

DISCUSSION PAPER

Review of the AVETMIS Standard for VET providers: Discussion paper

NATIONAL CENTRE FOR VOCATIONAL
EDUCATION RESEARCH



 NCVER

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AVETMISS

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian Government or state and territory governments.

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ABN 87 007 967 311

Level 11, 33 King William Street, Adelaide SA 5000

PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

ph +61 8 8230 8400 fax +61 8 8212 3436

email ncver@ncver.edu.au

<<http://www.ncver.edu.au>>

<<http://www.ncver.edu.au/publications/2253html>>

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Introduction

Purpose

The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for vocational education and training (VET) providers (referred to as 'the Standard') is currently being reviewed by the National Centre for Vocational Education Research (NCVER). This discussion paper is the first step in the review. It provides a framework for feedback and identifies key issues for consideration. In particular, we are seeking comments from stakeholders on:

- ✧ the information needs of the sector and how they can be addressed through specification in the Standard
- ✧ the structure of the Standard, including the file structure, entities, and accompanying documentation
- ✧ information that is currently collected which could be omitted.

This paper includes a list of current data items and additional information which can be derived from collected data (appendix A). It also includes a register of issues which have been identified by a range of users since the last release of the Standard came into effect in January 2007. The register has been provided in appendix B and will primarily be of interest to those with an in-depth knowledge of the Standard.

NCVER will consolidate the submissions and provide recommendations to the National Training Statistics Committee (NTSC, which is a subcommittee of the National Senior Officials Committee [NSOC] and is currently responsible for the data Standard) later this year. Changes will be assessed against the following criteria:

- ✧ whether there is a clear requirement to have this information
- ✧ whether the change can be incorporated into a training organisation's normal business processes, such as enrolment forms and student management systems
- ✧ the impact of implementing the change.

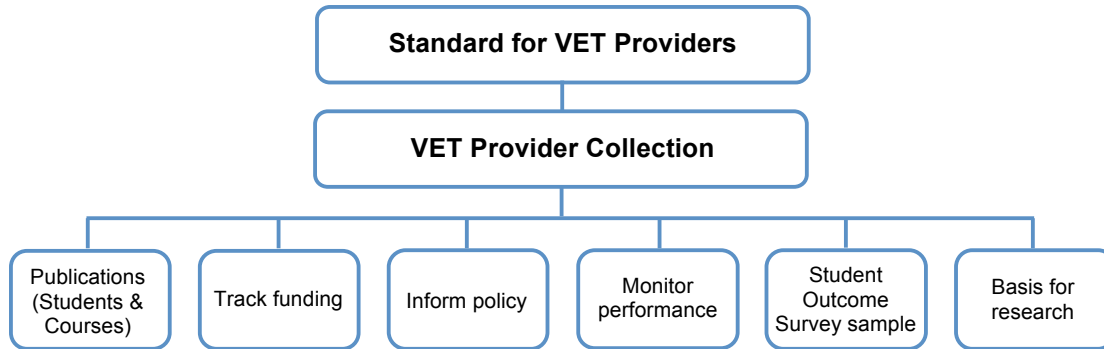
A broad range of people and organisations use the Standard and the subsequent VET Provider Collection. They include registered training organisations (RTOs), government departments, peak bodies, industry groups, researchers, and software developers. NCVER is seeking feedback and suggestions from all these stakeholders to ensure that the review is comprehensive.

The paper covers a wide range of issues and it is understood that not all respondents will want to comment on all the issues raised. We encourage stakeholders to provide feedback on those questions and issues of interest to them. We also strongly encourage feedback on any other issues not addressed in the paper. The closing date for submissions is 6 August 2010. A form has been prepared for providing feedback, comments, and suggestions. It contains the questions found in this paper and is available from the NCVER website: <<http://www.ncver.edu.au/avetmiss/publications/2253.html>>.

