NCVER

Australian Government
Department of Education and Training

Australian vocational education and training statistics

Government-funded students and courses

January to March 2015

National Centre for Vocational Education Research

Highlights

There were 787 700 students enrolled in the government-funded VET system in the three months to March 31 2015. This is broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and other registered providers.

- In the three months to 31 March 2015, students in the government-funded VET system comprised:
  — 67% attending TAFE and other government providers
  — 38.1% aged 25 to 44 years
  — 90.4% enrolled in an Australian Qualifications Framework level program
  — 36.9% studying certificate III programs
  — 18.7% in management and commerce.
- A total of 1565 training organisations delivered government-funded VET in the first three months of 2015.

As this is the first time that government-funded VET data have been collected and reported on a quarterly basis, caution must be used in the interpretation of these data in the initial data collections.

Publisher's note

In New South Wales, some data for the TAFE NSW institutes have been incorrectly assigned to government funding instead of only fee-for-service — domestic. This has resulted in the government funding data being overstated. Data will be corrected in the January to June 2015 data submission to the National VET Provider Collection.

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Introduction

This publication provides a summary of data relating to students, programs, training providers and funding in Australia's government-funded vocational education and training (VET) system (broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and other registered providers).

The data in this publication cover the period 1 January 2015 to 31 March 2015.

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 programs 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 and employers, and individual students, through fees.

More information

This publication is the inaugural quarterly report of government-funded training activity and does not provide comparisons with previously published annually collected data.

As this is the first time that government-funded VET data have been collected and reported on a quarterly basis, caution must be used in the interpretation of these data in the initial data collections.

Data in this publication may be revised for a number of reasons. For the latest data, please visit the National Centre for Vocational Education Research (NCVER) Portal at <http://www.ncver.edu.au/publications/2807.html>.

In New South Wales, some data for the TAFE NSW institutes have been incorrectly assigned to government funding instead of only fee-for-service — domestic. This has resulted in the government funding data being overstated. Data will be corrected in the January to June 2015 data submission to the National VET Provider Collection.

Students and participation

Training providers

In the first three months of 2015: *Table 7*
- A total of 1565 training organisations delivered government-funded VET. They consisted of:
  — 53 TAFE institutes
  — 13 other government providers
  — 234 community education providers
  — 1298 other registered providers.

Students by training providers

In the first three months of 2015: *Table 6*
- There were 787 700 students enrolled in the government-funded VET system.
- The government-funded VET system comprised:
  — 67% of students enrolled at TAFE and other government providers
  — 3.6% at community education providers
  — 28.9% at other registered providers
  — 0.4% at various provider types.

Students by state/territory

In the first three months of 2015: *Table 1*
- New South Wales, with 259 700 students, was the major provider of government-funded VET in Australia, closely followed by Victoria, with 252 200 students, Queensland (134 900), Western Australia (70 700), South Australia (28 000), Tasmania (20 600), the Australian Capital Territory (11 900) and the Northern Territory (9700).

Student characteristics

In the first three months of 2015, government-funded VET students comprised:
- 19.3% apprentices and trainees undertaking off-the-job training at government-funded training providers *Table 2*
- 22.5% aged 15 to 19 years *Table 2*
- 21.1% aged 20 to 24 years. *Table 2*

Students by programs

In the first three months of 2015:
- 90.4% of government-funded students were studying Australian Qualifications Framework programs. *Table 4*
- 81.5% of government-funded students were enrolled in a national training package program. *Table 4*
- 9.6% of government-funded students were studying non-AQF (Australian Qualifications Framework) programs. *Table 4*
- 36.9% of government-funded students were studying certificate III qualifications. *Table 4*
- 20.6% of government-funded students were studying diploma or higher qualifications. *Table 4*
- Management and commerce was the most popular field of education, with 18.7% of government-funded students, followed by Engineering and related technologies, with 16.7%. *Table 4*

Tables

Table 1   Government-funded student characteristics by state or territory, January–March 2015 (’000)

