NCVER_Floating_Mono

Terms and definitions: National VET Provider and VET in Schools Collections

National Centre for Vocational Education Research

Revised: February 2025

This document was produced as an added resource for the *Government-funded students and courses*, *Total VET students and courses*, *VET in Schools*, and *VET Qualification Completion Rates* publications. These publications are available on NCVER’s Portal: <<https://www.ncver.edu.au>>.

### ­

### 

### Publisher’s note

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

**© Commonwealth of Australia, 2025**

G:\pub_prod\PublicationComponents\logos\Creativecommons\CC BY logo.eps

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 2025, *Terms and definitions: National VET Provider and VET in Schools Collections,* 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 Employment and Workplace Relations.

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](mailto:ncver@ncver.edu.au)

**Web** <https://www.ncver.edu.au>

**Follow us:**

 <<https://x.com/ncver>>

 <<https://www.linkedin.com/company/ncver>>

 <https://www.facebook.com/ncver.au>

Contents

Introduction 4

Purpose 4

Using this document 4

Terms and definitions 5

# Introduction

## Purpose

The primary purpose of this document is to assist users to understand specific data terms.

This document covers the data terms applicable to *Government-funded students and courses*, *Total VET students and courses*, *VET in Schools*, and *VET Qualification Completion Rates* publications and their related data tools and products.

When using VOCSTATS, it is advised that users refer to the VOCSTATS fields: business glossary <<https://www.ncver.edu.au/research-and-statistics/vocstats>>

Terms and acronyms which 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 the VOCEDplus website: <<https://www.voced.edu.au/glossary-vet>>.

Terms and acronyms defined with the *AVETMISS Data Element Definitions Edition 2.3* document have not been included in this document. Readers are referred to NCVER’s Portal: <<https://www.ncver.edu.au>>.

## Using this document

Terms that appear in the publications and data items are listed in alphabetical order with the following additional information provided for each term:

* Definition: a brief explanation of the meaning behind the term and any relevant information
* Applies to: a listing of which publications the term is applicable to using the following acronyms/abbreviations

