2013

STUDENTS & COURSES

NCVER

Australian Government

Department of Industry

Australian vocational education and training statistics

Students and courses

2013

Highlights

- There were 1.88 million students enrolled in the publicly funded vocational education and training (VET) system in 2013.
- In 2013, compared with 2012:
  - Student numbers decreased by 3.4%.
  - Subject enrolments decreased by 3.9%.
  - Hours of delivery and full-year training equivalents (FYTEs) decreased by 2.7%.
  - Indigenous students decreased by 4.2%.
  - Students with a disability increased by 1.9%.
  - Students from non-English speaking backgrounds increased by 5.2%.
  - Government-funded students decreased by 3.9%.
  - Domestic fee-for-service students decreased by 1.2%.
  - International full fee-paying students decreased by 1.7%.
- 11.9% of people aged 15 to 64 years participated in the publicly funded VET system in Australia in 2013.
  - 30.9% of Australians aged between 15 and 19 years participated in the public VET system in 2013.
- In 2013 students in the publicly funded VET system comprised:
  - 42.0% aged 24 years and under
  - 51.9% males
  - 82.8% studying part-time.
- In 2013, 24.1% of all students were aged between 15 and 19 years.
- The number of Australian Qualifications Framework (AQF) qualifications completed in 2012 was 585 600, with 39.4% of AQF qualifications completed at certificate III level and 22.8% at certificate IV level.

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Introduction

This publication provides a summary of 2013 data relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The Australian VET system provides training across a wide range of subject areas and is delivered through a variety of training institutions and enterprises (including to apprentices and trainees).

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include technical and further education (TAFE) institutes, universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

Funding is provided by the Australian Government, state and territory governments, industry bodies, employers and individual students, through fees.

Scope

Information contained in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), Release 6.1. For further information go to: <http://www.ncver.edu.au/avetmiss/21055.html>.

Activity covered in this publication includes VET delivered by:

- TAFE and other government providers
- multi-sector higher education institutions
- community providers
- private providers.

This publication does not cover the following types of training activity:

- 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.[1]

More information

Data in this publication may be revised for a variety of reasons. For the latest data, please visit the NCVER Portal <http://www.ncver.edu.au>.

For additional data tables and pivot tables on students and courses, please refer to <http://www.ncver.edu.au/publications/2740.html>. These data tables include state and territory breakdowns of information contained in this publication and pivot tables to allow further manipulation of the data.

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[1] The National VET Provider Collection does not cover VET in Schools activity delivered by schools. However, VET in Schools activity that is funded through state training authorities or assessed by TAFE institutes is included in the National VET Provider Collection (that is, if the activity is funded through state training authorities or if the assessment is undertaken by TAFE institutes).

Technical notes

'Not known' information

Data reported in the National VET Provider Collection as 'not known' are reported for the following reasons:

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

Caution should be taken when using data with a large number of 'not known' responses. The extent of 'not known' data for some student characteristics is illustrated in the table below.

Proportion of students with 'not known' data	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)
Indigenous status	9.8	8.4	7.2	5.1	4.0
Disability status	13.2	13.6	12.8	10.7	9.7
Non-English speaking background	10.5	8.2	7.4	7.2	7.4

Reporting changes for 2013

In Tasmania, significant structural changes have occurred in the TasTAFE system and these may affect comparability of data between 2009 and 2013.

Credit transfer

While credit transfer is not reported in this publication (as the training effort occurred in previous years), it is an important component of the VET system. Data on credit transfer by state and territory for 2009–13 is presented in the table below.

State/territory	Subject enrolments by credit transfer				
	2009 ('000)	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)
New South Wales	557.5	535.4	537.6	463.9	573.3
Victoria	131.5	184.0	256.1	292.7	339.9
Queensland	123.0	136.1	144.1	165.8	214.2
South Australia	11.7	16.1	19.8	41.4	67.6
Western Australia	76.4	83.2	86.6	101.9	99.4
Tasmania	21.5	29.2	37.2	41.8	46.7
Northern Territory	13.3	16.3	19.4	18.3	19.3
Australian Capital Territory	12.3	12.1	17.7	16.9	14.1
Australia	**947.1**	**1 012.4**	**1 118.5**	**1 142.7**	**1 374.4**

Students and participation

In 2013, compared with 2012:

◼ The number of students enrolled in the public VET system decreased by 3.4%.	*Table 1*
◼ Total subject enrolments decreased by 3.9%, from 16.8 million to 16.2 million.	*Table 19*
◼ Total hours of delivery decreased by 2.7%, from 558.4 million to 543.5 million.	*Table 19*
◼ Full-year training equivalents (FYTEs) decreased by 2.7%, from 775 500 to 754 900.	*Table 19*

◼ South Australia was the only jurisdiction to record a growth in VET activity, with increases in student numbers (16.3%), subject enrolments (20.5%), hours of delivery (24.7%) and FYTEs (24.7%). All other jurisdictions reported declines in activity measures.   *Table 19*

   ▪ Students:
New South Wales (-5.8%), Victoria (-1.6%), Queensland (-12.8%), Western Australia (-2.1%), Tasmania (-0.0%), Northern Territory (-5.4%) and the Australian Capital Territory (-5.3%).   *Table 19*

   ▪ Subject enrolments:
New South Wales (-5.9%), Victoria (-3.5%), Queensland (-11.7%), Western Australia (-1.8%), Tasmania (-7.2%), Northern Territory (-4.1%) and the Australian Capital Territory (-14.1%).   *Table 19*

   ▪ Hours and FYTEs:
New South Wales (-6.0%), Victoria (-2.0%), Queensland (-10.6%), Western Australia (-0.2%), Tasmania (-9.1%), Northern Territory (-8.6%) and the Australian Capital Territory (-1.7%).   *Table 19*

◼ Commonwealth and state-funded students decreased by 3.9%.	*Table 13*
◼ Domestic fee-for-service students decreased by 1.2%.	*Table 13*
◼ International full-fee-paying students decreased by 1.7%.	*Table 13*
◼ The participation rate for persons aged 15 to 64 years decreased from 12.5% to 11.9%.	*Table 2*
◼ Students aged 15 to 24 years decreased by 5.1%, from 820 700 to 778 900.	*Table 3*
◼ Students aged 25 to 44 years decreased by 1.6%, from 713 000 to 701 600.	*Table 3*
◼ Students aged 45 to 64 years decreased by 3.4%, from 366 700 to 354 100.	*Table 3*
◼ Indigenous students decreased by 4.2%, from 89 900 to 86 100.	*Table 3*
◼ Students with a disability increased by 1.9%, from 124 800 to 127 200.	*Table 3*
◼ Students from non-English speaking backgrounds increased by 5.2%, from 306 600 to 322 500.	*Table 3*
◼ The number of apprentices and trainees undertaking off-the-job training at publicly funded training providers decreased by 12.7%, from 397 100 to 346 700.	*Table 3*

Selected student characteristics for 2013 show:

◼ Males made up more than half (51.9%) of the student population. The decline in student numbers was greater for females (-4.1%) than for males (-2.7%).	*Table 3*
◼ The proportion of students aged 15 to 24 years decreased from 42.2% to 41.5%, whereas the proportion of students aged 25 to 44 years increased from 36.7% to 37.4%. Students aged 45 to 64 years remained stable, comprising 18.9% of the student population.	*Table 3*
◼ The proportion of students who are apprentices and trainees has fallen from 20.4% to 18.5%.	*Table 3*
◼ Although the majority (82.8%) of students study part-time, this proportion has been slowly declining in recent years.	*Table 3*

Courses and qualifications

In 2013, compared with 2012:

