

Australian vocational education and training statistics

Total VET students and courses 2014



National Centre for Vocational Education Research

Highlights

This publication provides, for the first time, an estimate on the nature and extent of vocational education and training (VET) delivered by Australian training providers in domestic and overseas locations.

It shows, that in 2014, around 3.9 million students undertook some form of accredited VET delivered by 4601 training providers.

This collection includes, for the first time, accredited VET delivered by Australian training providers beyond the scope of prior national collections that were limited to information covering only government funded or supported training.

It is important to note that 2014 is a transition year in which a number of training providers were granted exemptions 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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Contents

Introduction	4
Data source	4
More information	4
Summary	5
Tables	8
Terms	20
Explanatory notes	23

Tables

1 Australian VET students and participation rate (%) of Australians aged 15 years and over in VET by state or territory of student residence, 2014	8
2 Students by state or territory of student residence and state or territory where the training was delivered, 2014 (%)	8
3 Students by provider type and the state or territory where the training was delivered, 2014 ('000)	9
4 Training providers by state or territory of training provider's head office, 2014	9
5 Students by selected characteristics and state or territory where the training was delivered, 2014	10
6 VET programs, 2014	11
7 Program enrolments by level, field of education, type of accreditation and selected student characteristics, 2014	11
8 Program enrolments by level, field of education, type of accreditation and additional student characteristics, 2014	12
9 Program enrolments in top 40 parent training packages by state or territory where the training was delivered, 2014	13
10 Subject enrolments by subject result, delivery mode and state or territory where the training was delivered, 2014	14
11 Hours of delivery by subject result, delivery mode and state or territory where the training was delivered, 2014	15
12 Subject enrolments by provider type, funding source and state or territory where the training was delivered, 2014	16
13 Hours of delivery by provider type, funding source and state or territory where the training was delivered, 2014	17
14 Load pass rates by funding source and state or territory where the training was delivered, 2014 (%)	18
15 Programs completed by level and provider type, preliminary 2014 ('000)	18
16 Programs completed by level and state or territory of student residence, preliminary 2014 ('000)	18
17 Programs completed by level and state or territory of training provider's head office, preliminary 2014 ('000)	19
18 Programs completed by state or territory of student residence and state or territory of training provider's head office, preliminary 2014 ('000)	19

Introduction

In November 2012, the then Council of Australian Governments (COAG) Standing Council on Tertiary Education, Skills and Employment (SCOTESE) agreed to the introduction of mandatory reporting of nationally recognised training activity from 2014 onwards. Under the mandatory reporting requirements, all Australian providers (excluding those exempted by regulators) delivering nationally recognised training to students, either in domestic or in overseas locations, must report information about these students and their training.

This publication provides, for the first time, an estimate of the extent and nature of all accredited vocational education and training (VET) delivered in 2014 by Australian training providers. This picture of training activity is otherwise known as 'total VET activity', to reflect that the information is now collected from all types of providers and not only those in receipt of Commonwealth or state funding. Information is provided on the number of training providers, students, enrolments in programs, enrolments in subjects, hours of delivery and program completions.

The data in this publication cover the accredited training delivered by 4601 Australian providers, 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 23.

It is important to note that 2014 is a transition year in which a number of training providers were granted exemptions 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 the mandatory reporting requirements. For further information on the data quality issues, refer to the explanatory notes on page 23.

Data source

The data in this publication are sourced from the National VET Provider Collection and the National VET in Schools Collection. These collections are compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For further information on the scope of the data and technical information, please refer to the explanatory notes on page 23.

More information

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

For additional data tables on total VET students and courses, refer to <<http://www.ncver.edu.au/publications/2828.html>>.

Access to these data are governed by the Vocational Education and Training (VET) Data Protocol (updated 22 July 2015) and associated guidance, please refer to <<https://education.gov.au/access-and-use-national-vet-provider-collection-data>>.

For information on government-funded VET students and courses (broadly defined as all activity delivered by government providers and government-funded activity delivered by community educations and other registered providers), refer to *Australian vocational education and training statistics: government-funded students and courses 2014*, NCVET, Adelaide <<http://www.ncver.edu.au/statistic/21053.html>>.

Summary

Training providers

This publication covers the accredited training delivered by 4601 Australian providers in 2014, which comprised:

- 3815 registered training organisations
- 786 non-registered training organisations (such as community education providers and schools)

In 2014, accredited training was reported by:

Table 4

- 2865 private training providers
- 960 schools
- 497 community education providers
- 210 enterprise providers
- 57 TAFE institutes
- 15 universities.

Student participation and characteristics

Student participation

The participation rate of Australians aged 15 to 64 years in VET is estimated at 23.3%.

Table 1

In 2014, there were 3 908 000 students enrolled in training with 4601 Australian providers. Training was delivered to:

Table 3

- 2 252 900 students (57.6%) at private training providers
- 1 065 600 students (27.3%) at TAFE institutes
- 190 300 students (4.9%) at schools
- 185 100 students (4.7%) at community education providers
- 78 000 students (2.0%) at universities
- 82 800 students (2.1%) at enterprise providers.

In 2014, the majority of students undertook training in the same state or territory in which they resided. For example:

Table 2

- 96.1% of students receiving training in Tasmania were residents of Tasmania
- 65.6% of students receiving training in the Australian Capital Territory were residents of the Australian Capital Territory.

In 2014, training was delivered from:

Table 3

- New South Wales to 1 131 400 students (29.0%)
- Victoria to 1 052 400 students (26.9%)
- Queensland to 881 600 students (22.6%)
- Western Australia to 372 400 students (9.5%)
- South Australia to 242 200 students (6.2%)
- Australian Capital Territory to 76 800 students (2.0%)
- Tasmania to 62 900 students (1.6%)
- Northern Territory 50 300 students (1.3%)
- overseas locations to 30 900 students (0.8%).

Student characteristics¹

In 2014, VET students comprised:

Table 5

- 54.8% male students
- 43.0% female students
- 37.3% students aged 24 years and under
- 60.7% students aged 25 years and over
- 3.4% students from remote and very remote localities
- 3.7% Indigenous students
- 5.1% students with a disability
- 9.7% apprentices and trainees undertaking off-the-job training
- 96.8% domestic students
- 3.2% international students.

Programs

In 2014, there were 6344 unique programs or courses, of which:

Table 6

- 2407 courses were locally (not nationally) recognised
- 2219 programs were designed to lead to a qualification specified in a national training package
- 979 were nationally accredited courses
- 643 were skill sets – nationally and locally recognised
- 96 were higher level qualifications such as bachelor degrees.

There were 3.6 million enrolments in VET programs. Of these:

- 3.1 million (86.4%) were in Australian Qualifications Framework (AQF) programs
- 487 700 (13.6%) were in non-AQF programs
- by program level, certificate III was the most popular with 1.1 million enrolments in programs (30.7%)
- by field of education, management and commerce was the most popular, with 738 500 program enrolments (20.6%).

Tables 7 and 8

In 2014, there were 2.8 million program enrolments (77.5%) in national training packages. Of these:

Table 9

- Business Services was the most popular training package, with 420 200 program enrolments (15.1% of all training package program enrolments)
- Community Services was the second most popular training package, with 363 700 program enrolments (13.1%).

In 2014, there were a further 441 100 (12.3%) enrolments in nationally accredited courses.

Table 8

¹ Caution should be taken when using student characteristics data with a large number of 'not known' responses. See the explanatory notes on page 23 for further information on the extent of 'not known' data for selected student characteristics.

Subjects

In 2014:

- 65.4% of subjects were delivered to students in classrooms, 10.6% were delivered electronically and 12.6% were employment-based. *Table 10*
- The remaining 11.4% were delivered by other modes (such as correspondence) or were subject enrolments with credit transfer or recognition of prior learning outcomes.

In 2014, there were 27.5 million enrolments in subjects. Of these: *Table 12*

- 59.4% were Commonwealth or state-funded
- 35.0% were fee-for-service (domestic)
- 5.6% were fee-for-service (international).

In 2014, 818.2 million hours of VET were delivered. Of these: *Table 13*

- 65.0% were Commonwealth or state-funded
- 28.5% were fee-for-service (domestic) funded
- 6.5% were fee-for-service (international) funded.

In 2014, the load pass rate (a weighted subject completion rate) was: *Table 14*

- 82.7% for Commonwealth or state-funded subjects
- 85.1% for fee-for-service (domestic) subjects
- 82.8% for fee-for-service (international) subjects.

Programs completed

The preliminary statistics indicate 815 600 Australian Qualification Framework (AQF) programs were completed in 2014. Of these: *Table 17*

- 114 500 programs (14.0%) were completed in diploma or higher qualifications
- 701 100 programs (86.0%) were completed in certificates I–IV.

It is important to note that these figures are not completion rates. They are the number of programs that were completed in 2014.