**All** All listed publications

**GF** Government-funded students and courses

**TVA** Total VET students and courses

**VETiS** VET in Schools

**VQCR** VET Qualification Completion Rates

# Terms and definitions

| Term | Definition | Applies to |
| --- | --- | --- |
| Accredited course | Nationally recognised courses accredited by VET regulators.  They are programs below AQF level 1 and successful completion results in a statement of attainment outcome. | All |
| Accredited module | See: Accredited unit | All |
| Accredited unit | Define skills and knowledge to operate effectively in a workplace context.  Accredited units are a component of an accredited course. They may also be referred to as accredited modules. | All |
| Accredited qualification | Nationally recognised courses accredited by VET regulators.  They are programs at or above AQF level 1 and successful completion results in a qualification outcome not specified in a national training package. | All |
| Age | The age of the student as at 30 June of the collection year, based on the reported date of birth.  NCVER products predominantly report by age group. | All |
| Agreed hours | A standardised nominal hour allocation for subjects based either on the nominal hours established by Victorian Training Package Purchasing Guides or submitted by state and/or territories. | All |
| Apprentice / trainee status | Identifies whether or not a student is undertaking training as part of a registered apprenticeship/traineeship training contract. | All |
| Apprentices and trainees undertaking off-the-job training | Students with subject enrolments reported with an associated *Client identifier – apprenticeships* and *Training Contract identifier* indicating the activity is part of their off-the-job component of their contract of training. | TVA |
| Australasian Curriculum, Assessment and Certification Authorities | The body for the chief executives of the statutory bodes in the Australian states and territories and in New Zealand responsible for curriculum, assessment, and certification in education | TVA, VETiS |
| 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>.  Programs are mapped to the AQF levels via the reported *Program level of education identifier*. | All |
| Australian Statistical Geography Standard (ASGS) | The Australian Statistical Geography Standard (ASGS) is a geographical framework created by the Australian Bureau of Statistics for the collection and dissemination of geographically classified statistics.  NCVER reports data under the ASGS Main Structure down to Statistical Area Level 2. | All |
| Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) | AVETMISS is a national data standard, which ensures the accuracy and consistency of vocational education and training (VET) information.  For more details on AVETMISS, see: <<https://www.ncver.edu.au/rto-hub/avetmiss-for-vet-providers>>. | All |
| Award only | Indicates a student with one or more program completions who has no reported training activity in that collection year. | All |
| Boards of Studies (BOS) | The Curriculum, Assessment and Certification Authority in each Australian state or territory | TVA, VETiS, VQCR |
| Break in series | A change to the collected variables or methodology, which cannot be applied retrospectively across previously collected data | All |
| Certification documentation | Set of official documents that confirms that an individual has completed a nationally recognised program or has completed one or more nationally recognised units.  The Standards for Registered Training Organisations (RTOs) 2015 and the Australian Qualifications Framework outline the requirements around the issuance of these documents. | All |
| Collection year | The calendar year in which the training activity was reported. | All |
| Commencing program | A program enrolment where the associated student, *Program identifier* and *Training organisation identifier* combination have not been reported previously for that collection (e.g., Government-funded students and courses). | GF, TVA, VETiS |
| Commencing program status | Indicates whether the student enrolled in *that* program for the first time with a provider in the collection year or was continuing with the provider from any previous year. | GF, TVA, VETiS |
| Commencing student status | Indicates whether the student had enrolled in *any* activity in scope of that publication in any previous year.  The status is derived specific to the publication, which is to say it is possible for a student to have appeared in a previous publication and still be considered ‘commencing’ for another publication | GF, TVA, VETiS |
| Commonwealth and state general funding | Funding provided jointly for general and recurrent purposes by the Australian Commonwealth and the state or territory government; or funding provided for recurrent purposes by the state or territory government. | GF |
| Commonwealth specific funding | Funding from the Australian Commonwealth to provide vocational education and training for a specific purpose or initiative | GF |
| Completion rate | The proportion of VET qualifications that commenced in a given year that are eventually completed. The calculation considers when a student commences a qualification and, ultimately, when a student exits (such as successfully completing or discontinuing). | VQCR |
| Continuing program | A program enrolment where the associated student, *Program identifier* and *Training organisation identifier* combination have been reported previously for that collection (e.g., Total VET students and courses). | GF, TVA, VETiS |
