



International onshore VET qualification completer outcomes 2021: terms and definitions

National Centre for Vocational
Education Research

This document was produced as an added resource for further information on *International onshore VET qualification completer outcomes 2021*. The report is available on the NCVER Portal: www.ncver.edu.au.

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Level 5, 60 Light Square, Adelaide SA 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 **Email** ncver@ncver.edu.au

Web <<https://www.ncver.edu.au>> <<https://www.lsay.edu.au>>

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Introduction

This document covers the terms used in the *International onshore VET qualification completer outcomes* publications and related products.

Terms are listed in alphabetical order with the following information provided for each:

- **Definition:** a brief explanation of the term
- **Classification categories:** defined categories that apply to each term are listed, where applicable
- **Source:** a description of the source of this information, including details of any calculations or derivations.

Data are sourced from the National Student Outcomes Survey as well as the National VET Provider Collection. The National VET Provider Collection is an administrative collection governed by the Australian Vocational Education and Training Management Information Statistical Standard: VET Provider Collection Specifications Release 8.0 (AVETMISS Release 8.0) and AVETMISS Data Element Definitions Edition 2.3, which are available at: <www.ncver.edu.au>. References to the applicable field definitions within AVETMISS Release 8.0, which further define the data collected, are provided in the 'Source' section.

Terms and acronyms that have a broader vocational education and training application have not been included in this document. Readers are referred to the *Glossary of VET*, which is available at <<http://www.voced.edu.au/glossary-vet>>.

Terms and definitions

Term	Definition	Classification categories	Source
Accredited qualifications	Refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package.	N/A	Derived from the AVETMISS fields <i>Program recognition identifier</i> and <i>Program level of education</i> from the Program file.
Age	The age of the student as at the last Friday in May of the survey year. It is generally reported in age ranges.	15 to 19 years 20 to 24 years 25 to 44 years 45 to 64 years 65 years and over	Calculated based on the AVETMISS field <i>Date of Birth</i> from the <i>Client</i> file.
Barriers to employment	Students were asked what the barriers they faced when looking for work after training.	Faced at least one barrier Lack of jobs due to COVID-19 Not knowing where to look for jobs Salary too low Did not have a required Permanent Residency/work visa Insufficient work experience Lack of jobs in my field of study Language problems/language barriers Cultural barriers Employers preferred graduates from same country Lacking interview skills Employers did not recognise experience/ qualifications gained overseas Available jobs had limited longer term career prospects Other I faced no barriers when looking for work I did not look for work after training	Self-reported in the National Student Outcomes Survey.
Better job after training	Students were asked to rate the extent that their job after training was better than their job before training.	Better than your previous job/role About the same as your previous job/role Not as good as previous job/role Not applicable – I'm still in the same job/role Not employed after training	Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
Challenges faced with online learning	Students who transitioned to online learning during 2020 due to the COVID-19 pandemic and who faced challenges were asked to indicate the challenges they faced.	<p>Subject matter not suitable</p> <p>Missed the opportunity to get experience in a workplace</p> <p>Course materials not available</p> <p>Lack of support from trainers/teachers/instructors</p> <p>Unreliable internet at home</p> <p>Lack of equipment</p> <p>Limited digital skills</p> <p>Lack of face-to-face interaction with trainers/teachers/instructors</p> <p>Lack of face-to-face interaction with peers</p> <p>COVID-19 pandemic challenges</p> <p>Mental health issues</p> <p>Other</p>	Self-reported in the National Student Outcomes Survey.
Change in skill level	A person employed in an occupation at a different skill level after training compared with their occupation before training (regardless of full/part-time employment status before and after training). Occupations are classified using the Australian and New Zealand Standard Classification of Occupations (ANZSCO).	<p>Movement to a higher skill level</p> <p>Movement to a lower skill level</p> <p>No change in skill level</p> <p>Not stated</p>	Derived from the National Student Outcomes Survey and the Australian and New Zealand Standard Classification of Occupations (ANZSCO), Version 1.3 (2019). ANZSCO is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose (ABS Catalogue No 1220.0, November 2019).
Community education providers	Are not-for-profit, community-based organisations with a primary focus on adult education. Community-based adult education delivers courses relating to leisure, personal and community development, employment skills, preparation for VET and nationally recognised programs of study.	N/A	Derived from the AVETMISS field <i>Training organisation type identifier</i> in the Training organisation file.
Confidence interval	A specified interval, with the sample statistic at its centre, within which the corresponding population value is said to lie with a given level of confidence.	N/A	
Course	A structured program of study including, where appropriate, practical experience. A course may lead to a recognised qualification. See also <i>Qualification</i> .	N/A	
Country of birth	Refers to the country of birth of the student. It is collected at the country level and generally reported as the top 10 countries and <i>other</i> .	<p>Brazil</p> <p>China</p> <p>Colombia</p> <p>India</p> <p>Indonesia</p> <p>Malaysia</p> <p>Nepal</p> <p>Philippines</p> <p>South Korea</p> <p>Thailand</p> <p>Other country of birth</p>	<p>Derived from the AVETMISS field <i>Country Identifier</i> from the Client file.</p> <p>Country Identifier must be a valid 4-digit Standard Australian Classification of Countries code.</p>