Tables

Table 1 Australian VET students and participation rate (%) of Australians aged 15 years and over in VET by state or territory of student residence, 2014

Age group	State or territory of student residence								
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Australian VET students ('000)									
15 to 19 years	249.3	196.9	178.6	37.6	84.8	16.1	6.5	10.7	803.3
20 to 24 years	148.5	154.1	122.8	38.7	57.3	11.9	8.4	10.4	565.4
25 to 44 years	377.2	375.3	337.6	100.7	166.6	29.2	26.6	24.9	1 488.4
45 to 64 years	201.4	201.9	173.8	54.3	69.0	18.9	11.2	11.0	769.7
65 years and over	14.7	17.3	7.9	4.1	2.8	0.9	0.4	0.6	50.5
15 to 64 years	976.4	928.2	812.8	231.3	377.7	76.1	52.7	57.0	3 626.9
Australian population ('000)									
15 to 19 years	467.4	357.9	309.8	104.8	161.3	33.8	16.4	23.0	1 474.5
20 to 24 years	513.6	419.8	335.8	114.4	184.3	31.3	19.3	32.2	1 650.9
25 to 44 years	2 104.8	1 702.9	1 322.3	443.6	779.1	121.8	83.2	122.7	6 681.8
45 to 64 years	1 858.2	1 424.3	1 158.3	437.6	622.6	141.6	55.6	90.2	5 789.3
65 years and over	1 162.7	865.1	660.3	287.7	327.4	91.5	16.0	45.4	3 456.3
15 to 64 years	4 944.0	3 905.0	3 126.2	1 100.4	1 747.3	328.6	174.5	268.1	15 596.4
Participation rate (%)									
15 to 19 years	53.3	55.0	57.7	35.9	52.6	47.8	39.8	46.7	54.5
20 to 24 years	28.9	36.7	36.6	33.8	31.1	37.8	43.4	32.2	34.3
25 to 44 years	17.9	22.0	25.5	22.7	21.4	24.0	32.0	20.3	22.3
45 to 64 years	10.8	14.2	15.0	12.4	11.1	13.3	20.1	12.2	13.3
65 years and over	1.3	2.0	1.2	1.4	0.9	0.9	2.7	1.4	1.5
15 to 64 years	19.7	23.8	26.0	21.0	21.6	23.2	30.2	21.3	23.3

For notes on tables, see the explanatory notes on pages 23-28.

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 2 Students by state or territory of student residence and state or territory where the training was delivered, 2014 (%)

State or territory of student residence	State or territory where the training was delivered										
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Overseas	Other	Total
New South Wales	79.3	4.3	4.5	1.5	1.5	0.4	1.1	21.3	0.1	19.1	25.9
Victoria	3.1	84.6	2.1	1.1	1.1	1.0	0.8	2.2	0.1	8.9	24.4
Queensland	6.2	2.6	83.9	1.0	1.7	0.8	3.2	2.7	0.2	22.8	21.8
South Australia	1.1	1.0	0.9	83.2	0.6	0.3	0.6	0.6	0.0	7.3	6.1
Western Australia	2.3	1.6	2.3	0.6	85.6	0.3	1.3	0.7	0.4	5.8	9.8
Tasmania	0.3	0.6	0.4	0.3	0.5	96.1	0.1	0.9	0.0	3.0	2.0
Northern Territory	0.3	0.2	0.4	0.2	0.2	0.1	87.0	0.2	0.0	1.2	1.4
Australian Capital Territory	0.5	0.2	0.2	0.1	0.3	0.0	0.0	65.6	-	0.9	1.6
Overseas	3.5	2.7	2.0	1.3	2.9	0.3	0.6	1.8	98.7	27.5	3.4
Other	3.3	2.0	3.3	10.6	5.7	0.6	5.2	3.9	0.5	3.4	3.6
Total students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

For notes on tables, see the explanatory notes on pages 23-28.

Note that percentages are reported to one decimal place. 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 Students by provider type and the state or territory where the training was delivered, 2014 ('000)

Provider type	State or territory where the training was delivered										Total
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Overseas	Other	
TAFE	441.1	225.2	125.4	80.9	114.7	28.8	3.7	20.8	24.1	1.0	1 065.6
University	0.4	54.1	3.9	0.2	0.6	0.8	14.6	0.0	3.5	0.0	78.0
School	73.3	50.7	57.3	1.0	2.4	1.5	0.5	3.5	-	0.0	190.3
Community education provider	55.4	76.4	10.6	9.9	18.5	2.4	5.6	6.1	0.0	0.1	185.1
Enterprise provider	23.1	12.8	16.0	14.6	12.4	1.5	1.4	0.8	0.1	0.2	82.8
Private training provider	528.5	633.3	638.4	128.5	217.7	27.8	24.6	45.5	3.2	5.5	2 252.9
Students attending more than one provider type	9.7	0.0	30.0	7.2	6.2	-	0.0	0.0	-	0.3	53.4
Total students	1 131.4	1 052.4	881.6	242.2	372.4	62.9	50.3	76.8	30.9	7.2	3 908.0

For notes on tables, see the explanatory notes on pages 23-28.

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.

Table 4 Training providers by state or territory of training provider's head office, 2014

Provider type	State or territory of training provider's head office									Total
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Other	
TAFE	11	14	14	3	12	1	1	1	-	57
University	2	5	2	2	2	1	1	-	-	15
School	14	564	330	6	21	5	3	17	-	960
Community education provider	86	303	30	35	15	11	5	13	-	497
Enterprise provider	58	43	39	20	31	9	6	8	-	210
Private training provider	741	620	805	267	316	49	32	60	2	2 865
Distinct count of training providers	910	1 549	1 219	333	397	76	48	99	2	4 601

For notes on tables, see the explanatory notes on pages 23-28.

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

Table 5 Students by selected characteristics and state or territory where the training was delivered, 2014

Student characteristics	State or territory where the training was delivered										Total	
	NSW ('000)	Vic. ('000)	Qld. ('000)	SA ('000)	WA ('000)	Tas. ('000)	NT ('000)	ACT ('000)	Overseas ('000)	Other ('000)	('000)	%
Sex												
Males	555.6	571.2	508.2	135.2	239.9	37.0	31.4	42.7	16.6	3.9	2 141.7	54.8
Females	558.9	469.9	337.6	104.9	117.4	25.2	18.1	31.1	13.8	3.1	1 679.9	43.0
Not known	17.0	11.3	35.8	2.1	15.1	0.7	0.8	3.0	0.4	0.2	86.4	2.2
Age												
14 years and under	4.4	4.9	9.1	0.5	0.9	0.2	0.5	0.3	0.0	0.0	20.9	0.5
15 to 19 years	265.5	217.7	175.8	43.7	79.6	12.4	6.2	13.1	10.1	0.9	825.1	21.1
20 to 24 years	178.1	178.2	125.0	36.7	50.1	9.4	7.1	11.9	13.8	1.7	612.1	15.7
25 to 44 years	433.1	411.9	353.1	100.1	164.0	23.7	24.6	30.6	5.5	3.1	1 549.6	39.7
45 to 64 years	210.7	214.0	179.9	55.3	69.0	16.0	10.9	15.5	1.3	1.2	773.8	19.8
65 years and over	15.1	18.0	8.1	4.5	2.8	0.7	0.4	0.9	0.0	0.0	50.6	1.3
Not known	24.6	7.6	30.6	1.3	5.8	0.5	0.6	4.7	0.2	0.2	76.0	1.9
Student remoteness (ARIA+) region												
Major cities	677.5	668.0	466.1	143.7	237.6	1.0	1.8	60.7	0.1	3.4	2 259.9	57.8
Inner regional	253.9	258.8	187.1	27.3	40.5	36.8	0.8	9.0	0.1	0.9	815.1	20.9
Outer regional	104.7	70.1	134.6	31.9	32.1	21.4	26.0	2.5	0.0	0.5	423.8	10.8
Remote	13.4	4.9	25.3	7.6	17.7	2.7	10.8	0.3	0.0	0.1	82.9	2.1
Very remote	4.9	1.2	21.6	2.7	12.6	0.3	8.0	0.0	0.0	0.0	51.4	1.3
Overseas	39.5	28.7	17.8	3.3	10.8	0.2	0.3	1.4	30.5	2.0	134.5	3.4
Not known	37.4	20.7	29.1	25.7	21.1	0.4	2.6	3.0	0.2	0.2	140.4	3.6
Indigenous status												
Indigenous	52.3	11.9	37.9	7.8	18.0	2.7	14.0	1.7	0.0	0.1	146.5	3.7
Non-Indigenous	966.8	901.8	633.5	205.6	290.8	57.1	34.2	63.1	28.7	6.2	3 187.7	81.6
Not known	112.3	138.7	210.1	28.8	63.6	3.0	2.1	12.0	2.2	0.9	573.8	14.7
Disability (including impairment or long-term condition)												
With a disability	54.9	67.7	34.3	20.0	12.4	4.9	2.2	4.1	0.1	0.5	201.0	5.1
Without a disability	864.9	874.0	608.1	215.4	274.0	55.0	43.8	56.9	27.5	5.8	3 025.5	77.4
Not known	211.6	110.8	239.2	6.8	86.1	3.0	4.2	15.8	3.3	0.9	681.5	17.4
School status												
At school	162.7	103.1	108.3	19.0	44.3	7.1	3.4	7.2	0.1	0.3	455.5	11.7
Not at school	866.2	821.9	606.2	203.3	281.4	52.9	42.6	57.9	27.3	6.2	2 965.9	75.9
Not known	102.5	127.4	167.1	19.9	46.7	2.9	4.3	11.7	3.5	0.7	486.6	12.5
Apprentice/trainee status												
Apprentices and trainees undertaking off-the-job training	86.7	122.1	90.7	8.9	49.7	11.7	4.4	6.5	-	0.4	381.0	9.7
Not apprentices and trainees	1 044.7	930.3	790.9	233.3	322.7	51.2	45.9	70.3	30.9	6.8	3 527.1	90.3
SEIFA (IRSD)												
Quintile 1 – Most disadvantaged	277.0	198.6	177.0	60.5	38.5	29.6	12.2	4.2	0.0	1.0	798.5	20.4
Quintile 2	273.3	211.7	163.7	62.4	64.0	10.6	12.0	5.0	0.0	1.1	803.8	20.6
Quintile 3	192.1	224.9	203.2	35.0	83.3	10.2	3.8	7.0	0.1	1.0	760.5	19.5
Quintile 4	152.2	232.4	183.7	35.6	72.8	10.0	10.6	18.4	0.1	1.0	716.7	18.3
Quintile 5 – Least disadvantaged	157.6	135.1	106.6	19.6	81.2	1.8	8.6	37.1	0.0	0.8	548.5	14.0
Not known	79.1	49.7	47.4	29.1	32.7	0.6	3.2	5.1	30.6	2.2	279.9	7.2
Student status												
Domestic students	1 092.8	1 024.3	866.5	239.0	364.0	62.7	50.0	75.6	1.1	5.2	3 781.4	96.8
International students	38.6	28.1	15.0	3.1	8.4	0.2	0.2	1.3	29.8	1.9	126.6	3.2
Total students	1 131.4	1 052.4	881.6	242.2	372.4	62.9	50.3	76.8	30.9	7.2	3 908.0	100.0

For notes on tables, see the explanatory notes on pages 23-28. SEIFA = Socio-Economic Indexes For Areas; IRSD = Index of Relative Socio-economic Disadvantage.

