

2009

TERTIARY EDUCATION AND TRAINING IN AUSTRALIA

 NCVER



Australian Government

Department of Education, Employment
and Workplace Relations

Tertiary education and training in Australia

2009

Highlights

In 2009:

- there were 1.7 million vocational education and training (VET) students and 1.1 million higher education students
- there were 1.4 million equivalent full-time students in tertiary education and training. This comprised:
 - 609 600 equivalent full-time students reported in the VET sector
 - 813 000 equivalent full-time students reported in the higher education sector.



Australian Government

**Department of Education, Employment
and Workplace Relations**

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Introduction

This publication provides a summary of participation in tertiary education and training in Australia during 2009. The definition of tertiary education and training adopted for this publication is formal study in vocational education and training (VET) and higher education, including enrolments in Australian Qualifications Framework (AQF) certificate I qualifications through to doctorates by research, as well as enrolments in non-AQF courses and single vocational subjects.

The Australian tertiary education and training system operates across a wide range of subject areas and levels and is delivered through a variety of providers. Tertiary providers may operate as dual-sector institutes, which offer a substantial proportion of activity in both vocational education and training and higher education; mixed-sector institutes that predominantly operate in one sector but have some provision in another sector; and single-sector institutes. The providers include:

- VET registered training organisations, which are organisations registered under the Australian Qualifications Training Framework (AQTF). These include technical and further education (TAFE) institutes, universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community providers and other government providers
- higher education providers, such as self-accrediting public and private universities, and other privately funded higher education providers that can either operate as self-accrediting or non-self-accrediting providers.

The level of participation in tertiary education and training can be measured in terms of the number of students as well as the number of equivalent full-time students. The latter provides a measure of activity undertaken by a student on a full-time basis for one year. In the VET sector, this term is known as full-year training equivalents (FYTEs) and in the higher education sector, this term is known as the equivalent full-time student load (EFTSL).

Data scope

Information within this publication that is labelled as 'VET' was sourced from the National Centre for Vocational Education Research (NCVER) National VET Provider Collection. The scope of the collection is training delivered by registered training organisations in receipt of public funding. This includes all VET activity (publicly funded and fee-for-service) delivered by TAFE institutes, other government providers and community providers, as well as publicly funded VET delivered by other registered providers (private providers). The following types of training activity are not covered:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

For further information on VET data, see <<http://www.ncver.edu.au/statistic/21053.html>>.

Information within this publication that is labelled as 'higher education' was sourced from the Department of Education, Employment and Workplace Relations (DEEWR) Higher Education Statistics Collection. This collection includes activity reported by all higher education providers approved under Subsection 19-70(1) of the *Higher Education Support Act 2003*.

For further information on higher education data, see

<<http://www.deewr.gov.au/HIGHEREDUCATION/PUBLICATIONS/HESTATISTICS/Pages/Default2.aspx>>.

More information

Data in this publication may be revised for a variety of reasons. For the latest data, please visit the National Centre for Vocational Education Research (NCVER) website <<http://www.ncver.edu.au/publications/2385.html>>.

For additional data tables on tertiary education and training, please refer to

<<http://www.ncver.edu.au/publications/2385.html>>.

Technical notes

Comparability of source data

Data in this publication are derived from two sources—the National VET Provider Collection and the Higher Education Statistics Collection. It should be noted that the two original data sources are based on different collection methods and some data elements are derived from slightly different information. However, only data that are common to both collections or could be derived for both vocational education and training and higher education activity were included in this publication. The exception is data on pathways on page 20 (tables 14 and 15). In this instance the same information is not collected but given the interest in students' movements, it has been included.

For further information on the resulting data file and data elements, see the support document at www.ncver.edu.au/publications/2385.html.

Missing data on VET activity

Fee-for-service activity delivered by private providers

The publication does not cover information on VET fee-for-service activity delivered by private providers, as these data are not included in the scope of one of the original data sources—the National VET Provider Collection. NCVET is working to expand the National VET Provider Collection to include these enrolments in future years.

Overseas students

Both domestic and overseas full-fee-paying students are included. In the case of the National VET Provider Collection, it does not include overseas full-fee-paying students enrolled at private providers.

Double counting of students

The original data sources—the National VET Provider Collection and the Higher Education Statistics Collection—do not contain a unique student identifier that is able to link across the collections. As a result, there is no mechanism to identify if a student is enrolled in both vocational education and training and higher education during 2009. For this reason, tables based on student counts do not include a total number of tertiary students, as students enrolled in both VET and higher education during 2009 may be counted more than once.

Data quality issues

'Not known' data is reported in this publication for the following reasons:

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

Students and participation

Participation in tertiary education and training is measured in this publication by the number of students and by the number of equivalent full-time students. The following overview of the statistics focuses on activity measured in terms of the number of equivalent full-time students.

In 2009, the total number of equivalent full-time students in tertiary education and training was 1.4 million. This comprised 609 600 equivalent full-time students enrolled in vocational education and training and 813 000 enrolled in higher education. Selected students' characteristics for 2009 show that:

- 52.5% of equivalent full-time tertiary students were female *Table 4*
- 2.1% of equivalent full-time tertiary students were Indigenous students *Table 4*
- 27.1% of equivalent full-time tertiary students were from non-English speaking backgrounds. *Table 4*

Comparisons between the vocational education and training and higher education sectors show that in 2009:

- 51.0% of equivalent full-time students in the VET sector were male compared with 44.7% in the higher education sector *Table 4*
- 50.2% of equivalent full-time VET students were aged 15 to 24 years compared with 72.5% of equivalent full-time higher education students *Table 4*
- 3.7% of equivalent full-time students in the VET sector were Indigenous, compared with 0.8% in the higher education sector *Table 4*
- 16.1% of equivalent full-time VET students were within the most disadvantaged quintile in the Index of Relative Socio-Economic Disadvantage, compared with 6.8% of equivalent full-time higher education students. *Table 4*

Courses and qualifications

Overall, the most popular courses undertaken by equivalent full-time tertiary students were:

- bachelor degree qualifications, with 42.1% of equivalent full-time tertiary students enrolled in a bachelor degree *Table 2*
- courses within the management and commerce field of education, with 24.2% of equivalent full-time tertiary students enrolled in courses within this field. *Table 2*

Comparisons between the VET and higher education sectors show that in 2009:

- certificate III qualifications accounted for the greatest proportion of equivalent full-time students in the VET sector (35.2%) while bachelor degree qualifications accounted for the greatest share in the higher education sector (73.6%) *Table 2*
- 20.3% of equivalent full-time students in the VET sector were enrolled in diploma and above qualifications, compared with 97.6% in the higher education sector. *Table 2*

Tertiary providers

In 2009:

- 32.4% of equivalent full-time tertiary students were enrolled at a TAFE institute *Table 1*
- 47.7% of equivalent full-time tertiary students were enrolled at a public university *Table 1*
- 9.3% of equivalent full-time tertiary students were enrolled at a dual-sector institute *Table 1*
- 10.6% were enrolled at other providers. *Table 1*

Tables

Table 1 Provider type profile by the number of equivalent full-time students and the number of students, 2009

	VET ¹		Higher education ²		Total	
	('000)	%	('000)	%	('000)	%
Equivalent full-time students						
Dual-sector institute ³	49.6	8.1	83.3	10.2	132.8	9.3
TAFE institute ³	458.4	75.2	1.9	0.2	460.3	32.4
Public university ³	1.8	0.3	677.0	83.3	678.8	47.7
Other providers ³	99.8	16.4	50.9	6.3	150.7	10.6
Total equivalent full-time students	609.6	100.0	813.0	100.0	1422.6	100.0
Students						
Dual-sector institute ³	102.1	6.0	113.7	10.0	Not provided	
TAFE institute ³	1161.6	68.1	2.7	0.2		
Public university ³	4.2	0.2	944.1	83.2		
Other providers ³	426.5	25.0	74.5	6.6		
Students attending various providers ⁴	12.3	0.7	-	-		
Total students	1706.7	100.0	1134.9	100.0		

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 2 Equivalent full-time students by sector of education and selected course characteristics, 2009

	VET ¹		Higher education ²		Total	
	('000)	%	('000)	%	('000)	%
AQF qualifications						
Doctorate by research/coursework	-	-	32.7	4.0	32.7	2.3
Master degree by research/coursework	-	-	103.8	12.8	103.8	7.3
Graduate diploma/certificate	0.5	0.1	34.0	4.2	34.5	2.4
Bachelor degree (honours, entry and pass)	1.4	0.2	598.2	73.6	599.6	42.1
Advanced diploma	25.4	4.2	3.2	0.4	28.6	2.0
Associate degree	0.1	0.0	5.2	0.6	5.3	0.4
Diploma	96.4	15.8	16.7	2.0	113.1	7.9
Certificate IV	100.5	16.5	-	-	100.5	7.1
Certificate III	214.3	35.2	-	-	214.3	15.1
Certificate I or II	107.8	17.7	-	-	107.8	7.6
<i>AQF sub-total</i>	<i>546.5</i>	<i>89.6</i>	<i>793.8</i>	<i>97.6</i>	<i>1340.2</i>	<i>94.2</i>
Non-AQF qualifications						
Other recognised courses	47.3	7.8	8.9	1.1	56.2	3.9
Non-award courses	5.1	0.8	8.8	1.1	13.9	1.0
Subject only—no qualification	10.7	1.8	-	-	10.7	0.8
Cross-provider program	-	-	1.6	0.2	1.6	0.1
<i>Non-AQF sub-total</i>	<i>63.1</i>	<i>10.4</i>	<i>19.3</i>	<i>2.4</i>	<i>82.4</i>	<i>5.8</i>
Field of education						
Natural and physical sciences	3.8	0.6	57.2	7.0	61.0	4.3
Information technology	18.2	3.0	33.5	4.1	51.7	3.6
Engineering and related technologies	101.4	16.6	60.5	7.4	162.0	11.4
Architecture and building	43.2	7.1	20.2	2.5	63.4	4.5
Agriculture, environmental and related studies	27.9	4.6	11.7	1.4	39.7	2.8
Health	27.2	4.5	115.7	14.2	142.9	10.0
Education	14.5	2.4	71.2	8.8	85.7	6.0
Management and commerce	122.7	20.1	222.0	27.3	344.8	24.2
Society and culture	88.1	14.4	148.6	18.3	236.7	16.6
Creative arts	29.9	4.9	59.0	7.3	88.9	6.3
Food, hospitality and personal services	44.4	7.3	0.8	0.1	45.2	3.2
Mixed field programs	77.6	12.7	3.6	0.4	81.2	5.7
Not applicable ⁵	10.7	1.8	8.8	1.1	19.5	1.4
Total	609.6	100.0	813.0	100.0	1422.6	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 3 Students by sector of education and selected major course characteristics, 2009

	VET ¹		Higher education ²	
	('000)	%	('000)	%
AQF qualifications				
Doctorate by research/coursework	-	-	45.8	4.0
Master degree by research/coursework	-	-	184.4	16.2
Graduate diploma/certificate	1.9	0.1	77.9	6.9
Bachelor degree (honours, entry and pass)	2.0	0.1	751.4	66.2
Advanced diploma	38.1	2.2	4.6	0.4
Associate degree	0.2	0.0	8.9	0.8
Diploma	157.8	9.2	24.5	2.2
Certificate IV	218.5	12.8	-	-
Certificate III	525.8	30.8	-	-
Certificate I or II	385.7	22.6	-	-
<i>AQF sub-total</i>	<i>1330.0</i>	<i>77.9</i>	<i>1097.3</i>	<i>96.7</i>
Non-AQF qualifications				
Other recognised courses	209.5	12.3	15.7	1.4
Non-award courses	59.7	3.5	21.9	1.9
Subject only—no qualification	107.5	6.3	-	-
<i>Non-AQF sub-total</i>	<i>376.7</i>	<i>22.1</i>	<i>37.6</i>	<i>3.3</i>
Field of education				
Natural and physical sciences	6.3	0.4	72.8	6.4
Information technology	33.2	1.9	48.2	4.2
Engineering and related technologies	283.6	16.6	77.6	6.8
Architecture and building	126.1	7.4	26.0	2.3
Agriculture, environmental and related studies	71.0	4.2	17.2	1.5
Health	89.3	5.2	150.8	13.3
Education	57.2	3.4	100.5	8.9
Management and commerce	328.4	19.2	318.5	28.1
Society and culture	176.4	10.3	217.9	19.2
Creative arts	49.4	2.9	75.8	6.7
Food, hospitality and personal services	183.4	10.7	1.1	0.1
Mixed field programs	195.0	11.4	6.5	0.6
Not applicable ⁵	107.5	6.3	21.9	1.9
Total	1706.7	100.0	1134.9	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 4 Equivalent full-time students by sector of education and selected student characteristics, 2009