Term	Definition	Classification categories	Source
Current country of residence	Refers to the country of residence of the student as of the survey reference date of the last Friday in May of the survey year. It is collected at the country level and generally reported as the two categories of <i>Australia</i> and <i>Other</i> .	Australia Other country	Self-reported in the National Student Outcomes Survey. Country Identifier must be a valid 4-digit Standard Australian Classification of Countries code
Developed problem-solving skills	Students were asked to rate, on a five-point scale, the extent they agree or disagree that the training developed their problem-solving skills.	Agree Strongly agree Agree Neither agree nor disagree Disagree Disagree Strongly disagree Not stated	Self-reported in the National Student Outcomes Survey.
Domestic student	Refers to a student whose citizenship status, for the purpose of undertaking education and training, is Australian, New Zealand or permanent resident.	N/A	Derived from the AVETMISS Program file and the AVETMISS field <i>Funding source</i> from the Training activity file for subject enrolments.
Enrolled in further study at a higher level	Indicates whether qualification completers enrolled in further study at a higher level compared with the training they were being surveyed about.	Yes No	Derived via information from: <ul style="list-style-type: none"> ▪ self-reported responses in the National Student Outcomes Survey ▪ the AVETMISS field <i>Program level of education identifier</i> from the <i>Program</i> file.
Faced at least one challenge with online learning	Students who transitioned to online learning during 2020 due to the COVID-19 pandemic were asked to indicate if they faced challenges with online learning.	Yes No	Self-reported in the National Student Outcomes Survey.
Field of education	Describes the broad area of study related to a qualification in which a student is enrolled.	Natural and physical sciences Information technology Engineering and related technologies Architecture and building Agriculture, environmental and related studies Health Education Management and commerce Society and culture Creative arts Food, hospitality and personal services Mixed field programs	Derived from the AVETMISS field <i>Program field of education identifier</i> from the Program file This classification is based on the Australian Standard Classification of Education (ASCED), ABS catalogue no.1272.0, 2001.
Gender	Whether the student identifies as male, female or other/not stated. 'Other and not stated' gender includes not known specified responses as well as individuals who may have mixed or non-binary sexual characteristics; identify as gender diverse; or identify as neither male nor female.	Males Females Other and not stated	Derived from the AVETMISS field <i>Gender</i> from the <i>Client</i> file.