- Students undertaking AQF qualifications declined by 3.8% to 1.6 million. *Table 4*
- Two in every five (41.1%) students studying AQF qualifications were enrolled in certificate III, followed by certificate IV (19.8%) and certificate II (17.6%). *Table 4*
- Students studying certificate I, bachelor degrees (pass and honours) and graduate diplomas were the only AQF levels to increase – by 8.6%, 29.3% and 7.6% respectively. *Table 4*
- Overall, students enrolled in non-AQF activity declined by 1.1%, including students enrolled in 'other recognised courses' (-13.5%) and students in non-award courses (-12.2%). In contrast, students enrolled in subjects only (no qualifications) increased by 29.2% to 103 100 students. *Table 4*
- The number of students enrolled in national training package qualifications declined by 4.9% to 1.4 million. Students undertaking national training package qualifications represent almost three-quarters (74.2%) of the total training activity. *Table 4*
- Students enrolled in nationally accredited courses, higher level qualifications and subject only enrolments all increased – by 0.8%, 18.5% and 29.2% respectively. *Table 4*
- Natural and physical sciences recorded the largest growth of all fields of education (14.4%), while management and commerce experienced the largest decline (-16.1%). *Table 4*
- Transport and logistics (24.0%) and Skills DMC (16.6%) experienced the largest growth of all industry skills councils, while Services experienced the largest decline (-15.9%). *Table 7*

Selected course and qualification characteristics for 2013 show:

- Students undertaking AQF qualifications accounted for 85.2% of all students. *Table 4*
- Management and commerce was the most popular field of education, with 18.7% of all students. *Table 4*
- Innovation and Business Skills Australia was the most popular industry skills council, with 24.8% of all students enrolled in training package qualifications belonging to this industry skills council. *Table 7*
- Community Services (CHC) was the most popular training package, accounting for 15.2% of all students enrolled in training packages. *Table 8*

Subject results

Selected subject result characteristics for 2013 show:

- More than eight out of ten (83.0%) subjects (units of competency/modules) were successfully completed when measured by FYTEs. *Table 16*
- Non-assessable subjects (units of competency/modules) were the only subjects to increase between 2012 and 2013: '*Not assessed – not completed'*, increased by 28.9% and '*Not assessed – completed'* increased by 0.5% (when measured by FYTEs). *Table 16*

Training providers

In 2013, compared with 2012:

- Students enrolled at 'TAFE and other government providers' declined by 5.4%, while students at 'other registered providers' declined by 2.4%. Only students attending adult and community education (ACE) providers increased, by 14.9% to 132 100 students. *Table 11*

Selected training provider characteristics for 2013 show:

- A total of 2094 training organisations delivered publicly funded VET in 2013. *Table 14*
- Just under two-thirds (63.4%) of students attended 'TAFE and other government providers'. *Table 11*
- More than four out of five (84.6%) students enrolled at 'TAFE and other government providers' and 96.5% of students at 'other registered providers' were enrolled in AQF qualifications. *Table 12*

Tables

Table 1   Number of students in VET ('000) by states or territories, 2002–13

Year	NSW[1]	Vic.[2]	Qld.	SA[3]	WA	Tas.[4]	NT[5]	ACT	Australia[1,2,3,4,5]
2002	553.3	496.8	298.6	140.1	131.9	32.6	22.4	19.7	1 695.4
2003	588.4	511.2	297.6	122.4	130.4	35.8	19.9	21.8	1 727.6
2004	517.5	480.7	278.8	122.4	126.5	38.5	19.7	22.3	1 606.4
2005	562.1	459.1	290.4	125.2	130.1	39.7	21.3	23.0	1 650.8
2006	565.3	471.1	293.3	121.7	137.2	41.8	21.9	23.6	1 676.0
2007	549.0	472.9	287.1	123.0	142.3	43.9	22.8	24.0	1 665.0
2008	550.9	490.0	291.3	125.3	149.1	46.3	22.2	24.7	1 699.7
2009	549.9	494.3	290.1	121.9	157.2	43.2	23.6	26.5	1 706.7
2010	583.2	520.0	303.0	123.9	166.0	49.6	24.1	29.4	1 799.0
2011	586.7	597.0	305.8	123.3	167.7	47.4	24.4	29.4	1 881.9
2012	598.5	645.7	292.0	142.5	167.3	43.0	24.3	30.1	1 943.2
2013	564.0	635.2	254.5	165.7	163.8	43.0	22.9	28.5	1 877.5
2012–13 % change	-5.8	-1.6	-12.8	16.3	-2.1	-0.0	-5.4	-5.3	-3.4

For notes on tables, see pages 23–4.

Table 2   Participation rate[6] (%) of Australians aged 15 years and older in VET, 2009–13

Age group	2009	2010	2011	2012	2013
15 to 19 years	30.6	31.6	32.9	33.4	30.9
20 to 24 years	18.2	19.1	19.9	20.5	19.8
25 to 44 years	9.7	10.3	10.7	11.0	10.6
45 to 64 years	5.8	6.2	6.3	6.5	6.2
65 years and over	0.9	0.8	0.8	0.8	0.9
15 to 64 years	11.3	11.8	12.2	12.5	11.9

For notes on tables, see pages 23–4.

Sources: NCVER National VET Provider Collections 2009–13; Australian Bureau of Statistics (ABS), *Australian Demographic Statistics*, September 2013, table 59, cat.no.3101.0.

Table 3   Student characteristics, 2009–13

Student characteristic	2009[2,3] ('000)	2010 ('000)	2011[1,5] ('000)	2012 ('000)	2013[4] ('000)	2013[4] %	2012–13 % change
Sex							
Males	896.2	942.2	972.6	1 001.5	974.7	51.9	-2.7
Females	805.6	852.0	904.3	937.7	899.4	47.9	-4.1
Not known	4.8	4.7	5.0	4.0	3.4	0.2	-14.8
Age							
14 years and under	12.9	11.8	13.0	12.2	9.5	0.5	-22.8
15 to 19 years	447.4	462.0	478.2	488.1	453.4	24.1	-7.1
20 to 24 years	287.4	307.0	321.3	332.6	325.5	17.3	-2.1
25 to 44 years	601.4	643.9	681.2	713.0	701.6	37.4	-1.6
45 to 64 years	312.7	340.3	354.5	366.7	354.1	18.9	-3.4
65 years and over	25.9	25.1	25.2	25.1	29.8	1.6	18.7
Not known	18.9	8.9	8.6	5.6	3.7	0.2	-34.0
Student remoteness (ARIA+) region[7]							
Major cities	917.7	966.7	1 075.9	1 145.8	1 129.7	60.2	-1.4
Inner regional	394.9	417.6	437.5	450.2	421.8	22.5	-6.3
Outer regional	249.9	263.3	218.8	222.2	207.9	11.1	-6.4
Remote	41.1	43.4	42.9	44.0	40.3	2.1	-8.3
Very remote	34.8	37.6	26.1	25.0	22.5	1.2	-10.0
Overseas[8]	50.0	47.1	39.6	33.7	35.7	1.9	6.1
Not known	18.3	23.3	41.1	22.4	19.6	1.0	-12.5
Indigenous status							
Indigenous	74.8	83.2	87.7	89.9	86.1	4.6	-4.2
Non-Indigenous	1 464.5	1 565.0	1 659.1	1 754.9	1 717.1	91.5	-2.2
Not known	167.4	150.8	135.1	98.4	74.3	4.0	-24.5
Disability (including impairment or long-term condition)							
With a disability	100.9	110.1	119.4	124.8	127.2	6.8	1.9
Without a disability	1 379.9	1 444.1	1 521.7	1 610.7	1 567.4	83.5	-2.7
Not known	225.8	244.8	240.8	207.6	182.9	9.7	-11.9
English (main language spoken at home)							
Non-English	254.3	271.4	287.6	306.6	322.5	17.2	5.2
English	1 272.7	1 380.1	1 454.1	1 496.9	1 416.8	75.5	-5.4
Not known	179.7	147.5	140.2	139.8	138.2	7.4	-1.1
Study mode[9]							
Full-time	240.1	263.4	290.2	325.0	323.5	17.2	-0.5
Part-time	1 466.5	1 535.6	1 591.7	1 618.2	1 554.0	82.8	-4.0
Apprentice/trainee status[10]							
Apprentices and trainees undertaking off-the-job training	345.8	359.5	388.8	397.1	346.7	18.5	-12.7
Not apprentices and trainees	1 360.9	1 439.5	1 493.1	1 546.1	1 530.8	81.5	-1.0
SEIFA IRSD[11]							
Quintile 1 (Most disadvantaged)	252.5	265.7	430.3	448.2	436.2	23.2	-2.7
Quintile 2	402.9	425.3	416.1	436.1	421.6	22.5	-3.3
Quintile 3	352.8	371.7	361.1	378.6	366.9	19.5	-3.1
Quintile 4	347.7	369.4	335.8	357.3	345.0	18.4	-3.4
Quintile 5 (Least disadvantaged)	254.7	266.2	256.4	265.4	251.3	13.4	-5.3
Not known	96.1	100.8	82.2	57.7	56.5	3.0	-2.1
Total students	**1 706.7**	**1 799.0**	**1 881.9**	**1 943.2**	**1 877.5**	**100.0**	**-3.4**