| Contract of training | A contract of training (or training contract) is a legal agreement between an employer and individual defining the rights of each party, including a guarantee of on and off-the-job training. | All |
| Country of birth | The country the student self-reports as their country of birth. | All |
| Credit transfer | Refers to status or credit obtained on the basis of prior agreements between institutions or organisations in relation to the credit value of a speciﬁc course/subject. | All |
| Delivery hour/s | See: Reporting hours | GF |
| Delivery mode | Deprecated. See: *Delivery type* | All |
| Delivery type | Identifies the method of delivery for subject enrolments.  The current delivery type represents a matrix of internal, external, or workplace-based delivery – or a combination of these modes.  This matrix was introduced in 2018 for AVETMISS Release 8. This represents a break-in-series for reporting between 2017 and 2018.  Refer to the AVETMISS *Data Element Definitions 2.3* document for specific definitions. | All |
| Disability status | Whether the student self-identifies as having a disability, impairment, or long-term condition. | All |
| Domestic fee-for-service funding | Revenue provided by a student who citizenship status is Australian, New Zealand or permanent resident for the purpose of undertaking vocational education and training. | TVA, VETiS, VQCR |
| End date reporting | Refers to when Agreed hours associated with the delivery of a subject are reported on; referred to as reporting hours. | All |
| English speaking background (based on Country of birth) | The language region (English-speaking or non-English-speaking) of the student’s reported Country of birth. | GF, TVA, VETiS |
| Fee-for-service training | Training undertaken by students, where revenue is provided by or for the student and is not from Commonwealth or state/territory skills departments.  VET student loans may be used to fund all a student’s training and as such would be considered fee-for-service training. | All |
| Field of education | Describes the area of study related to a program or subject in which a student is enrolled.  Based on the Australian Standard Classification of Education, which has a three-tiered hierarchical structure.  NCVER data are reported at either the broad field (2-digit) or narrow field (4-digit) level. Subject data can also be reported at the detailed field (6-digit) level. | All |
| Full-time | Students whose hours of completed study – sum of reporting hours – constitutes at least 75% of a recognised full-time study load.  The former Department of Education, Employment and Workplace Relations (DEEWR) established a full-time study load as 720 contact hours in a year. Therefore, any student undertaking 540 reporting hours or more is regarded as a full-time student. | GF, TVA, VETiS |
| Full-year training equivalent (FYTE) | A measure of activity undertaken by students on a full-time basis within a year. A single full-year training equivalent represents a full-time study load (720 contact hours).  In VET, this is established by the sum of reporting hours; 720 reporting hours = 1 FYTE. | GF, TVA, VETiS |
| Funding source | The predominant source of the funding for a subject enrolment. | All |
| Gender | Whether the student identifies as male, female, or other.  Other includes individuals who may have mixed or non-binary sexual characteristics, identify as gender diverse, or identify as neither male nor female. | All |
| Government-funded VET | Refers to Commonwealth and/or state or territory funded activity delivered by TAFE institutes, other government providers, community education providers, private training providers and other providers. | GF |
| Government funding | Revenue provided by the Australian Commonwealth and/or state or territory government to fund vocational education and training undertaken by students. | TVA, VETiS, VQCR |
| Higher education qualifications | Programs accredited by higher education institutions with self-accrediting authority or state or territory government accreditation authorities.  They are programs at or above AQF level 5 and are not specified in a national training package nor accredited by a VET regulator. | GF |
| Highest funding source | A derived funding source to account for a student or program enrolment with associated subject enrolments in more than one funding category.  The highest funding source is assigned according to the following broad hierarchical order: Government funding, International fee-for-service funding, Domestic fee-for-service funding.  Within those categories, the highest funding source is mostly set based on the lowest associated *funding source identifier – national* e.g., for government funding, 11 is higher than 15. | All |
| Highest level qualification | Higher level qualifications are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority in line with the Protocols for Higher Education Approval Processes. | GF |
| Highest school level completed | The self-reported highest level of schooling completed by a student prior to commencing training. | GF, TVA, VETiS |
| Historical time series | A long-term view of selected measures for the collection, dating back to the first year of reporting | GF, TVA |
| Hours of delivery | See: Reporting hours | All |
| Indigenous status | Whether a student self-identifies as being of Aboriginal and/or Torres Strait Islander descent. | All |
