



International onshore VET qualification completer outcomes 2020: 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 2020*. The report is available on NCVER's Portal: <https://www.ncver.edu.au>.

Publisher's note

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian Government, state and territory governments or NCVER. Any errors and omissions are the responsibility of the author(s).

© Commonwealth of Australia, 2021



With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia <<http://creativecommons.org/licenses/by/3.0/au>> licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence <<http://creativecommons.org/licenses/by/3.0/legalcode>>.

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

This document should be attributed as NCVER 2021, *International onshore VET qualification completer outcomes 2020: 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, Skills and Employment.

Published by NCVER, ABN 87 007 967 311

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>>

Follow us:  <<https://twitter.com/ncver>>  <<https://www.linkedin.com/company/ncver>>

Contents

Explanatory notes	4
Scope	4
Definitions and derivations	4
Reporting changes	5
Australian Bureau of Statistics data	6

Explanatory notes

Scope

- 1 *International onshore VET qualification completer outcomes 2020* provides a summary of the outcomes of international students who completed a nationally recognised vocational education and training (VET) qualification in Australia during 2019 using data collected in mid-2020. These international onshore ‘qualification completers’ were surveyed as an additional component to the 2020 National Student Outcomes Survey. In previous publications, ‘qualification completers’ were called ‘graduates’.
- 2 Nationally recognised VET qualifications include training package qualifications and accredited qualifications delivered by registered training organisations (RTOs). The exclusion of non-nationally recognised training represents a change in the survey scope from 2019 compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.
- 3 Out of scope of the publication and data products are qualification completers who completed their training with an Australian training provider 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 were included in the 2020 scope 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 the 2020 international survey results compared with prior years.

Definitions and derivations

- 5 The percentage of students who developed problem-solving skills, improved writing skills and improved numerical skills is based on the proportion of respondents reporting that they ‘Strongly agree’ or ‘Agree’ with the relevant questionnaire item.
- 6 The percentage of students satisfied with various aspects of their training, training provider and living in Australia during training is based on the proportion of respondents reporting that they are ‘Very satisfied’ or ‘Satisfied’ with the relevant questionnaire item.
- 7 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.
- 8 ‘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.
- 9 ‘Employed at a higher skill level’ is based on those employed before training who are employed in an occupation with a higher skill level after training, in comparison with their occupation before training. The base includes those not employed after training. In *International onshore VET qualification completer outcomes* publications and data products prior to 2019, the proportion employed at a higher skill level was based on those employed before and after training.
- 10 Job-related benefits are based on those employed after training who reported receiving a job-related benefit from the training, including: set up or expanded their own business, got a promotion,

increased earnings, or other job-related benefits. In 2019, a new category was added for 'gained extra skills for my job'.

- 11 'Achieved main reason for training' is based on the percentage of respondents reporting that the training 'fully' or 'partly' helped them to achieve their main reason for training.
- 12 'Of those employed in the same job as before training: improved employment skills' is the percentage of students still in the same job/role as before training who reported the job-related benefit of 'gained extra skills for my job'.

Reporting changes

- 13 Prior to 2020, the provider type variable category of 'private training providers' combined private training providers with enterprise RTOs. In 2020, the provider type variables have been revised to include the following categories:

- TAFE institutes
- universities
- community education providers
- private training providers
- enterprise providers.

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.

- 14 A new main reason for training is available from 2020 on 'Visa purposes'. Prior to 2020, response options related to 'Visa purposes' were reported as part of 'other' main reasons.
- 15 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 2020 results are not comparable with prior years.
 - The question for barriers to employment was revised with all students asked about barriers faced at any stage when looking for work after training. In 2019 and prior, the question was only asked of those who were looking for work as at the end of May of the survey year. As a result of this change, the 2020 results are not comparable with prior years.
 - The inclusion of new categories for items on 'further study after training', 'employment after training' and 'looking for work' to understand the impacts of the COVID-19 pandemic on study being cancelled, delayed or postponed, on being employed but temporarily stood down and on not looking for work due to COVID-19.
 - New questions were added on whether hours of employment after training increased or decreased since COVID-19 and whether their job was lost due to COVID-19.
 - New questions were added on satisfaction with aspects of the training provider's support services.
 - New questions were added on the importance of reasons to study in Australia, type of accommodation while training and satisfaction with various aspects of living in Australia.
 - A new question was added on nationality on passport.

16 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'.

17 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').

And 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.

18 From 2018, international onshore VET qualification completers employed after training were asked to specify whether this employment was in Australia or another country. This question was not asked in 2017 and therefore data are only available for 2018 and onwards.

19 From 2018, only international onshore VET qualification completers who were enrolled in further study after training in Australia were asked about their further study level of education and institution. This represents a change to the questionnaire and consequently 2017 data on institution of further study should not be compared with data from 2018 and onwards.

Australian Bureau of Statistics data

20 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.