NCVER

VET student outcomes 2021: terms and definitions

National Centre for Vocational Education Research

Introduction

This document covers the data terms used in *VET student outcomes 2021* publication and related data tools and 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 and National VET in Schools collections. The National VET Provider and National VET in Schools collections are administrative collections 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: <https://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 field *Program recognition Identifier* and *Program level of education identifier* from the *Program* file.
Achieved their main reason for training	Students were asked to indicate if they had achieved their main reason for training	Achieved main reason Yes Partly Did not achieve main reason for training	Self-reported in the National Student Outcomes Survey.

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
		  25 to 29 years
		  30 to 34 years
		  35 to 39 years
		  40 to 44 years
		45 to 64 years
		  45 to 49 years
		  50 to 54 years
		  55 to 59 years
		  60 to 64 years
		65 years and over
			Calculated based on the AVETMISS field *Date of Birth* from the *Client* file.

Apprentice or trainee status	Indicates whether a student is undertaking some off-the-job training under an apprenticeship/traineeship training contract.	Apprentices undertaking off-the-job-training Not apprentices and trainees undertaking off-the-job training	Calculated based on the AVETMISS field *Client identifier – apprenticeships* from the *Training activity* file.
Australian Qualifications Framework (AQF)	Australian Qualifications Framework (AQF) is a nationally consistent framework of credentials offered in post-compulsory education and training that covers qualifications from certificate I through to a doctoral degree. For more details on the AQF, see <http://www.aqf.edu.au>.	Diploma or higher Certificate IV Certificate III Certificate II Certificate I	Collected on the *Program* file as *Program level of Education*.
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.	Subject matter not suitable Missed the opportunity to get experience in a workplace Course materials not available Lack of support from trainers/teachers/instructors Unreliable internet at home Lack of equipment Limited digital skills Lack of face-to-face interaction with trainers/teachers/instructors Lack of face-to-face interaction with peers COVID-19 pandemic challenges Mental health issues Other	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).	Movement to a higher skill level Movement to a lower skill level No change in skill level Not stated	Derived from the National Student Outcomes Survey responses 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).
Commonwealth and state funding	Expenditure by the Commonwealth or state/territory governments for the delivery of vocational education and training. Commonwealth and state general purpose recurrent funding provided by the state or territory for general purpose recurrent funding.	N/A	Derived from the AVETMISS field *Funding source — national* in the *Training activity* file.
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	Collected from the AVETMISS field *Training organisation type identifier* 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	

Developed problem-solving skills	Students were asked to rate the extent they agree or disagree that the training developed their problem-solving skills on a five-point scale.	Agree
		
		   Strongly agree
		
		   Agree
		
		Neither agree nor disagree
		
		Disagree
		
		   Disagree
		
		   Strongly disagree
		
		Not applicable
		
		Not stated
			Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
Disability (including impairment or long-term condition)	Whether the person self-identifies as having a disability, impairment or long-term condition.	With a disability Without a disability Not stated	Collected from the AVETMISS field *Disability flag* from the *Client* file and if data not known, self-reported in the National Student Outcomes Survey.
Domestic fee-for-service training	Revenue provided by a student whose citizenship status is Australian, New Zealand or permanent resident for the purpose of undertaking education and training.	N/A	Derived from the AVETMISS field *Funding source – national* from the *Training activity* file for subject enrolments.
Enrolled in further study	Students were asked if they commenced another course or further study since undertaking the training they were being surveyed about.	Yes No	Self-reported in the National Student Outcomes Survey.
Enrolled in further study at a higher level	Indicates whether qualification completers and qualification part-completers enrolled in further study at a higher level compared with the training they were being surveyed about.	Yes No	Derived via information from: ■ self-reported responses in the National Student Outcomes Survey ■ the AVETMISS field *Program level of education identifier* from the *Program* 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 or subject 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 programmes Not assigned	For subject(s) only completers, collected in the AVETMISS field *Subject Field of Education Identifier* from the *Subject* file. For qualification completers and part-completers, collected from the AVETMISS field *Program field of education identifier* from the *Program* file. This classification is based on the Australian Standard Classification of Education (ASCED), ABS catalogue no.1272.0, 2001.
First full-time job, started after training	A person is considered to be in their first full-time job, started after training if they were employed full-time in their main job at the survey reference date AND their main job was their first full-time job AND they started their job after they finished the training.	Yes No Not stated	Self-reported in the National Student Outcomes Survey.