| In scope | Refers to the conditions required to be met for subject enrolments, students, program enrolments or program completions to be reported on within a publication and its associated data products.  Each publication suite has its own conditions for data to be considered in scope. | All |
| International fee-for-service funding | Revenue provided by an international student – with a student visa, temporary residency permit, or who resides in an overseas country – for the purpose of undertaking vocational education and training. | TVA, VETiS, VQCR |
| International status | Distinguishes between training activity funded by or for domestic students and international students.  Students with at least one subject with an international fee-for-service funding source are categorised as international. | TVA |
| Labour force status | Describes a student’s self-reported employment status. Categorised as employed, unemployed, or not in the labour force. | GF, TVA |
| Language other than English spoken at home | Whether the student predominantly speaks a language other than English at home. | All |
| Level of education | The AQF qualification type of a program in which a student is enrolled.  AQF qualification types are associated with an AQF level, with the level defining the relative complexity and depth of achievement.  For more information about how the AQF levels and qualification types are related refer to the AQF <https://www.aqf.edu.au>. | All |
| Locally developed courses | Courses recognised by the funding authority and are not nationally recognised.  They are programs that do not correspond with an AQF level and successful completion results in a statement of attainment outcome.  Associated training activity must include at least one nationally recognised subject. | GF |
| Locally developed programs | Refers to courses and skill sets developed to meet an identified localised training need that is recognised by the funding authority.  At least one subject enrolment associated with the program must be in a nationally recognised subject. | GF |
| Locally developed skill sets | Skill sets – single subject or subject bundles – recognised by the funding authority and are not nationally recognised.  Skill sets are linked to a licence or regulatory requirement, or defined industry need.  Associated training activity must include at least one nationally recognised subject. | GF |
| Major program | The program considered to be a student’s major focus if a student is enrolled in multiple programs within a collection year.  Determined by comparing level of education, associated reporting hours, field of education, and program identifier.  For student’s enrolled in a single program, it is that program. | GF, VETiS |
| Module | Outcomes and assessment criteria representing a specific area of learning that are recognised by the funding authority and are not nationally recognised.  Modules do not have direct industry, occupational or vocational outcomes as these are reflected in units of competency (defined either in a nationally recognised accredited course or national training package). | GF |
| Nationally recognised enrolment type | Refers to the enrolment type grouping of the type of training categories  Both nationally recognised and non-nationally recognised training encompasses both program enrolments and subject-only enrolments. | GF, TVA |
| Nationally recognised programs | Include training package qualifications, accredited qualifications, training package skill sets and accredited courses that are listed on the National Training Register (training.gov.au). | All |
| Nationally recognised status | Identifies whether the training is nationally recognised or non-nationally recognised.  Nationally recognised training is listed on the National Training Register (training.gov.au). | GF |
| Nationally recognised subjects | Includes both units of competency and accredited units listed on the National Training Register (training.gov.au). | All |
| Nationally recognised training (NRT) | Training that leads to vocational qualifications and credentials that are recognised across Australia, that are delivered by current registered training organisations (RTOs).  Nationally recognised training and registered training organisations are both listed on the National Training Register (training.gov.au). | All |
| New to VET | Indicates the student has not been reported in any previous collection year with training activity in scope of the corresponding collection type (e.g., Total VET students and courses) | GF, TVA, VETiS |
| Nominal hours | Are values assigned to a program or subject that nominally – theoretically but not always actually - represents the anticipated hours of supervised training deemed necessary to conduct the training and assessment activities associated with the program or subject. | All |
| Non-nationally recognised training (non-NRT) | Training that does not lead to a credential that is recognised across Australia and/or is delivered by non-registered training organisations.  Includes locally developed courses and locally developed skill sets with no associated nationally recognised subjects.  Non-nationally recognised training is not reported on within TVA or VQCR. | All |
| Non-nationally recognised programs | A program that does not lead to a credential that is recognised across Australia and/or is delivered by non-registered training organisations.  A program consisting entirely of non-nationally recognised subjects would also be considered a non-nationally recognised program e.g., a Training package qualification consisting of only modules. | GF, VETiS |
