NCVER

VET student outcomes 2018: terms and definitions

National Centre for Vocational
Education Research

Introduction

This document covers the data terms used in the publication *VET student outcomes 2018* and its associated data tables. The primary purpose of this document is to assist users of the report to understand the specific data terms used within it.

Terms that appear in the report 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.

Terms and acronyms that have a broader vocational education and training application have not been included in this document. Readers are referred to the *VET glossary*, which is available at <http://www.voced.edu.au/glossary-vet>.

Terms and definitions

Term	Definition	Classification categories
Aboriginal and Torres Strait Islander	See *Indigenous*.	See *Indigenous*.

Age	The age of the student as at the last Friday in May of the survey year. It is generally reported in age ranges.	18 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

Apprentice or trainee status	Is a student who self identifies undertaking some training under an apprenticeship/traineeship contract.	Yes No
Australian Qualifications Framework (AQF)	The Australian Qualifications Framework (AQF) is a nationally consistent framework of credentials offered in schools, vocational education and training (TAFE institutes and private providers) and the higher education sector (mainly universities) that covers qualifications from certificate I through to a doctoral degree. For more details of the Australian Qualifications Framework (AQF), go to <http://www.aqf.edu.au>. The level of an Australian Qualifications Framework (AQF) qualification in which a student is enrolled.	Diploma or higher Certificate IV Certificate III Certificate II Certificate I
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. The 2017 National VET Provider Collection, from which the 2018 National Student Outcomes Survey was sampled, was collected under AVETMISS 7.0 VET Provider Collection Specifications, see <http://www.voced.edu.au/content/ngv%3A56012>.	N/A
Award	See *Qualification*.	N/A
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

Term	Definition	Classification categories
Commonwealth and state funding	Includes: ■ general purpose funding provided by the Commonwealth under its agreement with the state or territory ■ funding provided by the state or territory for general purpose recurrent funding ■ funding provided by the Commonwealth for the specific purpose to provide vocational education and training programs ■ funding provided by state or territory governments for vocational education and training programs.	N/A
Community education provider	A not-for-profit, community-based organisation with a primary focus on adult education. Community-based adult education providers deliver programs relating to leisure, personal and community education development, employment skills, preparation for VET and nationally recognised programs of study.	N/A
Completed course	Completed course refers to the course included in the sample of graduates, which the graduate finished in the previous calendar year. See also *Course*.	N/A
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 (ABS, 1998)	N/A
Course	A structured program of study including, where appropriate, practical experience. A course may lead to a recognised qualification. See also *Qualification*.	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 stated

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
Fee-for-service training	Refers to the revenue provided by a student whose citizenship status, for the purpose of undertaking education and training, is Australian, New Zealand or permanent resident.	N/A

Term	Definition	Classification categories
Field of education	The Australian Classification of Education (ASCED) is used for field of education. This is an Australian Bureau of Statistics classification that describes the broad area of study related to a qualification or subject in which a student was enrolled (ABS Catalogue No. 1272.0).	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 programs No field of education
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

Funding source	The predominant source of the funding for a subject enrolment.
	
	Graduates 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
		Not government funded
		    Fee for service funding – domestic client
		Other
		    Revenue earned from another training organisation

Government-funded VET	Includes only Commonwealth and state/territory government-funded training (either Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding) from all training providers. All fee-for-service activity from training providers is excluded. See also *Commonwealth and state funding*.	
Graduate	Refers to a person who completed all the requirements of a qualification, as reported in the National VET Provider Collection.	N/A
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

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 stated

Term	Definition	Classification categories
Income after training	The income usually earnt (before tax) in a person's main job after training. This is used to calculate the median annual income after training.	N/A
Indigenous	Persons who identify themselves as being of Aboriginal or Torres Strait Islander origin or both.	Indigenous Non-Indigenous Not stated
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) An increase in earnings Continue/keep present job Other (please specify below) None
Labour force status	**Employed** Persons who, during the reference period(s): ■ Worked for one hour or more for pay, profit, commission or payment in-kind in a job or business (including employees, employers and self-employed persons), or ■ Worked for one hour or more without pay in a business (i.e. unpaid family helpers), or ■ Who had a job or business but were not at work. Note: For both reference periods, students were only asked to report employment which lasted two weeks or more. **Unemployed** People who were not employed 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 Employed full-time Employed part-time Employed - no further information Not employed Unemployed Not in labour force Not employed - no further information Not stated
Main job	The job in which the student usually worked the most hours during the reference period(s).	N/A
Main language spoken at home	Whether the student speaks a language other than English at home.	Other language English Not stated

