

Australian vocational education and training statistics

Government-funded students and courses

January to June 2015



National Centre for Vocational Education Research

Highlights

This is the second quarterly publication for 2015, which provides a summary of Australia's government-funded VET system. The system is broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers.

In the six months from 1 January to 30 June 2015 there were 1.07 million students enrolled in the government-funded VET system, of which:

- 63.4% were attending TAFE and other government providers
- 38.1% were aged 25 to 44 years
- 88.2% were enrolled in an Australian Qualifications Framework (AQF) level program
- 37.2% were studying certificate III programs
- 17.5% were enrolled in engineering and related technologies.

A total of 1828 training organisations delivered training during this period.

As this is the first year that government-funded VET data have been collected and reported on a quarterly basis, caution must be used when interpreting data from these initial data collections.

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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 private training providers).

The data in this publication cover the period 1 January 2015 to 30 June 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 second quarterly report of government-funded training activity and does not provide comparisons with previously published annually collected data.

As this is the first year 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.

The latest annual publication on government-funded VET training activity is available from the National Centre for Vocational Education Research (NCVER) Portal at <http://www.ncver.edu.au/publications/2803.html>.

Data on government-funded training activity for the full 2015 calendar year is scheduled to be released on NCVER's Portal in July 2016.

Students and participation

Training providers

- A total of 1828 training organisations delivered government-funded VET (broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers) in the first six months of 2015. They consisted of:
 - 54 TAFE institutes
 - 14 other government providers
 - 367 community education providers
 - 1445 private training providers.

Table 7

Students by training providers

In the first six months of 2015:

- there were 1.07 million students enrolled in the government-funded VET system
- the government-funded VET system comprised:
 - 63.4% of students enrolled at TAFE and other government providers
 - 4.5% at community education providers
 - 31.5% at private training providers
 - 0.7% attending more than one provider type.

Table 6

Students by state/territory

As at 30 June 2015:

- Victoria, with 346 400 students, was the major provider of government-funded VET in Australia, followed by New South Wales (308 200), Queensland (187 200), Western Australia (96 500), South Australia (74 300), Tasmania (27 800), Australian Capital Territory (18 800) and Northern Territory (14 000).

Table 1

Student characteristics

In the first six months of 2015, government-funded VET students comprised:

- 51.8% males
- 22.4% aged 15 to 19 years
- 20.0% aged 20 to 24 years
- 19.1% apprentices and trainees undertaking off-the-job training at government-funded training providers.

Table 2

Students by programs

In the first six months of 2015:

- 946 500 government-funded students (88.2%) were studying Australian Qualifications Framework (AQF) programs
- 849 500 students (79.2%) were studying national training package programs
- 37.2% of all students were studying certificate III qualifications
- 18.1% of all students were studying diploma or higher qualifications
- engineering and related technologies was the most popular field of education, with 17.5% of government-funded students, followed by management and commerce, with 17.2%.

Table 4

Tables

Table 1 Government-funded student characteristics by state or territory of funding, January–June 2015 ('000)

Student characteristics	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Sex									
Males	143.6	184.1	103.7	37.4	54.2	15.4	7.3	10.1	555.7
Females	164.5	161.6	82.7	36.8	42.3	12.4	6.7	8.5	515.5
Not known	0.2	0.7	0.9	0.1	0.0	0.0	-	0.2	2.0
Age									
14 years and under	0.5	0.4	0.6	0.0	0.2	0.0	0.3	0.0	2.0
15–19 years	69.9	68.7	51.9	12.6	26.4	4.4	2.9	3.2	239.9
20–24 years	59.7	73.9	37.3	14.1	17.9	5.3	2.4	4.7	215.2
25–44 years	120.1	130.1	66.5	30.5	37.5	10.9	5.9	8.0	409.4
45–64 years	53.4	66.0	29.4	15.6	13.8	6.7	2.4	2.9	190.2
65 years and over	4.2	7.4	1.2	1.6	0.7	0.4	0.1	0.1	15.7
Not known	0.4	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.8
Indigenous status									
Indigenous	21.5	5.3	10.7	2.8	7.6	1.3	5.5	0.6	55.2
Non-Indigenous	283.7	334.7	159.8	70.3	78.5	26.3	8.1	16.4	977.9
Not known	3.0	6.4	16.7	1.3	10.4	0.2	0.3	1.8	40.2
Disability (including impairment or long-term condition)									
With a disability	28.3	30.8	9.7	7.7	5.1	2.5	0.8	1.5	86.3
Without a disability	277.9	309.8	118.9	66.6	79.3	24.6	12.6	17.3	907.0
Not known	2.1	5.7	58.6	-	12.1	0.8	0.5	0.1	79.9
Language (main language spoken at home)									
Non-English	49.4	92.8	18.4	10.4	17.3	1.6	4.6	3.0	197.6
English	235.2	245.5	153.0	55.0	66.4	25.8	8.8	12.2	801.9
Not known	23.6	8.0	15.8	9.0	12.8	0.4	0.5	3.6	73.8
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	45.7	55.5	54.0	4.9	30.2	7.8	3.3	4.0	205.3
Not apprentices and trainees	262.5	290.9	133.2	69.4	66.3	20.0	10.7	14.8	867.9
Total students	308.2	346.4	187.2	74.3	96.5	27.8	14.0	18.8	1 073.2

