



VET in Schools 2022: explanatory notes

National Centre for Vocational Education Research

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Explanatory notes

Scope

- 1 This publication reports on government funded and fee for service VET activity that is recognised by a senior secondary assessment authority as contributing to an individual's senior secondary certificate of education.
- 2 This publication does not cover the following types of training activity:
 - activity undertaken at the overseas location of a training organisation
 - credit transfer (reported with *outcome identifier - national '60 - credit transfer'*)
 - subjects that were superseded part-way through training (reported with *outcome identifier - national '61 - superseded training'*)
 - training that has not yet started (reported with *outcome identifier - national '85 - not yet started'*)
 - VET delivered to school students that does not contribute to their senior secondary certificate (not submitted by a recognised Board of Studies submitter or their agent)
 - any activity where revenue was earned from another training provider in terms of subcontracting, auspicing, partnership or similar arrangements¹ (reported with *funding source - national '80 - revenue earned from another training organisation'*).

Data sources

- 3 Data are sourced from the administrative records reported to NCVET by the recognised senior secondary assessment authority (referred to as boards of studies) or their agents.
- 4 The information contained in this publication is, unless otherwise stated, derived from the National VET in Schools Collection. This collection is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), release 8.0. For further information on AVETMISS go to <<https://www.ncver.edu.au/rto-hub/statistical-standard-software/avetmiss-vet-provider-collection-specifications-release-8.0>>.
- 5 This publication also makes use of data and classification information from the Australian Bureau of Statistics (ABS). For more information, refer to the fact sheet Use of Australian Bureau of Statistics (ABS) data in 'total VET activity' located at <<https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets>>.
- 6 Participation rates are calculated based on ABS data for the number of school students, available from the ABS website <<https://www.abs.gov.au/statistics/people/education/schools/latest-release>>.

Data treatment

- 7 Note that the percentages presented in this publication are reported to one decimal place.

¹ Third party delivery is issued under the name and logo of the principal provider. The principal provider is expected to submit the administrative records to the National VET in Schools Collection, it is this activity that is reported on in lieu of any administrative records provided by a sub-contracted training organisation.

- 8 Other numbers have been rounded, after aggregation, to the nearest five. Rounding can lead to situations where the sum of rows does not add up to the rounded totals.

Data revisions

- 9 Data from previous collections, represented within this publication, may differ to what was presented earlier as:
- a. these data may have been rebased. Data revisions take place to facilitate comparisons across collection periods and years based on current data. For example, if a training provider was reported in the current year with provider type of 'school' but in the previous year the same provider was reported as 'community education provider', NCVER will adjust the previously reported provider type to match that of the current year. Improvements to the student counting methodology may also lead to minor variations in data reported between years.
 - b. these data may have been submitted to NCVER after the original reporting window has closed. These data would not have been included in that collection's publication. However, they will be included in the following years' publications.

Reporting derivations

- 10 One of the major derivations for the VET in Schools publication is *major program*, which enables reporting of students by program attributes without duplicating counts. This derivation is necessary as NCVER does not apply the counting students methodology to the VET in Schools collection owing to poor Unique Student Identifier reporting.

The hierarchy for identifying the highest program is as follows:

- a. Set to the program identifier with the highest level of education identifier, where 211 is the highest and 999 is the lowest.
Refer to the *Program level of education* identifier field in the AVETMISS data element definitions: edition 2.3 <<https://www.ncver.edu.au/rto-hub/statistical-standard-software/avetmiss-data-element-definitions-edition-2.3>> for a full list of codes
 - b. Else, if there are multiple program identifiers with the same (highest) level, use the one with the most reporting hours
 - c. Else, if there are multiple program identifiers with the same (highest) level and reporting hours, use the one with the lowest field of education
 - d. Else, if there are multiple program identifiers with the same (highest) level, reporting hours, and field of education then use the program that comes last in alpha-numerical order.
- 11 Another derivation is *highest funding source*, which establishes a single funding source value to group a student or program by; the student/program is grouped against the highest reported value irrespective of anything else. A reporting derivation is required as *funding source* is an attribute of a subject enrolment. Therefore, a program and student can have multiple valid funding sources. The values in order of highest to lowest are 'Government funding', 'International fee-for-service funding', 'Domestic fee for service funding'.
- 12 Similarly, when reporting on students by training attributes, such as *School type* and *Provider type*, which can also have multiple valid values, these attribute values are recoded to 'Attending more than one <attribute> type' to ensure students are only counted once.

Data quality and comparability issues

- 13 The COVID-19 pandemic, and states and territories' economic responses, may have impacted government funded VET in Schools activity training data, particularly from March 2020 onwards. Any comparison with previous years should be made with caution.
- 14 NCVET improved the method used to calculate program completions as of the 2020 publication, resulting in a slight increase compared with previously published data.
- 15 VET in Schools data may not be comparable across states and territories due to differences in definitional and compilation practices used by states and territories to populate some fields.
- 16 While the unique student identifier (USI) provides a mechanism with which to better reflect student counts by identifying unique student records across a variety of submitters and training organisations, this process is not used in the VET in Schools collection because many VET in Schools records are still reported without a USI.

