not currently employed). Multiple responses were coded, and the results are displayed in Table 26.

Table 26: Benefits of your job* (per cent of Stage 1 respondents)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Financial benefits	34	33	27	14	20
Working hours	28	33	6	33	21
Job satisfaction/ enjoyment	32	29	29	23	26
Longer term prospects	23	23	20	9	13
Working conditions	21	21	41	21	30
Learning at work	13	13	37	39	38
Work relationships	11	10	10	27	20
Interesting work	6	8	10	19	15
Location	9	8	12	16	14
Workplace culture	2	2	8	11	10
<i>Number of respondents</i>	<i>47</i>	<i>52</i>	<i>51</i>	<i>70</i>	<i>121</i>

* Refers to current job, or most recent job if not currently employed.

Percentages are based on respondents and total more than 100% due to multiple responses.

5.2 Feelings about your job

Table 27: Feelings about your job * (per cent of Stage 2 respondents)

	Apprentices				Degree graduates			
	Agree	Neither agree/ disagree	Disagree	Total %	Agree	Neither agree/ disagree	Disagree	Total %
Working conditions								
I get paid fairly for the things I do in my job .	83	7	10	100	89	6	5	100
<i>Males</i>	85	7	7		100	-	-	
<i>Female</i>	-	-	-		82	10	8	
My working conditions are good.....	86	7	7	100	86	9	5	100
<i>Males</i>	89	7	4		89	12	-	
<i>Female</i>	-	-	-		85	8	8	
My working times can be flexible.....	52	3	45	100	71	6	23	100
<i>Males</i>	48	4	48		81	8	11	
<i>Female</i>	-	-	-		64	5	31	
I get on well with my co- workers.....	96	4	-	100	95	3	2	100
<i>Males</i>	96	4	-		100	-	-	
<i>Female</i>					92	5	3	
(if an employee) I get on well with my managers**	90	5	5	100	90	5	5	100
<i>Males</i>	89	6	6		83	9	9	
<i>Female</i>	-	-	-		94	3	3	
Skills								
I use many of the skills acquired in my initial training in my current job	79	14	7	100	69	11	20	100
<i>Males</i>	78	15	7		62	15	23	
<i>Female</i>	-	-	-		74	8	18	
My job requires me to take initiative.....	97	0	3	100	91	5	5	100
<i>Males</i>	96	-	4		92	8	-	
<i>Female</i>					90	3	8	
My job is complex.....	86	7	7	100	80	12	8	100
<i>Males</i>	85	7	7		89	8	4	
<i>Female</i>	-	-	-		74	15	10	
My job is difficult	69	14	17	100	49	35	15	100
<i>Males</i>	70	15	15		65	35	-	
<i>Female</i>	-	-	-		39	36	26	
I have a lot of freedom to decide how I do my own work	66	14	21	100	82	6	12	100
<i>Males</i>	67	11	22		85	8	8	
<i>Female</i>	-	-	-		80	5	15	
I have a lot of choice in deciding what I do at work	66	17	17	100	55	14	31	100
<i>Males</i>	67	15	19		54	19	27	
<i>Female</i>	-	-	-		56	10	33	
My job requires me to do the same things over and over again	38	17	45	100	48	22	31	100
<i>Males</i>	33	19	48		46	19	35	
<i>Female</i>	-	-	-		49	23	28	
My job provides opportunities to improve my skills and knowledge.....	90	7	3	100	86	6	8	100
<i>Males</i>	89	70	4		89	4	8	
<i>Female</i>	-	-	-		85	8	8	
My job often requires me to learn new skills..	86	3	10	100	75	14	11	100
<i>Males</i>	85	4	11		89	8	4	
<i>Female</i>	-	-	-		67	18	15	

Table 27: Feelings about your job (continued)

	Apprentices				Degree graduates			
	Agree	Neither agree/ disagree	Disagree	Total %	Agree	Neither agree/ disagree	Disagree	Total %
Job satisfaction								
My job provides me with a variety of interesting things to do.....	79	11	11	100	83	9	8	100
<i>Males</i>	77	12	12		81	12	8	
<i>Female</i>	-	-	-					
My job gives me a sense of personal fulfilment	83	3	14	100	88	9	3	100
<i>Males</i>	82	4	15		81	15	4	
<i>Female</i>					92	5	3	
My job is more stressful than I had imagined.	45	10	45	100	38	34	28	100
<i>Males</i>	48	11	41		39	31	31	
<i>Female</i>	-	-	-		39	36	26	
I don't have enough time to do everything in my job	45	3	52	100	52	15	32	100
<i>Males</i>	48	4	48		50	8	42	
<i>Female</i>	-	-	-					
My job intrudes too much on my private life .	41	3	55	100	29	25	46	100
<i>Males</i>	44	4	52		35	15	50	
<i>Female</i>	-	-	-		26	31	44	
Looking ahead								
I worry about the future of my job	31	7	62	100	22	12	66	100
<i>Males</i>	30	4	67		23	19	58	
<i>Female</i>	-	-	-		21	8	72	
My job has good career prospects	72	10	17	100	71	17	12	100
<i>Males</i>	74	11	15		81	15	4	
<i>Female</i>	-	-	-		64	18	18	

* Refers to current job, or most recent job if not currently employed.

** Number of respondents = 20 apprentices, 59 graduates; for other items, n= 29 apprentices, 65 graduates.

Percentages may not total 100 due to rounding.

