

Australian vocational education and training statistics

Young people in education and training 2014



National Centre for Vocational Education Research

Highlights

This publication presents a summary of statistics relating to young Australians aged 15 to 19 years who participated in education and training during 2014. It brings together data on young people in education and training from multiple sources.

It is estimated that, as at August 2014, 82.7% of young Australians aged 15 to 19 years old participated in education and training. The estimate suggests:

- 55.8% were at school, of these:
 - 14.6% participated in VET in Schools programs
- 15.9% were enrolled in higher education
- 4.7% were undertaking an apprenticeship or traineeship, which was not part of a VET in Schools program
- 6.1% were enrolled in other VET programs.

In the 2014 calendar year, there were:

- 1.5 million young Australians
- 823 700 school students aged 15 to 19 years
- 236 600 schools students aged 15 to 19 years participating in VET in Schools programs
- 324 900 higher education students aged 15 to 19 years
- 78 300 commencements in apprenticeships and traineeships by 15 to 19-year-olds
- 825 100 total VET students aged 15 to 19 years (reported in the first transition year of mandatory reporting).

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Introduction

The Australian education and training system offers a range of options for young people. This publication provides a summary of the statistics relating to young people aged 15 to 19 years who participated in an education and training activity during 2014. Information on participation is presented for school students, VET in Schools students¹, higher education students, apprentices and trainees, and vocational education and training (VET) students.

Table 1 provides an estimate of participation in education and training in Australia by 15 to 19-year-olds as at August 2014. The sectoral tables (tables 2 to 11) provide statistics on all education and training activities undertaken by young people from 2010 to 2014. Table 9 provides, for the first time, an estimate of the extent and nature of all accredited VET delivered by Australian training providers. This picture of training activity, otherwise known as ‘total VET activity’, is only available for 2014 activity. Tables 10 and 11 present data for government-funded VET (broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers) undertaken by young people from 2010 to 2014. Refer to the explanatory notes on pages 22-27 for further information on the sectoral tables and methodology used to estimate education and training participation, as shown in table 1.

Data sources

This publication sources data from various statistical collections to obtain a complete picture of the education and training activities of young people aged 15 to 19 years. These include the:

- Australian Bureau of Statistics National Schools Statistics Collection
- NCVET National VET in Schools Collection
- Department of Education and Training Higher Education Statistics Collection
- NCVET National Apprentice and Trainee Collection
- NCVET National VET Provider Collection.

This publication includes data on VET students reported in the first transition year of mandatory reporting for Australian training providers delivering accredited VET training. Caution should be used when interpreting the data on ‘total VET activity’ since 2014 is the first year these data have been collected and, consequently, the 2014 data are not complete.

For further information on these data sources, refer to the explanatory notes on pages 22-27.

More information

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

For additional data tables on young people aged 15 to 19 years, please refer to <<http://www.ncvet.edu.au/publications/2845.html>>. The data tables include state and territory breakdowns of the sectoral information contained in this publication.

¹ VET in Schools refers to the vocational education and training (VET) undertaken by school students as part of their senior secondary certificate.

Australia in summary

Participation estimate

It is estimated that, as at August 2014, 82.7% of Australians aged 15 to 19 years participated in education and training. The estimates vary by age, sex and education and training activity:

- 55.8% of 15 to 19-year-olds were at school, 15.9% were in higher education, 4.7% were undertaking an apprenticeship or traineeship (which was not part of a VET in the Schools program), and 6.1% were enrolled in other VET programs. *Table 1*
- Almost all 15-year-olds (99.1%) and 16-year-olds (93.8%) were at school. By 19 years of age, 31.6% were enrolled in higher education courses, 10% were undertaking apprenticeships and traineeships and 11.2% were enrolled in other VET programs. *Table 1*
- 80.9% of males aged 15 to 19 years were undertaking education and training, compared with 84.6% of females aged 15 to 19 years. *Table 1*

School students

In 2014, there were 823 700 school students aged 15 to 19 years.

Between 2013 and 2014, the number of:

- school students aged 15 to 19 years increased by 1.4% *Table 2*
- students aged 15 to 19 years enrolled at Year 12 level declined by 1.6%. *Table 2*

Selected characteristics for school students aged 15 to 19 years show that in 2014:

- 51.0% were male and 49.0% were female *Table 2*
- 32.2% were studying at Year 11 level and 27.3% were at Year 12 level. *Table 2*

VET in Schools students

In the 2014 calendar year, there were 236 600 students aged 15 to 19 years enrolled in VET in Schools programs.