Funding source	The predominant source of the funding for a subject enrolment.
	Qualification completers who completed training that included both Commonwealth/state-funded and fee-for-service subjects are reported as 'Commonwealth/state-funded'.
		Government funding
		  Commonwealth and state general purpose recurrent
		  Commonwealth specific funding programs
		  State specific funding programs
		  Other government funding
		Not government funded
		  Fee for service funding domestic client
			Derived from the AVETMISS field *Funding source – national* from the *Training activity* file for subject enrolments.

Term	Definition	Classification categories	Source
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 *Gender* from the *Client* file.
Government-funded VET	Relates to Commonwealth and state/territory funded activity delivered by registered training organisations (RTOs). See also *Commonwealth and state funding*.	Commonwealth and state general purpose recurrent Commonwealth specific funding programs State specific funding program Other government-funding	Derived from the AVETMISS field *Funding source – national* from the *Training activity* file for subject enrolments.
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 the extent they agree or disagree that the training improved their numerical skills on a five-point scale.	Agree
		   Strongly agree
		   Agree
		Neither agree nor disagree
		Disagree
		   Disagree
		   Strongly disagree
		Not applicable
		Not stated
			Self-reported in the National Student Outcomes Survey.

Improved writing skills	Students were asked to rate the extent they agree or disagree that the training improved their writing skills on a five-point scale.	Agree
		   Strongly agree
		   Agree
		Neither agree nor disagree
		Disagree
		   Disagree
		   Strongly disagree
		Not applicable
		Not stated
			Self-reported in the National Student Outcomes Survey.

Income after training	The income usually earnt (before tax) in a person's main job after training. Income is imputed to remove outliers. This imputation is used to calculate the median annual income after training.	N/A	Derived from the National Student Outcomes Survey.
Indigenous status	Whether a student self-identifies as being of Aboriginal or Torres Strait Islander descent.	Indigenous Non-Indigenous Not stated	Derived from the AVETMISS field *Indigenous Status Identifier* from the *Client* file and if data not known, self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
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.
Labour force status	Describes a student's employment status. Employed Persons who, during the reference period(s) self-reported as having a job (including where absent on holidays, paid leave or on strike and where temporarily stood down). A job means any type of work including full-time, casual, temporary or part-time work if it was for one hour or more over a two-week period. Note: For both reference periods, students were only asked to report employment which lasted two weeks or more. Unemployed People who were not employed or were undertaking unpaid work during the reference period and who had actively looked for work at any time during that period. Not in labour force People who were neither employed, nor unemployed, as defined above. Not employed 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. Employed full-time 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). Employed part-time A person was employed part-time if they usually worked less than 35 hours per week in their main job during the reference period(s). Employed – hours not stated or zero Employed persons who worked zero hours or did not report the hours worked in their main job during the reference period(s).	Employed Employed full-time Employed part-time Employed - no further information Not employed Unemployed Not in labour force Not employed - no further information Not stated	Derived from the National Student Outcomes Survey.
Language other than English spoken at home	Whether the student speaks a language other than English at home.	Yes No Not stated	Derived from the AVETMISS field *Language identifier* from the *Client* file and if data not known, self-reported in the National Student Outcomes Survey. Language identifier must be a valid 4-digit Australian Standard Classification of Languages code.
Main job	The job in which the student usually worked the most hours during the reference period(s).	N/A	Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
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 *Program recognition identifier* from the *Program* file.
Nationally recognised subject	Includes accredited units of competency or modules that are listed on the National Training Register (training.gov.au).	N/A	Derived from the AVETMISS field *Subject identifier* from the *Training activity* 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	Collected from the AVETMISS field *Program recognition identifier* from the *Program file* and from the AVETMISS field *Subject identifier* 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	
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 *ANZSCO Identifier* from the *Program* 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 *Training organisation type identifier* in the Training organisation file.
Program level of education	The level of education identifies the level of a program in which a student is enrolled. It identifies the degree of complexity of the program of study. See also *Qualifications*.	Diploma or higher Certificate IV Certificate III Certificate II Certificate I Statement of attainment	Derived from the AVETMISS field *Program level of education identifier* from the *Program* file. This classification is based on the Australian Standard Classification of Education (ASCED), ABS catalogue no.1272.0, 2001.

