
Data quality information — Vocational education and training, chapter 5

Data quality information

Data quality information (DQI) has been prepared for the first time for the 2011 Report on Government Services. DQI provides information against the seven ABS data quality framework dimensions, for a selection of performance indicators in the Vocational education and training (VET) chapter. DQI for additional indicators will be progressively introduced in future reports.

Where RoGS indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

DQI are available for the following performance indicators:

Student employment and further study outcomes — proportion of graduates who were employed and/or continued on to further study after completing their course	3
Student employment and further study outcomes — proportion of graduates employed after completing their course who were unemployed before the course	7
Student employment and further study outcomes — proportion of graduates employed after completing their course who were employed before the course	11
Student employment and further study outcomes — proportion of graduates who improved their employment circumstances after completing their course	15
Student employment and further study outcomes — proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one work-related benefit from completing the course	19
Student satisfaction with VET — proportion of students who achieve their main reason for doing a VET course	23

Student satisfaction with VET — proportion of students who were satisfied with the quality of their completed VET course	27
Employer engagement with VET	31
Employer satisfaction with VET	34

Student employment and further study outcomes — proportion of graduates who were employed and/or continued on to further study after completing their course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates who were employed and/or continued on to further study after completing their course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who were employed and/or enrolled in further study on the last Friday in May of the nominated year, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for 'total reported VET students' and 'government funded VET students', and by Indigenous status of student.</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey (SOS)</i>, which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html.</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none">• Publicly funded VET activity (all providers)• Privately funded VET activity delivered by TAFE institutions, ACE providers,

and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE. From 2011 activity onwards, data on total national VET outcomes will be reported progressively.

Figure 1: Scope of the 2009 Student Outcomes Survey

<i>Funding Type</i>	<i>Provider Type</i>		
	<i>TAFE and Other Government providers</i>	<i>Private Providers</i>	<i>Community Education Providers^a</i>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2009 survey (for students who completed their training in 2008) were released on the NCVET website in December 2009.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2009 survey are shown in table 1.

Table 1: Response rates for graduates to the 2009 Student Outcomes Survey by state

<i>State/Territory</i>	<i>Response rate (%)</i>
NSW	43.3
Vic	47.1
Qld	43.9
SA	44.7
WA	42.8
Tas	48.5
NT	42.0
ACT	46.1
Australia	44.7

Coherence	<p>For 2009, the indicator has acceptable (less than 25%) relative standard errors (RSEs) for all VET graduates at the national level. When data are disaggregated by state/territory and Indigenous status or socio-economic status (SES), many RSEs are consistently above 25% due to small sample sizes.</p> <p>The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.</p> <p>Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.</p>
Accessibility	<p>Results of the survey are available free of charge on NCVET's website at: http://www.ncver.edu.au/statistic/21065.html.</p> <p>Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to: NCVET on (08) 8230 8400 or surveys_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<p>To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVET website.</p> <p>The survey uses the:</p> <ul style="list-style-type: none"> • Australian and New Zealand Standard Industry Classification (ANZSIC) • Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO), Australian Classification of Education (ASCED) • Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD). SEIFA IRSD is derived from ABS Census variables related to disadvantage, such as low income, low educational attainment, unemployment, and dwellings without motor vehicles. The ABS has assigned a SEIFA IRSD score to each statistical local area (SLA) and the distribution of scores is divided into ten equal groups (deciles). For reporting by quintiles, the deciles within Australia were first converted to quintiles. Then, a simple matching exercise was undertaken for each student in which their postcode and location recorded in the VET Provider Collection were mapped to a SLA. <p>Other standards used include the ABS standard question on:</p> <ul style="list-style-type: none"> • Indigenous status • Country of birth

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- Main Language Other than English Spoken at Home
 - Labour force status

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The data provide relevant information on the employment status of VET graduates.
- Annual data are available. The most recently available data are for 2009.
- The response rate to this survey was 44.7 per cent in 2009. NCVET analysis of the potential impact of non-response bias found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Some data disaggregated by state, Indigenous status or SES have relative standard errors greater than 25 per cent and should be used with caution.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line, and on request (refer to the accessibility information above for details).
- Large RSEs for some disaggregations affect the ability to identify annual change, as only small year to year movements would be anticipated for this indicator.