Between 2013 and 2014, the number of:

- VET in Schools students aged 15 to 19 years declined by 1.3% *Table 3*
- VET in Schools students enrolled in certificate III qualifications increased by 13.5% *Table 4*
- VET in Schools students enrolled in the society and culture field of education increased by 11.6%. *Table 4*

Selected characteristics for VET in Schools students aged 15 to 19 years show that in 2014:

- 53.1% were male and 46.9% were female *Table 3*
- 8.6% were undertaking a school-based apprenticeship or traineeship *Table 3*
- 53.1% were enrolled in certificate II qualifications and a further 32.4% were enrolled in certificate III qualifications *Table 4*
- the most popular field of education was society and culture (17.6%). *Table 4*

Higher education students

In the 2014 calendar year, there were 324 900 higher education students aged 15 to 19 years. Between 2013 and 2014:

- the number of higher education students aged 15 to 19 years increased by 4.3% *Table 5*
- the greatest growth occurred in Victoria (5.3%). *Table 5*

Selected characteristics for higher education students aged 15 to 19 years show that in 2014:

- 43.7% were male and 56.3% were female *Table 5*
- 92.1% were full-time students *Table 5*
- the most popular field of education was management and commerce (22.2%). *Table 6*

Apprentices and trainees

In the 2014 calendar year, there were 78 300 commencements in apprenticeships and traineeships by those aged 15 to 19 years. Between 2013 and 2014, the number of:

- apprenticeship and traineeship commencements declined by 7.1% *Table 7*
- commencements in trade occupations declined by 4.6% *Table 8*
- commencements in non-trade occupations declined by 9.5%. *Table 8*

Selected characteristics, based on apprenticeship and traineeship commencements by 15 to 19-year-olds in 2014, show that:

- 62.1% were male and 37.9% were female *Table 7*
- 38.9% were part-time apprentices and trainees *Table 7*
- 22.9% were doing a school-based apprenticeship and traineeship *Table 7*
- 83.7% were undertaking training at certificate III level *Table 8*
- 50.1% were in trade occupations and 49.9% were in non-trade occupations. *Table 8*

Total VET students

In the 2014 calendar year, there were 825 100 VET students aged 15 to 19 years. Selected characteristics for VET students aged 15 to 19 years show that in 2014:

- 53.9% were male and 45.4% were female *Table 9*
- 87.2% were part-time students *Table 9*
- 51.3% were attending school. *Table 9*

Government-funded VET students

In the 2014 calendar year, there were 418 000 government-funded VET students aged 15 to 19 years. Between 2013 and 2014:

- the number of government-funded VET students aged 15 to 19 years declined by 6.7% *Table 10*
- students enrolled in Australian Qualifications Framework (AQF) qualifications declined by 6.3%. *Table 11*

Selected characteristics for government-funded VET students aged 15 to 19 years show that in 2014:

- 55.1% were male and 44.7% were female *Table 10*
- 82.6% were part-time students *Table 10*
- 42.7% were enrolled in certificate III qualifications *Table 11*
- the most popular fields of education were management and commerce (16.6%) and food, hospitality and personal services (16.6%). *Table 11*

Participation estimate

Table 1 Estimate of participation of Australians aged 15 to 19 years in education and training by age and sex, August 2014

	15 years	16 years	17 years	18 years	19 years	Total
Males						
<i>At school</i>						
VET in Schools programs (%)	13.1	31.4	26.1	6.1	0.6	15.2
School without participation in VET in Schools (%)	85.8	60.9	45.6	12.9	1.1	40.2
<i>Not at school</i>						
Higher education (%)	0.1	0.3	11.5	26.2	26.4	13.3
Apprenticeship or traineeship (%)	0.3	2.0	5.5	11.1	14.4	6.8
Other VET (%)	0.8	2.5	4.4	9.1	9.7	5.4
In education and training (%)[^]	100.2	97.1	93.1	65.4	52.2	80.9
Not in education and training (%)[^]	-0.2	2.9	6.9	34.6	47.8	19.1
Total 15 to 19 years (%)	100.0	100.0	100.0	100.0	100.0	100.0
Total 15 to 19 years ('000)	146.0	147.2	149.7	153.9	161.3	758.2
Females						
<i>At school</i>						
VET in Schools programs (%)	13.1	29.6	23.6	4.8	0.6	14.1
School without participation in VET in Schools (%)	86.2	65.5	51.4	11.9	1.0	42.3
<i>Not at school</i>						
Higher education (%)	0.2	0.6	17.2	36.5	37.2	18.8
Apprenticeship or traineeship (%)	0.2	0.8	1.9	4.3	5.2	2.5
Other VET (%)	0.8	2.5	5.4	12.1	12.8	6.9
In education and training (%)[^]	100.4	99.0	99.5	69.7	56.8	84.6
Not in education and training (%)[^]	-0.4	1.0	0.5	30.3	43.2	15.4
Total 15 to 19 years (%)	100.0	100.0	100.0	100.0	100.0	100.0
Total 15 to 19 years ('000)	139.1	139.3	142.3	144.6	151.0	716.3
Total						
<i>At school</i>						
VET in Schools programs (%)	13.1	30.6	24.9	5.5	0.6	14.6
School without participation in VET in Schools (%)	86.0	63.2	48.4	12.4	1.0	41.2
<i>Not at school</i>						
Higher education (%)	0.1	0.4	14.3	31.2	31.6	15.9
Apprenticeship or traineeship (%)	0.2	1.4	3.7	7.8	10.0	4.7
Other VET (%)	0.8	2.5	4.9	10.6	11.2	6.1
In education and training (%)[^]	100.3	98.1	96.2	67.5	54.4	82.7
Not in education and training (%)[^]	-0.3	1.9	3.8	32.5	45.6	17.3
Total 15 to 19 years (%)	100.0	100.0	100.0	100.0	100.0	100.0
Total 15 to 19 years ('000)	285.1	286.5	292.0	298.5	312.3	1 474.5