Background

The Standard is the framework that underpins the National VET Provider Collection. It provides consistency in data definitions, which ensures accurate data for use in national data collections, where information is compiled from many different sources. The data from the collection are also used for a number of other purposes (figure 1).

Figure 1 The Standard in context



Due to the time and cost of implementing changes, releases generally have a lifespan of three to five years. The current release of the Standard (6.0) came into effect in January 2007. Since then, there have been significant changes in the training sector and accompanying information requirements which have triggered this review.

The data collected under the Standard are only a component of the information derived and produced as a result of the initial data. This is demonstrated by the extensive breadth and depth of information presented in the VET Provider Collection. A major goal of this review is to ensure that the Standard is updated to include data items to meet the key information requirements of the sector. However, this needs to be done while minimising the burden of reporting on training organisations and jurisdictions. To minimise the burden:

- ❖ Data should be those available as part of normal business processes (for example, can be incorporated into enrolment forms or student management systems) rather than requiring a new process to be undertaken specifically to provide data for the national collection (for example, a specific assessment of all students to provide data for new item).
- ❖ Data should be derived or calculated from other data elements or collected from other sources where possible, rather than being collected by training providers. For example, course information stored on the National Training Information Service can be matched to collected data to provide supplementary information. This therefore reduces the amount providers must supply.

Scope of the review

There are many issues associated with the specification of a Standard, such as what information is to be collected, from whom and how often. Decisions about implementation of the AVETMIS Standard are made by a range of different bodies and, while the focus of this paper is primarily on the information to be collected, comments on the timing and coverage are also welcome. It is important that the Standard is structured in a such way that changes, for example, those to coverage or frequency, can be made without requiring revision to the Standard.

Context

This review is taking place in an environment of significant change in the VET sector and the broader tertiary sector (comprising VET and higher education). The current Commonwealth Government has changed the way it funds training and there have been modifications to the requirements for registration of training organisations. Furthermore, the regulatory framework is being rationalised. While the last of these initiatives should not affect the data collected on training activity, the first two do and are outlined in more detail below.

Federal financial relations framework

The National Agreement for Skills and Workforce Development sets the agenda for activities for the VET sector for the period 2009 to 2012. The ability of jurisdictions to demonstrate progress forms part of the Commonwealth Government's accountability requirements. Robust and consistent data are critical in this context. Baseline data establish where the nation and each jurisdiction is starting from, and data collected throughout the life of the program demonstrate progress. As a key means of monitoring that progress, the Standard and National VET Provider Collection must capture the appropriate information.

Increasing the information about VET activity in Australia

Currently, training organisations providing publically funded training are required to provide data for the national collection on an annual basis. The Australian Qualifications and Training Framework (AQTF) 2010 outlines a new requirement for all registered training organisations to have student management systems compliant with the Standard (National Quality Council 2009). While this primarily affects the implementation of the Standard, as it will be used by a much broader audience, it is critical that the data elements and the content of the Standard are appropriate, in light of its application to all registered training providers.

Issues for consideration

Information is collected via the Standard on students and the training they undertake. Broadly speaking, it provides answers to the following questions:

- ❖ *Who the students are:* basic demographics like date of birth, sex, Indigenous and disability information, geographic location
- ❖ *Where they study:* type of provider they study with (for example, TAFE), location of delivery
- ❖ *What they study:* enrolments in units of competency, related course, the result obtained for unit (outcome), how it was studied (for example, classroom, online etc.), how it was funded.

A number of issues for consideration in relation to the Standard have already been identified and are presented here. For the purposes of this paper, these have been categorised into four areas: student information, activity in VET, the VET system, and data entities.

Student information

1 Intention to complete a qualification

A key output measure for the VET sector is the proportion of students who complete a qualification. Not all students enrol with the intention of completing a qualification and this means that an overall completion rate has real limitations as a performance measure. What is missing is a way of separating those students for whom completion matters from the rest. One obvious way of separating out these students would be to collect data on the students' intentions when they first enrol in a qualification.

