

Australian vocational education and training statistics

Equity groups in total VET students and courses 2014



National Centre for Vocational Education Research

Highlights

This publication provides summary information on equity groups in vocational education and training (VET) delivered by 4601 Australian providers in 2014, under the first collection of 'total VET activity' data.

In 2014, there were:

- 146 500 Indigenous students (3.7% of all students)
- 201 000 students with a disability (5.1% of all students)
- 527 100 students from a non-English speaking background (13.5% of all students)
- 558 100 students from rural/remote localities (14.3% of all students).

The subject load pass rate for all students was 83.4% in 2014, compared with:

- 74.4% for Indigenous students
- 74.6% for students with a disability
- 80.7% for students from a non-English speaking background
- 85.6% for students from rural/remote localities.

It is important to note that 2014 is a transition year in which a number of training providers were granted exemption from reporting and others did not report their training activity.

The coverage and completeness of the data should improve over time once reporting exemptions are removed and training providers adapt to mandatory reporting requirements.

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Introduction

This publication provides summary information on equity groups in vocational education and training (VET) in 2014.

The data in this publication cover the accredited training delivered by 4601 Australian providers in 2014, including registered training organisations (RTOs) and non-registered training organisations (such as community education providers and schools). For further information on the reporting scope, refer to the explanatory notes on page 8.

This picture of training activity is otherwise known as 'total VET activity' to reflect that the information is now collected from all types of training providers, and not only those providers receiving Commonwealth and state-funding.

It is important to note that 2014 is a transition year in which a number of training providers were granted exemption from reporting and others did not report their training activity. Many training providers also reported data for the first time. As such:

- the data cannot be compared with that from any previous years
- data for some training activity are missing
- some student demographic data have high proportions of 'not known' responses.

The coverage and completeness of the data should improve over time once reporting exemptions are removed and training providers adapt to mandatory reporting requirements. For further information on the data quality issues, refer to the explanatory notes on page 8, in particular 'not known' information.

The equity groups presented in this publication are: Indigenous students, students with a disability, students from a non-English speaking background, and students from rural/remote localities.

This publication is an accompaniment to the interactive data visualisation tool for equity groups in total VET students and courses found at <http://www.ncver.edu.au/publications/2838.html>

Data source

The data in this publication are sourced from the National VET Provider Collection and the National VET in Schools Collection.

More information

For more detailed information on total VET activity, please refer to *Total VET students and courses 2014* at <http://www.ncver.edu.au/publications/2828.html> and the accompanying Excel data tables.

Table 1 Students by selected characteristics and equity groups, 2014

	Indigenous		With a disability		Non-English background		Rural/remote localities	
	('000)	% of all students	('000)	% of all students	('000)	% of all students	('000)	% of all students
State or territory where training was delivered								
New South Wales	52.3	4.6	54.9	4.9	164.7	14.6	123.1	10.9
Victoria	11.9	1.1	67.7	6.4	193.5	18.4	76.2	7.2
Queensland	37.9	4.3	34.3	3.9	52.6	6.0	181.5	20.6
South Australia	7.8	3.2	20.0	8.3	25.2	10.4	42.2	17.4
Western Australia	18.0	4.8	12.4	3.3	45.6	12.2	62.5	16.8
Tasmania	2.7	4.3	4.9	7.8	2.9	4.6	24.5	38.9
Northern Territory	14.0	27.8	2.2	4.5	11.3	22.4	44.8	89.1
Australian Capital Territory	1.7	2.2	4.1	5.4	6.5	8.4	2.8	3.6
Overseas	0.0	0.0	0.1	0.2	22.9	74.2	0.0	0.2
Other	0.1	1.9	0.5	7.2	2.0	27.3	0.6	8.8
Provider type								
TAFE	55.9	5.2	72.6	6.8	192.2	18.0	155.1	14.6
University	5.3	6.8	4.5	5.8	24.5	31.5	16.3	20.9
School	8.9	4.7	2.1	1.1	8.7	4.6	24.0	12.6
Community education provider	11.0	5.9	22.3	12.1	29.8	16.1	36.0	19.4
Enterprise provider	4.0	4.9	3.3	4.0	6.8	8.2	15.5	18.8
Private training provider	57.6	2.6	93.1	4.1	261.8	11.6	299.7	13.3
Students attending more than one provider type	3.8	7.2	3.1	5.9	3.3	6.3	11.5	21.5
Sex								
Males	80.0	3.7	105.4	4.9	263.2	12.3	326.6	15.3
Females	66.1	3.9	94.0	5.6	262.0	15.6	221.5	13.2
Not known	0.5	0.5	1.6	1.8	1.9	2.3	10.0	11.6
Age								
14 years and under	1.9	9.1	0.7	3.4	1.2	5.7	4.5	21.7
15 to 19 years	45.3	5.5	38.4	4.7	69.3	8.4	116.5	14.1
20 to 24 years	25.1	4.1	31.6	5.2	90.2	14.7	74.0	12.1
25 to 44 years	53.5	3.5	68.9	4.4	262.6	16.9	216.1	13.9
45 to 64 years	19.4	2.5	55.5	7.2	93.4	12.1	129.7	16.8
65 years and over	0.7	1.4	5.1	10.1	8.4	16.5	7.9	15.6
Not known	0.6	0.7	0.8	1.0	1.9	2.5	9.4	12.3
SEIFA (IRSD)								
Quintile 1 – Most disadvantaged	57.5	7.2	53.8	6.7	135.9	17.0	186.0	23.3
Quintile 2	38.3	4.8	47.7	5.9	87.0	10.8	178.0	22.1
Quintile 3	21.7	2.9	38.3	5.0	73.9	9.7	107.1	14.1
Quintile 4	14.7	2.1	32.9	4.6	80.9	11.3	56.9	7.9
Quintile 5 – Least disadvantaged	9.3	1.7	23.3	4.3	56.0	10.2	29.7	5.4
Not known	5.1	1.8	5.1	1.8	93.4	33.4	0.5	0.2
Highest previous education level								
Bachelor degree or above	2.9	1.0	10.9	3.6	81.8	26.8	32.3	10.6
Diploma, advanced diploma or associate degree	4.6	2.1	11.5	5.2	41.2	18.5	27.8	12.5
Certificate III or IV	21.4	3.3	39.0	6.0	64.8	10.0	104.8	16.1
Certificate I or II	7.3	11.0	9.3	14.0	8.2	12.4	11.8	17.8
Miscellaneous education	2.2	5.4	2.6	6.2	7.4	17.9	6.8	16.3
Year 12	26.1	3.1	41.8	5.0	158.4	18.8	103.1	12.2
Year 11 or lower/did not go to school	72.7	6.8	75.3	7.0	118.3	11.0	186.7	17.4
Not known	9.3	1.3	10.7	1.5	47.1	6.7	84.8	12.1
Apprentice/trainee status								
Apprentices or trainees undertaking off-the-job training	15.1	4.0	17.9	4.7	34.8	9.1	55.5	14.6
Not apprentices or trainees	131.4	3.7	183.1	5.2	492.4	14.0	502.6	14.3
Total students in equity group	146.5	3.7	201.0	5.1	527.1	13.5	558.1	14.3