	VET ¹		Higher education ^{2,9}		Total	
	('000)	%	('000)	%	('000)	%
Sex						
Male	310.9	51.0	363.5	44.7	674.4	47.4
Female	297.8	48.9	449.5	55.3	747.3	52.5
Not known	0.9	0.1	-	-	0.9	0.1
Age						
14 years and under	2.1	0.3	0.0	0.0	2.1	0.1
15 to 19 years	176.6	29.0	236.0	29.0	412.6	29.0
20 to 24 years	129.6	21.3	353.4	43.5	482.9	33.9
25 to 44 years	206.9	33.9	193.3	23.8	400.2	28.1
45 to 64 years	87.8	14.4	29.4	3.6	117.2	8.2
65 years and over	4.6	0.8	0.9	0.1	5.5	0.4
Not known	2.0	0.3	0.0	0.0	2.0	0.1
Student remoteness (ARIA+) region⁵						
Major cities	348.5	57.2	425.3	52.3	773.9	54.4
Inner regional	128.4	21.1	90.4	11.1	218.9	15.4
Outer regional	69.8	11.5	40.8	5.0	110.6	7.8
Remote	10.1	1.7	4.5	0.6	14.6	1.0
Very remote	8.3	1.4	2.5	0.3	10.8	0.8
Outside Australia ⁷	40.7	6.7	247.1	30.4	287.8	20.2
Not known	3.6	0.6	2.5	0.3	6.1	0.4
Indigenous status						
Indigenous	22.8	3.7	6.9	0.8	29.7	2.1
Others	586.7	96.3	806.2	99.2	1392.9	97.9
Disability (including impairment or long-term condition)						
Students with a disability	39.3	6.4	24.5	3.0	63.8	4.5
Others	570.3	93.6	788.5	97.0	1358.8	95.5
English (main language spoken at home)						
Non-English	127.0	20.8	259.1	31.9	386.1	27.1
Others	482.5	79.2	554.0	68.1	1036.5	72.9
Socioeconomic status (Socio-Economic Indexes for Areas)⁸						
Quintile 1 (most disadvantaged)	98.2	16.1	55.0	6.8	153.2	10.8
Quintile 2	107.6	17.7	71.7	8.8	179.3	12.6
Quintile 3	122.9	20.2	96.4	11.9	219.3	15.4
Quintile 4	117.9	19.3	127.1	15.6	245.0	17.2
Quintile 5 (least disadvantaged)	117.9	19.3	213.1	26.2	331.0	23.3
Not known ⁹	45.0	7.4	249.7	30.7	294.7	20.7
Total	609.6	100.0	813.0	100.0	1422.6	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 5 Students by sector of education and selected student characteristics, 2009

	VET ¹		Higher education ^{2, 9}	
	('000)	%	('000)	%
Sex				
Male	896.2	52.5	505.6	44.6
Female	805.6	47.2	629.2	55.4
Not known	4.8	0.3	-	-
Age				
14 years and under	12.9	0.8	0.1	0.0
15 to 19 years	447.4	26.2	266.6	23.5
20 to 24 years	287.4	16.8	450.3	39.7
25 to 44 years	601.4	35.2	349.6	30.8
45 to 64 years	312.7	18.3	66.0	5.8
65 years and over	25.9	1.5	2.2	0.2
Not known	18.9	1.1	0.1	0.0
Student remoteness (ARIA+) region⁶				
Major cities	917.7	53.8	596.2	52.5
Inner regional	394.9	23.1	128.0	11.3
Outer regional	249.9	14.6	60.1	5.3
Remote	41.1	2.4	7.0	0.6
Very remote	34.8	2.0	4.2	0.4
Outside Australia ⁷	50.0	2.9	335.3	29.5
Not known	18.3	1.1	4.1	0.4
Indigenous status				
Indigenous	74.8	4.4	10.5	0.9
Others	1631.9	95.6	1124.4	99.1
Disability (including impairment or long-term condition)				
Students with a disability	100.9	5.9	36.6	3.2
Others	1605.8	94.1	1098.2	96.8
English (main language spoken at home)				
Non-English	254.3	14.9	345.2	30.4
Others	1452.4	85.1	789.7	69.6
Study mode				
Part-time students	1466.5	85.9	340.4	30.0
Full-time students	240.1	14.1	794.5	70.0
Socioeconomic status (Socio-Economic Indexes for Areas)⁸				
Quintile 1 (most disadvantaged)	291.2	17.1	77.2	6.8
Quintile 2	335.8	19.7	101.9	9.0
Quintile 3	360.1	21.1	138.8	12.2
Quintile 4	328.1	19.2	180.4	15.9
Quintile 5 (least disadvantaged)	317.7	18.6	297.0	26.2
Not known ⁹	73.7	4.3	339.6	29.9
Total	1706.7	100.0	1134.9	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 6 Equivalent full-time students by sector of education, and selected course and student characteristics, 2009 (%)