For notes on tables, see pages 23–4.
A vertical dashed line signifies a break-in-series.

Table 4   Students by major courses and qualifications, 2009–13

	2009[2,3]	2010	2011[1,5]	2012	2013[4]		2012–13
	('000)	('000)	('000)	('000)	('000)	%	% change
AQF qualifications[12]							
Diploma or higher	200.0	233.0	262.2	268.3	244.6	13.0	-8.8
Graduate diploma	0.1	0.2	0.1	0.1	0.1	0.0	7.6
Graduate certificate	1.8	1.4	2.3	2.5	2.2	0.1	-11.7
Bachelor degree (Honours and Pass)	2.0	2.2	2.5	3.1	4.0	0.2	29.3
Advanced diploma	38.1	39.3	39.6	38.9	31.2	1.7	-19.7
Associate degree	0.2	0.2	0.1	0.6	0.2	0.0	*-58.2*
Diploma	157.8	189.7	217.7	223.2	206.9	11.0	-7.3
Certificate IV	218.5	254.1	305.9	337.8	316.0	16.8	-6.4
Certificate III	525.8	553.3	608.1	660.3	657.2	35.0	-0.5
Certificate II	295.6	312.3	314.9	303.2	281.1	15.0	-7.3
Certificate I	90.1	90.0	83.9	93.0	101.0	5.4	8.6
AQF sub-total	*1 330.0*	*1 442.7*	*1 575.0*	*1 662.6*	*1 599.9*	*85.2*	*-3.8*
Non-AQF qualifications[12]							
Other recognised courses[13]	209.5	208.8	167.6	142.1	123.0	6.6	-13.5
Non-award courses	59.7	71.9	65.3	58.7	51.5	2.7	-12.2
Subject only – no qualification[13]	107.5	75.6	74.0	79.8	103.1	5.5	29.2
Non-AQF sub-total	*376.7*	*356.3*	*306.9*	*280.6*	*277.6*	*14.8*	*-1.1*
Field of education							
Natural and physical sciences	6.3	7.5	7.8	8.3	9.4	0.5	14.4
Information technology	33.2	37.3	28.6	35.2	37.2	2.0	5.7
Engineering and related technologies	283.6	303.7	324.1	324.3	317.6	16.9	-2.1
Architecture and building	126.1	142.4	135.7	126.0	127.5	6.8	1.2
Agriculture, environmental and related studies	71.0	77.2	79.7	71.1	62.8	3.3	-11.7
Health	89.3	97.5	99.8	100.5	93.6	5.0	-6.9
Education	57.2	62.1	64.3	69.5	69.5	3.7	0.1
Management and commerce	328.4	358.4	408.8	419.7	352.0	18.7	-16.1
Society and culture	176.4	205.5	233.6	251.6	256.5	13.7	1.9
Creative arts	49.4	53.6	53.3	52.0	44.9	2.4	-13.6
Food, hospitality and personal services	183.4	182.7	188.9	193.3	173.4	9.2	-10.3
Mixed field programmes	195.0	195.4	183.2	212.0	230.0	12.3	8.5
Subject only – no field of education[13]	107.5	75.6	74.0	79.8	103.1	5.5	29.2
Type of accreditation							
National training package qualifications	1 130.0	1 258.7	1 399.8	1 465.5	1 393.2	74.2	-4.9
Nationally accredited courses	233.3	222.0	205.5	230.5	232.3	12.4	0.8
Higher level qualifications[14]	na	na	na	4.0	4.8	0.3	18.5
Other courses	235.9	242.7	202.5	163.4	144.1	7.7	-11.8
Subject only – no accreditation[13]	107.5	75.6	74.0	79.8	103.1	5.5	29.2
Total students	**1 706.7**	**1 799.0**	**1 881.9**	**1 943.2**	**1 877.5**	**100.0**	**-3.4**

na This data element was not available for reporting at that time.

For notes on tables, see pages 23–4.

Table 5   Number of students by major courses and qualifications, by selected demographic characteristics, 2013

	Total	Male	Female	Aged 24 years and below	Aged 25 to 44 years	Aged 45 to 64 years	Indigenous
	('000)	%	%	%	%	%	%
AQF qualifications[12]							
Diploma or higher	244.6	9.3	17.1	10.2	16.6	13.0	6.1
Graduate diploma	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Graduate certificate	2.2	0.1	0.2	0.0	0.2	0.2	0.0
Bachelor degree (Honours and Pass)	4.0	0.2	0.2	0.3	0.2	0.1	0.0
Advanced diploma	31.2	1.7	1.6	1.5	2.0	1.4	0.3
Associate degree	0.2	0.0	0.0	0.0	0.0	0.0	0.0
Diploma	206.9	7.4	15.0	8.3	14.3	11.3	5.8
Certificate IV	316.0	15.5	18.3	11.3	21.0	21.6	10.3
Certificate III	657.2	38.9	30.8	41.8	32.4	27.1	30.2
Certificate II	281.1	16.0	13.8	22.5	9.7	9.2	27.3
Certificate I	101.0	5.5	5.2	4.9	5.2	6.1	12.7
AQF sub-total	*1 599.9*	*85.3*	*85.2*	*90.8*	*84.8*	*77.0*	*86.6*
Non-AQF qualifications[12]							
Other recognised courses[13]	123.0	7.2	5.9	4.7	6.9	9.3	6.9
Non-award courses	51.5	2.9	2.5	1.8	3.1	4.2	1.7
Subject only – no qualification[13]	103.1	4.6	6.3	2.7	5.2	9.6	4.8
Non-AQF sub-total	*277.6*	*14.7*	*14.8*	*9.2*	*15.2*	*23.0*	*13.4*
Field of education							
Natural and physical sciences	9.4	0.4	0.6	0.4	0.7	0.5	0.2
Information technology	37.2	2.9	1.0	2.6	1.6	1.4	1.6
Engineering and related technologies	317.6	29.9	2.9	18.2	17.1	14.8	13.6
Architecture and building	127.5	12.2	1.0	9.8	5.5	3.1	6.1
Agriculture, environmental and related studies	62.8	4.9	1.6	3.1	3.4	3.9	6.4
Health	93.6	3.2	6.9	4.0	5.6	6.2	4.6
Education	69.5	3.1	4.4	1.2	4.7	7.2	4.0
Management and commerce	352.0	13.1	24.9	18.1	20.7	17.5	15.1
Society and culture	256.5	6.3	21.7	12.1	15.0	15.2	16.1
Creative arts	44.9	2.0	2.8	3.6	1.5	1.5	3.5
Food, hospitality and personal services	173.4	6.7	12.0	14.2	6.0	5.0	8.7
Mixed field programmes	230.0	10.7	14.0	10.1	13.1	14.2	15.5
Subject only – no field of education[13]	103.1	4.6	6.3	2.7	5.2	9.6	4.8
Type of accreditation							
National training package qualifications	1 393.2	75.1	73.2	80.6	73.1	66.4	72.3
Nationally accredited courses	232.3	11.4	13.5	10.9	13.1	13.2	16.8
Higher level qualifications[14]	4.8	0.2	0.3	0.3	0.2	0.1	0.0
Other courses	144.1	8.7	6.6	5.6	8.3	10.8	6.1
Subject only – no accreditation[13]	103.1	4.6	6.3	2.7	5.2	9.6	4.8
Total (%)	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total students ('000)	**1 877.5**	**974.7**	**899.4**	**788.3**	**701.6**	**354.1**	**86.1**

For notes on tables, see pages 23–4.