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 6 VET programs, 2014

Program type	Number of programs
National training package qualifications	2 219
Nationally accredited courses	979
Higher level qualifications	96
Other courses	2 407
Skill sets – nationally and locally recognised	643
Total	6 344

For notes on tables, see the explanatory notes on pages 23-28.

Table 7 Program enrolments by level, field of education, type of accreditation and selected student characteristics, 2014

	Total (‘000)	Male %	Female %	Aged 24 years and below %	Aged 25 to 44 years %	Aged 45 to 64 years %	Indigenous %
AQF level							
Diploma or higher	492.0	10.1	18.3	10.9	17.8	12.8	8.8
Graduate diploma	1.5	0.0	0.1	0.0	0.1	0.1	0.0
Graduate certificate	3.1	0.1	0.1	0.0	0.1	0.2	0.0
Bachelor degree (Honours and Pass)	4.0	0.1	0.1	0.2	0.1	0.0	0.0
Advanced diploma	54.9	1.5	1.6	1.2	2.1	1.2	0.3
Associate degree	0.4	0.0	0.0	0.0	0.0	0.0	0.0
Diploma	428.1	8.4	16.4	9.4	15.4	11.3	8.5
Certificate IV	568.1	14.3	17.6	9.7	20.7	21.5	8.2
Certificate III	1 098.9	32.1	29.1	32.7	30.1	28.3	25.3
Certificate II	697.6	21.1	17.4	28.5	12.1	12.6	30.4
Certificate I	236.6	7.6	5.6	8.2	4.9	6.0	15.2
AQF sub-total	3 093.3	85.2	88.0	89.9	85.6	81.1	88.0
Non-AQF level							
Other recognised courses	412.8	12.6	10.0	8.3	12.4	16.1	10.2
Non-award courses	74.9	2.1	2.1	1.9	2.0	2.8	1.8
Non-AQF sub-total	487.7	14.8	12.0	10.1	14.4	18.9	12.0
Field of education							
Natural and physical sciences	17.2	0.4	0.6	0.4	0.6	0.5	0.2
Information technology	95.7	3.6	1.6	4.0	1.8	1.3	2.5
Engineering and related technologies	558.1	26.4	3.0	14.1	16.9	16.8	13.3
Architecture and building	251.0	12.0	1.2	8.5	6.2	4.8	6.0
Agriculture, environmental and related studies	96.5	3.8	1.5	2.7	2.6	3.2	5.3
Health	246.3	4.3	9.1	4.9	8.0	9.3	4.3
Education	180.5	3.5	6.7	2.7	6.4	8.0	4.8
Management and commerce	738.5	16.0	26.4	19.9	22.8	18.5	17.3
Society and culture	534.8	9.3	21.4	13.8	15.5	16.2	14.7
Creative arts	84.2	1.9	2.9	3.9	1.2	1.0	3.1
Food, hospitality and personal services	291.0	5.6	11.3	12.6	4.9	4.0	8.7
Mixed field programmes	350.3	8.8	11.1	9.9	9.0	10.3	14.8
No field of education	136.7	4.4	3.2	2.7	4.2	5.8	5.2
Type of accreditation							
National training package qualifications	2 776.1	76.9	78.2	80.4	77.3	72.8	75.5
Nationally accredited courses	441.1	11.8	12.9	11.6	11.8	13.2	15.8
Higher level qualifications	5.1	0.1	0.2	0.2	0.1	0.1	0.0
Other courses	222.1	6.8	5.5	5.1	6.6	8.1	3.5
Skill sets – nationally and locally recognised	136.7	4.4	3.2	2.7	4.2	5.8	5.2
Total (%)	n.a.	100.0	100.0	100.0	100.0	100.0	100.0
Total program enrolments ('000)	3 581.0	1 913.9	1 615.1	1 588.0	1 329.1	596.2	160.6

For notes on tables, see the explanatory notes on pages 23-28.

n.a. = not applicable

Note that numbers and percentages are reported to one decimal place. 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 8 Program enrolments by level, field of education, type of accreditation and additional student characteristics, 2014

	Total (‘000)	From rural/ remote localities %	With a disability %	At school %	Full-time %	Overseas students %	Apprentices and trainees (off-the-job) %
AQF level							
Diploma or higher	492.0	7.9	11.4	1.0	20.8	43.5	5.2
Graduate diploma	1.5	0.0	0.0	0.0	0.1	0.1	-
Graduate certificate	3.1	0.1	0.0	0.0	0.1	0.0	-
Bachelor degree (Honours and Pass)	4.0	0.0	0.1	0.0	0.1	0.9	-
Advanced diploma	54.9	0.4	1.0	0.1	2.8	9.7	0.2
Associate degree	0.4	0.0	0.0	0.0	0.0	0.0	-
Diploma	428.1	7.4	10.2	0.9	17.6	32.8	4.9
Certificate IV	568.1	11.9	13.5	1.8	19.7	20.8	12.5
Certificate III	1 098.9	31.2	26.8	23.5	32.9	18.2	71.1
Certificate II	697.6	25.1	20.8	54.3	12.9	5.0	11.2
Certificate I	236.6	8.2	13.4	14.9	5.5	1.3	0.2
AQF sub-total	3 093.3	84.3	85.9	95.5	91.9	88.9	100.0
Non-AQF level							
Other recognised courses	412.8	13.9	10.2	3.6	6.5	6.9	-
Non-award courses	74.9	1.8	4.0	0.9	1.6	4.2	-
Non-AQF sub-total	487.7	15.7	14.1	4.5	8.1	11.1	-
Field of education							
Natural and physical sciences	17.2	0.3	0.4	0.3	0.7	0.7	0.6
Information technology	95.7	2.1	4.1	6.2	3.8	4.2	0.7
Engineering and related technologies	558.1	22.7	10.7	11.9	13.2	8.0	33.2
Architecture and building	251.0	6.2	3.5	9.1	5.8	2.8	11.6
Agriculture, environmental and related studies	96.5	6.6	3.3	3.5	2.9	0.6	3.4
Health	246.3	6.0	4.2	3.3	5.3	2.3	2.1
Education	180.5	5.6	4.0	0.8	4.0	3.2	1.6
Management and commerce	738.5	14.6	19.1	16.2	20.1	48.4	24.3
Society and culture	534.8	13.6	14.5	14.2	20.0	10.7	7.9
Creative arts	84.2	1.4	2.9	6.2	3.7	1.1	0.5
Food, hospitality and personal services	291.0	7.2	7.0	17.6	6.7	7.4	13.7
Mixed field programmes	350.3	7.4	22.7	8.9	12.4	9.7	0.4
No field of education	136.7	6.1	3.6	1.7	1.5	0.8	-
Type of accreditation							
National training package qualifications	2 776.1	78.1	69.8	84.4	80.8	78.9	99.4
Nationally accredited courses	441.1	10.4	19.9	12.1	13.6	10.2	0.6
Higher level qualifications	5.1	0.0	0.1	0.0	0.2	1.0	-
Other courses	222.1	5.4	6.7	1.8	3.9	9.1	-
Skill sets – nationally and locally recognised	136.7	6.1	3.6	1.7	1.5	0.8	-
Total (%)	n.a.	100.0	100.0	100.0	100.0	100.0	100.0
Total program enrolments (‘000)	3 581.0	486.7	210.0	590.0	750.1	164.0	400.8

For notes on tables, see the explanatory notes on pages 23-28.
n.a. = not applicable

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Table 9 Program enrolments in top 40 parent training packages by state or territory where the training was delivered, 2014