Currently, student intent at time of enrolment is not captured in the Standard. Collecting this information would identify students who intend to complete qualifications, skills sets, or units only. NCVER is developing a Student Intentions Survey that will collect information on VET students' intentions to complete their training, and the reasons behind these. As a by-product of this survey, it is hoped that a suitable question(s) regarding student training intent can be developed for use on enrolment forms. It is acknowledged that students' reported intentions may be shaped by factors such as access to subsidised course fees or other entitlements available only for students enrolled in qualifications. We also acknowledge that students' intentions may well change over time.

- 1.1 How would information about students' intentions be used if collected?
- 1.2 What are the issues associated with collecting students' intentions at time of enrolment?

2 Socioeconomic status

Increasing access to education and training for people in disadvantaged groups is a key focus of the Commonwealth Government. Measuring progress requires consistent, or at least comparable, definitions across the different education sectors. Socioeconomic status is a key means of measuring disadvantage. No general agreement on the definition of disadvantage exists and there are various measures being used. For example, the Index of Community Socio-Educational Advantage (ICSEA) has been developed (Australian Curriculum, Assessment and Reporting

Authority 2009) and work is currently underway to define a measure of disadvantage for the Higher Education sector (Department of Education, Employment and Workplace Relations 2009). The VET and higher education sectors should work together to ensure that both measure disadvantage to ensure comparable data will be available.

The choice about how to measure socioeconomic status depends on whether the measure will be used to allocate resources to eligible students or to provide aggregate data on the proportion of disadvantaged students in the sector. Aggregate measures to determine socioeconomic status based on postcode are currently available using the Socio-Economic Indexes for Areas (SEIFA). These provide an indication of the level of disadvantage in a community and are thus only a proxy to disadvantage at an individual level. When measuring individual disadvantage, variables such as parental occupation and education are useful for determining disadvantage for 19 to 24-year-olds, although for older students, employment, educational attainment, income and education attainment information may be more appropriate. The wide age range of students in the VET sector makes it difficult to adopt a single means of measuring individual disadvantage. Therefore, it may be desirable to consider multiple measures.

- 2.1 What are the benefits and challenges of measuring disadvantage at an individual level or at a more aggregated level?
- 2.2 What are the issues associated with capturing parental occupation and education information?
- 2.3 What are the issues associated with capturing employment and income information?
- 2.4 What are the benefits and challenges of employing multiple measures to capture the socioeconomic status of students?
- 2.5 Any further comments or feedback about measuring socioeconomic status?

3 Unique student identifier

In December 2009, the Council of Australian Governments called for the development of a business case for a unique student identifier (Council of Australian Governments 2009) with the introduction of the identifier to be implemented in 2012. This identifier should be capable of being fully integrated with the entire education system, from early childhood education upwards. The decision was primarily aimed at improving the capability of students to access their academic achievement information and to assist them to manage their learning. As the details for implementing the national identifier are still being determined, the VET sector needs to keep abreast of any developments there.

The introduction of the unique student identifier poses no issues for the Standard as it can be easily accommodated in either the existing or an additional client identifier field. Currently, some jurisdictions have unique student identifiers which may need to be maintained separately from a national student identifier. It is the implementation of the unique student identifier that poses more challenges, with details, such as how the process will be run, yet to be determined. A discussion paper on the implementation of a unique student identifier was released by the Ministerial Council for Tertiary Education and Employment in June 2010, providing a further opportunity to consider and comment on these issues. The discussion paper will be available shortly from <http://www.training.com.au>.

- 3 Is there a need to capture both national and jurisdiction student identifiers when the national identifier is implemented?

4 International students: onshore and offshore activity

Education is now one of Australia's major exports. This has led to increased interest in the make-up of the international education sector for both onshore and offshore delivery. Under the current

Standard limited information is collected on international students studying in Australia and not all offshore activity by public providers is reported in the VET Provider Collection. Offshore delivery of VET, whether by public providers or fee-for-service training providers, represents part of the overall training effort in Australia.