Table 6   Number of students by major courses and qualifications, by additional student characteristics, 2013

	Total	From rural/remote localities[15]	With a disability	Main language spoken at home is non-English	Full-time[9]	Part-time[9]	Apprentices and trainees (off-the-job)[10]
	('000)	%	%	%	%	%	%
AQF qualifications[12]							
Diploma or higher	244.6	8.1	9.4	14.6	27.3	10.0	4.9
Graduate diploma	0.1	0.0	0.0	0.0	0.0	0.0	-
Graduate certificate	2.2	0.1	0.1	0.1	0.2	0.1	0.0
Bachelor degree (Honours and Pass)	4.0	0.0	0.2	0.3	0.3	0.2	0.0
Advanced diploma	31.2	0.6	1.3	2.7	4.6	1.1	0.2
Associate degree	0.2	0.0	0.0	0.0	0.0	0.0	-
Diploma	206.9	7.4	7.9	11.4	22.2	8.7	4.7
Certificate IV	316.0	12.9	13.5	15.4	22.5	15.6	14.0
Certificate III	657.2	35.8	28.5	31.9	38.4	34.3	76.5
Certificate II	281.1	18.8	18.4	13.6	7.2	16.6	4.6
Certificate I	101.0	5.5	13.1	9.5	2.5	6.0	0.0
AQF sub-total	*1 599.9*	*81.0*	*82.9*	*85.0*	*98.0*	*82.6*	*100.0*
Non-AQF qualifications[12]							
Other recognised courses[13]	123.0	8.0	6.5	7.4	1.5	7.6	-
Non-award courses	51.5	3.3	2.5	2.8	0.1	3.3	-
Subject only – no qualification[13]	103.1	7.7	8.0	4.8	0.4	6.6	-
Non-AQF sub-total	*277.6*	*19.0*	*17.1*	*15.0*	*2.0*	*17.4*	*-*
Field of education							
Natural and physical sciences	9.4	0.4	0.4	0.7	1.0	0.4	0.7
Information technology	37.2	1.6	3.8	2.2	3.6	1.6	0.6
Engineering and related technologies	317.6	21.3	10.7	11.7	14.7	17.4	37.0
Architecture and building	127.5	5.1	3.5	4.9	8.4	6.5	12.7
Agriculture, environmental and related studies	62.8	7.8	3.6	1.2	3.7	3.3	3.9
Health	93.6	5.2	3.9	3.9	5.6	4.9	1.5
Education	69.5	4.0	2.5	3.0	1.3	4.2	0.4
Management and commerce	352.0	14.4	16.2	17.1	17.5	19.0	20.2
Society and culture	256.5	13.1	13.8	15.5	21.5	12.0	8.6
Creative arts	44.9	1.4	3.6	1.6	5.4	1.8	0.4
Food, hospitality and personal services	173.4	8.8	7.4	7.0	7.4	9.6	13.9
Mixed field programmes	230.0	9.2	22.7	26.5	9.5	12.8	0.1
Subject only – no field of education[13]	103.1	7.7	8.0	4.8	0.4	6.6	-
Type of accreditation							
National training package qualifications	1 393.2	74.6	64.0	60.4	85.6	71.8	99.7
Nationally accredited courses	232.3	7.8	21.8	27.5	12.5	12.4	0.3
Higher level qualifications[14]	4.8	0.0	0.2	0.4	0.4	0.2	0.0
Other courses	144.1	9.9	6.0	6.8	1.2	9.0	-
Subject only – no accreditation[13]	103.1	7.7	8.0	4.8	0.4	6.6	-
Total (%)	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total students ('000)	**1 877.5**	**270.7**	**127.2**	**322.5**	**323.5**	**1 554.0**	**346.7**

A dash (-) represents a true zero figure, with no data reported in this category.
For notes on tables, see pages 23–4.

Table 7   Students ('000) by industry skills councils,[16,17] 2009–13

Industry skills council	2009	2010	2011	2012	2013
AgriFood	83.5	87.8	91.6	90.7	88.2
Auto Skills Australia	38.9	40.1	40.8	44.1	45.6
Community Services and Health	172.2	204.2	230.0	253.8	269.0
Construction and Property Services	97.8	125.2	128.6	125.2	126.3
E-oz Energy	44.7	51.4	54.7	54.0	52.6
ForestWorks	5.1	4.8	4.9	2.8	2.8
Government	9.2	10.8	12.6	11.7	10.4
Innovation and Business	304.7	336.9	386.3	403.0	345.6
Manufacturing	80.9	87.3	96.7	105.0	102.9
Service	236.9	248.5	273.6	282.6	237.6
SkillsDMC	15.0	18.2	26.4	34.6	40.3
Transport and Logistics	41.1	43.5	53.6	58.1	72.0
World Vision Australia	-	-	-	-	-
Total training packages assigned to industry skills councils	**1 130.0**	**1 258.7**	**1 399.8**	**1 465.5**	**1 393.2**
Total non-training packages	**576.7**	**540.3**	**482.1**	**477.7**	**484.3**
Total students	**1 706.7**	**1 799.0**	**1 881.9**	**1 943.2**	**1 877.5**

A dash (-) represents a true zero figure, with no data reported in this category.
For notes on tables, see pages 23–4.

Table 8   Students in top 20 parent training packages,[17,18] 2009–13

Training packages	2009 ('000)	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2013 %
Community Services (CHC)	120.6	144.2	171.8	195.0	212.1	15.2
Business Services (BSA, BSB)	145.4	174.7	221.5	233.9	186.5	13.4
Tourism, Hospitality and Events (SIT, THH, THT)	139.5	136.2	142.0	147.3	133.0	9.5
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	75.6	101.0	101.3	99.9	101.2	7.3
Transport and Logistics (TAL, TDT, TLI)	35.7	37.9	48.0	52.3	66.6	4.8
Health (HLT)	51.6	60.1	58.3	58.9	56.9	4.1
Metal and Engineering (MEM)	50.8	49.9	50.5	53.0	51.4	3.7
Electrotechnology (UEE, UTE, UTL)	42.5	49.3	52.2	51.4	50.5	3.6
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH)	50.1	53.2	54.5	52.2	48.6	3.5
Automotive Industry Retail, Service and Repair (AUR)	38.5	39.6	40.3	43.4	45.0	3.2
Financial Services (FNA, FNB, FNS)	39.9	43.3	47.8	48.3	44.1	3.2
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	15.0	18.2	26.4	34.6	40.3	2.9
Retail Services (SIR, WRP, WRR, WRW)	47.0	52.0	60.0	62.5	39.4	2.8
Information and Communications Technology (ICA)	47.2	44.2	40.7	38.5	35.9	2.6
Training and Education (BSZ, TAA, TAE)	30.7	34.4	36.6	40.3	35.7	2.6
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	21.0	25.9	35.2	36.4	29.5	2.1
Property Services (CPP, PRD, PRM, PRS)	22.2	24.2	27.3	25.3	25.0	1.8
Hairdressing (SIH, WRH)	18.5	21.2	21.1	20.1	18.1	1.3
Beauty (SIB, WRB)	8.2	10.7	13.2	14.4	15.9	1.1
Visual Arts, Craft and Design (CUV)	12.7	13.3	12.7	13.1	14.4	1.0
Students in top 20 training packages	**1 012.7**	**1 133.5**	**1 261.4**	**1 320.8**	**1 250.0**	**89.7**
Other training packages	**117.3**	**125.2**	**138.4**	**144.8**	**143.2**	**10.3**
Total training packages	**1 130.0**	**1 258.7**	**1 399.8**	**1 465.5**	**1 393.2**	**100.0**

For notes on tables, see pages 23–4.