Student characteristic	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Sex									
Males	115.1	131.0	71.5	14.9	39.2	10.9	4.7	6.0	393.3
Females	144.5	120.9	62.7	13.0	31.5	9.7	5.0	5.8	393.1
Not known	0.1	0.4	0.7	0.0	0.0	0.0	-	0.1	1.3
Age									
14 years and under	0.2	0.1	0.3	0.0	0.0	0.0	0.2	0.0	0.8
15–19 years	56.2	50.2	39.5	5.0	18.8	3.1	2.0	2.0	176.9
20–24 years	50.8	57.8	28.5	5.9	14.3	4.1	1.7	3.0	166.2
25–44 years	103.7	93.9	46.3	11.2	27.4	8.1	4.1	5.0	299.8
45–64 years	44.9	45.8	19.3	5.4	9.7	5.0	1.6	1.8	133.5
65 years and over	3.5	4.4	0.8	0.4	0.5	0.3	0.1	0.1	9.9
Not known	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.5
Indigenous status									
Indigenous	17.1	3.5	7.6	0.9	4.5	1.0	3.4	0.4	38.3
Non-Indigenous	240.2	244.3	116.0	26.5	58.7	19.4	6.3	11.5	722.9
Not known	2.4	4.5	11.3	0.5	7.4	0.2	0.1	0.0	26.5
Disability (including impairment or long-term condition)									
With a disability	23.3	22.0	6.7	2.9	3.9	2.0	0.6	1.1	62.3
Without a disability	235.3	225.7	84.7	25.1	57.8	18.3	9.0	10.8	666.5
Not known	1.1	4.6	43.6	-	9.1	0.3	0.2	0.0	58.8
Language (main language spoken at home)									
Non-English	44.9	68.7	14.1	3.5	13.4	1.3	2.9	2.1	150.9
English	194.4	177.0	110.9	22.1	47.9	19.0	6.4	7.4	585.1
Not known	20.4	6.5	9.9	2.4	9.5	0.3	0.4	2.4	51.7
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	32.8	42.5	40.4	2.3	23.5	6.0	2.3	2.7	152.4
Not apprentices and trainees	226.9	209.8	94.5	25.6	47.3	14.6	7.4	9.2	635.3
Total students	**259.7**	**252.2**	**134.9**	**28.0**	**70.7**	**20.6**	**9.7**	**11.9**	**787.7**

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

Refer to Explanatory notes on pages 13–14 for notes relevant to this table.

Australian vocational education and training statistics

Table 2   Government-funded student characteristics by state or territory, January–March 2015 (%)

Student characteristic	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Sex									
Males	44.3	51.9	53.0	53.3	55.4	52.9	48.3	50.8	49.9
Females	55.6	47.9	46.5	46.6	44.6	47.1	51.7	48.4	49.9
Not known	0.0	0.2	0.5	0.1	0.0	0.1	-	0.8	0.2
Age									
14 years and under	0.1	0.0	0.2	0.0	0.0	0.0	1.7	0.0	0.1
15–19 years	21.6	19.9	29.3	17.8	26.6	15.2	20.6	17.1	22.5
20–24 years	19.6	22.9	21.1	21.2	20.2	19.8	17.6	25.1	21.1
25–44 years	39.9	37.2	34.3	40.1	38.8	39.4	42.6	41.8	38.1
45–64 years	17.3	18.1	14.3	19.5	13.7	24.2	16.6	15.4	17.0
65 years and over	1.4	1.7	0.6	1.5	0.7	1.3	0.6	0.6	1.3
Not known	0.1	0.0	0.1	0.0	0.0	0.0	0.2	0.0	0.1
Indigenous status									
Indigenous	6.6	1.4	5.7	3.2	6.4	4.7	34.6	3.1	4.9
Non-Indigenous	92.5	96.8	86.0	94.9	83.1	94.3	64.8	96.7	91.8
Not known	0.9	1.8	8.4	1.9	10.5	1.0	0.6	0.2	3.4
Disability (including impairment or long-term condition)									
With a disability	9.0	8.7	4.9	10.3	5.5	9.5	5.8	9.2	7.9
Without a disability	90.6	89.5	62.8	89.7	81.7	89.1	92.3	90.6	84.6
Not known	0.4	1.8	32.3	-	12.9	1.4	1.9	0.2	7.5
Language (main language spoken at home)									
Non-English	17.3	27.2	10.5	12.6	18.9	6.2	29.7	17.9	19.2
English	74.9	70.2	82.2	78.9	67.7	92.3	66.1	62.4	74.3
Not known	7.9	2.6	7.3	8.4	13.4	1.6	4.3	19.8	6.6
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	12.6	16.8	29.9	8.3	33.2	28.9	23.6	22.6	19.3
Not apprentices and trainees	87.4	83.2	70.1	91.7	66.8	71.1	76.4	77.4	80.7
Total students	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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