Training packages	State or territory where the training was delivered										Total	
	NSW ('000)	Vic. ('000)	Qld. ('000)	SA ('000)	WA ('000)	Tas. ('000)	NT ('000)	ACT ('000)	Overseas ('000)	Other ('000)	('000)	%
Business Services (BSA, BSB)	152.0	97.4	92.0	19.2	35.0	5.7	3.2	7.5	7.8	0.2	420.2	15.1
Community Services (CHC)	102.1	108.9	80.0	30.8	22.7	7.6	4.5	5.9	1.1	0.1	363.7	13.1
Tourism, Travel and Hospitality (SIT, THH, THT)	85.1	69.0	55.5	14.6	16.2	4.7	1.8	5.9	2.4	0.2	255.4	9.2
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	56.9	38.5	59.3	10.2	15.0	3.7	2.1	3.7	2.1	0.0	191.7	6.9
Transport and Logistics (TAL, TDT, TLI)	14.9	64.1	42.5	6.4	6.4	1.5	0.2	0.3	0.8	0.1	137.2	4.9
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	26.4	31.2	41.1	5.0	24.4	0.7	0.8	2.8	0.9	0.1	133.4	4.8
Health (HLT)	26.1	41.6	35.9	7.4	7.9	0.9	0.4	0.6	0.1	0.1	120.9	4.4
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	6.6	14.3	70.7	9.1	13.1	2.6	2.0	0.1	0.8	0.1	119.4	4.3
Integrated Telecommunications (ICA, ICT)	27.9	17.4	32.8	6.0	8.2	1.9	0.5	4.0	0.7	0.0	99.4	3.6
Financial Services (FNA, FNB, FNS)	42.7	22.0	11.0	3.7	6.1	0.7	0.4	0.9	4.7	0.1	92.4	3.3
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH)	20.5	24.8	13.6	7.0	9.2	2.3	2.0	0.4	0.0	-	79.9	2.9
Training and Education (BSZ, TAA, TAE)	14.9	15.2	24.9	5.1	7.2	1.3	0.9	2.1	2.0	0.1	73.8	2.7
Property Services (CPP, PRD, PRM, PRS)	22.7	17.1	20.8	3.8	5.2	0.8	0.6	1.6	0.2	0.0	72.8	2.6
Metal and Engineering (MEM)	17.3	11.9	20.4	4.4	12.9	1.5	0.6	0.6	1.2	0.0	70.7	2.5
Electrotechnology (UEE, UTE, UTL)	16.1	13.4	15.8	5.9	7.9	1.2	1.3	1.1	0.7	0.0	63.3	2.3
Automotive Industry Retail, Service and Repair (AUR)	17.1	14.7	13.6	4.7	8.0	1.4	1.2	0.9	0.3	0.2	62.2	2.2
Retail Services (SIR, WRP, WRR, WRW)	20.9	18.1	10.9	5.8	2.9	1.8	0.5	0.5	0.0	0.0	61.4	2.2
Beauty (SIB, WRB)	14.1	8.8	4.3	2.6	2.3	0.3	0.1	0.4	0.7	-	33.5	1.2
Arts and Culture (CUV)	8.6	5.8	5.5	1.0	6.1	0.3	0.4	0.4	0.5	0.0	28.6	1.0
Sustainability (MSS)	1.1	18.4	1.5	1.1	3.7	0.3	0.0	0.1	-	-	26.3	0.9
Hairdressing (SIH, WRH)	6.4	8.2	4.7	2.1	1.8	0.5	0.1	0.4	0.0	0.0	24.3	0.9
Animal Care and Management (ACM, RUV)	11.6	3.7	3.9	1.2	0.8	0.2	0.0	0.2	0.2	-	21.9	0.8
Food Processing Industry (FDF)	2.3	10.4	1.8	3.8	0.9	0.6	0.1	0.1	0.1	0.0	20.1	0.7
Furnishing (MSF, LMF)	3.7	5.2	6.5	1.3	1.8	0.3	0.1	0.8	0.3	-	19.8	0.7
Screen and Media (CUF)	3.9	6.7	3.6	1.2	2.6	0.1	0.2	0.8	-	0.0	19.1	0.7
Foundation Skills (FSK)	7.9	2.4	2.5	0.2	0.5	0.9	0.6	2.7	-	-	17.7	0.6
Manufacturing (MCM, MSA)	2.1	6.6	4.8	1.5	0.9	0.2	0.0	-	-	0.0	16.0	0.6
Australian Meat Industry (MTM)	1.9	6.0	4.3	1.7	0.7	0.2	0.1	0.0	0.0	0.0	15.0	0.5
Music (CUS)	2.2	5.0	1.5	0.7	1.8	0.1	0.2	0.4	-	-	11.9	0.4
Live Performance and Entertainment (CUA, CUE)	6.8	2.0	1.4	0.2	0.8	0.1	-	0.2	-	0.0	11.4	0.4
Public Safety (PUA)	1.2	2.4	4.1	2.0	0.1	0.1	0.6	0.3	-	-	10.7	0.4
Public Services (PSP)	1.4	2.5	1.2	0.5	0.5	0.1	0.1	3.0	-	1.5	10.7	0.4
Textiles, Clothing and Footwear (LMT)	1.3	3.8	1.3	0.5	0.6	0.2	0.0	0.3	0.1	-	8.1	0.3
Laboratory Operations (MSL, PML)	1.6	1.1	1.8	0.5	2.1	0.2	0.0	0.1	0.2	0.0	7.6	0.3
Transmission, Distribution and Rail (UET, UTT)	0.8	1.9	1.1	0.3	0.4	0.4	0.0	0.0	2.6	-	7.5	0.3
Maritime (MAR, TDM)	2.3	0.4	1.0	0.6	1.5	0.8	0.4	0.0	-	-	7.0	0.3
Chemical, Hydrocarbons and Refining (PMA)	0.2	0.4	4.1	0.0	1.2	0.1	0.0	-	0.2	-	6.2	0.2
Water Industry (NWP, UTW)	1.1	2.5	0.9	0.1	0.1	0.1	0.1	0.0	-	0.0	4.9	0.2
Forest and Forest Products (FPI)	0.6	0.9	1.0	0.3	0.2	0.6	-	-	-	-	3.6	0.1
Correctional Services (CSC)	0.6	1.5	0.7	0.2	0.3	0.1	0.2	0.0	-	-	3.6	0.1
Program enrolments in top 40 training packages	753.8	726.6	704.0	172.6	240.0	47.0	26.6	49.2	30.6	2.9	2 753.4	99.2
Program enrolments in other training packages	6.6	6.2	4.1	2.1	2.7	0.6	0.1	0.3	0.0	0.0	22.7	0.8
Total program enrolments in training packages	760.5	732.8	708.2	174.7	242.6	47.6	26.7	49.5	30.7	2.9	2 776.1	100.0
Total program enrolments in non-training packages	248.3	263.2	131.5	43.7	77.6	11.2	3.9	14.9	10.6	0.1	804.9	n.a.
Total program enrolments	1 008.8	996.0	839.7	218.3	320.2	58.8	30.6	64.4	41.3	3.0	3 581.0	n.a.

For notes on tables, see the explanatory notes on pages 23-28.

n.a. = not applicable

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Table 10 Subject enrolments by subject result, delivery mode and state or territory where the training was delivered, 2014

Subject result	State or territory where the training was delivered										Total ('000)	%
	NSW ('000)	Vic. ('000)	Qld. ('000)	SA ('000)	WA ('000)	Tas. ('000)	NT ('000)	ACT ('000)	Overseas ('000)	Other ('000)		
Competency achieved/passed	4 689.8	5 914.8	3 930.8	1 093.1	1 740.8	263.9	152.2	311.4	230.6	10.7	18 338.3	66.6
Recognition of prior learning – granted	423.0	132.3	386.8	83.5	115.6	17.4	24.0	22.8	4.2	-	1 209.6	4.4
Recognition of prior learning – not granted	0.1	3.4	0.7	0.1	2.8	0.0	0.2	0.2	0.1	-	7.6	0.0
Competency not achieved/failed	524.4	444.7	79.2	26.4	100.1	19.2	2.6	19.1	9.8	-	1 225.4	4.5
Withdrawn/discontinued	568.7	649.6	422.1	91.2	147.7	32.4	36.1	32.9	1.1	-	1 981.9	7.2
Continuing enrolment	958.5	1 247.2	1 310.1	162.1	296.3	51.8	29.4	48.5	215.1	6.9	4 325.8	15.7
Non-assessable enrolment – satisfactorily completed	163.8	75.5	40.6	19.4	82.3	6.4	0.0	5.0	0.6	-	393.7	1.4
Non-assessable enrolment – withdrawn or not satisfactorily completed	8.9	8.2	2.8	3.9	6.3	0.5	0.5	1.1	0.0	-	32.1	0.1
Delivery mode												
Classroom-based	4 136.8	6 036.2	3 887.2	945.7	1 881.2	249.4	130.7	267.6	430.6	17.6	17 983.0	65.4
Electronic-based	1 451.8	650.8	655.1	69.1	58.1	10.5	0.8	24.0	0.8	-	2 921.2	10.6
Employment-based	998.5	1 159.0	718.3	148.8	328.4	73.3	20.6	27.3	4.2	0.0	3 478.4	12.6
Other	317.2	476.1	518.9	231.4	96.9	41.0	68.8	98.2	21.6	-	1 870.1	6.8
Not applicable – recognition of prior learning	432.9	153.4	393.6	84.6	127.4	17.5	24.2	23.8	4.4	-	1 261.7	4.6
Total subject enrolments	7 337.2	8 475.5	6 173.2	1 479.7	2 492.0	391.7	245.0	441.0	461.5	17.6	27 514.4	100.0

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Table 11 Hours of delivery by subject result, delivery mode and state or territory where the training was delivered, 2014