Table 9   AQF qualification completions[19] ('000) by industry skills councils,[16,17] 2009–12

Industry skills council	2009	2010	2011	2012
AgriFood	23.0	24.1	28.1	28.3
Auto Skills Australia	11.4	12.3	13.3	13.8
Community Services and Health	59.7	70.9	85.0	95.1
Construction and Property Services	23.6	30.7	35.8	36.3
E-oz Energy	8.1	10.4	12.4	12.2
ForestWorks	0.3	0.6	0.6	0.5
Government	3.6	3.8	4.8	5.0
Innovation and Business	107.8	123.9	148.6	166.6
Manufacturing	20.1	21.6	24.8	29.0
Service	65.8	74.2	90.4	106.6
SkillsDMC	4.4	4.8	9.4	10.2
Transport and Logistics	10.7	13.0	19.9	23.5
World Vision Australia	-	-	-	-
Total training packages	**338.6**	**390.3**	**473.1**	**527.2**
Total non-training packages	**55.2**	**53.2**	**48.3**	**58.4**
Total qualification completions	**393.9**	**443.5**	**521.4**	**585.6**

A dash (-) represents a true zero figure, with no data reported in this category.

For notes on tables, see pages 23–4.

Table 10   Qualification completions[19] in top 20 parent training packages,[18] 2009–12

Training packages	2009	2010	2011	2012	
	('000)	('000)	('000)	('000)	%
Business Services (BSA, BSB)	52.8	65.9	82.4	96.1	18.2
Community Services (CHC)	47.8	56.2	68.2	77.2	14.7
Tourism, Hospitality and Events (SIT, THH, THT)	29.4	31.5	35.0	39.9	7.6
Retail Services (SIR, WRP, WRR, WRW)	18.0	21.8	27.2	32.9	6.2
Training and Education (BSZ, TAA, TAE)	15.0	19.0	24.2	25.2	4.8
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	15.4	18.4	19.9	23.9	4.5
Transport and Logistics (TAL, TDT, TLI)	8.8	10.7	17.4	20.8	3.9
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	7.3	9.2	15.2	20.1	3.8
Health (HLT)	11.9	14.6	16.9	17.9	3.4
Financial Services (FNA, FNB, FNS)	12.9	13.4	15.1	17.3	3.3
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH)	12.3	13.2	15.9	16.5	3.1
Automotive Industry Retail, Service and Repair (AUR)	11.2	12.1	13.2	13.6	2.6
Information and Communications Technology (ICA)	14.8	13.5	13.9	13.0	2.5
Property Services (CPP, PRD, PRM, PRS)	8.2	12.4	15.9	12.4	2.3
Metal and Engineering (MEM)	11.4	11.3	11.4	11.7	2.2
Electrotechnology (UEE, UTE, UTL)	7.7	10.0	12.0	11.4	2.2
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	4.4	4.8	9.4	10.2	1.9
Manufacturing (MCM, MSA)	1.4	2.1	4.5	7.7	1.5
Hairdressing (SIH, WRH)	6.3	6.6	6.6	6.9	1.3
Beauty (SIB, WRB)	3.6	4.1	5.2	5.9	1.1
Qualification completions in top 20 training packages	**300.7**	**350.7**	**429.5**	**480.6**	**91.2**
Other training packages	**37.9**	**39.6**	**43.6**	**46.6**	**8.8**
Total training package completions	**338.6**	**390.3**	**473.1**	**527.2**	**100.0**

For notes on tables, see pages 23–4.

Table 11   Provider type profile by number of students, hours of delivery and full-year training equivalents, 2009–13

	2009[2,3]	2010	2011[1,5]	2012	2013[4]		2012–13
	('000)	('000)	('000)	('000)	('000)	%	% change
Number of students							
TAFE and other government providers	1 274.4	1 298.8	1 248.1	1 257.6	1 190.2	63.4	-5.4
Community education providers	151.9	135.9	130.0	115.0	132.1	7.0	14.9
Other registered providers	267.3	347.6	482.8	550.7	537.6	28.6	-2.4
Students attending various providers	13.1	16.7	21.0	20.0	17.6	0.9	-11.9
Total students	**1 706.7**	**1 799.0**	**1 881.9**	**1 943.2**	**1 877.5**	**100.0**	**-3.4**
Number of full-year training equivalents[20]							
TAFE and other government providers	511.5	522.1	510.4	530.2	511.8	67.8	-3.5
Community education providers	25.5	24.9	26.0	29.8	29.2	3.9	-1.8
Other registered providers	72.5	108.9	175.3	215.6	213.8	28.3	-0.8
Total full-year training equivalents	**609.6**	**655.8**	**711.7**	**775.5**	**754.9**	**100.0**	**-2.7**
Number of hours of delivery							
TAFE and other government providers	368 290.7	375 877.2	367 500.3	381 716.9	368 527.5	67.8	-3.5
Community education providers	18 388.1	17 909.2	18 708.3	21 436.1	21 056.9	3.9	-1.8
Other registered providers	52 221.2	78 399.3	126 243.0	155 222.4	153 962.6	28.3	-0.8
Total hours of delivery	**438 900.0**	**472 185.7**	**512 451.6**	**558 375.3**	**543 546.9**	**100.0**	**-2.7**

For notes on tables, see pages 23–4.

Table 12   Students by type of qualifications, by provider type profile, 2009–13

	2009	2010	2011	2012	2013		2012–13
	('000)	('000)	('000)	('000)	('000)	%	% change
AQF qualifications[12]							
TAFE and other government providers	991.8	1 028.2	1 022.6	1 048.7	1 006.9	53.6	-4.0
Community education providers	69.5	64.4	62.5	64.4	56.9	3.0	-11.8
Other registered providers	255.8	333.6	469.0	529.6	518.5	27.6	-2.1
Students attending various providers	12.9	16.5	20.9	19.9	17.6	0.9	-11.6
Total AQF students	*1 330.0*	*1 442.7*	*1 575.0*	*1 662.6*	*1 599.9*	*85.2*	*-3.8*
Non-AQF qualifications[12,13,21]							
TAFE and other government providers	282.6	270.6	225.5	208.9	183.3	9.8	-12.2
Community education providers	82.3	71.5	67.5	50.5	75.2	4.0	48.8
Other registered providers	11.5	14.0	13.8	21.1	19.0	1.0	-9.6
Students attending various providers	0.2	0.2	0.1	0.1	0.0	0.0	-89.7
Total non-AQF students	*376.7*	*356.3*	*306.9*	*280.6*	*277.6*	*14.8*	*-1.1*
Total students	**1 706.7**	**1 799.0**	**1 881.9**	**1 943.2**	**1 877.5**	**100.0**	**-3.4**

For notes on tables, see pages 23–4.

