



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

National Centre for Vocational Education Research

Revised: December 2023

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, 2023



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 2023, *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

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

Follow us:

 <<https://twitter.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 a student is undertaking some off-the-job training as an apprenticeship or traineeship under a contract of training.	All
Apprentices and trainees undertaking off-the-job training	Students with subject enrolments reported with an associated <i>Client identifier - apprenticeships</i> indicating the activity is part of their off-the-job component of their contract of training.	All
Australasian Curriculum, Assessment and Certification Authorities	The body for the chief executives of the statutory bodies 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 <i>Program level of education identifier</i> .	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, <i>Program identifier</i> and <i>Training organisation identifier</i> combination have not been reported previously for <u>that</u> collection (e.g., Government-funded students and courses).	GF, TVA, VETiS
Commencing program status	Indicates whether the student enrolled in <i>that</i> 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

Term	Definition	Applies to
Commencing student status	Indicates whether the student had enrolled in <i>any</i> 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
Continuing program	A program enrolment where the associated student, <i>Program identifier</i> and <i>Training organisation identifier</i> combination have been reported previously for <u>that</u> 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: <i>Delivery type</i>	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 <i>Data Element Definitions 2.3</i> 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

Term	Definition	Applies to
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 <i>funding source identifier – national</i> e.g., for government funding, 11 is higher than 15.	All
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

Term	Definition	Applies to
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 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, higher level qualifications 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 <i>Client identifier - apprenticeships</i> ; 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
Observed actual completion rate	The proportion of the commencing cohort completing. A completion rate is considered observed four years or more after the year of commencement.	VQCR
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. As of the January to June 2023 publication, occupations are classified using the 2022 release of the Australian and New Zealand Standard Classification of Occupations (ANZSCO).	GF, TVA, VETiS GF
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 <i>Client identifier - apprenticeships</i> ; whose training activity – towards their Senior Secondary Certificate of Education - isn't delivered as part of a recognised contract of training.	VETiS

Term	Definition	Applies to
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.	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 NCVET 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 NCVET 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 <i>Provider reporting type</i> 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 NCVET 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

Term	Definition	Applies to
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
Reporting hours	The sum of agreed hours for subjects with a valid finalised outcome. Excludes subject enrolments submitted with an <i>Outcome identifier – national of '41 - Incomplete due to RTO closure' and '70 - Continuing activity'</i> .	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 <i>Client identifier - apprenticeships</i> ; 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
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

Term	Definition	Applies to
(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
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
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 either 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 <i>outcome identifier - national</i> 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.	
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

Term	Definition	Applies to
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