Student employment and further study outcomes — proportion of graduates employed after completing their course who were unemployed before the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates employed after completing their course who were unemployed before the course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates employed on the last Friday in May of the nominated year who were unemployed prior to commencing their training, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, who were unemployed prior to commencing their training.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for 'total reported VET students' and 'government funded VET students', and by Indigenous status of student.</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey (SOS)</i>, which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none">• Publicly funded VET activity (all providers)

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This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE. From 2011 activity onwards, data on total national VET outcomes will be reported progressively.

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Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2009 survey (for students who completed their training in 2008) were released on the NCVET website in December 2009.

Accuracy

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Accessibility	<p>Results of the survey are available free of charge on NCVET's website at: http://www.ncver.edu.au/statistic/21065.html. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to:</p> <p>NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<p>To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVET website.</p> <p>The survey uses the:</p> <ul style="list-style-type: none"> • Australian and New Zealand Standard Industry Classification (ANZSIC) • Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO), Australian Classification of Education (ASCED) • Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD). SEIFA IRSD is derived from ABS Census variables related to disadvantage, such as low income, low educational attainment, unemployment, and dwellings without motor vehicles. The ABS has assigned a SEIFA IRSD score to each statistical local area (SLA) and the distribution of scores is divided into ten equal groups (deciles). For reporting by quintiles, the deciles within Australia were first converted to quintiles. Then, a simple matching exercise was undertaken for each student in which their postcode and location recorded in the VET Provider Collection were mapped to a SLA. <p>Other standards used include the ABS standard question on:</p> <ul style="list-style-type: none"> • Indigenous status • Country of birth

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Student employment and further study outcomes — proportion of graduates employed after completing their course who were employed before the course

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by NCVET) with additional Steering Committee comments.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates employed after completing their course who were employed before the course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates employed prior to commencing the training.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and were employed on the last Friday in May of the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for 'total reported VET students' and 'government funded VET students', and by Indigenous status and socio-economic status of student.</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
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- Coherence** The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.
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- Other standards used include the ABS standard question on:
- Indigenous status
 - Country of birth

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- Main Language Other than English Spoken at Home
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Data Gaps/Issues Analysis

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- Additional data from the data source are available on-line, and on request.
- Large RSEs for some disaggregations affect the ability to identify annual change, as only small year to year movements would be anticipated for this indicator.

Student employment and further study outcomes — proportion of graduates who improved their employment circumstances after completing their course

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by NCVER) with additional Steering Committee comments.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates who improved their employment circumstances after completing their course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates employed on 29 May 2009 who completed their training during 2008 and who:</p> <ol style="list-style-type: none">1. were not employed before training (both unemployed and not in the labour force); or2. were employed at a higher skill level (based on ANZSCO) after training (regardless of full-time/ part-time employment status before and after training); or3. received one of the following job related benefits: set up or expanded their own business, got a promotion, increased their earnings, or other job-related benefit after completing their training. <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for 'total reported VET students' and 'government funded VET students', and by Indigenous status and socio-economic status of student.</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
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Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out</p>

survey with an option to complete the survey on-line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

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- a comparison of the results obtained from mail and online completion.

Response rates to the 2009 survey are shown in table 1.

Table 1: Response rates for graduates to the 2009 Student Outcomes Survey by state

<i>State/Territory</i>	<i>Response rate (%)</i>
NSW	43.3
Vic	47.1
Qld	43.9
SA	44.7
WA	42.8
Tas	48.5
NT	42.0
ACT	46.1
Australia	44.7