Term	Definition	Classification categories	Source
Provider type	Refers to the type of institution or organisation providing the training.	TAFE institutes Universities Community education providers Private training providers Schools Enterprise providers	Derived from the AVETMISS field *Training organisation type identifier* in the *Training organisation* file.
Qualification completers (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 *Program* Completer and Program files.
Qualification part-completers	Refers to a person who enrolled in but only completed part of a training package qualification or accredited qualification and is no longer undertaking that training. Insufficient information is available from the National VET Provider Collection and National VET in Schools Collection to identify 'actual' qualification part-completers. Instead, a sample of potential qualification part-completers is chosen, which includes persons who are continuing in that training. The status of respondents is determined through the survey responses. For further information, see the technical notes supporting document at <https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>.		Derived from the AVETMISS *Program* file and responses in the National Student Outcomes Survey.
Qualifications	In the VET sector refer to the Australian Qualifications Framework (AQF) levels of education from certificate I through to graduate diploma. See also *Program level of education.*	Diploma or higher Certificate IV Certificate III Certificate II Certificate I	Collected from the AVETMISS field *Program level of education identifier* from the *Program* file. For more details of the AQF, *go* to <http://www.aqf.edu.au>

Reason for not continuing with training	Students who did not complete a qualification or other nationally recognised program were asked their main reason for not continuing with the training.	Change in job situation
		   Changed job or started a new job
		   Lost job
		Got what was wanted from training
		   Learnt the skills needed for the job
		   Achieved training goals
		   I completed all the training I intended to when I enrolled
		Training related reasons
		   Started other training
		   Training no longer related to plans
		   Training was not what I expected
		   Training timetable was not flexible enough
		   Problems with the work placement
		Personal reasons
		Other reasons
			Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
Reason for not continuing with training due to the COVID-19 pandemic	Students who did not complete a qualification or other nationally recognised program were asked whether their reason for not continuing was due to the COVID-19 pandemic.	Yes Partly No	Self-reported in the National Student Outcomes Survey.

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
		  To obtain credit points towards my senior secondary schooling
		  To gain advanced entry to a higher qualification or university
		Personal development
		  Improve general education skills
		  Get skills for community/ voluntary work
		  Increase self-esteem
		  Recreational reasons
		  Other reasons
		Not stated
			Self-reported in the National Student Outcomes Survey.

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 questions about their labour force status during the two reference periods: ■ before the training: during the six months before starting the training ■ after the training: last Friday in May each year	N/A	Self-reported in the National Student Outcomes Survey.

Term	Definition	Classification categories	Source
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 assessment	Students were asked to rate how satisfied they were that the way they were assessed was a fair test of their skills and knowledge on a five-point scale.	Satisfied
		  Very satisfied
		  Satisfied
		Neither satisfied nor dissatisfied
		Dissatisfied
		  Dissatisfied
		  Very dissatisfied
		Not stated
		Not applicable
			Self-reported in the National Student Outcomes Survey.