Onshore delivery

International students studying onshore are currently identified according to how the training is being funded (international fee-for-service). Information collected relates to a student's country of birth and main language spoken at home. However, no other information specifically pertaining to international students such as visa or Australian residency status, country of origin, or year of arrival is included in the Standard.

The Higher Education Collection includes a data element covering a student's citizenship and residency status. It identifies Australian and New Zealand citizens, as well as students on permanent or temporary visas. It is also used to identify offshore students. The collection also includes the year of arrival in Australia for students not born in Australia. If these elements were to be included in the Standard, new fields would be required and the information captured at time of enrolment. This approach provides pertinent information about the citizenship and residency status of all students, regardless of whether they are international students or not.

- 4.1 What are the issues associated with collecting information on a student's citizenship and residency status?
- 4.2 Are there issues relating to the collection of information on the year of arrival in Australia for overseas-born students?
- 4.3 Any further comments or feedback on capturing onshore delivery?

Offshore delivery

The offshore delivery of Australian accredited training products by Australian registered training organisations is of interest because it represents part of the total training activity. Despite the importance of the education sector, there is limited information collected on offshore delivery by Australian training organisations. There is a separate collection of offshore delivery by Australian public providers, commissioned by Australian Education International (AEI). This collection is at the aggregate level and does not include individual student information. At this stage, no comparable collection exists for offshore delivery by fee-for-service training providers; however, TVET Australia will commence a pilot study for this group of providers during 2010.

There is some overlap between the Australian Education International collection and the VET Provider Collection. However, not all offshore activity makes its way through to the VET Provider Collection. Records on students studying offshore have been patchy and often information is not available, as it resides offshore or is not in an easily accessible form. The issue here is less about the content of the Standard being appropriate for the collection of offshore delivery and more about the requirement for Australian training organisations to report their offshore delivery. If that requirement is mandated, then the Standard could be used as the framework for collection.

- 4.4 Is the information specified in the Standard an appropriate collection standard for offshore delivery? Please comment on existing items that may be difficult to provide and additional items that should be added.
- 4.5 Any further comments or feedback on capturing offshore delivery?

Activity in VET

5 Fee-for-service funded activity

Currently the scope of the VET Provider Collection does not include fee-for-service training activity delivered by private fee-for-service training providers. This means that a significant amount of training activity in Australia is not in the national collection. This sets the VET sector apart from the schooling and higher education sectors, since their private training providers are required to report nationally. NCVER is currently conducting a project whose aim is to expand the VET Provider Collection to private fee-for service providers delivering nationally accredited training. Capturing this information from all registered training providers would expand the scope and widen the research capabilities of the VET Provider Collection and give a better picture of the extent of training in the Australian system. However, there is no mechanism to capture non-accredited training from fee-for-service training providers, for example, large business enterprises that conduct their own training courses for their employees. Although the main issue is primarily one of implementation, the Standard still needs to be reviewed in light of its possible application to non-accredited activity.

- 5.1 How would the Standard be applied to fee-for-service activity?
- 5.2 How can the Standard be shaped to best accommodate non-accredited training information?

6 Identifying activity under government programs and initiatives

The change to Commonwealth/state funding arrangements outlined in the introduction to this paper has meant that an increasing amount of government-funded activity is being delivered under specific programs. These programs include those such as the Productivity Places Program (PPP). Jurisdictions also use the Standard to report activity funded under their local programs. The Standard can currently identify activity that is funded under government programs but not which specific program or initiative. This makes it difficult to use the data from the VET Provider Collection for accountability purposes, as has been done previously. There is therefore a need for the Standard to be flexible enough to capture new initiatives and programs as they are rolled out. At the simplest level, it would involve the addition of another field to identify the particular program. It is important to distinguish between the data required for national reporting, and thus included in the Standard, and the level of detail required for program monitoring. It is not proposed that the Standard be expanded to record information relating to program-level monitoring.

