



International onshore VET qualification completer outcomes 2022 — explanatory notes

National Centre for Vocational
Education Research

This document was produced as an added resource for further information on *International onshore VET qualification completer outcomes 2022*. The report is available on the NCVER Portal: www.ncver.edu.au.

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This document should be attributed as NCVER 2023, *International onshore VET qualification completer outcomes 2022 – explanatory notes*, NCVER, Adelaide.

This work has been produced by NCVER on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Government Department of Education.

Published by NCVER, ABN 87 007 967 311

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Contents

Explanatory notes	4
Scope	4
Definitions and derivations	4
Reporting changes	5
Australian Bureau of Statistics data	7

Explanatory notes

Scope

- 1 *International onshore VET qualification completer outcomes 2022* provides a summary of the outcomes of international students who completed a nationally recognised vocational education and training (VET) qualification in Australia during 2021 using data collected in mid-2022. These international onshore qualification completers were surveyed as an additional component to the 2022 National Student Outcomes Survey.
- 2 Nationally recognised VET qualifications include training package qualifications and accredited qualifications delivered by register training organisations (RTOs).
- 3 Out of scope of the publication and data products are international qualification completers who completed their training offshore.
- 4 Students aged 15 to 17 years and those undertaking VET as part of senior secondary schooling were out of scope of the 2017 to 2019 surveys. These students are included in the scope from 2020 but only represent small proportions of the international survey population and survey respondents. As such, the revised survey scope has no statistically significant effect on international survey results from 2020 onwards compared with previous years.

Definitions and derivations

- 5 All published percentages have been derived based on stated responses, that is, ‘Don’t know’/‘Unknown’ and missing responses are excluded.
- 6 The percentage of students satisfied with various aspects of their training and the training provider (e.g teaching, assessment, training provider’s facilities, learning resources, support services, training provider’s location, support provided in the transition to online learning and the training overall) is defined as those reporting that they are ‘Very satisfied’ or ‘Satisfied’ with the relevant questionnaire item.
- 7 The percentage of students who developed problem-solving skills, improved writing skills and improved numerical skills is defined as those reporting that they ‘Strongly agree’ or ‘Agree’ with the relevant questionnaire item.
- 8 The percentage of students who would recommend their training and their training provider is defined as those reporting ‘Very likely’ or ‘Likely’ with the relevant questionnaire item.
- 9 ‘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.
- 10 ‘Employed at a higher skill level’ is based on those employed before training and includes both those employed and not employed after training. Respondents 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.
- 11 ‘Better job after training’ is based on those employed before training. Respondents are defined as having a better job after training if they reported having one at the relevant questionnaire item.

- 12 Job-related benefits are based on those employed after training. Respondents are defined as having a job-related benefit if they reported receiving one at the relevant questionnaire item, including: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits. From 2019, a new category was included for 'gained extra skills for my job'.
- 13 Individual barriers to employment are based on those who were looking for work at some stage after training and reported facing at least one barrier.
- 14 'Achieved main reason for training' is defined as 'fully' or 'partly' achieving their main reason for training.
- 15 Percentages on 'challenges during online learning' sum to more than 100% as respondents can choose more than one response category.
- 16 'Undertook learning online' is defined as those reporting that some or all training was undertaken online.
- 17 The countries of birth and nationality of passport in the DataBuilder product are the top 10 countries in the 2022 survey year.

Reporting changes

- 18 Prior to 2020, the provider type variable category of 'private training providers' included enterprise RTOs. From 2020, the provider type variables have been revised to include the following categories:
 - TAFE institutes
 - universities
 - community education providers
 - private training providers
 - schools
 - enterprise RTOs.

The change to the private training provider category in 2020 had only a minor impact on the national estimates compared with 2019 estimates where private training providers and enterprise RTOs were combined.

Questionnaire changes

- 19 There were several revisions to the 2022 questionnaire, including:
 - New questions were added on whether online learning was undertaken during the training, whether satisfied with support from teachers/trainers during online learning, whether satisfied with the overall quality of online learning experiences and the impact of the COVID-19 pandemic on aspects of training.
 - The question on job after training changed back to the 'Yes' and 'No' response options that existed before the 2020 survey when the response options were revised due to the COVID-19 pandemic.
 - Questions on challenges faced with online learning were asked of those who undertook their training online. In 2021, these questions were asked of those who transitioned to online learning during 2020 due to the COVID-19 pandemic. As a result of these changes, estimates on challenges faced with online learning in 2022 are not comparable with 2021.

- The response options of 'COVID-19 related challenges' and 'mental health issues' were added to the challenges faced with online learning question. In 2021, these categories were derived from the free text comments provided in the 'Other, please specify' item of the question.
- The response options 'got a job' and 'got a new job/changed jobs' were combined for the job-related benefits item. This change was applied to 2018 to 2021.
- Questions were removed on whether training shifted to online learning during 2020 due to the COVID-19 pandemic, the support received to assist this transition and whether the COVID-19 pandemic delayed work placements and on-the-job training during 2020.

20 There were several revisions to the 2021 questionnaire, including:

- New questions were added on whether training shifted to online learning during 2020 due to the COVID-19 pandemic, the support received to assist this transition and the challenges faced during online learning.
- Questions and categories on the impact of the COVID-19 pandemic on further study and employment outcomes were removed.

21 There were several revisions to the 2020 questionnaire, including:

- The response scale for recommend the training provider and recommend the training changed from a 'Yes/No' response option to a 'Very likely to very unlikely' 5-point response scale. As a result of this change, the results from 2020 are not comparable with prior years. The percentage of students who would recommend their training provider or training is based on the proportion of respondents reporting 'Very likely' or 'Likely' with the relevant questionnaire item.
- New questions were added on satisfaction with the RTO's location, learning resources, facilities and support services.

22 Following a trial in 2018, the 2019 questionnaire was revised. The changes include:

- minor changes to question wording to questions on further study after training and level of further study after training
- changes to question wording and a change from an agreement scale to a satisfaction scale for questions on satisfied with teaching and assessment and satisfied overall
- a change in the order of the satisfied with teaching and assessment questions to appear after the developed problem-solving, improved writing skills and improved numerical skills bank of questions
- the inclusion of a new category in the job-related benefits item of 'gained extra skills for my job'
- new questions added on 'improved numerical skills' and 'better job after training'.

23 Results from the 2018 trial suggest the following 2019 survey estimates are not comparable with prior years due to the changes in question wording:

- received at least one job-related benefit
- improved employment status after training (derived from 'received at least one job-related benefit').

Also that responses for the following 2019 survey estimates may differ to prior years due to the changes in question wording:

- satisfaction with teaching
- satisfaction with assessment

- satisfaction with overall quality of training.

Australian Bureau of Statistics data

24 Occupation is defined by the Australian and New Zealand Classification of Occupations (ANZSCO), version 1.2 (2013). This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose (ABS cat.No.1220.0). Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.