| Non-vocational | Subjects or programs that do not develop competency in skills relevant to a workplace. | All |
| Not an apprentice or trainee | Students with no subject enrolments reported with an associated *Client identifier – apprenticeships* and *Training Contract identifier*; whose training activity is not delivered as part of a recognised contract of training. | GF, TVA, VQCR |
| Not new to VET | Indicates the student has not been reported in any previous collection year with training activity in scope of the corresponding collection type (e.g., Government-funded students and courses) | GF, TVA, VETiS |
| Occupation (ANZSCO) | The intended occupational outcome of a program.  Based on the Australian and New Zealand Standard Classification of Occupations, which has a five-tiered hierarchical structure.  Occupations are classified using the 2022 release of the Australian and New Zealand Standard Classification of Occupations (ANZSCO). | GF, TVA, VETiS  GF, VETiS |
| Off-the-job training | For apprentices and trainees refers to training that takes place away from a person’s job, usually off the premises (for example, at TAFE) but may also be on the premises (for example, in a special training area). | All |
| Other VET in Schools students | Students with no subject enrolments reported with an associated *Client identifier – apprenticeships* and *Training Contract identifier*; whose training activity – towards their Senior Secondary Certificate of Education - isn’t delivered as part of a recognised contract of training. | VETiS |
| Part-time | Students whose hours of completed study - sum of reporting hours - constitutes less than 75% of a recognised full-time study load.  The former Department of Education, Employment and Workplace Relations (DEEWR) established a full-time study load as 720 contact hours in a year. Therefore, any student doing less than 540 reporting hours is regarded as a part-time student. | All |
| Parent training package | The latest training package name with a list of the current and superseded training package codes.  It rationalises all instances of a training package to a single value to better facilitate comparative reporting across years where supersession may occur | All |
| Participation rates | A comparison of VET student counts to the Australian Bureau of Statistics (ABS) estimated resident population figures by age and state or territory, as at June of the corresponding collection year.  Students with a usual residential address that is offshore are excluded from the calculation. | GF, TVA, VETiS |
| Previous highest education level | The highest level of education, including post-compulsory education, a student had successfully completed before commencing training.  Previous highest education level are based on the Australian Standard Classification of Education (ASCED) and are graded using the level of Highest Education Attainment (HEAP). | GF, TVA, VETiS |
| Prior education | Identifies whether a student self identifies as having previously successfully completed post-secondary education. | All |
| Program completions | A record of the successful completion of all requirements, including on-the-job, for a program in scope of the collection type.  Program completions may include program below AQF level 1, such as skill sets.  Program completions are one of the key measures NCVER reports on, which includes students, subject enrolments, and program enrolments. | TVA, VETiS |
| Program enrolment/s | The enrolment of a student with a training provider in a program that is in scope of the publication. Program enrolments are reported for each year of collection.  Includes both new and existing enrolments. | All |
| Programs | Refer to structured study where associated subjects are grouped together as qualifications, courses, or skill sets. | All |
| Projected completion rate | A probability-derived projected proportion of the commencing cohort completing a qualification.  Determined by a statistical model developed by NCVER including Markov chain theory | VQCR |
| Provider reporting type | The type of institution or organisation providing the training from the perspective of the submitting state training authority.  Refer to the Government-funded students and courses explanatory notes for a more detailed explanation of its derivation.  The use of Provider reporting type may obscure a registered training organisation’s Provider type as established on the National Training Register (training.gov.au) | GF |
| Provider type | Refers to the type of institution or organisation providing the training.  Provider type is not comparable with *Provider reporting type* in GF | TVA, VETiS, VQCR |
| Qualification completions | A record of the successful completion of all requirements, including on-the-job for a program at AQF level 1 or above, in scope of the collection type.  Qualification completions are one of the key measures NCVER reports on, which includes students, subject enrolments, and program enrolments. | GF, TVA, VQCR |
| Qualification completed only | Indicates a student with one or more program completions in a training package qualification and/or accredited qualification who has no reported training activity in that collection year. | All |
| Qualification completed and issued | Indicates that a student with a qualification completion has been given their certification documentation as specified by the Australian Qualifications Framework. | All |