- 6.1 What are the issues associated with collecting program-level information?

7 Student pathways

The current Standard is limited in its ability to track student pathways across the education sectors. The Standard adequately captures information relating to the students' schooling history and completed qualifications but does not capture:

- ✧ whether a student is in the tertiary sector for the first time
- ✧ whether students are studying multiple courses at different training providers at the same time
- ✧ other qualifications attempted
- ✧ whether students are studying in both the higher education and VET sectors at the same time
- ✧ information about students participating in pre-apprenticeships or pathways from pre-apprenticeships to full apprenticeships.

The introduction of the unique student identifier, coupled with the collection of all accredited training activity, would be a means to address the issues above. In the absence of these two requirements, students could be asked to provide information on other education they are currently undertaking, not just what they have successfully completed, and previous tertiary study.

- 7.1 What are the benefits and challenges of including more information on other studies currently or previously undertaken by students?
- 7.2 Any comments or feedback regarding capturing pre-apprentice activity?
- 7.3 Any further feedback or comments on student pathways in relation to the Standard?

8 Recognition of prior learning

Both the higher education and VET sectors have arrangements in place to recognise the prior education and experience that students may possess prior to training. In principle, study time may be shortened by either recognising the individual's non-formal and informal learning (recognition of prior learning) or agreeing that a previous qualification provides status for another (credit transfer). Under the current definition in the Standard, recognition for prior learning can only be granted for an entire unit of competency or module. A recent review (Leary 2009) outlined a requirement to record where recognition of prior learning had been partially awarded but that some gap training had also been required. This would require an additional field to be included in the Standard.

- 8.1 Is there a need to capture partial recognition of prior learning where gap training was required to complete a unit of competency/module?

The VET system

9 Principles for the development of data-sharing protocols

The collection and reporting of VET statistics are governed by a set of data protocols endorsed by the National Senior Officials Committee. A set of new protocols is required as the requirements for information have changed and the current protocols are outdated.

The National Training Statistics Committee has agreed in principle to expand the protocols. The protocols will address the challenge of balancing the information needs of the sector against the concerns of registered training organisations, in particular, the commercial sensitivity of some of their activity and the protection of individuals' privacy. The new set of protocols is currently being developed for consultation prior to consideration by the National Senior Officials Committee.

Key principles include:

- ✧ transparent and equal access to data for everyone (note: training providers will have access to their own data and reports that are not available in the public domain)
- ✧ published provider-level information restricted to indicators (for example, student numbers, completion rates, load pass rates, student satisfaction)
- ✧ no financial data published at the provider level
- ✧ survey data only available where estimate reliability thresholds are met
- ✧ unit-level record files only released for research purposes upon application and the signing of an undertaking to abide by the agreed data protocols; unit record files will not identify individuals (by name, address or traceable unique student identifier), employers (by name or address) or providers (by name, address or training organisation identifier as listed on the NTIS)
- ✧ appropriate governance arrangements.

- 9 Please provide feedback on the key principles which will guide the development of a new set of data-sharing protocols.

10 Tertiary statistics across sectors

As a result of government reforms and targets for educational attainment, there is a need to measure participation in the tertiary sector as a whole, that is, both VET and higher education (Bradley et al. 2009). This would provide policy-makers, industry, and researchers with a more comprehensive picture of education and training in Australia.

The implementation of a unique student identifier will allow for comparability across collections; however, there needs to be a consistent approach to the data collected. There are many fields which are relevant to student activity in both sectors and have comparable definitions. In addition, it may be possible to map elements from the two sectors and collect the information in the same manner, or at least have common elements that link the data from both data sets.