Refer to Explanatory notes on pages 13–14 for notes relevant to this table.

Table 3   Government-funded students by major programs and state or territory, January–March 2015 ('000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
AQF level									
Diploma or higher	72.1	49.6	20.1	4.5	10.3	2.2	0.5	2.7	162.0
Graduate diploma	0.1	0.1	0.0	0.0	-	-	0.0	-	0.2
Graduate certificate	0.0	0.3	0.1	-	0.0	-	-	0.1	0.5
Bachelor degree (Honours & Pass)	1.0	1.5	-	0.0	-	-	-	0.0	2.5
Advanced diploma	3.4	8.7	0.7	0.4	1.4	0.2	0.0	0.5	15.4
Associate degree	0.2	0.1	-	-	0.2	-	-	-	0.5
Diploma	67.3	38.9	19.3	4.1	8.6	2.0	0.5	2.1	142.9
Certificate IV	42.9	60.1	14.9	4.1	14.5	3.0	1.7	2.4	143.6
Certificate III	73.9	90.0	72.6	10.3	26.3	8.7	3.7	5.2	290.7
Certificate II	27.9	21.6	15.4	4.4	10.8	2.8	1.7	0.5	85.1
Certificate I	6.8	12.9	3.3	1.2	4.1	0.9	1.2	0.2	30.4
AQF sub-total	223.5	234.3	126.3	24.4	65.9	17.6	8.8	11.1	711.9
Non-AQF level									
Other recognised programs	4.5	9.6	1.7	0.2	4.9	0.5	0.0	0.1	21.4
Non-award programs	10.5	1.3	5.7	0.6	-	0.5	-	0.1	18.8
Skill set	14.0	1.5	0.8	2.0	-	0.5	0.0	0.6	19.4
Subject only – no program	7.1	5.6	0.4	0.7	-	1.5	0.8	0.0	16.2
Non-AQF sub-total	36.1	18.0	8.6	3.5	4.9	3.0	0.9	0.8	75.8
Field of education									
Natural and physical sciences	1.2	2.0	0.7	0.5	1.0	0.1	0.0	0.3	5.9
Information technology	8.1	5.7	1.9	0.5	1.6	0.7	0.1	0.6	19.3
Engineering and related technologies	24.2	42.6	33.9	5.9	18.2	3.4	1.5	1.6	131.3
Architecture and building	21.5	24.1	11.1	2.4	5.0	1.4	0.5	1.0	67.0
Agriculture, environmental and related studies	7.4	6.7	3.6	1.4	1.9	1.0	0.7	0.2	22.9
Health	16.9	17.4	7.3	1.8	4.1	0.8	0.4	0.5	49.1
Education	14.6	14.1	8.4	1.8	7.6	0.9	0.6	0.7	48.7
Management and commerce	66.8	38.1	20.9	3.5	10.7	3.9	1.6	2.3	147.7
Society and culture	34.3	36.6	18.5	3.6	6.6	3.2	1.9	2.1	106.7
Creative arts	7.0	7.1	2.6	0.4	2.6	0.4	0.2	0.4	20.7
Food, hospitality and personal services	12.0	21.9	14.3	1.6	4.8	1.7	0.7	0.8	57.8
Mixed field programs	24.7	29.0	10.5	1.9	6.6	1.1	0.7	0.6	75.2
No field of education	21.1	7.0	1.3	2.7	-	2.0	0.8	0.7	35.6
Type of accreditation									
National training package programs	206.0	200.2	121.6	22.5	56.5	16.6	8.3	10.5	642.2
Nationally accredited programs	20.7	34.6	5.9	1.9	10.1	1.5	0.6	0.5	75.9
Higher level programs	1.2	1.6	-	0.0	0.2	-	-	0.0	3.1
Other programs	10.6	8.8	6.2	0.7	3.9	0.5	-	0.2	31.0
Skill set – nationally and locally recognised	14.0	1.5	0.8	2.0	-	0.5	0.0	0.6	19.4
Subject only – no accreditation	7.1	5.6	0.4	0.7	-	1.5	0.8	0.0	16.2
Total students	**259.7**	**252.2**	**134.9**	**28.0**	**70.7**	**20.6**	**9.7**	**11.9**	**787.7**