Table 13 Funding[22,23] of VET training, 2009–13

	2009[2,3] ('000)	2010 ('000)	2011[1,5] ('000)	2012 ('000)	2013[4] ('000)	%	2012–13 % change
Number of students							
Government funding	1 278.1	1 363.3	1 483.7	1 547.3	1 486.6	79.2	-3.9
Only fee-for-service – domestic	382.1	391.7	361.7	365.5	361.0	19.2	-1.2
Only fee-for-service – international	46.5	44.0	36.5	30.4	29.9	1.6	-1.7
Total students	**1 706.7**	**1 799.0**	**1 881.9**	**1 943.2**	**1 877.5**	**100.0**	**-3.4**
Number of full-year training equivalents[20]							
Government funding	498.5	545.8	612.1	673.6	651.8	86.3	-3.2
Fee-for-service – domestic	71.4	71.7	70.4	78.0	80.7	10.7	3.4
Fee-for-service – international	39.8	38.3	29.2	23.9	22.4	3.0	-6.1
Total full-year training equivalents	**609.6**	**655.8**	**711.7**	**775.5**	**754.9**	**100.0**	**-2.7**
Number of hours of delivery							
Government funding	358 892.0	393 002.5	440 678.7	484 982.6	469 308.9	86.3	-3.2
Fee-for-service – domestic	51 379.5	51 598.7	50 723.6	56 188.2	58 084.6	10.7	3.4
Fee-for-service – international	28 628.5	27 584.6	21 049.2	17 204.5	16 153.5	3.0	-6.1
Total hours of delivery	**438 900.0**	**472 185.7**	**512 451.6**	**558 375.3**	**543 546.9**	**100.0**	**-2.7**

For notes on tables, see pages 23–4.

Table 14 Provider type profile, 2013

	Training providers				Training providers reporting[24]
	TAFE	Other government providers	Community education providers	Other providers	
New South Wales	11	1	40	507	532
Victoria	18	-	288	420	726
Queensland	13	1	16	518	548
South Australia[25]	3	-	66	273	338
Western Australia	11	7	13	300	331
Tasmania	1	-	-	128	129
Northern Territory	2	-	-	91	93
Australian Capital Territory	1	-	-	80	81
Total training providers[26]	**60**	**9**	**423**	**1 670**	**2 094**

A dash (-) represents a true zero figure, with no data reported in this category.
For notes on tables, see pages 23–4.

Table 15 **Funding[22,23] of VET training by provider type profile, 2009–13**

	2009[2,3]	2010	2011[1,5]	2012	2013[4]		2012–13
	('000)	('000)	('000)	('000)	('000)	%	% change
Number of students							
TAFE and other government providers							
Government funding	876.3	891.3	875.3	883.2	826.0	44.0	-6.5
Only fee-for-service – domestic	351.6	363.5	338.4	344.8	335.4	17.9	-2.7
Only fee-for-service – international	46.5	44.0	34.5	29.6	28.8	1.5	-2.5
Sub-total TAFE and other government providers	*1 274.4*	*1 298.8*	*1 248.1*	*1 257.6*	*1 190.2*	*63.4*	*-5.4*
Community education providers[2]							
Government funding	122.6	109.6	108.3	96.4	108.7	5.8	12.8
Only fee-for-service – domestic	29.3	26.3	21.7	18.5	23.1	1.2	24.7
Only fee-for-service – international	-	0.0	0.0	0.0	0.2	0.0	536.8
Sub-total community education providers	*151.9*	*135.9*	*130.0*	*115.0*	*132.1*	*7.0*	*14.9*
Other registered providers[2]							
Government funding	267.3	347.6	482.8	550.7	537.6	28.6	-2.4
Only fee-for-service – domestic	Not applicable for scope of publication						
Only fee-for-service – international							
Sub-total other registered providers	*267.3*	*347.6*	*482.8*	*550.7*	*537.6*	*28.6*	*-2.4*
Attending various providers							
Government funding	11.9	14.8	17.4	17.0	14.3	0.8	-15.9
Only fee-for-service – domestic	1.2	1.9	1.6	2.2	2.5	0.1	14.4
Only fee-for-service – international	0.0	0.0	1.9	0.8	0.8	0.0	1.3
Sub-total other registered providers	*13.1*	*16.7*	*21.0*	*20.0*	*17.6*	*0.9*	*-11.9*
Total students	**1 706.7**	**1 799.0**	**1 881.9**	**1 943.2**	**1 877.5**	**100.0**	**-3.4**
Number of full-year training equivalents[20]							
TAFE and other government providers							
Government funding	404.6	416.0	413.9	431.5	412.5	54.6	-4.4
Fee-for-service – domestic	67.1	67.8	67.3	74.8	76.9	10.2	2.8
Fee-for-service – international	39.8	38.3	29.2	23.9	22.4	3.0	-6.2
Sub-total TAFE and other government providers	*511.5*	*522.1*	*510.4*	*530.2*	*511.8*	*67.8*	*-3.5*
Community education providers[2]							
Government funding	21.3	21.0	22.8	26.5	25.4	3.4	-4.0
Fee-for-service – domestic	4.2	3.9	3.2	3.3	3.8	0.5	15.6
Fee-for-service – international	-	0.0	0.0	0.0	0.0	0.0	270.2
Sub-total community education providers	*25.5*	*24.9*	*26.0*	*29.8*	*29.2*	*3.9*	*-1.8*
Other registered providers[2]							
Government funding	72.5	108.9	175.3	215.6	213.8	28.3	-0.8
Fee-for-service – domestic	Not applicable for scope of publication						
Fee-for-service – international							
Sub-total other registered providers	*72.5*	*108.9*	*175.3*	*215.6*	*213.8*	*28.3*	*-0.8*
Total full-year training equivalents	**609.6**	**655.8**	**711.7**	**775.5**	**754.9**	**100.0**	**-2.7**

A dash (-) represents a true zero figure, with no data reported in this category.

For notes on tables, see pages 23–4.

Table 16   Full-year training equivalents[20] by subject result, 2009–13

Subject result	2009[2,3] ('000)	2010 ('000)	2011[1,5] ('000)	2012 ('000)	2013[4] ('000)	%	2012–13 % change
Competency assessed/passed	436.1	466.6	514.3	557.7	547.7	72.6	-1.8
Recognition of prior learning granted[27]							
Recognition of prior learning granted	34.4	45.2	56.9	69.0	62.1	8.2	-10.1
Recognition of current competency granted	0.7	0.4	0.3				
Recognition of prior learning not granted[27]							
Recognition of prior learning not granted	1.0	1.4	1.2	1.8	1.4	0.2	-21.1
Recognition of current competency not granted	0.0	0.0	0.0				
Competency not achieved/failed	52.7	58.7	51.4	45.9	42.2	5.6	-7.9
Withdrawn/discontinued	60.7	61.8	68.3	83.8	83.7	11.1	*-0.1*
Continuing enrolment	-	-	-	-	-	-	-
Non-assessable enrolment – satisfactorily completed	21.3	19.8	17.8	16.4	16.5	2.2	*0.5*
Non-assessable enrolment – withdrawn or not satisfactorily completed	2.7	1.9	1.6	1.0	1.3	0.2	28.9
Total full-year training equivalents	**609.6**	**655.8**	**711.7**	**775.5**	**754.9**	**100.0**	**-2.7**

A dash (-) represents a true zero figure, with no data reported in this category.

For notes on tables, see pages 23–4.

Table 17   Number of AQF qualification completions,[19] 2009–12

	2009 ('000)	2010 ('000)	2011 ('000)	2012 ('000)	2011–12 % change
AQF qualifications[12]					
Diploma or higher	55.1	67.5	85.6	90.7	6.0
Graduate diploma	0.0	0.1	0.1	0.0	-5.9
Graduate certificate	0.7	0.7	1.4	1.3	-5.8
Bachelor degree (Honours and Pass)	0.2	0.3	0.3	0.4	36.7
Advanced diploma	9.1	10.7	12.9	12.8	-0.2
Associate degree	0.0	0.0	0.0	0.1	**
Diploma	45.0	55.7	70.9	76.0	7.2
Certificate IV	74.8	90.8	111.1	133.6	20.2
Certificate III	160.8	172.6	201.4	230.6	14.5
Certificate II	75.4	88.0	98.9	98.0	-0.9
Certificate I	27.8	24.6	24.4	32.6	33.5
Type of accreditation					
National training package qualifications	338.6	390.3	473.1	527.2	11.4
Nationally/locally accredited and higher level courses[14]	55.2	53.2	48.3	58.4	20.7
Total qualification completions	**393.9**	**443.5**	**521.4**	**585.6**	**12.3**

**   Percentage change not calculated due to small base numbers.

For notes on tables, see pages 23–4.