The VET and higher education sectors are structured differently and their respective data collections reflect this. However, it is worth defining some key elements for which consistent information can be reported for both sectors. For example, fields such as completion status, gender, disability, country of birth, language spoken at home and field and level of education can all be mapped across the two sectors. However, other fields in the Standard, such as components of the result the student achieved, cannot be mapped easily across to the Higher Education Collection. There are also some elements which are collected in the Higher Education Statistics but are not part of the Standard. These include year of arrival in Australia, citizen/resident indicator and location codes such as overseas country codes. The addition of these codes has been proposed in appendix B of this paper.

- 10.1 What variables should be included in a core set of tertiary education data?

11 VET workforce information

A key assumption underlying a quality training sector is that there are sufficient trainers and educators to deliver the training required. A recent study (Mlotkowski & Guthrie 2008) showed that the public provider workforce is ageing. No mechanism currently exists in the Standard for the collection of information about the VET workforce and this leads to a dearth of information for workforce management policy-makers. As highlighted in this research, useful data elements to collect about the VET workforce include qualifications and areas of teaching, previous careers, motivation for entering the VET workforce and intention to remain there, demographic characteristics and characteristics of training organisations (McGregor 2008). A new data entity would need to be included in the Standard to accommodate these additions.

- 11.1 If a new section on staff data were included, what information would need to be collected?

Data entity structure

12 Current file structure

The current file structure comprises the entities of training provider, student, course, unit of competency/module, enrolment, and qualification obtained. The student is central to this model and the data are structured around the characteristics of students, where they study, and what they study. At the lowest level, the data structure centres around an enrolment by a student in a unit of competency/module. Associated information is collected about the enrolment, such as the training delivery location, related course, period of activity, and result obtained for each enrolment. A unit

of competency/module comprises the smallest component in the nationally accredited training system and this is reflected in the file structure of the Standard.

- 12.1 Are the existing entities of training provider, student, course, unit of competency/module, and enrolment sufficient to capture VET activity? If not, what changes should be made to the data entity structure?
- 12.2 Could the data structure be simplified and if so, how?

13 File format

The Standard has used a fixed-width file format of text files since its inception. It is timely to consider alternative file formats, particularly in light of the requirement to provide a more flexible Standard that can cope with additional fields more readily. Both delimited and XML file formats offer alternatives to the existing fixed-width format. XML uses tags to identify the data fields rather than the preset field positions of delimited and fixed-width formats. This means it is easier to add new fields to the file structure; however, that also leads to significantly larger file sizes. XML file definitions can also incorporate basic validation such as mandatory fields and permitted values and is more flexible handling blank values.

- 13.1 What alternative options are there in terms of file formats?
- 13.2 What option provides the greatest flexibility?
- 13.3 What option provides the greatest ease of use?
- 13.4 Please comment on any issues relating to the security and reliability of files during transfer?

Providing feedback on the Standard

Submissions

Interested parties are invited to provide submissions by downloading the feedback form which can be found on the NCVET website at: <<http://www.ncver.edu.au/avetmiss/publications/2253.html>>. It is not necessary to respond to all questions—only to those issues that are relevant to you and your organisation.

This form also includes a section for providing feedback on any issues that have not been covered in this paper. We strongly encourage feedback on issues not raised in this paper.

We are also seeking feedback on items currently collected, particularly those that may no longer be required or where there are specific data-quality concerns. This is also the opportunity to propose new items for inclusion.

Alternatively, written submissions can be sent to:
AVETMISS Review, Standards Branch, PO Box 8288, Station Arcade SA 5000, Australia
or, avetmiss@ncver.edu.au.

Timelines

Submissions are due by 6 August 2010. NCVET will consolidate the submissions made and provide advice to the National Training Statistics Committee later this year. This advice will be published prior to the committee's meeting, with the committee making the final decision about changes to the Standard, which will be made by the end of 2010. NCVET will then work with the National Training Statistics Committee's Technical Reference Group to make these changes to the Standard. A summary of the changes will be made publicly available in April of 2011. The new release of the Standard will be published in mid-2011. The Standard would then come into effect from January 2012.