Notes: [^]Although every effort has been made to avoid double-counting, the inherent overlap between data collections, the level of 'not known' data for key data elements and limitations in deriving a true point-in-time estimate have resulted in more people in education and training than the total number of 15-year-olds (based on ABS population data). For further notes on tables, see the explanatory notes on page 22-27.

Sources: Derived from ABS *Schools, Australia, 2014*, cat.no.4221.0; NCVET National VET in Schools Collection; NCVET National Apprentice and Trainee Collection, based on June 2015 estimates; NCVET National VET Provider Collection; Department of Education Higher Education Statistics Collection; ABS *Australian demographic statistics December 2014*, cat.no.3101.0, table 59.

Sectoral tables

School students

Table 2 School students aged 15 to 19 years by selected student characteristics, 2010–14

	2010	2011	2012	2013	2014	2013–14
	('000)	('000)	('000)	('000)	('000)	% change
State or territory of the school						
New South Wales	253.0	256.8	258.4	261.2	263.7	32.0
Victoria	213.4	213.5	214.7	216.0	219.2	26.6
Queensland	147.6	148.8	150.2	153.5	155.7	18.9
South Australia	63.2	63.4	64.5	64.4	65.2	7.9
Western Australia	69.5	70.0	71.1	73.6	75.7	9.2
Tasmania	21.1	22.0	22.2	20.6	21.0	2.5
Northern Territory	7.0	7.1	7.1	7.3	7.3	0.9
Australian Capital Territory	15.6	15.5	15.7	15.8	16.1	2.0
Sex						
Males	398.7	403.1	407.6	413.5	419.8	51.0
Females	391.6	393.9	396.3	398.8	403.9	49.0
Age						
15 years	280.4	277.1	279.0	280.6	282.6	34.3
16 years	256.3	261.1	260.7	265.6	268.5	32.6
17 years	198.3	202.4	207.0	208.2	214.1	26.0
18 years	49.2	50.2	51.5	52.7	53.4	6.5
19 years	6.1	6.2	5.7	5.2	5.1	0.6
Student remoteness (ARIA+) region						
Major cities						
Inner regional						
Outer regional						
Remote						
Very remote						
Outside Australia						
Not known						
Student remoteness information is not available						
Mode of study						
Full-time	779.6	786.0	792.2	801.5	812.9	98.7
Part-time	10.7	11.0	11.7	10.8	10.8	1.3
School level						
Year 7 or below	0.0	0.1	0.0	0.0	0.1	0.0
Year 8	1.4	1.2	1.4	1.3	1.3	0.2
Year 9	58.4	57.8	59.2	60.1	61.8	7.5
Year 10	244.3	243.0	242.6	255.1	257.7	31.3
Year 11	256.2	260.9	261.9	254.5	264.9	32.2
Year 12	218.6	221.9	226.3	228.4	224.6	27.3
Ungraded secondary	11.5	12.1	12.5	12.9	13.4	1.6
Total	790.4	797.0	803.9	812.3	823.7	100.0
						1.4

For notes on tables, see the explanatory notes on page 22-27. For further information on school students, see <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/MF/4221.0>>.

Source: ABS, *Schools, Australia, 2015*, cat.no.4221.0.