Coherence	<p>For 2009, the indicator has acceptable (less than 25%) relative standard errors (RSEs) for all VET graduates at the national level. When data are disaggregated by state/territory and Indigenous status or socio-economic status (SES), many RSEs are consistently above 25% due to small sample sizes.</p> <p>The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.</p> <p>Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.</p>
Accessibility	<p>Results of the survey are available free of charge on NCVET's website at: http://www.ncver.edu.au/statistic/21065.html. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to:</p> <p>NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<p>To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVET website.</p> <p>The survey uses the:</p> <ul style="list-style-type: none"> • Australian and New Zealand Standard Industry Classification (ANZSIC) • Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO), Australian Classification of Education (ASCED) • Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD). SEIFA IRSD is derived from ABS Census variables related to disadvantage, such as low income, low educational attainment, unemployment, and dwellings without motor vehicles. The ABS has assigned a SEIFA IRSD score to each statistical local area (SLA) and the distribution of scores is divided into ten equal groups (deciles). For reporting by quintiles, the deciles within Australia were first converted to quintiles. Then, a simple matching exercise was undertaken for each student in which their postcode and location recorded in the VET Provider Collection were mapped to a SLA. <p>Other standards used include the ABS standard question on:</p> <ul style="list-style-type: none"> • Indigenous status • Country of birth

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- Main Language Other than English Spoken at Home
 - Labour force status

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The data provide relevant information on the proportion of VET graduates whose employment circumstances have improved following training.
- Annual data are available. The most recently available data are for 2009.
- The response rate to this survey was 44.7 per cent in 2009. NCVET analysis of the potential impact of non-response bias found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Some data disaggregated by state, Indigenous status or SES have relative standard errors greater than 25 per cent and should be used with caution.
- Detailed explanatory notes are publicly available to assist in the interpretation of results (refer to the accessibility information above for details).
- Additional data from the data source are available on-line, and on request.
- Large RSEs for some disaggregations affect the ability to identify annual change, as only small year to year movements would be anticipated for this indicator.

Student employment and further study outcomes — proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one work-related benefit from completing the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one work-related benefit from completing the course.</p> <p><u>Numerator/s</u></p> <p>Number of persons who:</p> <p>(a) completed training during the year prior to the nominated year, and</p> <p>(b) undertook that training for employment-related reasons, and</p> <p>(c) were employed on the last Friday in May of the nominated year, and</p> <p>(d) reported as having received one of the following job related benefits: set up or expanded their own business, got a promotion, increased their earnings, or other job-related benefit after completing their training.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for 'total reported VET students' and 'government funded VET students', and by Indigenous status of student.</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p>

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE. From 2011 activity onwards, data on total national VET outcomes will be reported progressively.

Figure 1: Scope of the 2009 Student Outcomes Survey

<i>Funding Type</i>	<i>Provider Type</i>		
	<i>TAFE and Other Government providers</i>	<i>Private Providers</i>	<i>Community Education Providers^a</i>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2009 survey (for students who completed their training in 2008) were released on the NCVET website in December 2009.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2009 survey are shown in table 1.

Table 1: Response rates for graduates to the 2009 Student Outcomes Survey by state

<i>State/Territory</i>	<i>Response rate (%)</i>
NSW	43.3
Vic	47.1
Qld	43.9
SA	44.7
WA	42.8
Tas	48.5
NT	42.0
ACT	46.1
Australia	44.7

Coherence	<p>For 2009, the indicator has acceptable (less than 25%) relative standard errors (RSEs) for all VET graduates at the national level. When data are disaggregated by state/territory and Indigenous status or socio-economic status (SES), many RSEs are consistently above 25% due to small sample sizes.</p> <p>The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.</p> <p>Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.</p>
Accessibility	<p>Results of the survey are available free of charge on NCVET's website at: http://www.ncver.edu.au/statistic/21065.html. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to:</p> <p>NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<p>To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVET website.</p> <p>The survey uses the:</p> <ul style="list-style-type: none"> • Australian and New Zealand Standard Industry Classification (ANZSIC) • Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO), Australian Classification of Education (ASCED) • Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD). SEIFA IRSD is derived from ABS Census variables related to disadvantage, such as low income, low educational attainment, unemployment, and dwellings without motor vehicles. The ABS has assigned a SEIFA IRSD score to each statistical local area (SLA) and the distribution of scores is divided into ten equal groups (deciles). For reporting by quintiles, the deciles within Australia were first converted to quintiles. Then, a simple matching exercise was undertaken for each student in which their postcode and location recorded in the VET Provider Collection were mapped to a SLA. <p>Other standards used include the ABS standard question on:</p> <ul style="list-style-type: none"> • Indigenous status • Country of birth