Table 18 Number of qualification equivalents,[28] 2009–13

	2009 ('000)	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2012–13 % change
AQF qualifications[12]						
Diploma or higher	70.2	81.4	91.0	91.5	77.9	-14.8
Graduate diploma	0.0	0.1	0.0	0.0	0.0	-24.4
Graduate certificate	0.9	0.7	1.5	1.6	1.5	-5.2
Bachelor degree (Honours and Pass)	0.3	0.3	0.3	0.4	1.0	**
Advanced diploma	10.6	11.4	11.3	11.2	8.9	-20.8
Associate degree	0.0	0.0	0.0	0.1	0.0	*-68.2*
Diploma	58.3	69.0	77.7	78.1	66.4	-14.9
Certificate IV	93.0	107.7	128.1	144.3	134.4	-6.9
Certificate III	210.5	220.9	253.1	295.7	300.1	1.5
Certificate II	114.0	129.5	143.9	146.2	143.2	-2.1
Certificate I	50.0	45.0	45.1	57.0	63.5	11.5
Type of accreditation						
National training package qualifications	446.3	500.6	577.5	627.9	598.5	-4.7
Nationally/locally accredited and higher level courses[14]	91.5	83.8	83.7	106.8	120.6	13.0
Total qualification equivalents	**537.8**	**584.4**	**661.2**	**734.7**	**719.1**	**-2.1**

** Percentage change not calculated due to small base numbers.
For notes on tables, see pages 23–4.

Table 19   State and territory summaries, 2009–13

	2009[2,3]	2010	2011[1,5]	2012	2013[4]	2012–13
	('000)	('000)	('000)	('000)	('000)	% change
Number of students						
Australia	**1 706.7**	**1 799.0**	**1 881.9**	**1 943.2**	**1 877.5**	**-3.4**
New South Wales	549.9	583.2	586.7	598.5	564.0	-5.8
Victoria	494.3	520.0	597.0	645.7	635.2	-1.6
Queensland	290.1	303.0	305.8	292.0	254.5	-12.8
South Australia	121.9	123.9	123.3	142.5	165.7	16.3
Western Australia	157.2	166.0	167.7	167.3	163.8	-2.1
Tasmania	43.2	49.6	47.4	43.0	43.0	-0.0
Northern Territory	23.6	24.1	24.4	24.3	22.9	-5.4
Australian Capital Territory	26.5	29.4	29.4	30.1	28.5	-5.3
Number of full-year training equivalents[20]						
Australia	**609.6**	**655.8**	**711.7**	**775.5**	**754.9**	**-2.7**
New South Wales	195.1	204.0	208.6	213.3	200.5	-6.0
Victoria	188.7	207.5	246.6	304.0	297.8	-2.0
Queensland	95.9	106.7	114.6	109.0	97.4	-10.6
South Australia	38.9	39.6	41.3	49.2	61.3	24.7
Western Australia	62.6	67.3	68.7	68.3	68.1	-0.2
Tasmania	12.3	13.6	14.6	14.4	13.1	-9.1
Northern Territory	6.1	6.6	6.7	6.8	6.2	-8.6
Australian Capital Territory	10.0	10.6	10.7	10.6	10.4	-1.7
Number of subject enrolments						
Australia	**13 596.1**	**14 684.7**	**15 972.8**	**16 821.3**	**16 172.9**	**-3.9**
New South Wales	4 353.2	4 597.3	4 538.0	4 481.5	4 217.6	-5.9
Victoria	3 925.5	4 415.9	5 560.8	6 529.3	6 303.5	-3.5
Queensland	2 355.7	2 546.3	2 735.8	2 498.8	2 205.3	-11.7
South Australia	870.2	908.4	912.3	1 109.1	1 336.5	20.5
Western Australia	1 384.1	1 460.5	1 473.0	1 461.4	1 434.8	-1.8
Tasmania	313.1	342.0	338.1	314.7	292.0	-7.2
Northern Territory	153.9	164.3	167.7	169.3	162.3	-4.1
Australian Capital Territory	240.4	250.1	247.1	257.2	220.9	-14.1
Number of hours of delivery						
Australia	**438 900.0**	**472 185.7**	**512 451.6**	**558 375.3**	**543 546.9**	**-2.7**
New South Wales	140 450.9	146 880.6	150 188.9	153 556.3	144 366.2	-6.0
Victoria	135 894.4	149 404.7	177 556.3	218 881.5	214 430.8	-2.0
Queensland	69 018.5	76 814.5	82 539.5	78 475.5	70 143.3	-10.6
South Australia	27 990.4	28 512.6	29 761.5	35 402.7	44 139.9	24.7
Western Australia	45 058.6	48 447.4	49 431.6	49 156.6	49 066.9	-0.2
Tasmania	8 848.1	9 772.2	10 478.4	10 369.3	9 421.7	-9.1
Northern Territory	4 422.7	4 732.2	4 795.4	4 915.3	4 490.6	-8.6
Australian Capital Territory	7 216.4	7 621.6	7 699.8	7 618.0	7 487.4	-1.7

For notes on tables, see pages 23–4.

Supplementary table

Table 20   Overseas visa students studying onshore in VET and other education sectors,[29] 2009–13

Education or training sector	2009	2010	2011	2012	2013		2012–13
	('000)	('000)	('000)	('000)	('000)	%	% change
Higher education[29]	225.7	242.0	241.1	230.2	231.2	43.9	0.4
Vocational education and training							
Public sector[30]	*39.7*	*38.0*	*31.8*	*26.4*	*25.4*	*4.8*	*-3.5*
Private sector[31]	*168.6*	*167.3*	*137.8*	*118.0*	*109.7*	*20.8*	*-7.0*
VET sub-total[29]	*208.3*	*205.4*	*169.6*	*144.3*	*135.2*	*25.6*	*-6.4*
School education[29]	27.3	24.1	20.7	18.5	17.8	3.4	-3.8
English language intensive courses for overseas students[29]	138.2	113.7	95.0	95.4	114.6	21.7	20.1
Other[32]	31.1	31.0	27.8	25.3	28.2	5.3	11.2
Total	**630.7**	**616.3**	**554.2**	**513.8**	**526.9**	**100.0**	**2.6**

For notes on tables, see pages 23–4.

Sources: Australian Education International (AEI) statistics: Basic pivot table 2002 onwards (Jan. 2002 – Dec. 2013), viewed 6 May 2014, <http://www.aei.gov.au>; NCVER National VET Provider Collections, 2009–13.

Terms

Information included in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For other terms and definitions, refer to the terms and definitions supporting document at <http://www.ncver.edu.au/publications/2740.html>.

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>.

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

Credit transfer refers to status or credit obtained on the basis of prior agreements between institutions or organisations in relation to the credit value of a specific course/subject.

End date reporting counts the hours of delivery on the finalisation of an enrolment. Consequently, the hours for an enrolment associated with 'continuing studies' are shown only for the year in which the final outcome is reported.

Enrolment (module/subject) is the registration of a student at a training delivery location for the purpose of undertaking a module, unit of competency or subject.

Full-time students are those students whose program of study constitutes at least 75% of the normal full-time study load. The Department of Education, Employment and Workplace Relations (DEEWR) previously defined a full-time study load as 720 contact hours in a year. Therefore, any student undertaking 540 hours or more is regarded as a full-time student.

Full-year training equivalents (FYTEs) measure the training activity undertaken by a student on a full-time basis for one year. Calculations are based on hours of delivery (720 hours = 1 FYTE).