Table 2 Programs completed by selected training characteristics and equity groups, preliminary 2014

	Indigenous		With a disability		Non-English background		Rural/remote localities	
	('000)	% of all completions	('000)	% of all completions	('000)	% of all completions	('000)	% of all completions
Australian Qualification Framework (AQF) level								
Diploma or higher	2.0	1.8	4.4	3.9	30.3	26.5	7.5	6.5
Graduate diploma	0.0	2.0	0.0	5.3	0.0	10.2	0.0	9.4
Graduate certificate	0.0	0.4	0.0	2.8	0.3	25.1	0.1	10.3
Bachelor degree (Honours and Pass)	0.0	1.1	0.0	6.3	0.0	37.9	0.0	1.1
Advanced diploma	0.1	0.8	0.5	3.4	5.5	37.0	0.5	3.5
Associate degree	-	-	0.0	13.0	0.0	56.5	-	-
Diploma	1.9	1.9	3.9	4.0	24.5	25.0	6.8	6.9
Certificate IV	3.8	2.2	7.2	4.1	30.0	17.0	16.1	9.2
Certificate III	11.8	3.9	16.0	5.3	56.5	18.8	34.8	11.5
Certificate II	11.5	7.0	11.9	7.2	26.7	16.2	25.4	15.4
Certificate I	3.8	6.5	5.4	9.2	11.7	19.8	8.5	14.4
Field of education								
Natural and physical sciences	0.1	2.3	0.2	4.4	1.2	23.1	0.4	7.3
Information technology	0.8	3.4	1.6	7.4	4.9	22.1	2.5	11.4
Engineering and related technologies	6.1	5.2	5.1	4.3	16.1	13.6	19.3	16.3
Architecture and building	1.4	3.5	1.2	3.1	5.0	13.0	3.7	9.6
Agriculture, environmental and related studies	1.4	6.9	1.8	9.0	1.3	6.5	7.1	35.7
Health	3.8	9.1	2.0	4.7	6.2	14.9	6.5	15.7
Education	0.9	2.2	1.4	3.4	4.1	9.9	5.1	12.2
Management and commerce	6.4	3.0	11.3	5.3	44.7	20.7	17.5	8.1
Society and culture	5.4	3.2	8.9	5.3	37.3	22.2	16.3	9.7
Creative arts	0.8	3.2	1.5	6.5	2.6	11.1	1.5	6.2
Food, hospitality and personal services	2.6	4.4	3.0	5.0	9.0	14.9	7.6	12.5
Mixed field programmes	3.3	5.4	6.9	11.4	22.8	37.6	4.9	8.1
Type of accreditation								
National training package qualifications	29.5	4.0	38.3	5.2	129.8	17.5	86.8	11.7
Nationally accredited courses	3.4	4.7	6.7	9.2	25.3	34.9	5.4	7.5
Higher level qualifications	0.0	0.5	0.0	4.7	0.1	51.6	0.0	1.0
Other courses	-	-	0.0	5.9	0.0	5.9	-	-
Total AQF programs completed in equity group	32.9	4.0	45.0	5.5	155.2	19.0	92.2	11.3

Note that percentages in this publication are rounded to one decimal place. Other 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.