Subject result	State or territory where the training was delivered										Total ('000)	%
	NSW ('000)	Vic. ('000)	Qld. ('000)	SA ('000)	WA ('000)	Tas. ('000)	NT ('000)	ACT ('000)	Overseas ('000)	Other ('000)		
Competency achieved/passed	156 782.1	218 671.8	123 872.4	37 360.7	57 905.8	8 729.4	4 821.1	9 189.2	10 232.3	410.7	627 975.7	76.8
Recognition of prior learning – granted	15 400.3	5 192.6	14 862.0	3 106.6	3 876.3	541.3	849.4	882.1	157.7	-	44 868.3	5.5
Recognition of prior learning – not granted	5.3	178.1	29.1	4.4	107.9	0.1	6.8	9.8	2.4	-	344.0	0.0
Competency not achieved/failed	20 918.3	19 965.0	3 205.3	1 238.5	3 937.9	800.5	109.1	638.3	594.8	-	51 407.7	6.3
Withdrawn/discontinued	21 936.1	29 964.6	17 039.8	3 781.1	5 762.8	1 165.6	1 321.2	1 259.6	60.8	-	82 291.6	10.1
Continuing enrolment	-	-	-	-	-	-	-	-	-	-	-	-
Non-assessable enrolment – satisfactorily completed	2 408.8	2 733.2	1 761.9	809.4	1 995.7	154.0	-	128.2	104.3	-	10 095.6	1.2
Non-assessable enrolment – withdrawn or not satisfactorily completed	285.8	425.5	88.4	129.5	197.4	14.4	8.9	53.3	0.5	-	1 203.5	0.1
Delivery mode												
Classroom-based	126 487.1	204 336.6	99 443.9	28 780.0	55 903.2	7 270.0	3 650.8	6 816.9	10 141.7	409.9	543 239.9	66.4
Electronic-based	36 419.5	15 977.1	16 821.9	1 478.8	1 449.9	276.9	16.9	667.2	26.0	-	73 134.3	8.9
Employment-based	30 989.7	36 769.5	18 369.1	4 675.3	9 187.8	2 061.3	560.9	543.8	98.4	0.8	103 256.4	12.6
Other	8 434.9	14 677.0	11 332.9	8 385.1	3 258.7	1 255.8	2 031.8	3 240.8	726.6	-	53 343.4	6.5
Not applicable – recognition of prior learning	15 405.7	5 370.7	14 891.1	3 111.0	3 984.2	541.3	856.3	891.9	160.1	-	45 212.3	5.5
Total hours of delivery	217 736.9	277 130.9	160 858.9	46 430.2	73 783.8	11 405.3	7 116.6	12 160.5	11 152.8	410.7	818 186.4	100.0

For notes on tables, see the explanatory notes on pages 23-28.

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Table 12 Subject enrolments by provider type, funding source and state or territory where the training was delivered, 2014

Provider type Funding source	State or territory where the training was delivered											Total (<i>'000</i>)	%	
	NSW (<i>'000</i>)	Vic. (<i>'000</i>)	Qld. (<i>'000</i>)	SA (<i>'000</i>)	WA (<i>'000</i>)	Tas. (<i>'000</i>)	NT (<i>'000</i>)	ACT (<i>'000</i>)	Overseas (<i>'000</i>)	Other (<i>'000</i>)				
TAFE														
Commonwealth/state funding	3 020.4	1 380.0	836.1	416.1	920.2	177.9	19.0	126.6	-	-	6 896.4	25.1		
Fee-for-service – domestic	721.9	521.4	337.9	83.8	81.8	29.1	3.3	33.6	0.0	-	1 812.7	6.6		
Fee-for-service – international	113.7	136.5	66.6	13.1	55.8	3.1	-	13.1	426.3	-	828.2	3.0		
<i>Total TAFE</i>	<i>3 856.0</i>	<i>2 037.9</i>	<i>1 240.5</i>	<i>513.0</i>	<i>1 057.9</i>	<i>210.2</i>	<i>22.3</i>	<i>173.3</i>	<i>426.3</i>	-	<i>9 537.3</i>	<i>34.7</i>		
University														
Commonwealth/state funding	0.4	347.4	52.1	1.9	6.3	9.0	88.2	-	-	-	505.3	1.8		
Fee-for-service – domestic	2.0	108.7	12.8	0.3	0.2	0.6	8.9	0.0	-	-	133.4	0.5		
Fee-for-service – international	-	23.8	1.6	-	0.1	-	2.6	-	8.9	-	36.9	0.1		
<i>Total university</i>	<i>2.4</i>	<i>479.9</i>	<i>66.5</i>	<i>2.1</i>	<i>6.5</i>	<i>9.6</i>	<i>99.7</i>	<i>0.0</i>	<i>8.9</i>	-	<i>675.6</i>	<i>2.5</i>		
School														
Commonwealth/state funding	605.3	494.7	832.8	6.9	47.3	15.3	5.4	67.3	-	-	2 075.1	7.5		
Fee-for-service – domestic	0.2	23.5	11.5	1.9	3.2	-	0.2	-	-	-	40.4	0.1		
Fee-for-service – international	-	1.5	-	-	0.3	-	-	1.1	-	-	2.8	0.0		
<i>Total school</i>	<i>605.6</i>	<i>519.7</i>	<i>844.2</i>	<i>8.8</i>	<i>50.7</i>	<i>15.3</i>	<i>5.7</i>	<i>68.4</i>	-	-	<i>2 118.3</i>	<i>7.7</i>		
Community education provider														
Commonwealth/state funding	209.7	315.1	43.5	49.4	32.0	11.6	4.7	9.2	-	-	675.2	2.5		
Fee-for-service – domestic	34.1	114.1	60.3	15.1	31.9	3.3	7.2	11.5	0.0	-	277.7	1.0		
Fee-for-service – international	13.5	0.0	0.3	-	0.4	-	-	-	-	-	14.1	0.1		
<i>Total community education provider</i>	<i>257.3</i>	<i>429.2</i>	<i>104.1</i>	<i>64.5</i>	<i>64.3</i>	<i>14.9</i>	<i>11.8</i>	<i>20.8</i>	<i>0.0</i>	-	<i>967.0</i>	<i>3.5</i>		
Enterprise provider														
Commonwealth/state funding	46.1	36.7	37.1	17.5	80.7	4.0	9.4	2.3	-	-	233.9	0.9		
Fee-for-service – domestic	95.3	64.9	81.1	60.4	24.1	4.1	1.9	3.0	0.2	-	335.0	1.2		
Fee-for-service – international	-	-	-	0.0	3.6	-	-	-	0.1	-	3.7	0.0		
<i>Total enterprise provider</i>	<i>141.4</i>	<i>101.6</i>	<i>118.2</i>	<i>78.0</i>	<i>108.4</i>	<i>8.1</i>	<i>11.3</i>	<i>5.3</i>	<i>0.3</i>	-	<i>572.6</i>	<i>2.1</i>		
Private training provider														
Commonwealth/state funding	386.3	3 146.6	1 273.3	449.3	537.0	85.7	35.3	46.5	-	-	5 960.0	21.7		
Fee-for-service – domestic	1 790.4	1 599.9	2 443.0	343.5	611.4	47.9	58.8	125.0	5.0	0.0	7 025.0	25.5		
Fee-for-service – international	297.9	160.8	83.3	20.5	55.7	0.0	0.0	1.7	21.0	17.6	658.6	2.4		
<i>Total private training provider</i>	<i>2 474.6</i>	<i>4 907.3</i>	<i>3 799.6</i>	<i>813.3</i>	<i>1 204.1</i>	<i>133.6</i>	<i>94.2</i>	<i>173.2</i>	<i>26.0</i>	<i>17.6</i>	<i>13 643.6</i>	<i>49.6</i>		
Total subject enrolments	7 337.2	8 475.5	6 173.2	1 479.7	2 492.0	391.7	245.0	441.0	461.5	17.6	27 514.4	100.0		

For notes on tables, see the explanatory notes on pages 23-28.

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Table 13 Hours of delivery by provider type, funding source and state or territory where the training was delivered, 2014

