



VET student outcomes 2023 — explanatory notes

National Centre for Vocational
Education Research

This document was produced as an added resource for further information on *VET student outcomes 2023*. The report is available on NCVER's Portal: <<https://www.ncver.edu.au>>.

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Explanatory notes

VET student outcomes 2023 provides a summary of the outcomes of students who completed nationally recognised VET delivered by registered training organisations (RTOs) in Australia during 2022, using National Student Outcomes Survey data collected in mid-2023.

This document is an added resource to the *VET student outcomes 2023* 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 NCVET'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 2023* suite of products are:
 - international students
 - students who undertook recreational, leisure or personal enrichment (short) courses
 - students from correctional facilities.
- 2 Students aged 15 to 17 years were out of scope of the 2019 survey. Students 15 years and older are included in data from 2020.
- 3 From 2020, the survey was expanded to include VET undertaken by senior secondary students.
- 4 Results should be treated with some caution when comparing survey estimates from 2020 and onwards with 2019 on 'labour force status before and after training' and 'relevance of training to job after training' due to the inclusion of students aged 15 to 17 years from 2020.
 - The inclusion of students aged 15 to 17 years only had a minor impact on the national estimates for other key survey measures.

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 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.
- 7 Students who are likely to recommend their training provider is defined as those reporting 'Very likely' or 'Likely' with the relevant questionnaire item.
- 8 '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.
- 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. 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.
- 11 'Better job after training' is based on those employed before training. Students are defined as having a better job after training if they reported having one at the relevant questionnaire item.
- 12 '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'.
- 13 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.
- 14 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.
- 15 'Achieved main reason for training' is defined as 'fully' or 'partly' achieving their main reason for training.
- 16 Students were asked if they commenced another course or further study since undertaking the training they were being surveyed about. For subject(s) only completers, the only 'further study' included is at non-VET providers such as universities, as by definition subject(s) only completers have left the VET system.
- 17 'Commenced further 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.
- 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 Students enrolled in a qualification or program, who undertook both government-funded and fee-for-service subjects are reported as 'Government-funded'.
- 21 'Program level of education' 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).
- 22 'Age' is as at the last Friday in May of the survey year.
- 23 'Training was part of senior secondary schooling' is sourced from survey responses and is based on those aged 15 to 19 years.

Reporting changes from 2020

- 24 Due to significant changes in the way student groups are reported from the 2020 survey, time-series information prior to 2020 is not available for the following student groups: short course completers,

short course part-completers and subject(s) only completers. A five-year time-series is available for qualification part-completers.

25 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.

26 Apprentice or trainee status indicates whether a student is undertaking some off-the-job training under an apprenticeship/traineeship training contract. From 2020, this information was sourced from the National VET Provider and National VET in Schools collections. Prior to 2020, apprentice and trainee status was sourced from survey responses. An analysis of the impact of the change suggests employment outcomes and improved writing skills for apprentices and trainees in 2020 onwards compared with 2019 should be treated with caution due to an over-representation in 2019 of students who speak a language other than English at home when the derivation is based on survey responses.

Questionnaire changes impacting comparisons across survey years

27 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.

28 There were several revisions to the 2020 questionnaire that may impact comparisons between estimates from 2020 onwards and previous years.

- 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 students reporting 'Very likely' or 'Likely' with the relevant questionnaire item.

Australian Bureau of Statistics data

- 29 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>>.
- 30 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), produced by the Hugo Centre for Population and Housing, the standard ABS-endorsed measure of remoteness. For more details of ARIA+ refer to <<https://www.adelaide.edu.au/hugo-centre/services/aria>>.
- 31 Occupation is defined by the 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). Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.