Note that numbers, after aggregation, have been rounded to the nearest hundred. Rounding can lead to situations where the numbers in the body of a given table might not add to the rounded totals.

A dash (-) represents a true zero figure, with no activity reported in these categories

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

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

Student characteristics	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Sex									
Males	46.6	53.2	55.4	50.3	56.2	55.3	52.1	53.6	51.8
Females	53.4	46.7	44.2	49.6	43.8	44.6	47.9	45.3	48.0
Not known	0.1	0.2	0.5	0.1	0.0	0.0	-	1.0	0.2
Age									
14 years and under	0.1	0.1	0.3	0.1	0.2	0.1	2.2	0.1	0.2
15–19 years	22.7	19.8	27.7	16.9	27.4	16.0	20.8	16.9	22.4
20–24 years	19.4	21.3	19.9	18.9	18.5	19.0	17.2	24.9	20.0
25–44 years	39.0	37.6	35.5	41.0	38.9	39.3	42.0	42.2	38.1
45–64 years	17.3	19.1	15.7	21.0	14.3	24.3	17.3	15.3	17.7
65 years and over	1.4	2.1	0.7	2.2	0.7	1.3	0.5	0.5	1.5
Not known	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1
Indigenous status									
Indigenous	7.0	1.5	5.7	3.7	7.9	4.6	39.6	3.2	5.1
Non-Indigenous	92.1	96.6	85.4	94.5	81.4	94.6	58.1	87.1	91.1
Not known	1.0	1.8	8.9	1.7	10.7	0.8	2.3	9.7	3.7
Disability (including impairment or long-term condition)									
With a disability	9.2	8.9	5.2	10.3	5.3	9.0	5.9	7.9	8.0
Without a disability	90.2	89.4	63.5	89.7	82.2	88.3	90.3	91.7	84.5
Not known	0.7	1.7	31.3	-	12.5	2.7	3.8	0.4	7.4
Language (main language spoken at home)									
Non-English	16.0	26.8	9.8	13.9	18.0	5.7	33.1	16.0	18.4
English	76.3	70.9	81.7	73.9	68.8	92.7	63.2	64.8	74.7
Not known	7.7	2.3	8.5	12.1	13.2	1.5	3.7	19.2	6.9
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	14.8	16.0	28.9	6.6	31.3	28.0	23.6	21.3	19.1
Not apprentices and trainees	85.2	84.0	71.1	93.4	68.7	72.0	76.4	78.7	80.9
Total students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note that percentages, after aggregation, have been rounded to the nearest decimal point. Rounding can lead to situations where the percentages in the body of a given table might not add to the rounded totals.