Publication of submissions

NCVET is committed to a transparent consultation process. Accordingly, all submissions will be collated and made available on the NCVET website. Submissions will identify the responding organisation. If you would like that information removed from your submission, please indicate this in the section provided in the feedback form or make a note at the top of your written submission.

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Appendix A

Fields collected, and additional information derived from data collected, under Release 6 of the Standard for VET providers for publically funded vocational education and training activity.

Fields collected	Information derived
Students	
Student number	The number of students participating in the VET sector in a given year can be derived using student number information.
Encrypted name	
Highest school level completed	Postcode information is used to determine if a student is studying in their home state or not.
Year highest school level completed	
Postcode	Postcode information is also used to determine the remoteness of the student and their socioeconomic status (based on postcode).
Sex	
Indigenous status	The age of a student is derived from the date of birth.
Main language other than English spoken at home	
Date of birth	Previous highest education level is calculated from the information captured in the highest school level completed field and the prior educational achievement field.
Labour force status	
Country	
Disability status	
Prior educational achievement at school	
Proficiency in spoken English	
Suburb, locality or town	
Activity	
Enrolment activity start date	The full-time/part-time status of the student can be calculated.
Enrolment activity end date	
Delivery mode	The number of subjects successfully completed can be calculated.
Outcome	
Scheduled hours	
Funding source	
Commencing course	
New Apprenticeships	
Study reason	
VET in Schools (Y/N)	
Year program completed	
Qualification issued (Y/N)	

Fields collected	Information derived	
Issuing training organisation		
Training organisations	Training organisation delivery location postcode is used to determine if the training is being delivered offshore.	
NTIS training organisation identifier		
Training organisation name		
Training organisation type		
Address first line		
Address second line		
Suburb, locality or town		
Postcode		
State		
Training organisation delivery location		
Training organisation delivery location postcode		
Training organisation delivery location state		
Suburb, locality or town		
Country of delivery		
Courses/qualifications		
Qualification/course identifier	Industry skills councils represent particular industries and are the owners of training packages. The qualification/course identifier is used to determine the spread of courses being undertaken across the various industry sectors.	
Qualification/course name		
Nominal hours		
Qualification/course status (training package/national course/local course)		
Vocational intent or not		
Field of education (4-digit)		
Level of education		
Occupation code (ANZSCO)		
Module/unit of competency		
Module/unit of competency name		
Field of education (6-digit)		
Nominal hours		
Vocational intent or not		

The current Standard can be found here: <<http://www.ncver.edu.au/avetmiss/21055.html>>.

Appendix B

The following table presents the issues raised since the release of the last Standard. It contains suggestions for the changes which are open for discussion and feedback. It also includes resolved issues which have already been endorsed by the Technical Reference Group (who are responsible for the technical implementation of the Standard) and which are awaiting implementation in the Standard. These items are included for information and are marked with an asterisk.

Field	Known issue/requested change:
Students	
Indigenous status	Prevent unintended use of the field when clients identify themselves as aboriginal because they are aboriginal to their country of birth, but are not of Australian Aboriginal origin. It is suggested that the question to determine a person's Indigenous status be reworded to: Are you of Australian Aboriginal or Torres Strait Islander origin?
Disability status	Include 'autism spectrum disorder' in the list of disability type identifiers.
Suburb, locality or town	Clarify how to report when residential address information is not supplied, particularly if identified as an overseas postcode (OSPC), 0000, @@@@, but also in situations where a client doesn't provide the information.
State identifier	Include state identifier on the file which relates to students to enable better mapping to other geo-location information.
Activity	
Enrolment activity end date	<p>Enforce the guideline: 'Enrolment activity end date is the date that training activity finishes for a client, this includes the time required for the trainer to record the final outcome for the unit of competency or module' as a rule.</p> <p>This would ensure that an enrolment activity end date is set to a date where the final outcome was recorded or known.</p> <p>Note: see next item for an alternative way of managing end dates and outcomes</p>
Outcome identifier – National	Add a new value '90 – Not yet resulted' for students whose enrolment was supposed to finish prior to the collection period but has not. Currently, the Standard does not permit '70 – Continuing' if the end date is in the collection period. Introducing a new code would overcome changing end dates to pass validation and keep '70 – Continuing' for those enrolments that genuinely span collection periods.