	All students		Male		Female		Aged 15 to 24 years	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
AQF qualifications								
Doctorate by research/coursework	-	4.0	-	4.5	-	3.7	-	0.8
Master degree by research/coursework	-	12.8	-	14.2	-	11.6	-	7.1
Graduate diploma/certificate	0.1	4.2	0.1	3.7	0.1	4.6	0.0	1.7
Bachelor degree (honours, entry and pass)	0.2	73.6	0.2	71.5	0.2	75.2	0.3	84.5
Advanced diploma	4.2	0.4	4.4	0.5	3.9	0.3	4.7	0.4
Associate degree	0.0	0.6	0.0	0.9	0.0	0.4	0.0	0.5
Diploma	15.8	2.0	12.4	2.5	19.4	1.7	15.1	2.6
Certificate IV	16.5	-	14.5	-	18.5	-	12.7	-
Certificate III	35.2	-	40.1	-	30.0	-	39.1	-
Certificate I or II	17.7	-	17.9	-	17.4	-	19.1	-
<i>AQF sub-total</i>	<i>89.6</i>	<i>97.6</i>	<i>89.7</i>	<i>97.7</i>	<i>89.6</i>	<i>97.5</i>	<i>90.9</i>	<i>97.6</i>
Non-AQF qualifications								
Other recognised courses	7.8	1.1	7.7	1.0	7.9	1.2	7.1	1.0
Non-award courses	0.8	1.1	1.0	1.1	0.6	1.1	0.8	1.2
Subject only—no qualification	1.8	-	1.7	-	1.8	-	1.2	-
Cross-provider program	-	0.2	-	0.2	-	0.2	-	0.2
<i>Non-AQF sub-total</i>	<i>10.4</i>	<i>2.4</i>	<i>10.3</i>	<i>2.3</i>	<i>10.4</i>	<i>2.5</i>	<i>9.1</i>	<i>2.4</i>
Field of education								
Natural and physical sciences	0.6	7.0	0.5	7.4	0.8	6.7	0.6	7.6
Information technology	3.0	4.1	4.7	7.4	1.2	1.4	3.7	4.1
Engineering and related technologies	16.6	7.4	29.7	14.0	3.0	2.2	19.2	8.3
Architecture and building	7.1	2.5	12.7	3.3	1.2	1.8	9.7	2.7
Agriculture, environmental and related studies	4.6	1.4	6.4	1.6	2.7	1.3	3.7	1.3
Health	4.5	14.2	2.0	8.9	7.0	18.5	3.5	13.2
Education	2.4	8.8	1.7	4.8	3.0	12.0	0.7	7.4
Management and commerce	20.1	27.3	13.9	30.4	26.7	24.8	20.2	28.9
Society and culture	14.4	18.3	7.2	14.5	21.9	21.3	10.7	16.7
Creative arts	4.9	7.3	4.0	6.2	5.9	8.1	6.2	8.1
Food, hospitality and personal services	7.3	0.1	5.2	0.1	9.4	0.1	9.6	0.1
Mixed field programs	12.7	0.4	10.3	0.4	15.3	0.5	11.2	0.4
Not applicable ⁵	1.8	1.1	1.7	1.1	1.8	1.1	1.2	1.2
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	609.6	813.0	310.9	363.5	297.8	449.5	306.2	589.3

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 7 Students by sector of education, and selected major course and student characteristics, 2009 (%)

	All students		Male		Female		Aged 15 to 24 years	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
AQF qualifications								
Doctorate by research/coursework	-	4.0	-	4.4	-	3.7	-	0.7
Master degree by research/coursework	-	16.2	-	17.9	-	14.9	-	8.0
Graduate diploma/certificate	0.1	6.9	0.1	6.1	0.1	7.5	0.0	2.2
Bachelor degree (honours, entry and pass)	0.1	66.2	0.1	64.2	0.1	67.8	0.2	81.5
Advanced diploma	2.2	0.4	2.3	0.5	2.2	0.3	2.4	0.4
Associate degree	0.0	0.8	0.0	1.0	0.0	0.6	0.0	0.7
Diploma	9.2	2.2	7.1	2.6	11.7	1.8	8.6	3.0
Certificate IV	12.8	-	11.2	-	14.6	-	8.6	-
Certificate III	30.8	-	34.3	-	27.0	-	38.7	-
Certificate I or II	22.6	-	22.6	-	22.6	-	28.3	-
<i>AQF sub-total</i>	<i>77.9</i>	<i>96.7</i>	<i>77.7</i>	<i>96.8</i>	<i>78.3</i>	<i>96.6</i>	<i>86.8</i>	<i>96.6</i>
Non-AQF qualifications								
Other recognised courses	12.3	1.4	13.1	1.2	11.4	1.5	8.7	1.3
Non-award courses	3.5	1.9	4.2	1.9	2.7	1.9	1.9	2.1
Subject only—no qualification	6.3	-	5.0	-	7.6	-	2.6	-
<i>Non-AQF sub-total</i>	<i>22.1</i>	<i>3.3</i>	<i>22.3</i>	<i>3.2</i>	<i>21.7</i>	<i>3.4</i>	<i>13.2</i>	<i>3.4</i>
Field of education								
Natural and physical sciences	0.4	6.4	0.3	6.8	0.5	6.1	0.3	7.3
Information technology	1.9	4.2	2.6	7.7	1.2	1.5	2.2	4.4
Engineering and related technologies	16.6	6.8	28.8	12.9	3.0	1.9	19.4	7.9
Architecture and building	7.4	2.3	13.1	3.1	1.1	1.7	10.6	2.6
Agriculture, environmental and related studies	4.2	1.5	6.0	1.6	2.1	1.4	3.4	1.3
Health	5.2	13.3	3.5	8.0	7.2	17.5	3.6	12.3
Education	3.4	8.9	2.6	4.9	4.1	12.0	1.0	6.9
Management and commerce	19.2	28.1	12.9	31.6	26.3	25.2	20.5	30.0
Society and culture	10.3	19.2	5.1	15.2	16.2	22.4	8.3	16.7
Creative arts	2.9	6.7	2.2	5.7	3.6	7.5	3.8	8.0
Food, hospitality and personal services	10.7	0.1	8.1	0.1	13.7	0.1	15.1	0.1
Mixed field programs	11.4	0.6	9.8	0.4	13.3	0.7	9.2	0.5
Not applicable ⁵	6.3	1.9	5.0	1.9	7.6	1.9	2.6	2.1
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1706.7	1134.9	896.2	505.6	805.6	629.2	734.9	716.9

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 8 Equivalent full-time students by sector of education, and additional course and student characteristics, 2009 (%)