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

Refer to Explanatory notes on pages 13–14 for notes relevant to this table.

Table 4   Government-funded students by major programs and state or territory, January–March 2015 (%)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
AQF level									
Diploma or higher	27.7	19.7	14.9	16.1	14.5	10.7	5.6	23.1	20.6
Graduate diploma	0.0	0.0	0.0	0.0	-	-	0.1	-	0.0
Graduate certificate	0.0	0.1	0.1	-	0.0	-	-	0.5	0.1
Bachelor degree (Honours & Pass)	0.4	0.6	-	0.0	-	-	-	0.4	0.3
Advanced diploma	1.3	3.5	0.5	1.4	2.0	0.9	0.3	4.2	2.0
Associate degree	0.1	0.0	-	-	0.3	-	-	-	0.1
Diploma	25.9	15.4	14.3	14.6	12.2	9.8	5.3	18.0	18.1
Certificate IV	16.5	23.8	11.0	14.6	20.5	14.7	17.8	20.4	18.2
Certificate III	28.5	35.7	53.8	36.7	37.1	42.4	38.0	43.7	36.9
Certificate II	10.7	8.6	11.4	15.9	15.3	13.4	17.7	4.1	10.8
Certificate I	2.6	5.1	2.4	4.2	5.7	4.3	12.1	1.6	3.9
AQF sub-total	86.1	92.9	93.6	87.4	93.1	85.4	91.1	92.9	90.4
Non-AQF level									
Other recognised programs	1.7	3.8	1.2	0.6	6.9	2.4	0.4	0.4	2.7
Non-award programs	4.0	0.5	4.2	2.3	-	2.6	-	1.2	2.4
Skill set	5.4	0.6	0.6	7.2	-	2.3	0.0	5.4	2.5
Subject only – no program	2.7	2.2	0.3	2.5	-	7.3	8.4	0.1	2.1
Non-AQF sub-total	13.9	7.1	6.4	12.6	6.9	14.6	8.9	7.1	9.6
Field of education									
Natural and physical sciences	0.5	0.8	0.6	1.8	1.4	0.6	0.1	2.9	0.7
Information technology	3.1	2.2	1.4	1.8	2.3	3.2	1.4	5.3	2.4
Engineering and related technologies	9.3	16.9	25.2	20.9	25.7	16.7	15.4	13.5	16.7
Architecture and building	8.3	9.5	8.2	8.7	7.1	6.9	5.5	8.4	8.5
Agriculture, environmental and related studies	2.8	2.7	2.6	5.0	2.7	4.8	7.6	1.9	2.9
Health	6.5	6.9	5.4	6.4	5.8	3.8	3.7	4.3	6.2
Education	5.6	5.6	6.2	6.3	10.8	4.6	5.8	6.3	6.2
Management and commerce	25.7	15.1	15.5	12.5	15.2	18.7	16.0	19.0	18.7
Society and culture	13.2	14.5	13.7	12.8	9.4	15.5	19.4	17.3	13.5
Creative arts	2.7	2.8	1.9	1.4	3.7	1.8	2.4	3.5	2.6
Food, hospitality and personal services	4.6	8.7	10.6	5.7	6.8	8.3	7.5	6.6	7.3
Mixed field programs	9.5	11.5	7.8	7.0	9.3	5.6	6.8	5.3	9.5
No field of education	8.1	2.8	0.9	9.7	-	9.6	8.4	5.5	4.5
Type of accreditation									
National training package programs	79.3	79.4	90.1	80.6	79.9	80.5	85.3	88.2	81.5
Nationally accredited programs	8.0	13.7	4.3	7.0	14.4	7.3	6.2	4.3	9.6
Higher-level programs	0.5	0.6	-	0.0	0.3	-	-	0.4	0.4
Other programs	4.1	3.5	4.6	2.6	5.5	2.6	-	1.6	3.9
Skill set – nationally and locally recognised	5.4	0.6	0.6	7.2	-	2.3	0.0	5.4	2.5
Subject only – no accreditation	2.7	2.2	0.3	2.5	-	7.3	8.4	0.1	2.1
Total students	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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