5.3 Income and other financial assets

Table 28: Income from current job*, by sample and gender (per cent of Stage 1 respondents)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Net income per month					
Up to \$1500	2	6	4	13	9
\$1501 – \$3000	16	19	4	16	11
\$3001 – \$3500	14	13	11	9	10
\$3501 – \$4000	25	23	11	22	17
\$4001 – \$4500	16	15	13	7	10
\$4501 – \$5000	9	8	9	9	9
\$5001 – \$6500	14	13	24	13	18
Over \$6500	5	4	24	11	17
Total per cent	100	100	100	100	100
Mean net income per month					
Full-time workers	\$4,143	\$4,111	\$5,369	\$4,653	\$5,036
Part-time workers	-	-	-	\$2,228	\$2,228
All workers	\$4,143	\$3,929	\$5,369	\$3,992	\$4,619
<i>Number of respondents</i>	<i>44</i>	<i>48</i>	<i>46</i>	<i>55</i>	<i>101</i>

Data are for labour force participants in 2007.

- Mean net monthly income for males in the former apprentice sample was \$4,143, while for male graduates it was substantially higher at \$5,369. Female graduate income was considerably lower than males, at \$3,992 per month—but this takes no account of hours worked per week.

Table 29: Financial assets (per cent of Stage 2 respondents)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Receive other income	46	42	62	44	52
Have investment property	40	36	54	35	43
<i>Number of respondents</i>	<i>20</i>	<i>22</i>	<i>24</i>	<i>34</i>	<i>58</i>
Mean value of home	\$480,682	\$448,129	\$491,667	\$444,333	\$463,824
<i>Number of respondents</i>	<i>22</i>	<i>24</i>	<i>21</i>	<i>30</i>	<i>51</i>

6 Life and work

6.1 Current living arrangements

Table 30: Current living arrangements (per cent of Stage 2 respondents)

	Apprentices		Degree graduates		
	Males	Persons	Males	Females	Persons
Where living					
Parents house	7	7	-	3	2
Own house/flat	81	79	85	69	75
Rented house/flat	7	10	8	21	15
Other	4	3	8	8	8
Total per cent	100	100	100	100	100
Household composition					
With partner and children	56	59	62	44	51
With partner, no children	26	24	31	26	28
With children, no partner	4	3	-	-	-
Single person household	11	10	-	8	5
Other (parents, siblings, friends, student accomm)	4	3	8	23	17
Total per cent	100	100	100	100	100
<i>Number of respondents</i>	27	29	26	39	65

6.2 Satisfaction with life

In addition to both the objective and subjective measures of the benefits that flow from work (seemingly objective measures such as income, and more subjective assessments or perceptions of job benefits), there are other, more general factors that can be considered. Table 31 presents overall responses to a range of statements concerning satisfaction with various aspects of life. Such indicators of wellbeing are, in significant part, dependent on the quality of the working life.

Table 31: Satisfaction with various aspects of life, by sample and by gender (per cent of Stage 1 respondents)

Satisfaction with...	Apprentices				Degree graduates			
	Satisfied	Neither satisfied/ dissatisfied	Dissatisfied	Total %	Satisfied	Neither satisfied/ dissatisfied	Dissatisfied	Total %
your health	81	9	9	100	80	7	13	100
<i>Males</i>	82	10	8		79	11	9	
<i>Females</i>	-	-	-		81	4	15	
the amount of free time you have.....	39	33	28	100	36	27	37	100
<i>Males</i>	43	31	27		38	25	38	
<i>Females</i>	-	-	-		35	29	36	
your family life.....	87	6	7	100	85	8	7	100
<i>Males</i>	88	6	6		91	7	2	
<i>Females</i>	-	-	-		81	8	11	
the neighbourhood in which you live.....	87	9	4	100	85	11	4	100
<i>Males</i>	88	8	4		87	8	6	
<i>Females</i>	-	-	-		83	14	3	
the house/flat in which you live.....	91	6	4	100	85	8	7	100
<i>Males</i>	90	6	4		85	9	6	
<i>Females</i>	-	-	-		85	7	8	
your standard of living.....	85	11	4	100	94	4	2	100
<i>Males</i>	83	13	4		94	4	2	
<i>Females</i>	-	-	-		94	4	1	
your personal income.....	68	13	19	100	74	14	12	100
<i>Males</i>	67	15	19		77	8	15	
<i>Females</i>	-	-	-		72	18	10	
your household income.....	70	20	9	100	77	15	9	100
<i>Males</i>	69	20	10		77	11	11	
<i>Females</i>	-	-	-		76	17	7	
your financial situation overall.....	70	19	11	100	80	6	14	100
<i>Males</i>	69	18	12		81	6	13	
<i>Females</i>	-	-	-		79	7	14	
your working life overall*.....	63	22	15	100	66	24	10	100
<i>Males</i>	64	21	14		65	21	15	
<i>Females</i>	-	-	-		67	27	6	
your prospects for promotion in your job**.....	28	33	38	100	52	34	14	100
<i>Males</i>	29	34	37		67	20	13	
<i>Females</i>	-	-	-		41	44	15	
with your life as a whole.....	81	13	6	100	94	3	2	100
<i>Males</i>	82	12	6		94	4	2	
<i>Females</i>	-	-	-		94	3	3	

* Refers only to those currently employed; n = 46 apprentices, 112 graduates

** Refers only to current employees, excludes self-employed; n = 39 apprentices, 106 graduates

Percentages may not total 100 due to rounding.