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- Main Language Other than English Spoken at Home
 - Labour force status

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The data provide relevant information on the employment status of VET graduates.
- Annual data are available. The most recently available data are for 2009.
- The response rate to this survey was 44.7 per cent in 2009. NCVET analysis of the potential impact of non-response bias found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Some data disaggregated by state, Indigenous status or SES have relative standard errors greater than 25 per cent and should be used with caution.
- Detailed explanatory notes are publicly available to assist in the interpretation of results (refer to the accessibility information above for details).
- Additional data from the data source are available on-line, and on request.
- Large RSEs for some disaggregations affect the ability to identify annual change, as only small year to year movements would be anticipated for this indicator.

Student satisfaction with VET — proportion of students who achieve their main reason for doing a VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student satisfaction with VET
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of students who achieve their main reason for doing a VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that the training either helped or partially helped them achieve their main reason for undertaking that training.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for 'total reported VET students' and 'government funded VET students', and by Indigenous status of student.</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none">• Publicly funded VET activity (all providers)• Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE. From 2011 activity onwards, data on total national VET outcomes will be reported progressively.

Figure 1: Scope of the 2009 Student Outcomes Survey

<i>Funding Type</i>	<i>Provider Type</i>		
	<i>TAFE and Other Government providers</i>	<i>Private Providers</i>	<i>Community Education Providers^a</i>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2009 survey (for students who completed their training in 2008) were released on the NCVET website in December 2009.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
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Response rates to the 2009 survey are shown in table 1.

Table 1: Response rates for graduates to the 2009 Student Outcomes Survey by state

<i>State/Territory</i>	<i>Response rate (%)</i>
NSW	43.3
Vic	47.1
Qld	43.9
SA	44.7
WA	42.8
Tas	48.5
NT	42.0
ACT	46.1
Australia	44.7

Coherence	<p>For 2009, the indicator has acceptable (less than 25%) relative standard errors (RSEs) for all VET graduates at the national level. When data are disaggregated by state/territory and Indigenous status or socio-economic status (SES), many RSEs are consistently above 25% due to small sample sizes.</p> <p>The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.</p> <p>Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.</p>
Accessibility	<p>Results of the survey are available free of charge on NCVET's website at: http://www.ncver.edu.au/statistic/21065.html. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to:</p> <p>NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<p>To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVET website.</p> <p>The survey uses the:</p> <ul style="list-style-type: none"> • Australian and New Zealand Standard Industry Classification (ANZSIC) • Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO), Australian Classification of Education (ASCED) • Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD). SEIFA IRSD is derived from ABS Census variables related to disadvantage, such as low income, low educational attainment, unemployment, and dwellings without motor vehicles. The ABS has assigned a SEIFA IRSD score to each statistical local area (SLA) and the distribution of scores is divided into ten equal groups (deciles). For reporting by quintiles, the deciles within Australia were first converted to quintiles. Then, a simple matching exercise was undertaken for each student in which their postcode and location recorded in the VET Provider Collection were mapped to a SLA. <p>Other standards used include the ABS standard question on:</p> <ul style="list-style-type: none"> • Indigenous status • Country of birth

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- Main Language Other than English Spoken at Home
 - Labour force status

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The data provide relevant information on the proportion of VET graduates who have improved employment status following training.
- Annual data are available. The most recent available data are for 2009.
- The response rate to this survey was 44.7 per cent in 2009. NCVET analysis of the potential impact of non-response bias found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Some data disaggregated by state, Indigenous status or SES have relative standard errors greater than 25 per cent and should be used with caution.
- Detailed explanatory notes are publicly available to assist in the interpretation of results (refer to the accessibility information above for details).
- Additional data from the data source are available on-line, and on request.
- Large RSEs for some disaggregations affect the ability to identify annual change, as only small year to year movements would be anticipated for this indicator.