Hours of delivery are based on the standard nominal hour values for each subject and represent the hours of supervised training under a traditional delivery strategy.

Major course relates to the highest qualification attempted by a student in the reporting year.

Major funding indicates the highest funding source for student enrolments undertaken in the reporting year. It is assigned in the following hierarchical order: Commonwealth and state general purpose recurrent funding; Commonwealth specific purpose program funding; state specific purpose program funding; international full-fee-paying funding; and domestic full-fee-paying funding.

Major qualification is the qualification category of the major course undertaken by the student.

Off-the-job activity for apprentices and trainees refers to training which takes place away from a person's job, usually off the premises (for example, at TAFE) but may be on the premises (for example, in a special training area).

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

Other registered providers include secondary schools, non-government enterprises, education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, and other registered training providers not elsewhere classified.

Publicly funded VET relates to all 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.

Qualification equivalents express skill outputs in terms of equivalent qualifications within each AQF level and field of education. Qualification equivalents are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by the agreed value of training representing a qualification.

Recognition of prior learning is the acknowledgement of a person's skills and knowledge acquired previously through informal/formal training, experience in the workplace, voluntary work, social or domestic activity. From 2012, this includes recognition of current competencies.

Standard nominal hour values are the agreed notional hours for common units of competency/modules delivered by training organisations.

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

Training packages are a set of nationally endorsed standards, guidelines and qualifications for training and for recognising and assessing skills. They are developed by industry with the aim of meeting the needs of an industry or group of industries. For more details of training packages, go to <http://www.training.gov.au>.

Vocational education and training (VET) is that education (excluding higher education) which gives people work-related knowledge and skills.

Notes on tables

1   From 2011, the National Art School in New South Wales moved to reporting nationally as part of the Commonwealth Higher Education Statistics Collection. In 2010, the National Art School reported 360 students, 2375 subject enrolments, 345 399 nationally agreed nominal hours and 480 full-year training equivalents.

2   Since 2009, Victoria has submitted one consolidated submission in place of the three previous submissions (TAFE, adult and community education and private providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared with previous years.

3   Data from the Workers Education Association (WEA) of South Australia were unable to be included in the National VET Provider Collections from 2009 onwards. In 2008 WEA reported 6397 students, 7993 subject enrolments, 135 312 nationally agreed nominal hours and 188 full-time training equivalents.

4   In 2009 Tasmania implemented the *Tasmania Tomorrow* initiatives, which included replacing some senior secondary colleges and TAFE institutes. In 2013 Tasmania implemented significant structural changes in the TasTAFE system. As a consequence of these changes, 2009–12 data may not be comparable with data prior or subsequent to this period.

5   Since 2011 there has been no data for NT Adult and Community Education as they are no longer providing accredited training associated with ACE. In 2010, 11 students, 76 subject enrolments, 1013 nationally agreed nominal hours and one full-year training equivalent were reported.

6   Participation rates are derived by calculating student numbers in the age group as a percentage of the estimated residential population in the corresponding age groups. Figures for all years are based on ABS population figures (catalogue number 3101.0).

7   Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data between 2009 and 2010 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

8   'Overseas' refers to the overseas postal addresses of students studying in Australia.

9   Full-time and part-time study modes are based on hours of delivery. A student undertaking 540 hours or more of training is regarded as a full-time student.

10 Apprentices and trainees enrolled in the public VET system for off-the-job training.

11 Socio-Economic Indexes For Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socio-economic advantage and disadvantage. The Index of Relative Socio-Economic Disadvantage (IRSD) is one of four indexes in the SEIFA suite. Further information on SEIFA can be found at <http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>.

12 For consistency of reporting, senior secondary education is excluded from AQF qualifications. It has been included as part of 'other recognised courses' in the non-AQF qualifications grouping.

13 In 2009, the South Australian Department of Further Education, Employment, Science and Technology (DFEEST) changed the method of reporting 'other recognised courses' and subject-only enrolments for TAFE SA. This represented a break in series, as these students could no longer be counted in course enrolments. In 2010, DFEEST implemented a new reporting method, which was similar to that used prior to 2009, for reporting 'other recognised courses' and subject-only enrolments. Consequently, this also represents a break in series for reporting purposes.

    If the pre-2009 reporting method was applied to the 2009 data, the number of students in 'other recognised courses' would have been 30 400 rather than 5700 and subject-only enrolments 11 700 rather than 36 700. Likewise, student numbers for Australia would have been 234 100 rather than 209 200 (for other recognised courses), and 82 500 rather than 107 500 (for subject only).

14 From 2012, type of accreditation also includes higher level qualifications that are not a training package qualification or nationally recognised accredited course, but are accredited by higher education institutions with self-accrediting authority or state or territory accreditation authorities.

15 Rural/remote localities comprise 'outer regional', 'remote' and 'very remote' categories of the ARIA+ classification.

16 Industry skills councils represent particular industries and groups of training packages. For more information on how training packages are grouped by industry skills councils, go to appendix A in the 'Terms and definitions' support document available at <http://www.ncver.edu.au/publications/2740.html >.

17 For students enrolled in more than one qualification, the parent training packages and industry skills councils are allocated by their highest (major) qualification level.

18 These numbers refer to students undertaking training packages. The coverage of training packages is constantly changing, as new training packages are developed and existing training packages are reviewed, to meet emerging requirements across industries.

19 Data for qualifications completed in 2013 are based on preliminary data submissions. Consequently they are not presented in detail in this publication. Preliminary estimates indicate that there were 498 800 AQF qualifications completed in 2013 (compared with a preliminary estimate of 540 900 AQF qualifications completed in 2012). The 2013 data will be revised upwards in the 2014 VET Provider Collection to accommodate further notification of qualifications completed.

20 Full-year training equivalents measure the training activity undertaken by a student on a full-time basis for one year. Calculations are based on hours of training (720 hours = 1 FYTE).

21 Includes subjects only.

22 For students with subject enrolments in more than one funding category, the major funding source is assigned in hierarchical order (Commonwealth and state general purpose recurrent funding; Commonwealth specific purpose program funding; state specific purpose program funding; international full-fee-paying funding; and domestic full-fee-paying funding).

23 The derivation of student major funding source was revised in 2012. Previously, recognition of current competency enrolments were not considered in determining the funding source type in the hierarchical classification.

24 Data for this table is extracted by the training organisation identifier used in data submission. This represents the number of training organisations reporting in the National VET Provider Collection where the data was within publication scope. Training organisations submit via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory. In New South Wales and South Australia, some training providers may be reported both as a community education provider and other provider. However, they are only reported once in *Training providers reporting*.

25 The data submission for SA VISA (VET in Schools assessed by TAFE) covers VET in Schools activity that is undertaken at the three South Australian TAFE institutes. Therefore, these training providers are counted against SA TAFE and not against SA VISA.

26 Distinct number of training providers is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore they are counted in each state/territory figures, but only counted once in the total.

27 AVETMISS Release 6.1 is used for the collection of 2012 and 2013 activity. In this version *recognition of current competency granted* and *recognition of current competency not granted* are no longer separately identified from *recognition of prior learning granted* and *recognition of prior learning not granted.*

28 Qualification equivalents express skill outputs in terms of equivalent qualifications within each AQF level and field of education. Qualification equivalents are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by the agreed value of training representing a qualification.

29 Australian Education International (AEI) statistics represent student course enrolments and may be greater than the actual number of students. AEI statistics reported for previous years were revised in 2010. For further information, refer to <http://www.aei.gov.au>.

30 These figures refer to the actual number of international full-fee-paying students in the NCVER National VET Provider Collection who undertook training in a major AQF qualification category (certificate I and above). For information on all overseas students, refer to tables 13 and 15 of *Students and courses 2013.*

31 Students in the private sector were derived by subtracting students from the public sector from the VET sub-total.

32 'Other' includes foundation, bridging and enabling courses plus other courses that do not lead to a qualification under the AQF.

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