	All students		Indigenous students		Students from rural/ remote localities ¹⁰		Students whose main language spoken at home is non-English	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
AQF qualifications								
Doctorate by research/coursework	-	4.0	-	3.2	-	2.4	-	4.4
Master degree by research/coursework	-	12.8	-	5.0	-	4.6	-	20.8
Graduate diploma/certificate	0.1	4.2	0.0	3.3	0.0	5.0	0.1	2.8
Bachelor degree (honours, entry and pass)	0.2	73.6	0.0	72.4	0.0	81.5	0.3	65.0
Advanced diploma	4.2	0.4	1.0	0.7	1.2	0.5	6.2	0.5
Associate degree	0.0	0.6	-	4.2	0.0	1.6	0.0	0.3
Diploma	15.8	2.0	6.2	0.8	9.1	0.6	20.2	4.1
Certificate IV	16.5	-	11.5	-	13.3	-	15.1	-
Certificate III	35.2	-	29.5	-	41.3	-	25.4	-
Certificate I or II	17.7	-	35.8	-	24.2	-	19.5	-
<i>AQF sub-total</i>	<i>89.6</i>	<i>97.6</i>	<i>83.9</i>	<i>89.6</i>	<i>89.0</i>	<i>96.1</i>	<i>86.8</i>	<i>98.0</i>
Non-AQF qualifications								
Other recognised courses	7.8	1.1	12.6	10.1	8.0	3.4	10.7	0.6
Non-award courses	0.8	1.1	0.6	0.2	0.5	0.3	1.0	1.3
Subject only—no qualification	1.8	-	2.8	-	2.4	-	1.5	-
Cross-provider programs	-	0.2	-	0.1	-	0.3	-	0.1
<i>Non-AQF sub-total</i>	<i>10.4</i>	<i>2.4</i>	<i>16.1</i>	<i>10.4</i>	<i>11.0</i>	<i>3.9</i>	<i>13.2</i>	<i>2.0</i>
Field of education								
Natural and physical sciences	0.6	7.0	0.1	3.7	0.3	6.8	1.0	6.2
Information technology	3.0	4.1	1.3	0.9	1.5	1.6	3.6	7.1
Engineering and related technologies	16.6	7.4	11.4	2.4	20.5	7.4	10.9	9.4
Architecture and building	7.1	2.5	5.1	1.3	5.8	2.0	3.9	2.1
Agriculture, environmental and related studies	4.6	1.4	9.7	1.5	11.3	3.8	1.5	0.8
Health	4.5	14.2	4.6	18.3	4.7	21.5	3.7	10.1
Education	2.4	8.8	4.0	19.9	2.7	16.4	2.1	3.0
Management and commerce	20.1	27.3	13.8	8.9	15.8	12.5	23.3	44.6
Society and culture	14.4	18.3	13.5	29.4	13.3	19.1	15.2	10.7
Creative arts	4.9	7.3	7.1	7.2	3.4	6.0	2.8	4.3
Food, hospitality and personal services	7.3	0.1	5.9	-	8.0	0.0	6.3	0.2
Mixed field programs	12.7	0.4	20.7	6.3	10.4	2.8	24.3	0.2
Not applicable ⁵	1.8	1.1	2.8	0.2	2.4	0.3	1.5	1.3
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	609.6	813.0	22.8	6.9	88.3	47.7	127.0	259.1

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 9 Students by sector of education, and additional major course and student characteristics, 2009 (%)

	All students		Indigenous students		Students from rural/remote localities ¹⁰		Students whose main language spoken at home is non-English	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
AQF qualifications								
Doctorate by research/coursework	-	4.0	-	3.0	-	2.5	-	4.3
Master degree by research/coursework	-	16.2	-	7.0	-	7.8	-	23.8
Graduate diploma/certificate	0.1	6.9	0.0	5.6	0.0	9.0	0.1	4.2
Bachelor degree (honours, entry and pass)	0.1	66.2	0.0	66.8	0.0	71.8	0.3	59.9
Advanced diploma	2.2	0.4	0.4	0.6	0.6	0.7	4.2	0.5
Associate degree	0.0	0.8	-	3.9	0.0	2.2	0.0	0.4
Diploma	9.2	2.2	3.6	1.1	4.9	0.9	14.0	4.4
Certificate IV	12.8	-	7.8	-	10.2	-	13.3	-
Certificate III	30.8	-	26.0	-	33.6	-	24.0	-
Certificate I or II	22.6	-	41.8	-	28.3	-	23.7	-
<i>AQF sub-total</i>	<i>77.9</i>	<i>96.7</i>	<i>79.7</i>	<i>88.0</i>	<i>77.6</i>	<i>94.7</i>	<i>79.6</i>	<i>97.4</i>
Non-AQF qualifications								
Other recognised courses	12.3	1.4	11.5	11.4	11.8	4.4	13.0	0.6
Non-award courses	3.5	1.9	3.9	0.7	3.9	0.9	2.8	2.0
Subject only—no qualification	6.3	-	4.9	-	6.6	-	4.6	-
<i>Non-AQF sub-total</i>	<i>22.1</i>	<i>3.3</i>	<i>20.3</i>	<i>12.0</i>	<i>22.4</i>	<i>5.3</i>	<i>20.4</i>	<i>2.6</i>
Field of education								
Natural and physical sciences	0.4	6.4	0.1	3.4	0.2	6.1	0.7	5.7
Information technology	1.9	4.2	0.9	0.9	1.3	1.6	2.3	7.4
Engineering and related technologies	16.6	6.8	12.2	2.3	18.7	6.9	11.7	8.8
Architecture and building	7.4	2.3	5.8	1.1	6.5	1.8	4.0	2.1
Agriculture, environmental and related studies	4.2	1.5	8.5	1.7	8.6	3.9	1.5	0.7
Health	5.2	13.3	5.0	17.1	6.3	19.6	3.6	9.4
Education	3.4	8.9	5.0	18.8	3.7	15.9	2.6	3.3
Management and commerce	19.2	28.1	13.9	9.7	15.2	13.9	22.0	45.1
Society and culture	10.3	19.2	10.8	30.8	9.0	20.4	13.7	10.9
Creative arts	2.9	6.7	5.1	6.5	2.3	5.2	2.1	4.2
Food, hospitality and personal services	10.7	0.1	7.9	-	12.5	0.0	7.8	0.2
Mixed field programs	11.4	0.6	19.9	7.2	9.1	3.6	23.5	0.2
Not applicable ⁵	6.3	1.9	4.9	0.7	6.6	0.9	4.6	2.0
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1706.7	1134.9	74.8	10.5	325.8	71.3	254.3	345.2

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 10 Equivalent full-time students by student socioeconomic status (Socio-Economic Indexes for Areas^{8,9}), sector of education and qualification level, 2009 (%)