Refer to Explanatory notes on pages 13–14 for notes relevant to this table.

Table 5   Government-funded students by training provider type, funding type and state or territory, January–March 2015 ('000)

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE and other government providers									
Government funding	204.8	78.0	42.8	9.9	41.9	9.6	7.0	7.9	401.9
Only fee-for-service – domestic	30.8	33.5	26.8	4.6	5.8	3.1	-	1.8	106.3
Only fee-for-service – international	4.6	7.7	3.5	0.3	3.0	0.1	-	0.7	19.9
Sub-total TAFE and other government providers	240.1	119.1	73.1	14.8	50.7	12.8	7.0	10.4	528.1
Community education providers									
Government funding	9.6	16.9	0.6	0.6	0.6	-	-	-	28.3
Only fee-for-service – domestic									
Only fee-for-service – international				Not applicable for scope of publication					
Sub-total community education providers	9.6	16.9	0.6	0.6	0.6	-	-	-	28.3
Other registered providers									
Government funding	9.9	116.2	58.1	12.5	19.2	7.8	2.7	1.5	228.0
Only fee-for-service – domestic									
Only fee-for-service – international				Not applicable for scope of publication					
Sub-total other registered providers	9.9	116.2	58.1	12.5	19.2	7.8	2.7	1.5	228.0
Attending various providers									
Government funding	-	-	2.6	-	0.2	-	-	-	2.8
Only fee-for-service – domestic	-	-	0.5	-	-	-	-	-	0.5
Only fee-for-service – international	-	-	0.0	-	-	-	-	-	0.0
Sub-total attending various providers	-	-	3.2	-	0.2	-	-	-	3.3
Total students	**259.7**	**252.2**	**134.9**	**28.0**	**70.7**	**20.6**	**9.7**	**11.9**	**787.7**

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

Refer to Explanatory notes on pages 13–14 for notes relevant to this table.

Table 6 **Government-funded students by training provider type, funding type and state or territory, January–March 2015 (%)**

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE and other government providers									
Government funding	78.9	30.9	31.7	35.4	59.2	46.8	72.0	66.4	51.0
Only fee-for-service – domestic	11.8	13.3	19.8	16.5	8.2	14.9	-	15.2	13.5
Only fee-for-service – international	1.8	3.0	2.6	1.0	4.3	0.7	-	5.6	2.5
Sub-total TAFE and other government providers	92.5	47.2	54.2	52.9	71.7	62.3	72.0	87.3	67.0
Community education providers									
Government funding	3.7	6.7	0.4	2.2	0.9	-	-	-	3.6
Only fee-for-service – domestic	Not applicable for scope of publication								
Only fee-for-service – international									
Sub-total community education providers	3.7	6.7	0.4	2.2	0.9	-	-	-	3.6
Other registered providers									
Government funding	3.8	46.1	43.1	44.8	27.2	37.7	28.0	12.7	28.9
Only fee-for-service – domestic	Not applicable for scope of publication								
Only fee-for-service – international									
Sub-total other registered providers	3.8	46.1	43.1	44.8	27.2	37.7	28.0	12.7	28.9
Attending various providers									
Government funding	-	-	1.9	-	0.2	-	-	-	0.4
Only fee-for-service – domestic	-	-	0.4	-	-	-	-	-	0.1
Only fee-for-service – international	-	-	0.0	-	-	-	-	-	0.0
Sub-total attending various providers	-	-	2.3	-	0.2	-	-	-	0.4
Total students	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

A dash (-) represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 13–14 for notes relevant to this table.