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 of funding, January–June 2015 ('000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
AQF level									
Diploma or higher	78.1	60.4	23.9	13.3	12.0	2.5	0.6	3.8	194.6
Graduate diploma	0.1	0.1	0.0	0.0	-	-	0.0	-	0.3
Graduate certificate	0.0	0.7	0.1	-	0.0	-	-	0.1	0.9
Bachelor degree (Honours & Pass)	0.9	1.5	-	0.4	-	-	-	0.1	2.9
Advanced diploma	3.0	9.8	0.8	1.8	1.5	0.2	0.0	0.6	17.7
Associate degree	0.2	0.1	0.3	0.0	0.2	-	-	-	0.9
Diploma	73.8	48.2	22.6	11.1	10.2	2.3	0.6	3.1	171.9
Certificate IV	46.5	77.2	20.4	11.2	18.6	3.6	2.0	5.0	184.6
Certificate III	89.9	121.3	105.5	23.0	35.8	11.7	5.0	7.2	399.4
Certificate II	31.7	33.5	21.6	11.9	16.9	3.6	2.7	0.7	122.7
Certificate I	7.9	18.9	4.5	4.0	6.6	1.2	1.8	0.3	45.2
<i>AQF sub-total</i>	254.1	311.4	176.0	63.4	89.9	22.6	12.2	17.0	946.5
Non-AQF level									
Other recognised programs	28.0	18.1	3.6	5.1	6.6	1.6	0.1	1.6	64.7
Non-award programs	14.4	3.3	7.1	1.2	-	0.9	-	0.2	27.1
Subject only – no program	11.7	13.6	0.5	4.7	-	2.7	1.7	0.0	34.9
<i>Non-AQF sub-total</i>	54.1	35.0	11.3	11.0	6.6	5.2	1.8	1.8	126.7
Field of education									
Natural and physical sciences	1.3	2.5	1.0	1.5	1.0	0.1	0.0	0.4	7.9
Information technology	8.8	7.0	2.1	1.7	2.1	0.8	0.2	0.8	23.5
Engineering and related technologies	32.0	60.6	50.7	13.0	23.2	4.6	2.2	2.1	188.3
Architecture and building	26.1	32.8	16.1	5.4	7.2	2.0	0.7	2.3	92.7
Agriculture, environmental and related studies	9.5	10.1	6.1	3.4	3.4	1.6	1.3	0.3	35.6
Health	19.4	21.3	8.0	5.5	5.0	0.9	0.5	0.6	61.1
Education	16.6	19.8	10.5	4.5	10.7	1.1	0.8	1.2	65.2
Management and commerce	72.1	49.0	28.5	9.7	14.7	4.8	1.9	3.8	184.5
Society and culture	38.3	47.4	25.0	9.7	10.0	4.1	2.3	3.2	139.9
Creative arts	7.4	8.1	2.7	1.5	3.6	0.4	0.4	0.5	24.7
Food, hospitality and personal services	16.7	30.1	19.4	5.4	6.2	2.3	1.0	1.2	82.5
Mixed field programs	28.5	41.3	14.8	7.2	9.4	1.4	1.0	0.9	104.4
No field of education	31.6	16.4	2.3	5.8	-	3.6	1.7	1.5	62.9
Type of accreditation									
National training package programs	235.8	264.9	168.3	55.1	76.7	21.3	11.3	16.2	849.5
Nationally accredited programs	23.3	48.2	8.7	8.3	14.2	2.1	0.9	0.8	106.4
Higher level programs	1.1	1.8	0.3	0.4	0.2	-	-	0.1	4.0
Other programs	16.4	15.0	7.7	4.8	5.4	0.9	-	0.3	50.5
Skill set – nationally and locally recognised	19.9	2.9	1.7	1.1	-	0.9	0.0	1.5	27.9
Subject only – no accreditation	11.7	13.6	0.5	4.7	-	2.7	1.7	0.0	34.9
Total students	308.2	346.4	187.2	74.3	96.5	27.8	14.0	18.8	1 073.2

Note that numbers, after aggregation, have been rounded to the nearest hundred. Rounding can lead to situations where the numbers in the body of a given table might not add to the rounded totals.

