



International onshore VET qualification completer outcomes 2023 — explanatory notes

National Centre for Vocational Education Research
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This document was produced as an added resource for further information on *International onshore VET qualification completer outcomes 2023*. The report is available on the NCVER Portal: www.ncver.edu.au.

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This support document was revised in May 2024 to indicate that 2021 estimates for nationality on passport were reissued in May 2024.

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Explanatory notes

International onshore VET qualification completer outcomes 2023 provides a summary of the outcomes of international students who completed a nationally recognised vocational education and training (VET) qualification in Australia during 2022 using data collected in mid-2023. These international onshore qualification completers were surveyed as an additional component to the 2023 National Student Outcomes Survey.

This document is an added resource to the *International onshore VET qualification completer outcomes* publication 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 NCVER's website at: <https://www.ncver.edu.au/research-and-statistics/collections/student-outcomes/international-onshore-vet-graduate-outcomes>.

Scope

- 1 Out of scope of the publication and data products are international qualification completers who completed their training offshore (outside of Australia).
- 2 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 are included in the scope from 2020 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 international survey results from 2020 onwards compared with previous years.

Definitions and derivations

- 3 All published percentages have been derived based on stated responses, that is, 'Don't know'/'Unknown'/'not stated' and missing responses are excluded.
- 4 Nationally recognised VET qualifications include training package qualifications and accredited qualifications delivered by register training organisations (RTOs).
- 5 Students satisfied with various aspects of their training and the training provider is defined as those reporting that they are 'Very satisfied' or 'Satisfied' with the relevant questionnaire item.
- 6 Students who developed problem-solving skills, improved writing skills and improved numerical skills is defined as those reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 7 Students who are likely to recommend their training and their training provider are defined as those reporting 'Very likely' or 'Likely' with the relevant questionnaire item.
- 8 Main job refers to the job in which the student usually worked the most hours during the reference period(s).
- 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. Respondents 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. Respondents are defined as having a better job after training if they reported having one at the relevant questionnaire item.
- 12 Job-related benefits are based on those employed after training. Respondents are defined as having a job-related benefit if they reported receiving one at the relevant questionnaire item, including: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits. From 2019, a new category was included for 'gained extra skills for my job'.
- 13 'Commenced further at a higher skill level' indicates whether qualification completers commenced further study at a higher level compared with the training they were being surveyed about.
- 14 Individual barriers to employment are based on those who were looking for work at some stage after training and reported facing at least one barrier.
- 15 'Achieved main reason for training' is defined as 'fully' or 'partly' achieving their main reason for training.
- 16 'Age' is as at the last Friday in May of the survey year.
- 17 The countries and nationalities shown in the DataBuilder product for country of birth and nationality on passport represent the top 10 for each variable based on the number of survey respondents in the 2023 survey year. The 2021 estimates for nationality on passport were reissued in May 2024.
- 18 Current country of residence refers to the country of residence of the student as of the survey reference date of the last Friday in May of the survey year. It is collected at the country level and generally reported as the two categories of *Australia* and *Other*.
- 19 Students currently residing in Australia were asked to report the type of their Australian visa held on the survey reference date of the last Friday in May of the survey year.

Reporting changes and comparability issues

- 20 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.

- 21 In January 2022, the Australian Government announced a series of measures to provide an incentive for Student and Working Holiday Maker visa holders to return to Australia in response to workforce

shortages caused by the COVID-19 pandemic. This included removing the limit on student visa holders' working hours across all sectors of the economy. Employment outcomes for international onshore qualification completers in 2022 and 2023 may have been impacted by this policy and caution should be used when comparing data from 2022 and 2023 with previous years. For more information refer to the following link <<https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500/temporary-relaxation-of-working-hours-for-student-visa-holders>>.

Questionnaire changes impacting comparisons across survey years

22 In 2020, 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 respondents reporting 'Very likely' or 'Likely' with the relevant questionnaire item.

Australian Bureau of Statistics data

23 Occupation is defined by the Australian and New Zealand Standard Classification of Occupations (ANZSCO). This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose. Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.