Table 7 **Provider type profile by state or territory, January–March 2015**

Training providers	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE	11	13	13	1	11	1	2	1	53
Other government providers	1	4	2	-	6	-	-	-	13
Community education providers	34	152	14	26	8	-	-	-	234
Other registered providers	272	360	468	155	222	117	49	66	1 298
Total providers reporting	**304**	**529**	**497**	**182**	**247**	**118**	**51**	**67**	**1 565**

A dash (-) represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 13–14 for notes relevant to this table.

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/2807.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.

Major program 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.

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 vocational education and training (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.

Skill sets are groupings of units of competency which are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement. They may be either a nationally recognised skill set, which is endorsed in a national training package, or a locally recognised skill set.

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>.

Various providers is used when a student attends more than one training provider type (e.g. TAFE and other government providers; community education providers; and other registered providers).

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

Explanatory notes

Scope

1   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 and Statistical Standard (AVETMISS). In 2014, Release 7.0 came into effect. For further information go to <http://www.ncver.edu.au/avetmiss/21055.html>.

The data are sourced from the administrative records held by the state training authorities and other relevant bodies. The tables provide information on VET delivery that covers all vocational education and training delivered by:

- TAFE institutes and other government VET providers
- multi-sector higher education institutions
- the government-funded component of VET delivered by community education and other registered providers.

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

- recreation, leisure and personal enrichment
- fee-for-service VET by community education and private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the training activity was undertaken as part of a senior secondary certificate
- any activity where revenue was earned from another registered training organisation in terms of subcontracted, auspicing, partnership or similar arrangements.

Scope matrix

	TAFE and other government providers*	Community education providers	Other registered providers
Government-funded	✓	✓	✓
Domestic fee-for-service	✓	✗	✗
International onshore fee-for-service	✓	✗	✗

* Multi-sector higher education providers are reported as TAFE and other government providers.

Data quality and comparability issues

National reporting

2   Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported at the non-AQF level.

3   Some fields of education are reported as blank because they are associated with 'Subject only enrolments — no program', 'Skill sets — no program' or are 'Missing data'.

New South Wales

4   In New South Wales, TAFE NSW previously submitted data as one consolidated data submission for the 11 registered training organisations (10 TAFE institutes and the Open Training and Education Network). In 2015, data for each of the 11 TAFE NSW registered training organisations (RTOs) were submitted individually to NCVER. The individual submissions resulted in a break-in-series for reporting the number of students, as student numbers are partly derived by the training authority identifier. A student undertaking study at two TAFE NSW institutes is now counted twice, instead of once under the previous arrangement. NCVER identified 21 400 client identifiers undertaking study at multiple TAFE NSW RTOs in 2014 (matching data by client identifier, encrypted identifier, sex and date of birth). This represents 10 500 unique students if they had been reported in a consolidated submission.

5   The NSW Adult Migrant English Service and NSW Workplace Training did not submit data for 2015 activity.

6   In New South Wales, some data for the TAFE NSW Institutes have been incorrectly assigned to government funding, instead of only fee-for-service – domestic. This has resulted in the government funding data being overstated. Data will be corrected in the January to June 2015 data submission to the National VET Provider Collection.

South Australia

7   The SA VISA (VET in Schools assessed by TAFE) did not submit data for 2015 activity.

Training packages

8   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 document.

9   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.

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

Qualifications

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

Training provider profile

12   Data for the training provider profile 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.

13   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.

'Not known' information

14   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	2015 Jan-Mar
Indigenous status	3.4
Disability status	7.5
Non-English speaking background	6.6