VET in Schools students

Table 3 VET in Schools students aged 15 to 19 years by selected student characteristics, 2010–14

	2010 (’000)	2011 (’000)	2012 (’000)	2013 (’000)	2014 (’000)	%	2013–14 % change
State or territory that funds or accredits the training							
New South Wales	59.7	63.4	60.9	60.0	59.9	25.3	-0.1
Victoria	44.9	46.8	48.4	47.9	48.9	20.7	2.1
Queensland	74.3	80.3	83.3	84.0	77.1	32.6	-8.2
South Australia	11.2	11.3	11.6	11.8	12.1	5.1	1.8
Western Australia	22.5	23.6	24.6	24.6	27.0	11.4	9.7
Tasmania	2.4	5.4	7.0	5.0	6.0	2.5	20.0
Northern Territory	1.8	1.7	1.6	1.6	2.0	0.9	28.6
Australian Capital Territory	4.2	3.9	4.9	4.8	3.5	1.5	-25.8
Sex							
Males	116.1	124.7	127.6	126.9	125.6	53.1	-1.0
Females	104.8	111.7	114.7	112.8	111.0	46.9	-1.6
Age							
15 years	42.1	44.2	46.4	42.9	42.3	17.9	-1.5
16 years	90.3	97.3	97.3	96.8	95.6	40.4	-1.2
17 years	71.2	76.3	79.5	80.3	79.1	33.4	-1.5
18 years	15.2	16.5	17.1	17.9	17.5	7.4	-1.9
19 years	2.1	2.1	2.0	1.9	2.1	0.9	8.7
Student remoteness (ARIA+) region							
Major cities	123.0	134.3	138.3	139.0	135.0	57.1	-2.9
Inner regional	55.1	57.0	59.5	58.4	57.0	24.1	-2.4
Outer regional	32.7	28.4	29.1	28.9	28.7	12.1	-0.9
Remote	5.2	5.2	5.4	5.0	4.9	2.1	-1.8
Very remote	3.1	2.5	2.5	2.3	2.4	1.0	2.1
Outside Australia	0.3	0.2	0.3	0.3	0.4	0.2	29.0
Not known	1.4	8.8	7.2	5.7	8.1	3.4	43.7
School-based apprentice and trainee status							
School-based apprentices and trainees	17.3	18.1	22.5	21.7	20.5	8.6	-5.6
Other VET in Schools students	203.6	218.3	219.8	218.1	216.1	91.4	-0.9
Total	220.9	236.4	242.3	239.7	236.6	100.0	-1.3

Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions for years 2011 to 2014, while data for 2010 are based on ABS postal areas and ARIA+. This represents a break in series for reporting purposes.

For notes on tables, see the explanatory notes on page 22-27. For further information on VET in Schools students, see <<http://www.ncver.edu.au/statistic/21068.html>>.

Source: NCVET National VET in Schools Collection, 2010–14

Table 4 VET in Schools students aged 15 to 19 years by selected major program characteristics, 2010–14

	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	%	2013–14 % change
Qualification level							
Diploma or higher	1.0	1.1	1.4	1.9	2.1	0.9	7.7
Certificate IV	2.3	2.8	3.8	3.7	4.0	1.7	8.4
Certificate III	38.4	43.9	59.9	67.6	76.7	32.4	13.5
Certificate II	129.2	144.9	144.1	133.8	125.6	53.1	-6.2
Certificate I	44.9	40.6	31.0	31.0	25.9	10.9	-16.5
Other	5.1	3.1	2.1	1.7	2.4	1.0	39.8
Field of education							
Natural and physical sciences	0.4	0.5	0.5	0.8	0.7	0.3	-3.0
Information technology	3.2	3.8	10.3	17.4	18.1	7.6	4.0
Engineering and related technologies	24.8	25.2	28.1	26.0	24.1	10.2	-7.2
Architecture and building	15.3	17.8	17.5	19.1	19.7	8.3	3.0
Agriculture, environmental and related studies	8.0	8.4	7.5	7.3	8.1	3.4	11.1
Health	5.2	5.8	7.3	7.2	7.5	3.2	3.3
Education	0.2	0.2	0.3	1.0	0.7	0.3	-28.9
Management and commerce	70.3	70.7	58.6	42.4	38.7	16.4	-8.7
Society and culture	18.4	23.3	33.2	37.4	41.8	17.6	11.6
Creative arts	18.2	19.4	20.1	19.2	19.1	8.1	-0.5
Food, hospitality and personal services	39.3	41.9	42.5	41.6	39.1	16.5	-6.1
Mixed field programmes	17.5	19.4	16.4	20.3	17.3	7.3	-14.8
No field of education	-	-	-	-	1.7	0.7	n/a
Total	220.9	236.4	242.3	239.7	236.6	100.0	-1.3

For notes on tables, see the explanatory notes on page 22-27. For further information on VET in Schools students, see <<http://www.ncver.edu.au/statistic/21068.html>>.