Student satisfaction with VET — proportion of students who were satisfied with the quality of their completed VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student satisfaction with VET
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of students who were satisfied with the quality of their completed VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that they were 'satisfied' or 'very satisfied' with their training program.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for 'total reported VET students' and 'government funded VET students', and by Indigenous status of student.</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none">• Publicly funded VET activity (all providers)• Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE. From 2011 activity onwards, data on total national VET outcomes will be reported progressively.

Figure 1: Scope of the 2009 Student Outcomes Survey

<i>Funding Type</i>	<i>Provider Type</i>		
	<i>TAFE and Other Government providers</i>	<i>Private Providers</i>	<i>Community Education Providers^a</i>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2009 survey (for students who completed their training in 2008) were released on the NCVET website in December 2009.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2009 survey are shown in table 1.

Table 1: Response rates for graduates to the 2009 Student Outcomes Survey by state

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NSW	43.3
Vic	47.1
Qld	43.9
SA	44.7
WA	42.8
Tas	48.5
NT	42.0
ACT	46.1
Australia	44.7

Coherence	<p>For 2009, the indicator has acceptable (less than 25%) relative standard errors (RSEs) for all VET graduates at the national level. When data are disaggregated by state/territory and Indigenous status or socio-economic status (SES), many RSEs are consistently above 25% due to small sample sizes.</p> <p>The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.</p> <p>Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.</p>
Accessibility	<p>Results of the survey are available free of charge on NCVET's website at: http://www.ncver.edu.au/statistic/21065.html. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to:</p> <p>NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<p>To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVET website.</p> <p>The survey uses the:</p> <ul style="list-style-type: none"> • Australian and New Zealand Standard Industry Classification (ANZSIC) • Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO), Australian Classification of Education (ASCED) • Socio-economic Index for Area - Index of Relative Socio-economic Disadvantage (SEIFA IRSD). SEIFA IRSD is derived from ABS Census variables related to disadvantage, such as low income, low educational attainment, unemployment, and dwellings without motor vehicles. The ABS has assigned a SEIFA IRSD score to each statistical local area (SLA) and the distribution of scores is divided into ten equal groups (deciles). For reporting by quintiles, the deciles within Australia were first converted to quintiles. Then, a simple matching exercise was undertaken for each student in which their postcode and location recorded in the VET Provider Collection were mapped to a SLA. <p>Other standards used include the ABS standard question on:</p> <ul style="list-style-type: none"> • Indigenous status • Country of birth

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- Main Language Other than English Spoken at Home
 - Labour force status

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The data provide relevant information on the proportion of VET graduates who have improved employment status following training.
- Annual data are available. The most recent available data are for 2009.
- The response rate to this survey was 44.7 per cent in 2009. NCVET analysis of the potential impact of non-response bias found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Some data disaggregated by state, Indigenous status or SES have relative standard errors greater than 25 per cent and should be used with caution.
- Detailed explanatory notes are publicly available to assist in the interpretation of results (refer to the accessibility information above for details).
- Additional data from the data source are available on-line, and on request.
- Large RSEs for some disaggregations affect the ability to identify annual change, as only small year to year movements would be anticipated for this indicator.

Employer engagement with VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Employer engagement with VET
Measure (computation)	<u>Definition</u> Employer engagement with VET. <u>Numerator/s</u> Number of employers who in the 12 months preceding the interview: (a) had employees undertaking apprenticeships/traineeships, or (b) arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or (c) had employees with formal vocational qualifications as a requirement of their job. <u>Denominator/s</u> Number of employers (less those with the numerator variable not stated). <u>Computation/s:</u> Numerator (above) divided by denominator (above), calculated separately for each of the three categories of employer stated for the numerator. An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.
Data source/s	All data are derived from the <i>Survey of Employer Use and Views of the VET System (SEUV)</i> , which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

Data Quality Framework Dimensions

Institutional environment	The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training. NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics. For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html
Relevance	The Survey of Employers' Use and Views of the VET System collects information on employers' use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview. Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected. The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as "a person working in, or operating from, this organisation including full time, part time and casual

employees.” An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.