Term	Definition	Classification categories	Source
Improved employment status after training	A person has improved their employment status if they were not employed before but employed after, OR employed at a higher skill level after training, OR received at least one job-related benefit.	Yes No Not stated	Derived from the National Student Outcomes Survey.
Improved numerical skills	Students were asked to rate, on a five-point scale, the extent they agree or disagree that the training improved their numerical skills.	Agree Strongly agree Agree Neither agree nor disagree Disagree Disagree Strongly disagree Not stated	Self-reported in the National Student Outcomes Survey.
Improved writing skills	Students were asked to rate, on a five-point scale, the extent they agree or disagree that the training improved their writing skills.	Agree Strongly agree Agree Neither agree nor disagree Disagree Disagree Strongly disagree Not stated	Self-reported in the National Student Outcomes Survey.
International onshore fee-for-service funding	Refers to the revenue provided by international students.	N/A	Derived from the AVETMISS field <i>Funding source – national</i> from the Training activity file for subject enrolments and the field <i>Postcode</i> in the Training organisation delivery location file.
International qualification completer	Refers to a person who completed all requirements of a qualification, and whose citizenship status, for the purpose of undertaking education and training, is NOT Australian, New Zealand or permanent resident.	N/A	Derived from the AVETMISS Program file and AVETMISS field <i>Funding source</i> from the Training activity file for subject enrolments.
Job-related benefit	Persons employed after training who reported receiving a job-related benefit from the training.	Got a job Got a new job/changed my job Was able to setup/expand my own business A promotion (or increased status at work) Gained extra skills for my job An increase in earnings Continue/keep present job Other (please specify) None	Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
Labour force status	<p>Describes a student's employment status.</p> <p>Employed</p> <p>Persons who, during the reference period(s) self-reported as having a job. A job means any type of work including full-time, casual, temporary or part-time work if it was for one hour of more over a two-week period.</p> <p>Note: For both reference periods, students were only asked to report employment which lasted two weeks or more.</p> <p>Unemployed</p> <p>People who were not employed during the reference period and who had actively looked for work at any time during that period.</p> <p>Not in labour force</p> <p>People who were neither employed, nor unemployed, as defined above.</p> <p>Not employed</p> <p>The sum of those unemployed and not in the labour force, as defined above, and includes those not employed where no further information is supplied.</p> <p>Employed full-time</p> <p>A person was employed full-time if they usually worked 35 hours or more per week in their main job during the reference period(s).</p> <p>Employed part-time</p> <p>A person was employed part-time if they usually worked 1 to 35 hours per week in their main job during the reference period(s).</p> <p>Employed – hours not stated or zero</p> <p>Employed persons who worked zero hours or did not report the hours worked in their main job during the reference period(s).</p>	<p>Employed</p> <p>Employed full-time</p> <p>Employed part-time</p> <p>Employed - no further information/ zero hours</p> <p>Not employed</p> <p>Unemployed</p> <p>Not in labour force</p> <p>Not employed - no further information</p> <p>Not stated</p>	<p>Derived from the National Student Outcomes Survey.</p>
Level of education being studied	<p>The level of education identifies the level of a program in which a student is enrolled.</p> <p>It identifies the degree of complexity of the program of study.</p>	<p>Diploma or higher</p> <p>Certificate IV</p> <p>Certificate III</p> <p>Certificate II</p> <p>Certificate I</p>	<p>Derived from the AVETMISS field <i>Program level of education identifier</i> from the Program file.</p> <p>This classification is based on the Australian Standard Classification of Education (ASCED), ABS catalogue no.1272.0, 2001.</p>
Main job	<p>The job in which the student usually worked the most hours during the reference period(s).</p>	<p>N/A</p>	<p>Self-reported in the National Student Outcomes Survey.</p>
Margin of error	<p>Is a statistic that provides a measure of sampling error, the margin of error is half the width of the confidence interval.</p>	<p>N/A</p>	

Term	Definition	Classification categories	Source
Nationality on passport	Students were asked their nationality on their passport. Nationality is collected at the country level and generally reported as the top 10 countries and <i>other</i> .	Brazil China Colombia India Indonesia Malaysia Philippines South Korea Taiwan Thailand Other nationality on passport	Self-reported in the National Student Outcomes Survey.
Nationally recognised program	Includes training package qualifications, accredited qualifications, training package skill sets and accredited courses that are listed on the National Training Register (training.gov.au).	N/A	Derived from the AVETMISS field <i>Program recognition identifier</i> from the Program file.
Nationally recognised training (NRT)	Training that leads to vocational qualifications and credentials that are recognised across Australia, that are delivered by registered training organisations (RTOs). Nationally recognised training is listed on the National Training Register (training.gov.au).	N/A	Derived from AVETMISS field <i>Program recognition identifier</i> from the Program file. Derived from the AVETMISS field <i>Subject identifier</i> from the Training activity file.
Non-response bias	Non-response bias occurs when the characteristics of those not responding to the survey differ to those responding to the survey in relation to the variables or items of interest. Non-response can affect the reliability of results and can introduce bias.	N/A	
Non-sampling error	Non-sampling errors (as distinct from sampling errors) may occur because of non-response bias, incorrect responses, interviewer errors, and processing errors.	N/A	
Not stated	This is also known as question or partial non-response. Where particular questions have not been answered, but a questionnaire would otherwise be useable, a code has been allocated to indicate that a response was not given for that particular question. Not stated responses are those where respondents were sequenced to answer a question but did not provide a response.	N/A	
Offshore	Refers to training that occurred outside of Australia.	N/A	Derived from the AVETMISS field <i>Postcode</i> in the Training organisation delivery location file.
Onshore	Refers to training that occurred within Australia.	N/A	Derived from the AVETMISS field <i>Postcode</i> in the Training organisation delivery location file.