Table 3 Full-year training equivalents (FYTEs) by funding source and equity groups, 2014

	Indigenous		With a disability		Non-English background		Rural/remote localities	
	('000)	% of all FYTEs	('000)	% of all FYTEs	('000)	% of all FYTEs	('000)	% of all FYTEs
Commonwealth/state funding	32.2	4.4	57.8	7.8	143.8	19.5	81.8	11.1
Fee for service – domestic	9.2	2.9	14.6	4.5	41.7	12.8	39.1	12.1
Fee for service – international	0.0	0.0	0.8	1.1	50.2	68.3	-	-
Total full-year training equivalents in equity group	41.5	3.7	73.1	6.4	235.7	20.7	120.9	10.6

Note that percentages in this publication are rounded to one decimal place. Other 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.

Table 4 Subject load pass rates by funding source and equity groups, 2014 (%)

	Indigenous	With a disability	Non-English background	Rural/remote localities	All students
Commonwealth/state funding	73.9	73.8	78.8	84.7	82.7
Fee for service – domestic	75.9	77.1	82.8	87.5	85.1
Fee for service – international	80.4	83.4	84.3	-	82.8
Overall load pass rate	74.4	74.6	80.7	85.6	83.4

Note that percentages in this publication are rounded to one decimal place. Other 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.

Table 5 Disabilities reported by type, 2014

	('000)	%
Hearing/deaf	18.0	7.5
Physical	28.5	11.9
Intellectual	15.7	6.6
Learning	33.0	13.8
Mental illness	31.9	13.4
Acquired brain impairment	3.4	1.4
Vision	23.0	9.6
Medical condition	36.4	15.2
Other	24.6	10.3
Not specified	24.4	10.2
Total disabilities	239.0	100.0

Note that percentages in this publication are rounded to one decimal place. Other 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.

Explanatory notes

Data treatment

Note that all percentages presented in this publication are reported to one decimal place. All other 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.

Data sources

Data contained in this publication are, unless stated otherwise, derived from the National VET Provider Collection and the National VET in Schools Collection, with duplicated activity removed. These collections are compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), Release 7.0. For further information on AVETMISS go to:

<<http://www.ncver.edu.au/avetmiss/21055.html>>.

Scope

Data in this publication cover accredited VET activity reported by 4601 training providers in 2014, including registered training organisations (RTOs) and non-registered training organisations (such as community education providers and schools).

Data in this publication encompass VET activity reported under the first year of mandatory reporting for Australian training providers delivering nationally recognised training. As this publication provides data on total VET activity for the first year of reporting in 2014:

- the data cannot be compared with that from any previous years.
- data quality issues may exist, including 'not known' information and missing training activity.

Activity covered in this publication includes VET delivered by:

- TAFE institutes
- universities
- community education providers
- enterprise providers
- private training providers
- schools
- Australian VET institutions delivering VET at overseas campuses.

This publication does not cover the following types of training:

- recreation, leisure and personal enrichment
- credit transfer
- any activity where revenue was earned from another training provider in terms of sub-contracted, auspicing, partnership or similar arrangements.

Not known information

Some student demographic information have high proportions of 'not known' responses. Data are recorded as not known for the following reasons:

- information was not collected
- partial reporting exemption allowed training organisations to submit reduced student demographic data
- a student did not respond to a question on the enrolment form
- a student asked for information not to be released and used for reporting purposes
- invalid information was supplied.

The 'not known' rates for students in 2014 were as follows: Indigenous status – 14.7%; disability status – 17.4%; non-English speaking background status – 21.4%; rural/remote locality status – 3.6%.

Rural/remote localities

The equity group of 'rural/remote localities' is comprised of the 'outer regional', 'remote' and 'very remote' categories of the Access/Remoteness Index of Australia (ARIA+) classification.

Preliminary completions

Program completions in 2014 are based on preliminary data submissions and will be revised upward with future submissions. No conclusions about completion rates can be made from these data.

Socio-Economic Indexes For Areas (SEIFA)

Socio-Economic Indexes For Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socioeconomic 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>>.

Full-year training equivalents (FYTEs)

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).

Load pass rates

A load pass rate is the ratio of hours or FYTEs attributed to students who gained competencies/passed assessment (including through recognition of prior learning) in an assessable module or unit of competency, compared with the hours or FYTEs attributed to all students who were assessed and either passed, failed or withdrew.

Disabilities reported

Please note that the number of disabilities reported in table 5 is higher than the number of students who reported having a disability (table 1), due to a student being able to report more than one type of disability.



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