The following organisations are out of scope of the survey:

- self employed and not employing staff
- private households employing staff
- foreign diplomatic missions
- consulates in Australia
- defence force establishments
- superannuation funds.

Timeliness

The Survey of Employers’ Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers’ training experiences in the 12 months preceding their interview. Results from the 2009 survey were released on the NCVET website in December 2009.

Accuracy

The survey is designed to produce estimates at the state, industry and employer size levels, with the approximate relative standard errors:

- Less than 8% for state-level estimates
- Less than 16% for industry-level estimates
- Less than 6% for employer-size level estimates
- Less than 4% for Australia level estimates.

Employers in scope of the survey were randomly selected and stratified by:

- State (each of the 8 states and territories)
- Industry (17 ANZSIC divisions)
- Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data.

In 2009, a total of 5,244 interviews were conducted. Response rates to the 2009 survey are shown in table 1.

Table 1: Response rates to the 2009 Survey of Employers’ Use and Views of VET by state

<i>State/Territory</i>	<i>Response rate (%)</i>
NSW	66.8
Vic	65.4
Qld	68.4
SA	69.1
WA	68.9
Tas	75.9
NT	72.0
ACT	75.2
Australia	69.3

Coherence

The indicator has acceptable (less than 25%) relative standard errors (RSEs).

This is the third time the survey has been conducted in this form. Previous surveys were conducted in 2005 and 2007. The majority of data items in the 2009 survey are directly comparable with those of the previous two surveys.

Accessibility

Results of the survey are available free of charge on NCVET’s website at: <http://www.ncvet.edu.au/statistic/21066.html>. Requests for more detailed

statistical information or further information about the Survey of Employers' Use and Views of the VET System can be made to:

NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVER website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC).

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- The data provide relevant information on employer engagement with the VET system over the preceding 12 months and on employer satisfaction with the VET system.
- Biennial data are available. The most recent available data are for 2009, and data are directly comparable with those of the previous two surveys in 2007 and 2005.
- The response rate to this survey was 69.3 per cent in 2009. NCVER analysis of the potential impact of non-response bias found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Detailed explanatory notes are publicly available to assist in the interpretation of results (refer to the accessibility information above for details).
- Additional data from the data source are available on-line, and on request.

Employer satisfaction with VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Employer satisfaction with VET
Measure	<u>Definition</u>
(computation)	Employer satisfaction with VET. <u>Numerator/s</u> Number of employers who in the 12 months preceding the interview: (a) had employees undertaking apprenticeships/traineeships, or (b) arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or (c) had employees with formal vocational qualifications as a requirement of their job; and who reported as being satisfied or very satisfied with the VET system in meeting their skill needs. <u>Denominator/s</u> Number of employers (less those with the numerator variable not stated). <u>Computation/s:</u> Numerator (above) divided by denominator (above), calculated separately for each of the three categories of employer stated for the numerator. An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.
Data source/s	All data are derived from the <i>Survey of Employer Use and Views of the VET System</i> (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

Data Quality Framework Dimensions

Institutional environment	The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training. NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics. For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html
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employee. For this survey, an employee is defined as “a person working in, or operating from, this organisation including full time, part time and casual employees.” An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.

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- Accessibility** Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21066.html>. Requests for more detailed statistical information or further information about the Survey of Employers' Use and Views of the VET System can be made to:
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- Interpretability** To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVER website.
The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC).

Data Gaps/Issues Analysis

- Key data gaps/issues** The Steering Committee notes the following key data gaps/issues:
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 - Biennial data are available. The most recent available data are for 2009, and data for this indicator are directly comparable with those of the previous two surveys in 2007 and 2005.
 - The response rate to this survey was 69.3 per cent in 2009. NCVER analysis of the potential impact of non-response bias found that the non-response was not likely to have affected the quality of the results.
 - Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
 - Some data disaggregated by jurisdiction have relative standard errors greater than 25 per cent and should be used with caution.
 - Detailed explanatory notes are publicly available to assist in the interpretation of results (refer to the accessibility information above for details).
 - Additional data from the data source are available on-line, and on request.