Provider type Funding source	State or territory where the training was delivered											Total (<i>'000</i>)	%	
	NSW (<i>'000</i>)	Vic. (<i>'000</i>)	Qld. (<i>'000</i>)	SA (<i>'000</i>)	WA (<i>'000</i>)	Tas. (<i>'000</i>)	NT (<i>'000</i>)	ACT (<i>'000</i>)	Overseas (<i>'000</i>)	Other (<i>'000</i>)				
TAFE														
Commonwealth/state funding	109 755.4	53 997.3	29 177.5	15 354.4	32 914.5	5 794.7	502.2	4 779.9	-	-	252 275.8	30.8		
Fee-for-service – domestic	19 556.3	16 393.2	12 980.4	3 008.0	2 697.0	847.8	67.0	951.1	0.2	-	56 501.0	6.9		
Fee-for-service – international	4 626.0	5 772.5	2 458.4	561.7	2 658.3	145.3	-	718.4	10 371.1	-	27 311.6	3.3		
<i>Total TAFE</i>	<i>133 937.7</i>	<i>76 163.0</i>	<i>44 616.3</i>	<i>18 924.1</i>	<i>38 269.8</i>	<i>6 787.8</i>	<i>569.2</i>	<i>6 449.3</i>	<i>10 371.3</i>	-	<i>336 088.4</i>	<i>41.1</i>		
University														
Commonwealth/state funding	12.8	15 510.6	1 084.4	72.1	407.3	203.1	2 685.1	-	-	-	19 975.3	2.4		
Fee-for-service – domestic	88.5	4 093.8	351.5	11.4	6.3	18.1	274.2	1.0	-	-	4 844.7	0.6		
Fee-for-service – international	-	1 598.5	46.8	-	-	-	97.6	-	329.8	-	2 072.7	0.3		
<i>Total university</i>	<i>101.3</i>	<i>21 202.9</i>	<i>1 482.6</i>	<i>83.5</i>	<i>413.6</i>	<i>221.2</i>	<i>3 056.9</i>	<i>1.0</i>	<i>329.8</i>	-	<i>26 892.7</i>	<i>3.3</i>		
School														
Commonwealth/state funding	11 172.5	14 805.6	14 200.9	234.6	783.2	355.8	141.3	1 590.8	-	-	43 284.7	5.3		
Fee-for-service – domestic	11.2	692.8	201.5	73.4	137.9	-	6.1	-	-	-	1 122.9	0.1		
Fee-for-service – international	-	44.6	-	-	11.0	-	-	23.4	-	-	79.0	0.0		
<i>Total school</i>	<i>11 183.7</i>	<i>15 542.9</i>	<i>14 402.4</i>	<i>308.0</i>	<i>932.1</i>	<i>355.8</i>	<i>147.4</i>	<i>1 614.2</i>	-	-	<i>44 486.5</i>	<i>5.4</i>		
Community education provider														
Commonwealth/state funding	7 045.6	13 147.3	1 389.9	1 553.4	760.3	206.4	144.0	215.7	-	-	24 462.6	3.0		
Fee-for-service – domestic	1 011.6	3 409.9	1 279.1	352.5	661.3	110.8	134.8	231.7	0.1	-	7 191.9	0.9		
Fee-for-service – international	740.5	1.2	12.6	-	14.7	-	-	-	-	-	769.0	0.1		
<i>Total community education provider</i>	<i>8 797.6</i>	<i>16 558.4</i>	<i>2 681.6</i>	<i>1 905.9</i>	<i>1 436.3</i>	<i>317.3</i>	<i>278.7</i>	<i>447.5</i>	<i>0.1</i>	-	<i>32 423.4</i>	<i>4.0</i>		
Enterprise provider														
Commonwealth/state funding	1 457.8	842.8	897.8	574.2	1 692.4	98.9	316.7	33.4	-	-	5 913.9	0.7		
Fee-for-service – domestic	1 683.6	1 180.2	1 870.2	1 255.1	404.4	46.7	71.2	60.2	4.3	-	6 575.8	0.8		
Fee-for-service – international	-	-	-	0.4	104.6	-	-	-	2.9	-	107.8	0.0		
<i>Total enterprise provider</i>	<i>3 141.4</i>	<i>2 023.0</i>	<i>2 768.0</i>	<i>1 829.6</i>	<i>2 201.5</i>	<i>145.6</i>	<i>387.9</i>	<i>93.5</i>	<i>7.2</i>	-	<i>12 597.6</i>	<i>1.5</i>		
Private training provider														
Commonwealth/state funding	13 333.1	104 167.2	35 137.8	14 869.0	13 731.1	2 225.4	1 187.5	1 068.7	-	-	185 719.7	22.7		
Fee-for-service – domestic	35 474.3	36 234.2	57 223.9	7 872.7	15 151.2	1 351.8	1 487.9	2 427.7	126.3	0.8	157 350.8	19.2		
Fee-for-service – international	11 767.8	5 239.3	2 546.3	637.4	1 648.3	0.5	1.1	58.6	318.1	409.9	22 627.2	2.8		
<i>Total private training provider</i>	<i>60 575.2</i>	<i>145 640.7</i>	<i>94 907.9</i>	<i>23 379.1</i>	<i>30 530.5</i>	<i>3 577.7</i>	<i>2 676.5</i>	<i>3 554.9</i>	<i>444.4</i>	<i>410.7</i>	<i>365 697.7</i>	<i>44.7</i>		
Total hours of delivery	217 736.9	277 130.9	160 858.9	46 430.2	73 783.8	11 405.3	7 116.6	12 160.5	11 152.8	410.7	818 186.4	100.0		

For notes on tables, see the explanatory notes on pages 23-28.

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Table 14 Load pass rates by funding source and state or territory where the training was delivered, 2014 (%)

Load pass rate	State or territory where the training was delivered										Total
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Overseas	Other	
Commonwealth/state funding	79.4	81.7	89.4	87.5	83.9	80.3	74.4	81.7	-	-	82.7
Fee-for-service – domestic	82.5	82.7	85.1	93.3	93.7	91.0	92.8	90.0	95.9	100.0	85.1
Fee-for-service – international	77.3	78.9	83.3	86.3	84.5	82.3	88.7	80.0	94.0	100.0	82.8
Overall load pass rate	80.1	81.8	87.3	89.0	86.4	82.5	79.9	84.1	94.1	100.0	83.4

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Note that percentages are reported to one decimal place. 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 15 Programs completed by level and provider type, preliminary 2014 ('000)

AQF level	TAFE	University	School	Community education provider	Enterprise provider	Private training provider	Total
Diploma or higher	46.5	4.9	0.2	2.3	1.2	59.3	114.5
Graduate diploma	0.1	0.0	0.0	-	0.1	0.2	0.4
Graduate certificate	0.2	0.2	0.0	-	0.0	0.6	1.0
Bachelor degree (Honours and Pass)	0.1	-	-	-	-	-	0.1
Advanced diploma	5.4	1.4	0.0	0.3	0.1	7.7	14.8
Associate degree	0.0	-	-	-	-	-	0.0
Diploma	40.7	3.4	0.1	2.1	1.0	50.8	98.1
Certificate IV	54.5	4.1	0.9	7.7	2.1	107.0	176.3
Certificate III	97.1	3.3	5.2	13.5	7.3	174.6	301.1
Certificate II	48.1	2.4	35.6	8.0	5.1	65.7	164.9
Certificate I	15.6	0.7	20.9	3.0	1.0	17.7	58.9
Total AQF programs completed	261.7	15.4	62.8	34.6	16.8	424.3	815.6

For notes on tables, see the explanatory notes on pages 23-28.

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Table 16 Programs completed by level and state or territory of student residence, preliminary 2014 ('000)

AQF level	State or territory of student residence										Total
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Overseas	Other	
Diploma or higher	29.7	22.0	19.7	6.4	8.5	1.4	0.7	2.2	22.2	1.8	114.5
Graduate diploma	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4
Graduate certificate	0.2	0.3	0.2	0.1	0.1	0.0	0.0	0.0	0.0	0.0	1.0
Bachelor degree (Honours and Pass)	0.0	0.0	0.0	-	0.0	-	-	0.0	0.0	-	0.1
Advanced diploma	3.3	3.1	1.1	0.7	1.1	0.1	0.0	0.3	4.7	0.2	14.8
Associate degree	0.0	0.0	-	-	-	-	-	-	-	-	0.0
Diploma	26.0	18.4	18.3	5.6	7.3	1.2	0.7	1.8	17.3	1.6	98.1
Certificate IV	46.1	50.6	28.6	10.3	17.1	2.4	1.9	2.8	13.4	3.1	176.3
Certificate III	67.4	84.7	83.5	18.0	21.3	5.7	2.1	2.9	11.6	3.9	301.1
Certificate II	41.4	36.4	41.4	10.9	21.5	3.4	2.1	1.8	3.8	2.2	164.9
Certificate I	10.1	12.3	22.2	1.8	8.0	1.3	1.0	0.9	0.6	0.7	58.9
Total AQF programs completed	194.7	206.1	195.3	47.3	76.4	14.2	7.8	10.6	51.5	11.6	815.6

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Table 17 Programs completed by level and state or territory of training provider's head office, preliminary 2014 ('000)

AQF level	State or territory of training provider's head office									Total
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Other	
Diploma or higher	36.8	32.9	23.0	6.3	9.8	1.2	0.4	3.9	0.1	114.5
Graduate diploma	0.1	0.1	0.1	0.1	0.0	-	0.0	0.1	-	0.4
Graduate certificate	0.1	0.7	0.1	0.0	0.0	0.0	-	0.0	-	1.0
Bachelor degree (Honours and Pass)	0.0	0.0	-	-	-	-	-	0.0	-	0.1
Advanced diploma	5.6	4.8	1.1	0.8	1.6	0.2	0.0	0.8	-	14.8
Associate degree	0.0	0.0	-	-	-	-	-	-	-	0.0
Diploma	31.0	27.3	21.8	5.4	8.2	1.1	0.3	2.9	0.1	98.1
Certificate IV	51.5	54.2	36.0	8.9	17.9	1.7	1.1	4.9	0.0	176.3
Certificate III	86.8	96.8	68.6	15.1	19.9	5.1	1.7	7.2	0.1	301.1
Certificate II	39.2	42.6	46.0	10.1	19.4	3.2	1.9	2.4	-	164.9
Certificate I	8.4	14.6	23.1	1.9	7.4	1.3	1.1	1.2	-	58.9
Total AQF programs completed	222.7	241.0	196.7	42.4	74.5	12.4	6.1	19.6	0.2	815.6

For notes on tables, see the explanatory notes on pages 23-28.

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.