| Qualification enrolment/s | The enrolment of a student with a training provider in a qualification that is in scope of the publication. Qualification enrolments are reported for each year of collection.  Includes both new and existing enrolments. | All |
| Qualifications | A vocational, AQF level 1 or higher, program either established via a training package or recognised by a VET regulator.  Commonly referred to as either training package qualifications or accredited qualification. | All |
| Recognition of prior learning | A process of assessment to recognise competencies gained previously through informal/formal training, experience in the workplace, voluntary work, social or domestic activity.  It includes any reassessment of a unit of competency or module that has been successfully completed previously. | All |
| Registered training organisations (RTOs) | Training organisations listed on the National Training Register (training.gov.au) and registered by VET regulators to deliver training and/or conduct assessment and issue nationally recognised certification documentation. | All |
| Remoteness region / Student remoteness (ARIA+) region | 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 the Accessibility/Remoteness Index of Australia Plus (ARIA+)  For more information refer to the latest release of the Australian Statistical Geography Standard.  As of the 2023 collection, NCVER has incorporated the use of geography data based on the 2021 Census. These data have been applied retrospectively to data from both the 2021 and 2022 collections. This may result in shifts when comparing data. | All  GF, TVA, VETiS |
| Reporting hours | The sum of agreed hours for subjects with a valid finalised outcome.  Excludes subject enrolments submitted with an *Outcome identifier – national* of ’41 - Incomplete due to RTO closure’ and ’70 - Continuing activity’. | All |
| School | Established or recognised under an Act of parliament for the purpose of providing courses of instruction in preschool, primary or secondary education. | VETiS |
| School-based apprentices and trainees | Students with subject enrolments reported with an associated *Client identifier – apprenticeships* and *Training Contract identifier*; indicating their training activity – towards their Senior Secondary Certificate of Education - is delivered as part of their off-the-job component of their contract of training. | VETiS |
| School status | Refers to whether a student was at school at enrolment. | GF, TVA |
| School type | Identifies the home school of the student and not where the training has taken place. It is based on the student’s School type identifier across all of their reported enrolments. Students who were enrolled at more than one home school during the year are counted against the "Attending more than one school type" category. | VETiS |
| Skill sets | Single subject or subject bundles linked to a licence or regulatory requirement, or defined industry need.  They may be either a nationally recognised or locally developed skill set. | All |
| SEIFA Index of Relative 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.  As of the 2023 collection, NCVER has incorporated the use of geography data based on the 2021 Census. These data have been applied retrospectively to data from both the 2021 and 2022 collections. This may result in shifts when comparing data. | All  GF, TVA, VETiS |
| Senior secondary certificate of education (SSCE) | The graduation certificate awarded to student in Australian high schools.  The curriculum, assessment and certification authority in each Australian state or territory (ACACA agency) is responsible for issuing the SSCE for that state or territory. | VETiS |
| Specific funding programs | Identifies the specific Australian Commonwealth Government funded or initiated program through which a subject is predominantly funded.  Only captured where the subject’s predominant funding is ‘Commonwealth specific funding’. | GF, TVA |
| Stand-alone nationally recognised subjects | Subject enrolments in a nationally recognised subject not delivered as part of a program. | GF |
| Stand-alone non-nationally recognised subjects | Subject enrolments in a non-nationally recognised subject and/or delivered by a non-registered training organisation not delivered as part of a program. | GF |
| Stand-alone subjects | Subject enrolments in nationally recognised or non-nationally recognised subjects that aren’t associated with a program. | GF, TVA, VETiS |
| State specific funding | Funding from an Australian state or territory government to provide vocational education and training for a specific purpose or initiative. | GF |
| State training authorities (STA) | Refers to the Australian state or territory government department or branch responsible for administering vocational education and training within their jurisdiction.  Roles previously included the registering of training organisations and recognising their scope and accrediting of courses. | GF, TVA, VQCR |
| (Student) Statistical area 4-2 | The further disaggregation of student residential details in line with the ABS Australian Statistical Geography Standard.  The lowest disaggregation of NCVER data is SA2, which represents a community that interacts socially and economically.  As of the 2023 collection, NCVER has incorporated the use of geography data based on the 2021 Census. These data have been applied retrospectively to data from both the 2021 and 2022 collections. This may result in shifts when comparing data. | All  GF, VETiS |