	Quintile 1 (most disadvantaged) and quintile 2		Quintile 3		Quintile 4 and quintile 5 (least disadvantaged)		Not known		Total	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ^{2,9}	VET ¹	Higher education ²
AQF qualifications										
Doctorate by research/coursework	-	2.9	-	3.7	-	4.3	-	4.4	-	4.0
Master degree by research/coursework	-	5.9	-	6.7	-	8.0	-	25.1	-	12.8
Graduate diploma/certificate	0.0	4.3	0.1	4.9	0.1	5.0	0.1	2.7	0.1	4.2
Bachelor degree (honours, entry and pass)	0.1	82.2	0.1	80.0	0.3	79.9	0.9	58.2	0.2	73.6
Advanced diploma	2.9	0.4	3.3	0.3	4.9	0.2	8.5	0.6	4.2	0.4
Associate degree	0.0	1.1	0.0	1.1	0.0	0.6	0.1	0.3	0.0	0.6
Diploma	11.7	0.6	13.2	0.6	16.8	0.6	36.7	5.3	15.8	2.0
Certificate IV	15.1	-	17.3	-	18.1	-	12.2	-	16.5	-
Certificate III	35.6	-	37.4	-	36.0	-	22.2	-	35.2	-
Certificate I or II	22.2	-	19.0	-	15.2	-	6.3	-	17.7	-
<i>AQF sub-total</i>	<i>87.7</i>	<i>97.3</i>	<i>90.4</i>	<i>97.4</i>	<i>91.5</i>	<i>98.6</i>	<i>86.9</i>	<i>96.5</i>	<i>89.6</i>	<i>97.6</i>
Non-AQF qualifications										
Other recognised courses	8.9	2.2	7.4	2.0	6.5	0.8	10.1	0.5	7.8	1.1
Non-award courses	1.1	0.3	0.5	0.3	0.6	0.3	1.8	2.8	0.8	1.1
Subject only—no qualification	2.3	-	1.7	-	1.4	-	1.3	-	1.8	-
Cross-provider program	-	0.2	-	0.2	-	0.2	-	0.2	-	0.2
<i>Non-AQF sub-total</i>	<i>12.3</i>	<i>2.7</i>	<i>9.6</i>	<i>2.6</i>	<i>8.5</i>	<i>1.4</i>	<i>13.1</i>	<i>3.5</i>	<i>10.4</i>	<i>2.4</i>
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	205.8	126.7	122.9	96.4	235.8	340.2	45.0	249.7	609.6	813.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 11 Students by student socioeconomic status (Socio-Economic Indexes for Areas^{8,9}), sector of education and major course qualification level, 2009 (%)

	Quintile 1 (most disadvantaged) and quintile 2		Quintile 3		Quintile 4 and quintile 5 (least disadvantaged)		Not known		Total	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ^{2,9}	VET ¹	Higher education ²
AQF qualifications										
Doctorate by research/coursework	-	3.0	-	3.8	-	4.4	-	4.1	-	4.0
Master degree by research/coursework	-	9.1	-	10.7	-	12.6	-	27.4	-	16.2
Graduate diploma/certificate	0.1	7.3	0.1	8.4	0.2	8.6	0.2	3.6	0.1	6.9
Bachelor degree (honours, entry and pass)	0.0	74.4	0.0	71.2	0.1	70.6	1.1	53.6	0.1	66.2
Advanced diploma	1.4	0.4	1.7	0.4	2.8	0.2	6.0	0.7	2.2	0.4
Associate degree	0.0	1.4	0.0	1.3	0.0	0.7	0.1	0.3	0.0	0.8
Diploma	6.6	0.7	7.8	0.7	10.6	0.7	26.9	5.6	9.2	2.2
Certificate IV	11.1	-	13.2	-	14.5	-	10.3	-	12.8	-
Certificate III	30.4	-	32.4	-	32.0	-	16.1	-	30.8	-
Certificate I or II	26.8	-	23.2	-	19.0	-	15.6	-	22.6	-
<i>AQF sub-total</i>	<i>76.4</i>	<i>96.3</i>	<i>78.5</i>	<i>96.4</i>	<i>79.3</i>	<i>97.9</i>	<i>76.2</i>	<i>95.3</i>	<i>77.9</i>	<i>96.7</i>
Non-AQF qualifications										
Other recognised courses	12.7	2.8	12.1	2.5	12.0	1.1	12.5	0.6	12.3	1.4
Non-award courses	3.8	0.9	3.5	1.0	3.3	1.0	2.7	4.1	3.5	1.9
Subject only—no qualification	7.1	-	6.0	-	5.4	-	8.6	-	6.3	-
<i>Non-AQF sub-total</i>	<i>23.6</i>	<i>3.7</i>	<i>21.5</i>	<i>3.6</i>	<i>20.7</i>	<i>2.1</i>	<i>23.8</i>	<i>4.7</i>	<i>22.1</i>	<i>3.3</i>
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	627.1	179.0	360.1	138.8	645.8	477.5	73.7	339.6	1706.7	1134.9

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 12 Equivalent full-time students by qualification level, sector of education and course field of education, 2009 (%)

	Master degree and above		Graduate diploma/certificate		Bachelor degree (honours, entry and pass)		Advanced diploma, associate degree or diploma		Certificate III or IV		Certificate I or II		Non-AQF qualifications		Total	
	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂
Natural and physical sciences	na	7.6	1.3	2.8	1.9	7.5	1.4	1.8	0.6	na	0.0	na	0.1	1.7	0.6	7.0
Information technology	na	7.3	1.1	2.7	5.5	3.6	4.4	4.7	3.8	na	0.3	na	0.9	0.4	3.0	4.1
Engineering and related technologies	na	6.9	4.3	2.7	-	8.0	10.9	8.2	20.7	na	17.3	na	7.0	2.4	16.6	7.4
Architecture and building	na	2.7	1.7	1.2	5.8	2.7	5.5	0.5	9.2	na	5.1	na	3.0	0.0	7.1	2.5
Agriculture, environmental and related studies	na	2.1	3.6	1.1	-	1.4	3.2	1.3	4.7	na	6.4	na	3.5	0.1	4.6	1.4
Health	na	9.9	0.1	13.1	0.7	16.1	7.8	3.6	4.7	na	1.6	na	2.1	1.7	4.5	14.2
Education	na	7.8	13.4	25.8	-	8.5	0.7	0.8	3.1	na	0.8	na	4.7	2.7	2.4	8.8
Management and commerce	na	36.1	61.4	19.7	17.5	25.5	31.9	51.4	18.4	na	21.6	na	3.1	4.0	20.1	27.3
Society and culture	na	15.9	4.9	27.0	-	18.5	22.1	15.1	16.3	na	5.6	na	6.1	17.9	14.4	18.3
Creative arts	na	3.6	4.5	3.9	50.8	8.2	10.3	10.3	4.2	na	2.5	na	1.1	4.3	4.9	7.3
Food, hospitality and personal services	na	-	2.4	0.0	17.8	0.0	1.3	2.3	9.4	na	10.4	na	2.6	-	7.3	0.1
Mixed field programs	na	-	1.3	-	-	-	0.5	-	4.9	na	28.3	na	48.8	18.8	12.7	0.4
Not applicable ⁵	na	-	-	-	-	-	-	-	-	na	-	na	16.9	45.8	1.8	1.1
Total (%)	na	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	na	100.0	na	100.0	100.0	100.0	100.0
Total ('000)	-	136.5	0.5	34.0	1.4	598.2	122.0	25.0	314.8	-	107.8	-	63.1	19.3	609.6	813.0