New South Wales

- 17 In the current publication 2019 figures differ slightly from what was originally published due to the removal, at the submitters request, of a small number of students in New South Wales incorrectly reported as undertaking VET as part of their senior secondary certificate of education.
- 18 In 2022, the Disability flag for 100% of students was reported as 'Not known'.

Victoria

- 19 The primary purpose of the Victorian Curriculum and Assessment Authority (VCAA) is to report on the contribution vocational education and training makes towards the completion of the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). The onus on reporting VET certificate completion for secondary school students in Victoria lies with the registered training organisation. Through the VCAA recognition mechanisms we are able to identify a number of students who would, by achieving particular VCE or VCAL credit, have completed the VCE/VCAL they are undertaking.
- 20 Several student demographic fields are not captured by the Victorian Curriculum and Assessment Authority's enrolment form, resulting in 100% of students being reported as 'Not known' for these values.

Queensland

- 21 Increases in VET in Schools students over the past several years correspond with the state's 'VET investment budget'.

South Australia

- 22 South Australia are required to undertake data transformation and enrichment to provide data in the AVETMISS compliant format. The source data are missing many required data elements, resulting in high levels of 'unknown' demographic data.

Western Australia

23 Western Australia reports a relatively high proportion of 'unknown' demographic data due to limitations on information disclosure.

24 In 2018, all VET in Schools students were incorrectly reported as 'Other VET in Schools students'.

Australian Capital Territory

25 The Australian Capital Territory record the source qualification against each subject a student undertakes. This can over inflate the number of program enrolments.

'Not known' information

26 Data are reported as 'not known' for the following reasons:

- information was not collected
- a student has not responded to a question on the enrolment form
- invalid information was supplied

27 Caution should be taken when using data which allow a 'not known' response.

28 For demonstrative purposes, the extent of 'not known' data, as submitted, for selected student variables is illustrated in the table 1.

Table 1 VET in Schools clients with 'not known' data, 2018 to 2022 (%)

	2018	2019	2020	2021	2022
Disability status	65.6	62.7	59.3	56.7	57.5
Gender	16.2	16.2	0.1	0.2	0.3
Indigenous status	19.7	23.4	18.7	17.8	17.2
Previous highest education level	3.5	3.9	5.0	5.7	5.9
Prior education	42.1	41.6	38.5	26.1	27.4

Note: a dash (-) represents a true zero.

Administrative outcomes

29 Administrative outcomes represent a procedural state of a subject rather than a period of active delivery or of assessment. These *outcome identifier - national* values include '60 - Credit Transfer', '61 - Superseded subject' and '85 - Not yet started'. These outcomes are not reported on in NCVER's publications.

30 As these outcomes are not in scope of NCVER's publication, reporting of them will be determined by individual state and territory requirements, which may mean that these outcomes are never captured.

31 Data on these outcomes are presented in the tables following.

32 Credit transfer identifies that a student has received training credit for a subject they have completed previously.

Table 2 VET in Schools subject enrolments by credit transfer and state/territory, 2018 to 2022 ('000)

Credit transfer subjects	2018	2019	2020	2021	2022
New South Wales	11.9	11.7	13.5	10.3	11.1
Victoria	-	-	-	-	-
Queensland	75.8	68.4	95.0	105.6	95.8
South Australia	3.2	3.5	4.6	5.4	4.4
Western Australia	37.2	62.7	36.0	20.0	27.2
Tasmania	3.3	2.7	2.3	2.7	2.6
Northern Territory	0.8	2.0	2.1	1.9	2.3
Australian Capital Territory	-	-	-	-	0.1

Note: a dash (-) represents a true zero.

33 Superseded subject identifies that training activity started in a subject but was not completed before the student was transferred to a superseding subject against which the end outcome will be recorded.

Table 3 VET in Schools subject enrolments by superseded subject and state/territory, 2018 to 2022 ('000)

Superseded subjects	2018	2019	2020	2021	2022
New South Wales	0.0	0.1	0.0	0.0	0.0
Victoria	-	-	-	-	-
Queensland	0.2	2.1	0.5	0.9	2.5
South Australia	-	-	0.0	0.0	-
Western Australia	0.1	0.9	0.2	0.1	0.5
Tasmania	-	-	-	-	-
Northern Territory	-	-	-	-	-
Australian Capital Territory	-	-	-	-	-

Note: a dash (-) represents a true zero.

34 Not yet started indicates that a student has been enrolled into a subject, but training activity or assessment has yet to commence. It is not mandatory to report subjects with this outcome to NCVET.

Table 4 VET in Schools subject enrolments by not yet started and state/territory, 2018 to 2022 ('000)

Not yet started subjects	2018	2019	2020	2021	2022
New South Wales	-	2.8	4.7	4.3	-
Victoria	-	-	-	-	-
Queensland	-	-	-	-	-
South Australia	0.2	0.2	0.1	1.0	0.6
Western Australia	-	-	-	-	-
Tasmania	-	-	-	-	-
Northern Territory	0.0	0.0	-	0.1	0.0
Australian Capital Territory	-	-	-	-	-

Note: a dash (-) represents a true zero.

Miscellaneous

35 In tables containing student remoteness, 'offshore' refers to the overseas postal addresses of students studying in Australia.