| State/territory of data submitter | The state or territory of the government department that submitted data to the National VET Provider Collection.  Generally, also responsible for administering the funding for training activity and considered the STA. | GF, VETiS |
| State/territory of delivery location | The state and/or territory relating to the specific training location from where activity was delivered or coordinated | TVA, VETiS, VQCR |
| State/territory of residence / Student state/territory | The state or territory in which the student usually resides.  As of the 2023 collection, NCVER has incorporated the use of geography data based on the 2021 Census. These data have been applied retrospectively to data from both the 2021 and 2022 collections. This may result in shifts when comparing data. | All  GF, VETiS |
| State/territory of training provider’s head office | The state or territory of the training provider’s head office. | TVA, VQCR |
| Students | Individuals who were enrolled in a stand-alone subject/s and/or program/s during the reporting period. | All |
| Study mode | Whether a student undertakes full-time or part-time study. A student who undertakes 540 hours of delivery or more annually is considered a full-time student. | All |
| Subject | Refers to a training product that specifies the standards of performance required or learning outcomes. These may be bundled together into a recognised program or delivered separately.  In VET reporting there are three types of subjects: accredited units, modules, and units of competency | All |
| Subject enrolment/s | The enrolment of a student with a training provider in a subject that is in scope of the publication. Subject enrolments are reported for each year of collection.  Includes both new and existing enrolments.  See Subject | GF, TVA, VETiS |
| Subject load pass rate | A ratio of reporting hours for subjects assessed and passed to subjects assessed and ether passed or failed, or withdrew. | VQCR |
| Subject result | The result that is recorded against a student's subject enrolment as at the end of that reporting period. | GF, TVA, VETiS |
| Subjects successfully completed | Subjects reported with an *outcome identifier - national* indicating successful completion of the learning outcomes. These are ’20 - successfully completed’, and ’51 - Recognition of prior learning - granted’. | All |
| Subjects not delivered as part of a nationally recognised program | The grouping of stand-alone nationally recognised subject enrolments or nationally recognised subjects delivered as part of a non-nationally recognised program | TVA |
| Superseded training | Refers to a subject enrolment that was replaced by another subject enrolment in a newer version of a subject.  As both the superseded and current subject enrolments are reported within the same collection, superseded training is excluded from reporting to avoid over counting. | GF, TVA, VETiS |
| Training package qualifications | Are nationally endorsed qualifications specified in a national training package. | All |
| Training package skill sets | 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. | All |
| Training providers | Organisations that deliver vocational education and training, can be registered or non-registered.  Registered training providers are referred to as registered training organisations as listed on the National Training Register (training.gov.au). | All |
| Total VET activity | All nationally recognised vocational education and training delivered by active Australian registered training organisations | All |
| Type of subject | Whether a subject is a unit of competency (specified in a Training Package) accredited unit (established by an accredited course), or - where applicable - module. | All |
| Type of training | Identifies nationally recognised training and distinguishes this from non-nationally recognised training. | All |
| Unique Student Identifier (USI) | A government identifier that uniquely identifies an individual who accesses vocational education and training over their lifetime. | All |
| Unit of competency | The nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function.  Units of competency are an endorsed component of training packages. | All |
| Usual residential address | Refers to where the student usually resides rather than a temporary address a student relocates to for training, work, or other purposes. | All |
| Victorian training package purchasing guides | Contain ​nominal hour allocations for units of competency; maximum hour allocations for qualifications within training packages and sample training programs that have been developed for nationally endorsed training packages. | All |
| VET in Schools / VET for Secondary Students | Vocational education and training (VET) undertaken by an individual as part of their senior secondary certificate of education | All |
| VET regulators | Australian Skills Quality Authority (ASQA) or a state or territory registering and accrediting body; Victorian Registration and Qualifications Authority (VRQA) and Training Accreditation Council (TAC) - WA | All |
| Vocational | Subjects or programs that are intended to develop competency in skills relevant to a workplace.  Training activity against program with vocational intent is considered vocational. | All |
| Vocational education and training (VET) | Post-compulsory education and training that provides people with occupational or work-related knowledge and skills. | All |