Field	Known issue/requested change:
Outcome identifier – National (cont.)	<p>Change the categories for from ‘Assessed’ and ‘Non-assessed’ to ‘Assessable’ and ‘Non-assessable’. Non-assessed implies that an enrolment is assessable but not yet assessed.</p> <p>Add the word ‘all’ to the definition for ‘30 – Competency not achieved/fail’: ‘The client has been assessed as not satisfying all the requirements for the unit of competency or module.’ This would to make it consistent with its intended opposite, the Pass definition.</p> <p>Consider including a value to capture a withdrawal from a recognition of prior learning (RPL) process.</p> <p>* Remove recognition of current competency category.</p> <p>* Change definition for recognition of prior learning to align with AQTF.</p> <p>Change the AVETMISS validation software to permit Outcome identifier – National: ‘70 – Continuing enrolment’ with delivery mode identifier ‘90 – Not applicable – Recognition of prior learning/recognition of current competency/credit transfer’, for RPL assessments that begin in the current collection year but are expected to be finalised in the next collection year.</p> <p>In practice, there are a significant number of cases where a recognition of prior learning (RPL) assessment process begins in the current collection year, but no definite outcome of either 51 – Successful or 52 – Unsuccessful is available until the next collection year.</p>
Study reason	<p>Amend wording of rule to ensure the reason for enrolment is the same across all units in same course/qualification for students undertaking a course/qualification.</p> <p>That the values for study reason identifier be grouped into sub-categories: Job-related (01, 02, 03, 04, 05, 06, & 07), Further study (08) and Other (11 & 12).</p>
Qualifications completed	<p>Review the scope of this file. In particular, whether non-award courses (912) and (999) should be added to the list which currently includes statements of attainment (991) and bridging courses (992).</p>
Funding source	<p>Include ‘Funding source – National’ on course/qualifications completed file to identify how the course was funded.</p>
Courses/qualifications	
Qualification/course status (training package qualification/national course/local course)	<p>* Introduce another qualification/course recognition identifier category to support higher education qualifications that are increasingly being offered.</p>

Field	Known issue/requested change:
Level of education	<p>Clarify rules related to this data element. It appears that the Standard has two inconsistent rules:</p> <p>Rule 1: Statement of Attainment must be coded to ‘991 – Statement of attainment not identifiable by level’.</p> <p>Rule 2: Courses that do not lead to a recognised qualification must be coded to ‘999 – Education not elsewhere classified’. For example, where:</p> <p>(a) a course is designed to fulfil part requirements of an AQF qualification or</p> <p>(b) courses that do not lead directly to a qualification of any kind.</p> <p>The two rules are inconsistent because the second rule satisfies the definition of a statement of attainment by the AQTF. This would allow the coding of a statement of attainment to both qualification/course level of education identifier ‘991’ and ‘999’.</p> <p>Suggestion is that Rule 2 (a) be deleted.</p>
ANZSCO	<p>Adopt Revision 1 of ANZSCO, which was introduced by ABS early 2009.</p>

National Centre for Vocational Education Research Ltd
Level 11, 33 King William Street, Adelaide, South Australia
PO Box 8288, Station Arcade, SA 5000 Australia

Telephone +61 8 8230 8400 Facsimile +61 8 8212 3436
Website www.ncver.edu.au Email ncver@ncver.edu.au

