



VET student outcomes 2025 — explanatory notes

National Centre for Vocational
Education Research

This document was produced as an added resource for further information on *VET student outcomes 2025*. The report is available on NCVER's Portal: <<https://www.ncver.edu.au>>.

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Contents

Explanatory notes	4
Scope	4
Definitions and derivations	4
Reporting changes	6
Data quality issues	7

Explanatory notes

VET student outcomes 2025 provides a summary of the outcomes of students who undertook nationally recognised VET delivered by registered training organisations (RTOs) in Australia during 2024, using National Student Outcomes Survey data collected in mid-2025.

This document is an added resource to the *VET student outcomes 2025* publication suite and provides information to help in reading the publication and data products.

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

Scope

- 1 Out of scope of the *VET student outcomes 2025* suite of products are:
 - international students
 - students who undertook recreational, leisure or personal enrichment (short) courses
 - students aged 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 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.
- 4 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. 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.
- 5 Students who are likely to recommend their training provider is defined as those reporting 'Very likely' or 'Likely' with the relevant questionnaire item.
- 6 '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 '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.
- 8 '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.

- 9 'Better job after training' is based on those employed before training and includes both those employed and not employed after training. Students are defined as having a better job after training if they reported having one at the relevant questionnaire item.
- 10 'Employed in the same job, improved skill' is based on the proportion of students who answered the question on whether they were in a better job as 'not applicable, I'm still in the same job/role'. They were defined as having an improved skill if they reported a job-related benefit of 'gained extra skills for my job'.
- 11 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.
- 12 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.
- 13 'Employment related reasons' for undertaking training include: 'get a job', 'develop or start my own business', 'try for a different career', 'get a better job or promotion', 'it was a requirement of job' and 'to gain extra skills for current job'. 'Study related reasons' include: 'Obtain credit points towards senior secondary schooling', 'Gain advanced entry to a higher qualification or university' and 'Get into another course of study'. 'Personal development' includes 'Improve general education skills', 'Get skills for community/voluntary work', 'Increase my self-esteem', 'Recreational reasons', 'Free course/free Gov funding/subsidised', and 'Other'.
- 14 'Achieved main reason for training' is defined as 'fully' or 'partly' achieving their main reason for training.
- 15 'Commenced further study after training' is defined as those who commenced further study after training and either finished it or were still ongoing. If they cancelled or withdrew from further study they are not included in this figure.
- 16 For subject(s) only completers, any 'further study' at a VET provider is training they have completed, as by definition they have left the VET system.
- 17 'Commenced further study at a higher skill level' indicates whether qualification completers and qualification part-completers commenced further study at a higher level compared with the training they were being surveyed about.
- 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.
- 20 'Level of education being studied' refers to the level of the completed qualification (for the qualification completers) or the level of the qualification that the student was enrolled in but only partially completed (for the qualification part-completers).
- 21 'Age' is as at the last Friday in May of the survey year.
- 22 'Training was part of senior secondary schooling' is sourced from survey responses and asked only of those aged 15 to 19 years.

- 23 'Main reason for undertaking training' information in the DataBuilder is based on a summary variable where the main reasons are grouped into the following categories 'employment-related', 'study-related' and 'personal development'. The individual main reasons as collected in the survey are available in the VOCSTATS tool, available at <https://www.ncver.edu.au/research-and-statistics/vocstats> or via request as outlined at: <https://www.ncver.edu.au/research-and-statistics/accessing-vet-data>.
- 24 'Main reason for discontinuing training' information in the DataBuilder is based on a summary variable where the main reasons are grouped into the following categories 'got what they wanted from their training', 'change in job situation', 'training issues', 'started other training', 'training no longer related to plans', 'personal reasons' and 'other reasons'. The individual main reasons as collected in the survey, are available in the VOCSTATS tool, available at <https://www.ncver.edu.au/research-and-statistics/vocstats> or via request as outlined at: <https://www.ncver.edu.au/research-and-statistics/accessing-vet-data>.

Australian Bureau of Statistics data

- 25 Socio-Economic Indexes for Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socio-economic advantage and disadvantage. This publication uses the Index of Relative Socio-Economic Disadvantage (IRSD). Further information on SEIFA can be found at <http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>.
- 26 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.
- 27 Occupation is defined by Australian and New Zealand Classification of Occupations (ANZSCO). This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose (ABS cat.No.1220.0). From 2024 occupations are classified using the 2022 release of ANZSCO. Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.

Reporting changes

- 28 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.
- 29 Data for 2024 have been classified using the Australian Statistical Geography Standard (ASGS) Edition based on the 2021 Census of Population and Housing. This classification has also been applied retrospectively to data for 2022 and 2023 and, as a result, figures reported by SEIFA, and/or ARIA+ may differ from those published previously. Earlier editions of the ASGS have been applied to data prior to 2022.
- 30 Data for 2023 on occupation before and after training were remediated to remove retired ANZSCO codes. Derived fields based on these updated occupational data elements were also updated. As a result of the remediation, 2023 figures for improved employment status, employed at a higher skill level after training, employed in the same occupation as training course and employed in a different occupation as training course may differ from those published previously.

Questionnaire changes impacting comparisons across survey years

- 31 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’.
- 32 There were several revisions to the 2022 questionnaire that may impact comparisons between estimates from 2022 onwards and previous years.
- Questions on country of birth, language other than English spoken at home, indigenous status, disability and prior education were removed from the longer questionnaire answered by Certificate II and above qualification completers. Demographic data are instead sourced from the national VET data collections for all students from 2022. An analysis of this change suggests ‘improved writing skills’ and ‘improved numerical skills’ for qualification completers who speak a language other than English at home and ‘employed at higher skill level after training’ for qualification completers with a disability may have been impacted by the change in methodology. As a result, comparisons of these data from 2022 onwards with prior years should be treated with caution.
 - The question on personal benefits was asked of all students from 2022. In 2020 and 2021, this question was only asked of Certificate II and above qualification completers. In 2019, the question was asked of all students.

Data quality issues

- 33 The number of qualification and short course completions was previously overstated for Victoria in the National VET Provider Collection (survey frame), impacting the 2019 to 2022 survey years. The issue did not have a material impact on the survey data at a national level and, as such, results from the 2019 to 2022 surveys have not been adjusted.