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 of funding, January–June 2015 (%)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
AQF level									
Diploma or higher	25.3	17.4	12.7	17.9	12.4	9.2	4.6	20.2	18.1
Graduate diploma	0.0	0.0	0.0	0.0	-	-	0.0	-	0.0
Graduate certificate	0.0	0.2	0.1	-	0.0	-	-	0.3	0.1
Bachelor degree (Honours & Pass)	0.3	0.4	-	0.5	-	-	-	0.5	0.3
Advanced diploma	1.0	2.8	0.4	2.4	1.5	0.8	0.2	3.1	1.6
Associate degree	0.1	0.0	0.2	0.0	0.2	-	-	-	0.1
Diploma	23.9	13.9	12.1	15.0	10.6	8.4	4.3	16.3	16.0
Certificate IV	15.1	22.3	10.9	15.1	19.3	12.9	14.4	26.6	17.2
Certificate III	29.2	35.0	56.4	30.9	37.1	41.9	35.8	38.4	37.2
Certificate II	10.3	9.7	11.6	16.0	17.5	13.0	19.6	3.9	11.4
Certificate I	2.6	5.5	2.4	5.4	6.8	4.3	12.9	1.4	4.2
<i>AQF sub-total</i>	82.4	89.9	94.0	85.2	93.2	81.2	87.2	90.5	88.2
Non-AQF level									
Other recognised programs	9.1	5.2	1.9	6.8	6.8	5.8	0.8	8.5	6.0
Non-award programs	4.7	1.0	3.8	1.7	-	3.1	-	1.0	2.5
Subject only – no program	3.8	3.9	0.3	6.3	-	9.8	12.0	0.1	3.3
<i>Non-AQF sub-total</i>	17.6	10.1	6.0	14.8	6.8	18.8	12.8	9.5	11.8
Field of education									
Natural and physical sciences	0.4	0.7	0.6	2.0	1.1	0.5	0.1	2.2	0.7
Information technology	2.8	2.0	1.1	2.3	2.1	3.0	1.2	4.2	2.2
Engineering and related technologies	10.4	17.5	27.1	17.5	24.0	16.6	16.1	11.0	17.5
Architecture and building	8.5	9.5	8.6	7.3	7.5	7.3	5.0	12.4	8.6
Agriculture, environmental and related studies	3.1	2.9	3.2	4.5	3.5	5.6	9.1	1.7	3.3
Health	6.3	6.1	4.3	7.3	5.2	3.4	3.4	3.3	5.7
Education	5.4	5.7	5.6	6.1	11.1	4.0	5.7	6.5	6.1
Management and commerce	23.4	14.2	15.2	13.1	15.2	17.2	13.8	20.2	17.2
Society and culture	12.4	13.7	13.4	13.1	10.3	14.9	16.1	17.0	13.0
Creative arts	2.4	2.3	1.4	2.1	3.8	1.4	2.7	2.7	2.3
Food, hospitality and personal services	5.4	8.7	10.4	7.3	6.5	8.3	7.4	6.6	7.7
Mixed field programs	9.3	11.9	7.9	9.7	9.7	5.0	7.1	4.5	9.7
No field of education	10.3	4.7	1.2	7.8	-	12.9	12.1	7.9	5.9
Type of accreditation									
National training package programs	76.5	76.5	89.9	74.1	79.5	76.4	81.2	86.1	79.2
Nationally accredited programs	7.6	13.9	4.6	11.2	14.7	7.5	6.7	4.1	9.9
Higher-level programs	0.4	0.5	0.2	0.5	0.2	-	-	0.5	0.4
Other programs	5.3	4.3	4.1	6.5	5.6	3.1	-	1.5	4.7
Skill set – nationally and locally recognised	6.4	0.8	0.9	1.5	-	3.1	0.1	7.8	2.6
Subject only – no accreditation	3.8	3.9	0.3	6.3	-	9.8	12.0	0.1	3.3
Total students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note that percentages, after aggregation, have been rounded to the nearest decimal point. Rounding can lead to situations where the percentages in the body of a given table might not add to the rounded totals.

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 of funding, January–June 2015 ('000)

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE and other government providers									
Commonwealth/state funding	159.2	99.1	50.6	30.7	56.7	12.1	10.1	10.2	428.7
Fee-for-service – domestic	110.4	55.8	34.5	11.5	8.8	5.0	-	4.2	230.1
Fee-for-service – international	4.0	9.0	3.4	0.7	3.2	0.2	-	0.8	21.2
<i>Sub-total TAFE and other government providers</i>	273.6	163.9	88.6	42.9	68.7	17.2	10.1	15.1	680.1
Community education providers									
Commonwealth/state funding	15.7	27.5	1.1	2.9	1.0	-	-	-	48.1
Fee-for-service – domestic	Not applicable for scope of publication								
Fee-for-service – international	Not applicable for scope of publication								
<i>Sub-total community education providers</i>	15.7	27.5	1.1	2.9	1.0	-	-	-	48.1
Private training providers									
Commonwealth/state funding	18.9	155.1	90.6	28.5	26.3	10.6	3.9	3.7	337.5
Fee-for-service – domestic	Not applicable for scope of publication								
Fee-for-service – international	Not applicable for scope of publication								
<i>Sub-total private training providers</i>	18.9	155.1	90.6	28.5	26.3	10.6	3.9	3.7	337.5
Attending more than one provider type									
Commonwealth/state funding	-	-	5.6	-	0.5	-	-	-	6.0
Fee-for-service – domestic	-	-	1.4	-	-	-	-	-	1.4
Fee-for-service – international	-	-	0.0	-	-	-	-	-	0.0
<i>Sub-total attending more than one provider type</i>	-	-	7.0	-	0.5	-	-	-	7.5
Total students	308.2	346.4	187.2	74.3	96.5	27.8	14.0	18.8	1 073.2

Note that numbers, after aggregation, have been rounded to the nearest hundred. Rounding can lead to situations where the numbers in the body of a given table might not add to the rounded totals.