Term	Definition	Classification categories	Source
Occupation (ANZSCO) group	Occupations are classified using the Australian and New Zealand Standard Classification of Occupations (ANZSCO) First Edition, Revision 2.	Managers Professionals Technicians and trades workers Community and personal service workers Clerical and administrative workers Sales workers Machinery operators and drivers Labourers Not known Not stated	Occupation before and after training is defined according to the survey responses in the National Student Outcomes Survey and classified to the Australian and New Zealand Standard Classification of Occupations (ANZSCO). Intended occupation is Collected in the AVETMISS field <i>ANZSCO Identifier</i> from the <i>Program</i> file.
Online learning	Refers to training and/or assessment made available via the internet in a different location from the training provider or trainer.	N/A	
Private training providers	Refer to privately-owned and operated training providers that are registered by the Australian Skills Quality Authority, or a state/territory accrediting body.	N/A	Derived from the AVETMISS field <i>Training organisation type identifier</i> in the Training organisation file.
Provider type	Refers to the type of institution or organisation providing the training.	TAFE institutes Universities Community education providers Private training providers Enterprise providers	Derived from the AVETMISS field <i>Training organisation type identifier</i> in the Training organisation file.
Qualification completer (previously known as graduates)	Refers to a person who completed all the requirements of a training package qualification or accredited qualification.	N/A	Derived from the AVETMISS <i>Program Completer</i> and <i>Program</i> files.
Reason for undertaking training	Students were asked their main reason for undertaking the training.	Employment related reasons Get a job Develop or start own business Try for a different career Get a better job or promotion Requirement of job Gain extra skills for current job Further study reasons Get into another course of study Personal development Improve general education skills Get skills for community/voluntary work Increase confidence/self-esteem Recreational reasons For visa purposes Other reasons Not stated	Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
Received support from training provider to transition to online learning	Students who transitioned to online learning during 2020 due to the COVID-19 pandemic were asked to indicate if they received support from their training provider to assist with the shift to online learning.	Yes No	Self-reported in the National Student Outcomes Survey.
Recommend the training provider	Students were asked to rate how likely they are to recommend their training provider on a five-point scale.	Recommend the training provider Very likely Likely Neither likely nor unlikely Do not recommend the training provider Unlikely Very unlikely Not stated	Self-reported in the National Student Outcomes Survey.
Reference periods	Students were asked to respond to questions regarding their labour force status during the two reference periods: <ul style="list-style-type: none"> ▪ before the training: during the six months before starting the training ▪ after the training: last Friday in May each year 	N/A	
Registered training organisation (RTO)	A training provider registered by the Australian Skills Quality Authority (ASQA) or, in some cases, a state or territory registering and accrediting body, to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.	N/A	The RTO is listed on training.gov.au (TGA)
Response rate	The total number of questionnaires completed, expressed as a percentage of the total number of in scope selections. Out of scope selections comprise students who contacted the survey fieldwork contractor to indicate they did not undertake the training they were being surveyed about.	N/A	
Sampling error	Estimates calculated from the National Student Outcomes Survey are based on information collected from a sample. As a result, they are subject to sampling error (that is, an estimate from a sample may not be equal to the true population value). The most commonly used measure of sampling error is the standard error. For a definition of a standard error see over the page.	N/A	
Satisfaction with accommodation in Australia	Students were asked to rate, on a five-point scale, how satisfied they were with the accommodation in Australia whilst undertaking training.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not applicable Not stated	Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
Satisfaction with assessment	Students were asked to rate, on a five-point scale, how satisfied they were that the way they were assessed was a fair test of their skills and knowledge.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not applicable Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with employment opportunities in Australia	Students were asked to rate, on a five-point scale, how satisfied they were with employment opportunities in Australia whilst undertaking training.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not applicable Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with facilities at the training provider	Students were asked to rate, on a five-point scale, how satisfied they were with the facilities available at their training provider.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not applicable Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with learning resources provided by the trainer	Students were asked to rate, on a five-point scale, how satisfied they were with learning resources provided by their trainer.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not applicable Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with location of the training provider	Students were asked to rate, on a five-point scale, how satisfied they were with the location of their training provider.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not applicable Not stated	Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
Satisfaction with opportunities to make friends in Australia	Students were asked to rate, on a five-point scale, how satisfied they were with opportunities to make friends in Australia whilst undertaking training.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with overall living experience in Australia	Students were asked to rate, on a five-point scale, how satisfied they were with their overall living experience in Australia whilst undertaking training.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with personal living safety in Australia	Students were asked to rate, on a five-point scale, how satisfied they were with personal safety in Australia whilst undertaking training.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with support from training provider to shift to online learning	Students who transitioned to online learning during 2020 due to the COVID-19 pandemic and who received support from their training provider to assist with the transition were asked to rate the support they received on a five-point scale.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with support on arrival	Students were asked to rate, on a five-point scale, how satisfied they were with support on arrival provided by their training provider.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not applicable Not stated	Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
Satisfaction with support services	Students were asked to rate, on a five-point scale, how satisfied they were with the support services provided by their training provider.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not applicable Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with teaching	Students were asked to rate, on a five-point scale, how satisfied they were with the quality of their trainers/teachers/instructors.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not applicable Not stated	Self-reported in the National Student Outcomes Survey.
Satisfaction with training overall	Students were asked to rate training, on a five-point scale, how satisfied they were with the overall training.	Satisfied Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Dissatisfied Very dissatisfied Not stated	Self-reported in the National Student Outcomes Survey.
Standard error	There are nineteen chances in twenty that the estimate obtained from a sample will be within two standard errors of the true population value (that is, the value if everyone in the population had been included and responded to the survey).	N/A	
State/territory of RTO head office	This is the state or territory in which the head office of a student's RTO is located.	New South Wales Victoria Queensland South Australia Western Australia Tasmania Northern Territory Australian Capital Territory	Derived from the AVETMISS field <i>State identifier</i> from the Training Organisation file.
TAFE (technical and further education) institutes	TAFE institutes are created by an Act of parliament and have responsibilities specified in that and other legislation and via ministerial directions. These institutes are public bodies in receipt of government funding and provide a range of technical and VET courses and other programs (for example, entry and bridging courses, language and literacy courses, adult basic education courses, senior secondary certificate of education courses, personal enrichment courses, and small business courses).	N/A	Derived from the AVETMISS field <i>Training organisation type identifier</i> in the Training organisation file.