A dash (-) represents a true zero figure, with no data reported in this category; na is not applicable to this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 13 Students by major course qualification level, sector of education and major course field of education, 2009 (%)

	Master degree and above		Graduate diploma/certificate		Bachelor degree (honours, entry and pass)		Advanced diploma, associate degree or diploma		Certificate III or IV		Certificate I or II		Non-AQF qualifications		Total	
	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂	VET ¹	Higher education ₂
Natural and physical sciences	na	6.2	1.4	3.1	1.7	7.4	1.2	1.9	0.4	na	0.0	na	0.1	0.4	0.4	6.4
Information technology	na	6.5	1.8	2.6	5.0	3.9	3.6	4.6	2.5	na	0.3	na	1.7	0.3	1.9	4.2
Engineering and related technologies	na	6.4	2.6	3.3	-	7.5	10.7	9.2	22.3	na	16.8	na	8.5	1.1	16.6	6.8
Architecture and building	na	2.3	2.1	1.4	5.7	2.6	5.3	0.6	9.5	na	4.9	na	7.0	-	7.4	2.3
Agriculture, environmental and related studies	na	2.1	5.1	1.4	-	1.4	2.9	1.4	4.1	na	6.5	na	2.5	0.1	4.2	1.5
Health	na	10.1	0.4	14.7	2.0	15.2	7.1	3.2	4.8	na	4.5	na	5.9	1.2	5.2	13.3
Education	na	9.2	13.5	20.4	-	8.2	1.2	1.0	5.0	na	0.9	na	3.7	3.7	3.4	8.9
Management and commerce	na	36.5	58.2	22.6	34.2	26.3	36.8	49.4	20.1	na	22.7	na	4.6	1.8	19.2	28.1
Society and culture	na	17.2	9.6	27.3	-	19.5	21.8	16.5	13.9	na	4.7	na	3.2	11.6	10.3	19.2
Creative arts	na	3.4	2.6	3.3	35.5	8.0	7.6	9.8	2.9	na	2.2	na	0.9	4.2	2.9	6.7
Food, hospitality and personal services	na	-	1.0	0.0	15.8	0.0	1.2	2.3	10.5	na	18.3	na	8.4	-	10.7	0.1
Mixed field programs	na	-	1.8	-	-	-	0.6	-	4.0	na	18.3	na	24.8	17.3	11.4	0.6
Not applicable ⁵	na	-	-	-	-	-	-	-	-	na	-	na	28.5	58.3	6.3	1.9
Total (%)	na	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	na	100.0	na	100.0	100.0	100.0	100.0
Total ('000)	-	230.1	1.9	77.9	2.0	751.4	196.1	37.9	744.3	-	385.7	-	376.7	37.6	1706.7	1134.9

A dash (-) represents a true zero figure, with no data reported in this category; na is not applicable to this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 14 VET¹ equivalent full-time students and students by previous highest educational level, 2009¹¹

Highest educational level	VET ¹ equivalent full-time students		VET ¹ students	
	('000)	%	('000)	%
Bachelor degree or higher	41.8	6.9	120.9	7.1
Advanced diploma or associate degree	9.0	1.5	24.0	1.4
Diploma	26.7	4.4	64.2	3.8
Certificate IV	31.3	5.1	69.1	4.0
Certificate III	61.8	10.1	156.9	9.2
Certificate I or II	14.9	2.4	35.0	2.0
Miscellaneous education	3.6	0.6	12.3	0.7
Year 12	168.8	27.7	382.6	22.4
Year 11 or lower or did not go to school	183.9	30.2	584.2	34.2
Not known	67.7	11.1	257.4	15.1
Total	609.6	100.0	1706.7	100.0

For notes on tables, see page 23.

Source: National VET Provider Collection, 2009

Table 15 Commencing domestic higher education² equivalent full-time students and students by level of prior VET study for which credit or recognition of prior learning was offered, 2009¹¹

Level of prior VET study	Higher education ² equivalent full-time students		Higher education ² students	
	('000)	%	('000)	%
Graduate diploma/certificate	0.0	0.0	0.1	0.0
Advanced diploma	1.6	0.7	2.3	0.7
Diploma	3.7	1.7	5.7	1.8
Certificate IV	1.0	0.4	1.5	0.5
Certificate III	0.1	0.1	0.2	0.1
Certificate I or II	0.0	0.0	0.0	0.0
Other recognised courses	0.6	0.3	0.9	0.3
No credit or recognition of prior learning was offered for VET	213.6	96.8	305.3	96.6
Total commencing domestic students	220.7	100.0	316.0	100.0

For notes on tables, see page 23.

Source: Higher Education Statistics Collection, 2009

Table 16 State or territory¹² summaries, 2009

	VET ¹		Higher education ²		Total	
	('000)	%	('000)	%	('000)	%
Equivalent full-time students						
New South Wales	195.1	32.0	246.0	30.3	441.1	31.0
Victoria	188.7	31.0	221.7	27.3	410.4	28.9
Queensland	95.9	15.7	146.2	18.0	242.1	17.0
South Australia	38.9	6.4	56.8	7.0	95.7	6.7
Western Australia	62.6	10.3	87.1	10.7	149.7	10.5
Tasmania	12.3	2.0	15.2	1.9	27.5	1.9
Northern Territory	6.1	1.0	4.3	0.5	10.5	0.7
Australian Capital Territory	10.0	1.6	21.3	2.6	31.4	2.2
Multi-state	-	-	14.3	1.8	14.3	1.0
Total equivalent full-time students	609.6	100.0	813.0	100.0	1422.6	100.0
Students						
New South Wales	549.9	32.2	354.9	31.3		
Victoria	494.3	29.0	294.3	25.9		
Queensland	290.1	17.0	205.2	18.1		
South Australia	121.9	7.1	79.2	7.0		Not provided
Western Australia	157.2	9.2	121.1	10.7		
Tasmania	43.2	2.5	21.7	1.9		
Northern Territory	23.6	1.4	7.7	0.7		
Australian Capital Territory	26.5	1.6	30.1	2.7		
Multi-state	-	-	20.7	1.8		
Total students	1706.7	100.0	1134.9	100.0		

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 23.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Terms

AQF (Australian Qualifications Framework) is a nationally consistent framework of credentials offered in post-compulsory education and training that covers qualifications from certificate I through to a doctoral degree. For more details of the AQF, go to <http://www.aqf.edu.au>.