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 of funding, January–June 2015 (%)

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE and other government providers									
Commonwealth/state funding	51.7	28.6	27.0	41.4	58.8	43.5	72.0	54.2	39.9
Fee-for-service – domestic	35.8	16.1	18.4	15.4	9.1	17.9	-	22.1	21.4
Fee-for-service – international	1.3	2.6	1.8	1.0	3.3	0.5	-	4.1	2.0
<i>Sub-total TAFE and other government providers</i>	88.8	47.3	47.3	57.8	71.2	62.0	72.0	80.3	63.4
Community education providers									
Commonwealth/state funding	5.1	7.9	0.6	3.9	1.1	-	-	-	4.5
Fee-for-service – domestic	Not applicable for scope of publication								
Fee-for-service – international	Not applicable for scope of publication								
<i>Sub-total community education providers</i>	5.1	7.9	0.6	3.9	1.1	-	-	-	4.5
Private training providers									
Commonwealth/state funding	6.1	44.8	48.4	38.4	27.2	38.0	28.0	19.7	31.5
Fee-for-service – domestic	Not applicable for scope of publication								
Fee-for-service – international	Not applicable for scope of publication								
<i>Sub-total private training providers</i>	6.1	44.8	48.4	38.4	27.2	38.0	28.0	19.7	31.5
Attending more than one provider type									
Commonwealth/state funding	-	-	3.0	-	0.5	-	-	-	0.6
Fee-for-service – domestic	-	-	0.7	-	-	-	-	-	0.1
Fee-for-service – international	-	-	0.0	-	-	-	-	-	0.0
<i>Sub-total attending more than one provider type</i>	-	-	3.7	-	0.5	-	-	-	0.7
Total students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note that percentages, after aggregation, have been rounded to the nearest decimal point. Rounding can lead to situations where the percentages in the body of a given table might not add to the rounded totals.

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 Government-funded training provider profile by state or territory of funding, January–June 2015

Government-funded training providers	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE	11	13	13	1	12	1	2	1	54
Other government providers	1	5	2	-	6	-	-	-	14
Community education providers	34	253	14	56	10	-	-	-	367
Private training providers	347	370	518	182	241	128	74	92	1 445
Distinct count of training providers	364	641	547	239	269	129	76	93	1 828

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/2834.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 about the AQF, go to <<http://www.aqf.edu.au>>.

Attending more than one provider type is used when a student attends more than one training provider type (for example, TAFE and other government providers; community education providers; and private training providers).

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

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

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).

Private training 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 that 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 about training packages, go to <<http://www.training.gov.au>>.

Vocational education and training (VET) is post-compulsory education and training that provides people with occupational or work-related knowledge and skills. It also includes programs which provide the basis for subsequent vocational programs.

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 private training 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	Private training providers
Commonwealth/state funding	✓	✓	✓
Fee-for-service - domestic	✓	✗	✗
Fee-for-service - international	✓	✗	✗

* 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 The NSW Adult Migrant English Service and NSW Workplace Training did not submit data for 2015 activity.
- 5 Some data incorrectly reported in the January to March 2015 submission for TAFE NSW Institutes have been corrected in the January to June data submission.

South Australia

- 6 The SA VISA (VET in Schools assessed by TAFE) did not submit data for January to June 2015 activity.

Training packages

- 7 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 available at <<http://www.ncver.edu.au/publications/2834.html>>.
- 8 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.
- 9 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

- 10 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 include foundation, bridging and enabling courses plus other courses that do not lead to a qualification under the AQF.

Training provider profile

- 11 Data for the training provider profile is extracted by the *training organisation identifier* field reported in data submissions. This table 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 a private training provider. However, they are only reported once in the distinct count of training providers.
- 12 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

- 13 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.

Not known data for selected student characteristics in January to June 2015 data submission

Student characteristics	Proportion of students with 'Not known' data (%)
Indigenous status	3.7
Disability status	7.4
Non-English speaking background	6.9



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