Table 18 Programs completed by state or territory of student residence and state or territory of training provider's head office, preliminary 2014 ('000)

State or territory of student residence	State or territory of training provider's head office									Total
	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Other	
New South Wales	162.8	12.0	13.9	0.7	0.7	0.1	0.0	4.3	0.1	194.7
Victoria	12.2	186.1	5.2	0.6	0.7	0.3	0.0	0.9	0.0	206.1
Queensland	17.5	11.1	160.1	0.7	1.2	0.4	0.0	4.2	0.1	195.3
South Australia	3.2	5.8	2.3	34.9	0.5	0.1	0.3	0.3	0.0	47.3
Western Australia	5.0	5.1	2.9	0.5	62.5	0.0	0.0	0.3	0.0	76.4
Tasmania	0.7	1.4	1.1	0.2	0.0	10.7	0.0	0.0	0.0	14.2
Northern Territory	0.6	0.4	0.8	0.3	0.2	0.2	5.3	0.1	0.0	7.8
Australian Capital Territory	1.4	0.3	0.5	0.0	0.0	0.0	0.0	8.3	0.0	10.6
Overseas	16.4	16.9	7.9	1.1	7.5	0.7	0.1	0.9	-	51.5
Other	2.8	1.8	2.1	3.3	1.1	0.0	0.3	0.3	0.0	11.6
Total AQF programs completed	222.7	241.0	196.7	42.4	74.5	12.4	6.1	19.6	0.2	815.6

For notes on tables, see the explanatory notes on pages 23-28.

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.

Terms

The information included in this publication is, unless stated otherwise, derived from the National VET Provider Collection and the National VET in Schools Collection. These collections are compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For other terms and definitions, refer to the terms and definitions paper at <<http://www.ncver.edu.au/publications/2828.html>>.

Accredited training is a program of study that leads to vocational qualifications and credentials that are recognised across Australia. Accredited programs of study have been endorsed by either national or state/territory registering/accrediting organisations or a delegated authorised body. Accredited programs of study include endorsed training package qualifications, nationally and locally accredited courses and nationally and locally accredited skill sets and units of competency.

AQF (Australian Qualifications Framework) is a nationally consistent framework of credentials offered in post-compulsory education and training covering 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.

Delivery mode is the predominant style or mode of delivery for a subject enrolment. Recognised modes of delivery include classroom-based (college or campus), electronic-based (online or remote access), employment-based (as delivered by enterprise providers), other (for example, correspondence), or not applicable (for example, recognition of prior learning).

Domestic student is a student who is an Australian citizen or permanent resident of Australia (holders of all categories of permanent residency visa, including humanitarian visas and special category visas).

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

Enterprise providers are registered training organisations whose primary business is not the delivery of training and development.

Fee-for-service funding – domestic is the revenue provided by a student whose citizenship status is Australian, New Zealand or permanent resident for the purpose of undertaking education and training.

Fee-for-service funding – international is the revenue provided by a student who holds a student visa or a temporary residency permit or who resides in an overseas country (onshore or offshore) for the purpose of undertaking education and training.

Full-time students are those students whose program of study constitutes at least 75% of the normal full-time study load. The previous Australian Department of Education, Employment and Workplace Relations (DEEWR) 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.

Hours of delivery are based on the agreed nominal hour values for each subject.

International student is a student who temporarily resides in Australia and holds a student visa or a temporary residency permit, or resides in an overseas country.

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

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

Other government providers include government departments and training providers such as agricultural colleges.

'Other' state of delivery includes other Australian territories (for example, Christmas Island) and 'not known'. For students, 'other' also includes a mixed category (where the student is associated with more than one state or territory of training delivery location).

Overseas VET includes training delivered by Australian providers to students who are located in another country and who are not normally based in Australia. In this publication, overseas VET is identified by 'overseas' training delivery locations.

Private training providers include education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, and other private training providers not elsewhere classified.

Program includes a qualification, course or skill set.

Recognition of prior learning is status or credit obtained for courses or subjects on the basis of recognised competencies gained previously through informal/formal training, experience in the workplace, voluntary work, social or domestic activity.

Registered training organisation (RTO) is a training provider registered by the Australian Skills Quality Authority (ASQA) or in some cases, a state or territory registering and accrediting body, to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.

Reporting hours count 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.

Skills sets are groupings of units of competency that have been 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 that has been endorsed in a national training package or a locally recognised skill set.

State or territory of student residence is the state or territory in which the student usually resides.

State or territory of training provider's head office is the state or territory in which the training organisation's head office is located.

State or territory where the training was delivered is the state or territory relating to the specific training location where the activity was delivered.

State or territory where the training was delivered – other refers to other Australian territories (for example, Christmas Island) and where the deliver location is 'not known'. For students, 'other' also includes instances where the student received training that was delivered in more than one state or territory.

State or territory where the training was delivered – overseas refers to training that was delivered by Australian providers to students who are located in another country and who are not normally based in Australia.

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

Technical and further education (TAFE) institutes are government training providers that provide a range of technical and vocational education and training courses and other programs (for example, entry and bridging courses, language and literacy courses, adult basic education courses, Senior Secondary Certificate of Education courses, personal enrichment courses, and small business courses).

Total VET activity (TVA) is the collection and reporting of all accredited VET activity from all training providers. From 1 January 2014, all registered training organisations (RTOs), including private providers, unless granted an exemption, were required to collect and report full AVETMISS data on all nationally accredited training, in accordance with the National VET Provider Collection Data Requirements Policy.

Training packages comprise 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>>.

Training provider is an organisation that delivers vocational education and training (VET) programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities.

Universities include Australia's universities, which have been established or recognised under state or territory legislation except the Australian National University, which is constituted under an Act of the Federal Parliament.

VET in Schools programs allow students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and include the options of a school-based apprenticeship or traineeship or VET subjects and courses.

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

Explanatory notes

Data treatment

- 1 Note that percentages presented in this publication are reported 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.
- 2 A dash (-) represents a true zero figure, with no activity reported in these categories.

Data sources

- 3 In November 2012, the then COAG Standing Council on Tertiary Education Skills and Employment (SCOTESE) agreed to the introduction of the mandatory reporting of nationally recognised training activity from 2014 and onwards. This is referred to as 'total VET activity' to reflect that the information is now collected from all types of providers and not merely the providers receiving Commonwealth or state funding.
- 4 The information contained in this publication is, unless stated otherwise, derived from the National VET Provider Collection and the National VET in Schools Collection, with duplicated activity removed. For the National VET Provider Collection, data can be reported to NCVER directly by the training provider or via state training authorities. For the National VET in Schools Collection, data are reported directly by the Boards of Studies and via the state training authorities to NCVER. 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>>.

Removal of duplicated activity

- 5 Due to overlaps in the coverage of the collections and organisations submitting data, it is possible for the same training activity to be reported multiple times. To minimise over-reporting, duplicate training activity has been removed based on an analysis of who undertook the training, what training was undertaken and when the training occurred.
- 6 When duplicate training activity is identified, the following hierarchy is applied such that only the training activity at the highest hierarchy level is reported:
 - data submitted by a state training authority
 - data submitted by a Board of Study (or state training authority on behalf of a Board of Study)
 - data submitted directly to NCVER by a registered training organisation.
- 7 Only data submitted by different sources are included in the de-duplication process. The process does not remove duplicate data contained in the same submission.

Scope

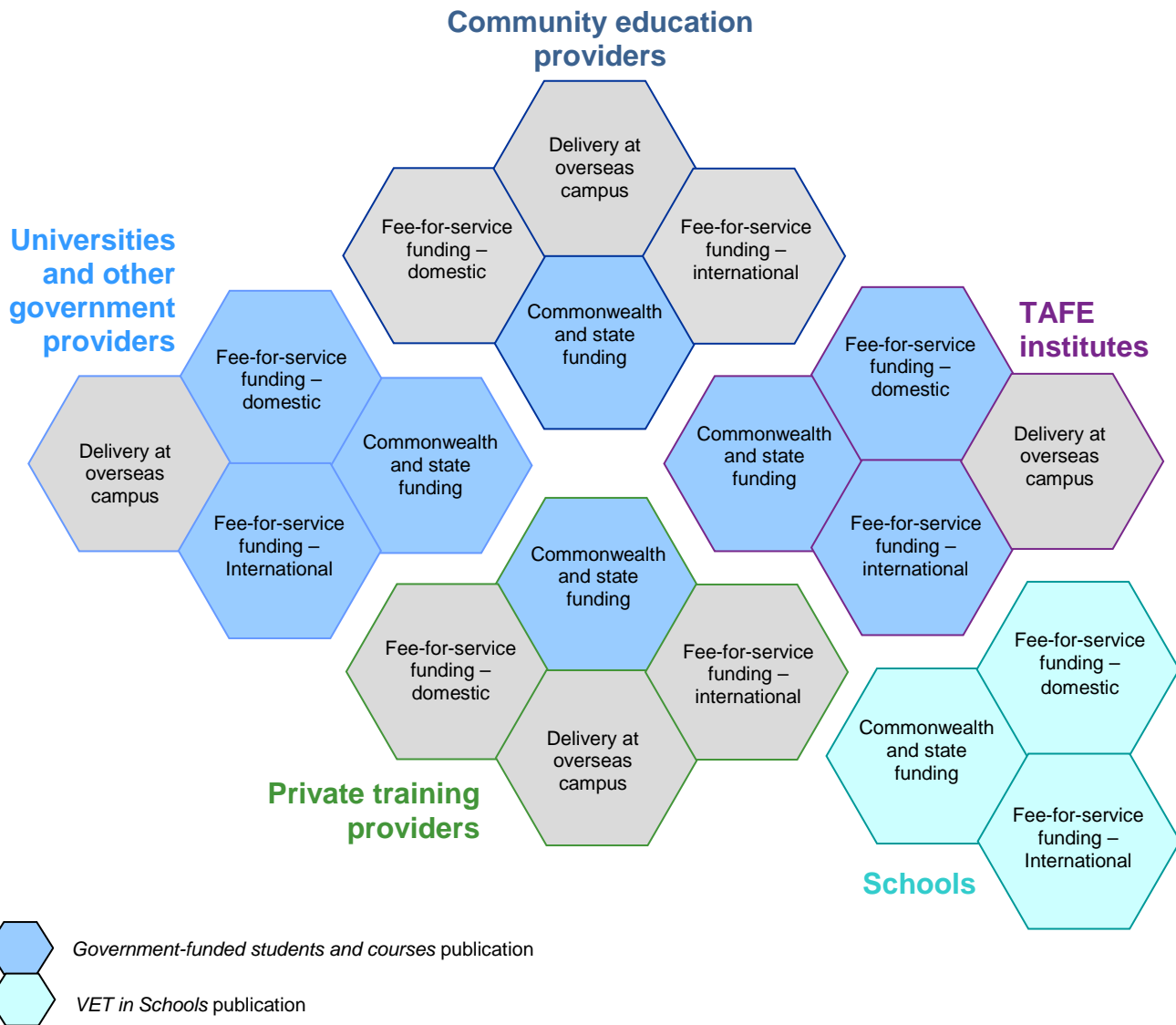
- 8 Data in this publication cover accredited training reported by 4601 Australian providers, including registered training organisations (RTOs) and non-registered training organisations (such as community education providers and schools).
- 9 Activity covered in this publication includes VET delivered by:
 - TAFE institutes
 - universities
 - community education providers
 - enterprise providers
 - private training providers
 - schools
 - Australian VET institutions delivering VET at overseas campuses.