AQTF (Australian Qualifications Training Framework) is a set of nationally agreed quality assurance arrangements for training and assessment services delivered by Australian training organisations. The AQTF comprises standards for registered training organisations and standards for state and territory registering bodies and course accrediting bodies.

Commencing students are those who have enrolled in the course for the first time with the higher education provider.

Community education providers have a primary focus on education and training for personal and community development.

Cross-provider programs are programs of study in higher education that comprise a unit or a set of units of study that is being undertaken with one provider (the host provider) as part of a course of study for which the student is enrolled with another provider (the home provider).

Dual-sector institutes offer a substantial proportion of their activity in each sector and they must report to two levels of government and meet each sector's accreditation, funding, reporting and quality assurance arrangements.

Enrolment is the registration of a student at a training delivery location or a higher education provider for the purpose of undertaking a unit.

Equivalent full-time students provide a measure of activity undertaken by a student on a full-time basis for one year. In the higher education sector, the number of equivalent full-time students is known as the EFTSL. The EFTSL for units of study in higher education is set by the provider. In the VET sector, the number of equivalent students is known as FYTEs, which is calculated on hours of delivery (720 hours = 1 FYTE).

Field of education describes the broad area of study related to a qualification or subject in which a student is enrolled.

Full-time students are those whose student load aggregated across all units of study for all courses in the collection year is equivalent to the level required by a student undertaking at least 75% of normal full-time study load. The Department of Education, Employment and Workplace Relations (DEEWR) regards a full-time study load as 720 contact hours in a year. Therefore, in the VET sector, any student undertaking 540 hours or more is regarded as a full-time student.

Higher education is the education undertaken (excluding VET) to receive a qualification or further skills and training. Higher education is delivered by self-accrediting public and private universities and other higher education providers that can either operate as self-accrediting or non-self-accrediting providers.

Major course in the VET system relates to the highest VET qualification attempted by a student in the reporting year. In the higher education system, major course relates to the course which incurs the greatest load for students enrolled in more than one higher education course.

Non-self-accrediting providers refer to higher education institutes that offer higher education qualifications, which have been accredited or approved by a state or territory authority as a means of meeting the standards that apply to granting higher education qualifications.

Other government providers are government-owned and managed education facilities/organisations, other than TAFE, that deliver vocational education and training (for example, agricultural colleges).

Self-accrediting providers refer to higher education institutes that design and accredit or approve their own courses that lead to higher education qualifications.

Students are individuals who were enrolled in a subject or completed a qualification during the reporting period.

Tertiary education and training is formal education in higher education and vocational education and training, including enrolments in AQF certificate I qualifications through to doctorates by research, as well as enrolments in non-AQF courses and single vocational subjects.

Vocational education and training (VET) is the education (excluding higher education) which gives people work-related knowledge and skills. Providers of VET covered in this publication include registered training organisations in receipt of public funding, such as TAFE institutes, other government providers, community providers and other registered providers.

Notes on tables

- 1 'VET' relates to all VET activity (which includes publicly funded and fee-for-service) delivered by TAFE, other government providers and community providers, as well as publicly funded VET delivered by private providers. This information was sourced from the National VET Provider Collection.
- 2 'Higher education' includes activity reported by all higher education providers approved under Subsection 19-70(1) of the *Higher Education Support Act 2003*. This information was sourced from the Higher Education Statistics Collection.
- 3 'Dual-sector institutes' include Charles Darwin University, RMIT University, Swinburne University of Technology, University of Ballarat and Victoria University. 'TAFE institutes' were derived from a list of providers in the National VET Provider Collection in 2009 that were reported as a TAFE institute, Skills institute or Polytechnic. 'Public universities' were derived from the list of higher education providers presented in the 2009 full year tables in the publication *Students: selected higher education statistics* (available at <http://www.deewr.gov.au/HigherEducation/Publications/HEStatistics/Publications/Pages/2009FullYear.aspx>). 'Other providers' include community education providers, other government providers and private providers. For further information, see appendix A in the support document at www.ncver.edu.au/publications/2385.
- 4 VET students in Queensland can be reported as attending more than one provider.
- 5 'Not applicable' includes activity that cannot be classified to a field of education, such as higher education non-award courses, higher education bridging courses for overseas trained professionals and subject only enrolments.
- 6 Access/Remoteness Index of Australia (ARIA+) was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA) based on ARIA. ARIA+ is now the standard measure of remoteness endorsed by the Australian Bureau of Statistics (ABS). It is an index of remoteness derived from measures of road distances between populated localities and service centres. These road distances are then used to generate a remoteness score for any location in Australia. ARIA+ forms the basis for the ABS 'remoteness structure' component of the Australian Standard Geographical Classification. For more details refer to http://gisca.adelaide.edu.au/projects/category/about_aria.html.
- 7 'Outside Australia' refers to overseas postal addresses of students studying in Australia.
- 8 The Socio-Economic Indexes for Areas (SEIFA) is a suite of four summary measures developed to rank geographic areas across Australia in terms of their socioeconomic characteristics. These measures were created from 2006 Census information. The SEIFA data shown in this publication were derived by combining geographical information, measured in terms of student residential postal area, with a number from the SEIFA Index of Relative Socio-Economic Disadvantage. The VET data by SEIFA categories may not match data reported in other NCVER publications, as data in other NCVER publications were derived by combining the SEIFA index with geographical information measured in terms of the student statistical local area. For more details on this index, refer to <http://www.abs.gov.au/ausstats/abs@.nsf/mf/2033.0.55.001/>.
- 9 Around 30% of higher education students/equivalent full-time students were reported within the 'not known' SEIFA category. This mostly comprises international students as students with an overseas residential address cannot be classified to a number from the SEIFA Index of Relative Socio-Economic Disadvantage.
- 10 'Rural/remote localities' includes 'outer regional', 'remote', and 'very remote' ARIA+ categories.
- 11 There were no comparable data elements in the VET and higher education data collections on the highest educational level completed and the level of prior study for which credit was offered. For this reason, information in table 14 should not be compared with information in table 15.
- 12 This refers to the state or territory of the higher education provider or the VET submitting organisation.



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