Satisfaction with facilities	Students were asked to rate how satisfied they were with the facilities available at their training provider on a five-point scale.	Satisfied
		  Very satisfied
		  Satisfied
		Neither satisfied nor dissatisfied
		Dissatisfied
		  Dissatisfied
		  Very dissatisfied
		Not stated
		Not applicable
			Self-reported in the National Student Outcomes Survey.

Satisfaction with learning resources	Students were asked to rate how satisfied they were with the learning resources provided by the trainer on a five-point scale.	Satisfied
		  Very satisfied
		  Satisfied
		Neither satisfied nor dissatisfied
		Dissatisfied
		  Dissatisfied
		  Very dissatisfied
		Not stated
		Not applicable
			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.

Term	Definition	Classification categories	Source

Satisfaction with support services	Students were asked to rate how satisfied they were with the support services offered by their training provider on a five-point scale.	Satisfied
		  Very satisfied
		  Satisfied
		Neither satisfied nor dissatisfied
		Dissatisfied
		  Dissatisfied
		  Very dissatisfied
		Not stated
		Don't know/did not access
			Self-reported in the National Student Outcomes Survey.

Satisfaction with teaching	Students were asked to rate how satisfied they were with the quality of their trainers/teachers /instructors on a five-point scale.	Satisfied
		  Very satisfied
		  Satisfied
		Neither satisfied nor dissatisfied
		Dissatisfied
		  Dissatisfied
		  Very dissatisfied
		Not stated
		Not applicable
			Self-reported in the National Student Outcomes Survey.

Satisfaction with the training provider's location	Students were asked to rate how satisfied they were with the location of the training provider on a five-point scale.	Satisfied
		  Very satisfied
		  Satisfied
		Neither satisfied nor dissatisfied
		Dissatisfied
		  Dissatisfied
		  Very dissatisfied
		Not stated
		Not applicable
			Self-reported in the National Student Outcomes Survey.

Satisfaction with training overall	Students were asked to rate how satisfied they were with their training overall 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.

Term	Definition	Classification categories	Source
SEIFA Index of Relative Socio-Economic Disadvantage (IRSD)	This index is a general socio-economic index that summarises information about the economic and social resources of people and households within an area. This index focuses on disadvantage. A high score (or quintile) reflects a relative lack of disadvantage rather than relative advantage.	Quintile 1 – most disadvantaged Quintile 2 Quintile 3 Quintile 4 Quintile 5 – least disadvantaged	SEIFA 2016 was released in March 2018 and has been backdated to 2016 training activity. It is based on ABS ASGS SA2 regions (which are derived from the AVETMISS fields *Postcode* and *Suburb* from the *Client* file). SEIFA 2011 was released in March 2013 and has been backdated to 2011 training activity. It is based on ABS ASGS SA2 regions (which are derived from the AVETMISS fields *Postcode* and *Suburb* from the *Client* file). Data for 2006-2010 training activity are mapped to the SEIFA indexes using ABS ASGC Statistical Local Areas (which are derived from the AVETMISS fields *Postcode* and *Suburb* from the *Client* file).
Short course completers	Refers to a person who completed all the requirements of a training package skill set or an accredited course.	N/A	Derived from the AVETMISS *Program* and *Program Completer* files.
Short course part-completers	Refers to a person who enrolled in but only completed part of a training package skill set or accredited course and are no longer undertaking that training. Insufficient information is available from the National VET Provider Collection and National VET in Schools Collection to identify 'actual' short course part-completers. Instead, a sample of potential short course part-completers is chosen, which includes persons who are continuing in that training. The status of respondents is determined through the survey responses. For further information, see the technical notes supporting document at <https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>.	N/A	Derived from the AVETMISS *Program* file and responses 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 or territory of funding	This is the state or territory that administered the funding of the training activity.	New South Wales Victoria Queensland South Australia Western Australia Tasmania Northern Territory Australian Capital Territory Not applicable	Derived from the state/territory of the National VET Provider Collection data submitter.