10 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.

11 The reporting scope of *Total VET students and courses* does not match the reporting scope used for *Government-funded students and courses 2014* as shown in figure 1.

Figure 1 Reporting scope of *Total VET students and courses 2014*



Data quality issues

12 This publication provides, for the first time, an estimate on the nature and extent of accredited training delivered by Australian providers in domestic and overseas locations. 2014 is a transition year in which a number of training providers were granted exemptions 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 previous years
- data for some training activity are missing
- some student demographic data have high proportions on 'not known' responses.

Missing training activity

13 From 1 January 2014, all training providers delivering nationally recognised training, except those exempted by regulators, must report VET data directly to NCVER or via state training authorities under the authority of the *Data Provision Requirements Act 2012*. Training organisations registered to deliver nationally recognised training in 2014, and which were not expected to submit data, include those training providers that:

- were granted a 12-month grace period to prepare for the change in reporting requirements
- were granted full exemptions from reporting requirements as the training was part of a vital community service or the training could not be reported as it would conflict with defence and national security legislation and/or could jeopardise the personnel safety of border protection, customs, and national security or police personnel
- did not deliver nationally recognised training in 2014, despite having a current registration
- were not operating at the time of data submission.

Not known information

14 Caution should be taken when using data with a large number of 'not known' responses. Data are reported as 'not known' for the following reasons:

- information was not collected
- partial reporting exemptions² that allow training providers to submit 'not known' student demographic data
- a student has not responded to a question on the enrolment form
- a student has asked for their information not to be disclosed and used for reporting purposes
- invalid information was supplied.

The extent of 'not known' data for selected student characteristics is illustrated in the following table.

Proportion of students with 'not known' data, 2014 (%)

	Per cent of all students
Indigenous status	14.7
Disability status	17.4
SEIFA	7.2
At school	12.5

SEIFA = Socio-Economic Indexes For Areas

15 In this transition year, it is estimated that of the 4989 registered training organisation who were active during 2014:

- 76% reported data on accredited training
- 11% were exempt from reporting or closed their operations during 2014 and did not report data
- 5% had informed their regulator that they had no enrolment activity during 2014, or their activity was not within NCVER's *Total VET students and courses* publication scope
- 7% did not report data on training activity.

² Enterprise providers and other training providers that deliver selected short units or modules are eligible for partial reporting exemptions. Training providers delivering vital community services may also choose to submit student data with reduced demographic information.

Training organisations reporting 2014 training activity data

2014 training organisations	Registered training organisations ¹		Non-registered training organisations	Total training organisations
	Number	Per cent	Number	Number
Submitted ²	3815	76	786	4601
Exempt or closed and did not submit	565	11	na	565
Nil returns (estimated) ³	255	5	na	255
Missing (Did not submit)	354	7	na	354
Total	4989	100	na	na

Notes: 1 Listed on training.gov.au (TGA) in 2014.

2 Based on RTOs with enrolments in total VET activity scope of reporting.

3 This represents RTOs who had informed their regulator that they had no enrolment activity during 2014 and a small number of RTOs that reported training activity that was not within NCVER's *Total VET students and courses* publication scope.

na = not available.

16 In transitioning to this new reporting requirement, some data on training activity are missing. The coverage of reported data will improve over time. The current coverage issues are outlined below:

- It is estimated that 354 registered training organisations did not report data on 2014 training activity
- Of the 4601 training providers that reported data on 2014 training activity, it is not known whether they reported all of their training activity. For example, some training providers may have only reported their Commonwealth or state-funded activity and not their fee-for-service activity. Furthermore, some data on training activity delivered in overseas locations is missing. NCVER is unable to estimate the completeness of the data reported, nor estimate the size of the missing activity.

Student counts

17 Student counts (and the participation rate that is based on student counts) may be inflated if students are enrolled at more than one training provider. In the future, with the introduction of the unique student identifier, it may be possible to better estimate over-reporting.

Training provider counts

18 The number of training providers represents the number of training organisations reporting in the National VET Provider Collection and National VET in Schools Collection where the data were within *Total VET students and courses* publication scope. This count is based on data extracted by the training organisation identifier used in data submission.

19 The number of training providers is a distinct count of training providers that submitted data within each state or territory and training provider category. Some training providers deliver VET in more than one state or territory and/or reported data under more than one training provider type category. Therefore, the training providers are counted in each state/territory category and provider type category, but only counted once in the total.

20 Provider type in this publication is based on the self-reported training organisation type data element. This data element is different from that reported in Government-funded students and courses. Provider type data used in the government-funded series are based on a field derived by NCVER, whereby each training provider within a data submission is classified to a provider type based on their funding source.

Apprentices and trainees

21 The number of apprentices and trainees undertaking off-the-job training in 2014 in this publication (381 000) exceeds the number of apprentices and trainees in-training as at 31 December 2014 derived from the National Apprentice and Trainee Collection (317 200). The key reasons for differences between the collections include:

- the data in this publication are based on a count of students enrolled in the VET system at any time during the 2014 calendar year. This figure can include apprentices and trainees who later cancelled or withdrew from their training contract. 'In-training' data derived from the National Apprentice and Trainee Collection refer to apprentices and trainees who are actively training under the terms of their training contract at a point-in-time (such as 31 December 2014). For example, there were 382 500

apprentices and trainees in-training in the National Apprentice and Trainee Collection at 31 March 2014. However, the number had declined to 317 200 by 31 December 2014, due to the cancellation/ withdrawal, expiry and completion of contracts.

- the data in this publication comprise apprentices and trainees undertaking nationally recognised training at a training provider in 2014, whereas data derived from the National Apprentice and Trainee collection comprise all apprentices and trainees, including those without any off-the-job training in the reporting period.

State and territory information

22 State and territory information in this publication is reported on three different bases. Predominantly, the information is presented on the **state or territory where the training was delivered**. This is the state or territory in which the training was actually delivered. The category of 'other' includes other Australian territories (for example, Christmas Island) and 'not known'. For students, 'other' also includes a mixed category (where the student is associated with more than one state or territory of training delivery location).

State or territory of training provider's head office is only presented for program completions (since training delivery location is not collected and is not easily derivable) and is the state or territory in which the training provider's head office is located. The category of 'other' includes other Australian territories and 'not known'.

For students and program completions, it is also possible to present the **state or territory of student residence**. This is the state or territory in which the student usually resides. The category of 'other' includes other Australian territories and 'not known'.

These definitions of state or territory are different from those reported in *Australian vocational education and training statistics: government-funded students and courses*, where state or territory is based on the state or territory that funds or accredits the training.

Training packages

23 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.

Programs completed

24 Data for programs completed in 2014 are based on preliminary data submissions to the 2014 National VET Provider Collection and the VET in Schools Collection. The 2014 programs completed data will be revised upwards in the 2015 collections to accommodate further notification of programs completed.

Australian Bureau of Statistics data

25 Participation rates are derived by calculating the number of Australian VET students as a percentage of the estimated residential population in the corresponding age groups. The figures for all years are based on ABS population figures (cat.no.3101.0).

26 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>>.

27 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. Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. For more details of ARIA+ refer to <http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

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

VET FEE-HELP

29 VET FEE-HELP is an income-contingent loan scheme that assists eligible students undertaking certain VET courses (diploma, advanced diploma, graduate certificate and graduate diploma) with an approved provider by paying for all or part of their tuition costs. It is not possible to identify VET FEE-HELP assisted students in the National VET Provider Collection. It is also not possible to make any association between the AVETMISS data element *Funding source – national* codes used for the collection of data in the National VET Provider Collection with VET FEE-HELP, as VET FEE-HELP loans can be used to pay for the tuition costs of fee-for-service and state/territory government subsidised training.

30 Where data are presented by funding source, such as the number of subjects or hours of delivery, activity undertaken with VET FEE-HELP assistance may appear as either Commonwealth/state funding or fee-for-service (domestic). It is not possible to identify VET FEE-HELP assisted activity by funding.



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