



RTO Outcomes Explorer 2025: explanatory notes

National Centre for Vocational
Education Research

This document was produced as an added resource for further information on *RTO Outcomes Explorer 2025*.

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Explanatory notes

This product provides a summary of the outcomes of students who completed nationally recognised VET during 2024, using data collected in mid-2025 from the National Student Outcomes Survey.

For detailed information about the data items refer to the data dictionary and for information about the survey refer to the technical notes, both available from the publication page on NCVET's website:

<https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>.

Scope

1 Out of scope of this product are:

- international students
- students who undertook recreational, leisure or personal enrichment (short) courses
- students under 15 years of age
- students from correctional facilities.

Definitions and derivations

- 2 All published percentages have been derived based on stated responses, that is, 'Don't know'/'Unknown' and missing responses are excluded.
- 3 State or territory comparisons are based on the state or territory of students' residence.
- 4 Qualification part-completers are no longer undertaking the training they were sampled for and subject only completers are no longer undertaking training in the VET sector.

Employment and further study outcomes

- 5 'Improved employment status after training' is defined as either employment status changing from not employed before training to employed after training *or* employed at a higher skill level after training *or* received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- 6 'Found the training relevant to current job' is based on those employed after training and is defined as students who report their training as 'Highly relevant' or 'Some relevance' to their main job after training.
- 7 Job-related benefits are based on those employed after training. Students are defined as having a job-related benefit if they reported receiving one at the relevant questionnaire item, including: got a job or changed job, set up or expanded their own business, got a promotion, gained extra skills for their job, increased earnings, kept current job or other job-related benefits.
- 8 'Better job after training' is based on those employed before training. Students are defined as having a better job after training if they reported having one at the relevant questionnaire item.
- 9 'Employed at a higher skill level' is based on those employed before training and includes both those employed and not employed after training. Students are defined as employed at a higher skill level if they were employed in an occupation with a higher skill level after training, in comparison with their occupation before training.

10 For subject(s) only completers, any 'further study' at a VET provider is training they have completed, cancelled or withdrawn from, as by definition they have left the VET system.

Satisfaction with training

11 Students who developed problem-solving skills, improved writing skills and improved numerical skills is defined as those reporting they 'Strongly agree' or 'Agree' with the relevant questionnaire item.

12 Students satisfied with various aspects of their training and their training provider is defined as those reporting they are 'Very satisfied' or 'Satisfied' with the relevant questionnaire item.

13 'Achieved main reason for training' is defined as 'fully' or 'partly' achieving their main reason for training.

14 Students are defined as having a personal benefit if they reported receiving one at the relevant questionnaire item, including: got into further study, advanced skills generally, gained confidence, satisfied with achievement, improved communication skills, made new friends, seen as a role model or other personal benefits.

15 Students who are likely to recommend their training provider is defined as those reporting 'Very likely' or 'Likely' with the relevant questionnaire item.

Student and training characteristics

16 'Age' is as at the last Friday in May of the survey year.

17 Student remoteness refers to the degree of relative geographic remoteness of a location in terms of the ease or difficulty people face in accessing services. Remoteness areas are derived by the ABS from Accessibility/Remoteness Index of Australia (ARIA+). For more information refer to the latest release of the Australian Statistical Geography Standard.

18 'Government-funded VET' is defined as Commonwealth and state/territory funded activity. Students enrolled in a qualification or program, who undertook both government-funded and fee-for-service subjects are reported as 'Government-funded'.

19 'Fee-for-service training' is defined as training undertaken by students, where revenue is provided by or for the student and is not from Commonwealth or state/territory skills departments.

Reporting changes

20 In 2025 the 'short course completer' and 'short course part-completer' student groups were combined into one student group and reported as 'short course students'. Data have been back-cast from 2020 to allow timeseries comparisons.

Questionnaire changes impacting comparisons across survey years

21 There was a change in the response categories in the 2025 questionnaire on 'Reason for not continuing the training' which may impact on comparisons between estimates from 2025 and previous years.

- The category 'Personal reasons' was removed and the following categories added: 'I moved location', 'Illness/health related', 'Family reasons', 'Financial reasons' and 'Too many pressures on my time'. These responses have been combined into 'Personal reasons' in the summary variables.

- The categories 'I learnt the skills needed for my job', 'I achieved my training goals' and 'I completed all the training I intended when I enrolled' were removed and replaced with 'I got what I wanted from the training'.