Term	Definition	Classification categories	Source
State or territory of residence	This is the state or territory in which the student usually resides.	New South Wales Victoria Queensland South Australia Western Australia Tasmania Northern Territory Australian Capital Territory	Collected from the AVETMISS field *State identifier* from the *Client* file.

Term	Definition	Classification categories	Source
Student remoteness (ARIA+) region	The degree of remoteness of a location in terms of the ease or difficulty people face in accessing services in non-metropolitan Australia. ARIA+ is an index of remoteness derived from measures of road distance between populated localities and service centres. These road distance measures are then used to generate a remoteness score for any location in Australia. The ASGC divides Australia into six Remoteness Areas and is used for collection and dissemination of geographically classified statistics. It groups locations together into comparative classes of remoteness so that data can be collected, analysed and disseminated for broad regions which are more or less remote.	Major cities/Inner regional/Outer regional Major cities Inner regional Outer regional Remote/very remote Remote Very remote Not stated	Student remoteness (ARIA+) regions are mapped to the Access/Remoteness Index of Australia Plus (ARIA+), which was developed by the National Centre for Social Applications of GIS (GISCA) at the University of Adelaide. From 2011 training activity, Student remoteness (ARIA+) is based on ABS ASGS SA2 regions (which are derived from the AVETMISS fields *Postcode* and *Suburb* from the *Client* file). Data for 2006-2010 training activity were mapped to Student remoteness (ARIA+) using the AVETMISS fields *Postcode* and *Suburb* from the *Client* file). This constitutes a break-in-series for reporting Student remoteness (ARIA+).

Term	Definition	Classification categories	Source
Subject(s) only completer	Refers to a person who completed one or more subjects not delivered as part of a nationally recognised program and who are no longer undertaking training in the VET sector. At the time of sample selection, insufficient information is available from the National VET Provider Collection and National VET in Schools Collection to identify 'actual' subject(s) only completers. Instead, a sample of potential subject(s) only completers is chosen, which includes persons who are continuing in the VET system. The status of respondents is determined through the survey responses. For further information, see the technical notes supporting document at <https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>.	N/A	Derived from the AVETMISS *Training activity* file and responses in the National Student Outcomes Survey.
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	Collected from the AVETMISS field *Training organisation type identifier* in the *Training organisation* file.
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	Collected from the AVETMISS field *Program recognition identifier* from the *Program* file. Must be a valid national code listed on the National Training Register <training.gov.au>.

Term	Definition	Classification categories	Source
Training package qualifications	Are nationally endorsed qualifications specified in a national training package.	Nationally accredited qualification specified in a national training package	Collected from the AVETMISS field *Program recognition identifier* from the *Program* file. Must be a valid national code listed on the National Training Register <training.gov.au>.
Training package skill set	Are nationally recognised skill sets, specified in a national training package. Based on groupings of units of competency which are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement.	Nationally recognised skill set specified in a national training package.	Collected from the AVETMISS field *Program recognition identifier* from the *Program* file. Must be a valid national code listed on the National Training Register <training.gov.au>.
Training was part of senior secondary schooling	Students aged 15 to 19 years were asked if they undertook training as part of their senior secondary schooling at a school, TAFE institute or another training organisation.	Yes No	Self-reported in the National Student Outcomes Survey.

Training relevant to current job	Employed students were asked to rate how relevant the training is to their main job after training.	Highly/somewhat relevant
		  Highly relevant
		  Some relevance
		Very little/no relevance
		  Very little relevance
		Not at all relevant
		Not stated
			Self-reported in the National Student Outcomes Survey.

Training shifted to online learning 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.
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 graduates who completed VET qualifications.	N/A	Collected from the AVETMISS field *Training organisation identifier* 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	
Work placement delayed	Students who undertook a work placement that was not part of an apprenticeship or traineeship 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.