Term	Definition	Classification categories	Source
Training packages	Are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry, or a group of industries. Each training package is made up of three components; units of competency, qualifications framework levels of education and assessment guidelines. For further information refer to < http://www.training.gov.au >.	N/A	Derived from the AVETMISS field <i>Program Identifier</i> from the Program file. Must be a valid national code listed on the National Training Register (training.gov.au).
Training package qualifications	Are nationally endorsed qualifications specified in a national training package.	Nationally accredited qualification specified in a national training package	Collected in the AVETMISS field <i>Program recognition identifier</i> from the <i>Program file</i> . Must be a valid national code listed on the National Training Register (training.gov.au).
Training shifted to online learning in 2020 due to the COVID-19 pandemic	Students were asked if their training shifted to online learning due to the COVID-19 pandemic.	Yes, training shifted to online learning No, training did not shift to online learning Not stated	Self-reported in the National Student Outcomes Survey.
Type of visa	Students currently residing in Australia were asked to report the type of their Australian visa held on the survey reference date of the last Friday in May of the survey year.	Student visa Temporary qualification completer visa Bridging visa Temporary work visa Permanent residency Other type of visa	Self-reported in the National Student Outcomes Survey.
Universities	Include Australia's universities, which have been established or recognised under state or territory legislation, except the Australian National University, which is constituted under an Act of the federal parliament. Data reported for universities are for qualification completers who completed VET qualifications.	N/A	Derived from the AVETMISS field <i>Training organisation type identifier</i> in the Training organisation file.
Vocational education and training (VET)	Post-compulsory education and training that provides people with occupational or work-related knowledge and skills. VET also included programs which provide the basis for subsequent vocational programs.	N/A	
Weights	Are used to reduce bias and ensure the survey estimates are representative of the target population (the National VET Provider Collection). Each responding unit is assigned a weight that indicates how many population units that unit represents	N/A	
Work placement delayed due to COVID-19	Students who self-reported that their work placement was delayed during 2020 due to the COVID-19 pandemic.	Yes, work placement delayed No, work placement not delayed	Self-reported in the National Student Outcomes Survey.