Term	Definition	Classification categories
Mixed field programs	A category within field of education. Mixed field education includes courses for English as a second language, functional literacy and numeracy, pre-vocational/pre-employment courses and general skills development.	N/A
Mode of delivery	Identifies the style or mode of delivery for a subject/program. This comprises the following delivery modes or a combination of these modes. Internal delivery – when the student attends training in a permanent or semi-permanent training delivery location. This includes workshop, laboratory, simulator, and classroom-based training even when the training is delivered using video or internet links in real time. External delivery – when the student does not primarily attend a physical delivery location but instead undertakes training in their own time and location using training materials that are provided online or by correspondence. This type of training is often referred to as self-paced learning. Workplace-based training – training activity conducted in the workplace. Other modes of delivery – includes recognition of prior learning.	Internal delivery External delivery Workplace-based training Other modes of delivery A combination of modes of delivery
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, see below) may occur because of non-response bias, incorrect responses, interviewer errors, and processing errors.	N/A
Non-trades	Refer to apprentices and trainees undertaking courses intended to lead to occupations outside the trades. Non-trades include all occupations listed under the Australian and New Zealand Standard Classification of Occupations (ANZSCO First edition version 1.2), excluding major group 3 (Technicians and trades workers).	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	Is defined by the Australian and New Zealand Classification of Occupations (ANZSCO), version 1.2 (2013). An Australian Bureau of Statistics classification, it identifies occupations according to their primary purpose (ABS cat.no.1220.0). Occupation is defined according to the survey responses.	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

Term	Definition	Classification categories
Other government providers	Government-owned and managed education facilities/organisations, other than TAFE, that deliver VET (for example, agricultural colleges).	N/A
Private training provider	Includes education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, enterprises, and private training providers not elsewhere classified.	N/A
Provider type	The type of institution or organisation providing the training.	TAFE University Community education provider Private training provider
Provider type (government-funded reporting)	The type of institution or organisation providing the training.	TAFE Other government provider Community education provider Private training provider
Qualification	A recognised award granted to an individual upon successful completion of a structured program of study. See also *Australian Qualifications Framework.*	Diploma or higher Certificate IV Certificate III Certificate II Certificate I

Reason for not continuing with training	Students who didn't complete a qualification reported their main reason for not continuing with the training, selecting options from a list.	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
		Training related reasons
		    Started other training
		    Training no longer related to plans
		    Training was not what I expected
		    Training timetable was not flexible enough
		Personal reasons
		Other reasons

Term	Definition	Classification categories

Reason for undertaking training	Students reported their main reason for doing the training, selecting options from a list.	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
		Personal development
		  Improve general education skills
		  Get skills for community/ voluntary work
		  Increase self-esteem
		  Recreational reasons
		  Other reasons
		Not stated

Reference periods	Students were asked to respond to questions regarding 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
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 said they had not yet completed their training or who had completed their training before 2017.	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 below.	N/A

Satisfaction with assessment	Students were asked to rate the extent they agree or disagree that the way they were assessed was a fair test of their skills and knowledge on a five-point scale.	Agree
		  Strongly agree
		  Agree
		Neither agree nor disagree
		Disagree
		  Disagree
		  Strongly disagree
		Not stated

Satisfaction with teaching	Students were asked to rate the extent they agree or disagree that they were satisfied with the quality of their instructors on a five-point scale.	Agree
		  Strongly agree
		  Agree
		Neither agree nor disagree
		Disagree
		  Disagree
		  Strongly disagree
		Not stated

Term	Definition	Classification categories

Satisfaction with training	Students were asked to rate the extent they agree or disagree that they were satisfied with the overall quality of the training on a five-point scale.	Agree
		    Strongly agree
		    Agree
		Neither agree nor disagree
		Disagree
		    Disagree
		    Strongly disagree
		Not stated

Socio-economic index for areas (SEIFA)	A set of four indexes that summarises different aspects of the socio-economic conditions of people living in an area (postcode). For each index, every geographic area in Australia is given a SEIFA number which shows how relatively 'disadvantaged' that area is compared with other areas in Australia. SEIFA 2011 was released in March 2013 and has been backdated to 2011. 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 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).	N/A
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 (extreme disadvantage) Quintile 2 (high disadvantage) Quintile 3 (average disadvantage) Quintile 4 (slight disadvantage) Quintile 5 (low disadvantage)
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
State or territory of student 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

Term	Definition	Classification categories

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.
	
	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, 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 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+).
		Major cities/Inner regional/Outer regional
		
		   Major cities
		
		   Inner regional
		
		   Outer regional
		
		Remote /very remote
		
		   Remote
		
		   Very remote
		
		Not known
		
		Not stated

Subject completer	Refers to a person who successfully completed part of a qualification and then left the VET system. At the time of sample selection, insufficient information is available from the National VET Provider Collection to identify 'actual' subject completers. Instead, a sample of potential subject 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
TAFE	Government training providers that provide a range of technical and vocational education and training 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
Trades	Refer to apprentices and trainees undertaking courses intended to lead to trades occupations under major group 3 (Technicians and trades workers) of ANZSCO, version 1.2.	N/A
Training provider	An organisation that delivers vocational education and training (VET) programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities.	N/A
University	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 Australian Parliament. Data reported for universities are for graduates who completed VET qualifications.	N/A