Source: NCVET National VET in Schools Collection, 2010–14.

Higher education students

Table 5 Higher education students aged 15 to 19 years by selected student characteristics, 2010–14

	2010 (‘000)	2011 (‘000)	2012 (‘000)	2013 (‘000)	2014 (‘000)	%	2013–14 % change
State or territory of provider							
New South Wales	82.5	84.0	86.9	90.7	94.7	29.1	4.4
Victoria	71.2	72.1	75.1	80.8	85.1	26.2	5.3
Queensland	55.6	56.0	58.0	61.1	62.7	19.3	2.5
South Australia	18.4	18.6	19.2	19.9	20.9	6.4	4.7
Western Australia	33.8	34.3	35.6	36.9	38.1	11.7	3.2
Tasmania	5.2	5.1	5.6	5.5	5.6	1.7	2.3
Northern Territory	0.7	0.8	0.9	1.0	1.0	0.3	2.5
Australian Capital Territory	6.7	7.0	7.2	7.3	7.7	2.4	5.0
Multi-state	5.6	6.6	7.6	8.3	9.3	2.9	11.9
Sex							
Males	119.8	121.9	127.6	135.4	141.9	43.7	4.8
Females	159.7	162.6	168.6	176.1	183.0	56.3	3.9
Age							
15 years	0.5	0.6	0.6	0.7	0.8	0.2	12.8
16 years	2.3	2.4	2.6	2.9	3.0	0.9	3.6
17 years	45.3	46.7	50.0	52.1	53.8	16.6	3.2
18 years	104.0	108.5	112.7	120.2	124.4	38.3	3.5
19 years	127.5	126.2	130.2	135.6	142.9	44.0	5.4
Student remoteness (ARIA+) region							
Major cities	173.8	187.8	200.0	211.6	218.8	67.3	3.4
Inner regional	36.7	31.8	33.7	34.4	35.0	10.8	1.6
Outer regional	15.0	13.5	14.0	14.3	14.6	4.5	2.1
Remote	1.5	1.1	1.2	1.3	1.3	0.4	-0.6
Very remote	0.4	0.4	0.4	0.4	0.4	0.1	-1.9
Outside Australia	52.0	47.9	45.8	49.0	54.1	16.7	10.4
Not known	0.2	1.9	0.9	0.4	0.7	0.2	85.2
Mode of study							
Full-time	258.9	262.9	273.7	287.0	299.2	92.1	4.2
Part-time	20.6	21.6	22.5	24.5	25.7	7.9	4.9
Total	279.6	284.4	296.2	311.5	324.9	100.0	4.3

Student remoteness (ARIA+) is based on ABS postal areas and ARIA+ for years 2010 to 2014.

For notes on tables, see the explanatory notes on page 22 - 27. For further information on higher education students, see <<https://education.gov.au/student-data>>.

Source: Department of Education and Training Higher Education Statistics Collection, 2010–14.

Table 6 Higher education students aged 15 to 19 years by selected major course characteristics, 2010–14

	2010	2011	2012	2013	2014	2013–14
	('000)	('000)	('000)	('000)	('000)	% % change
Qualification level						
AQF qualifications						
Postgraduate courses	0.2	0.2	0.2	0.3	0.3	0.1 29.1
Bachelor degree (pass and honours)	251.9	257.5	268.1	279.4	290.2	89.3 3.9
Advanced diploma	1.8	1.6	1.7	1.8	1.4	0.4 -24.0
Associate degree	2.6	2.8	2.8	3.0	2.6	0.8 -13.3
Diploma	11.6	10.7	11.2	13.3	15.4	4.7 15.3
Other undergraduate courses	0.5	0.3	0.2	0.3	0.4	0.1 28.0
<i>AQF sub-total</i>	<i>268.6</i>	<i>273.0</i>	<i>284.2</i>	<i>298.1</i>	<i>310.3</i>	<i>95.5</i> <i>4.1</i>
Non-AQF qualifications						
Enabling courses	6.1	6.8	7.5	8.8	9.6	3.0 9.1
Non-award courses	4.9	4.7	4.4	4.6	5.0	1.5 9.4
<i>Non-AQF sub-total</i>	<i>11.0</i>	<i>11.4</i>	<i>12.0</i>	<i>13.4</i>	<i>14.6</i>	<i>4.5</i> <i>9.2</i>
Field of education						
Natural and physical sciences	27.1	29.6	32.7	35.7	37.4	11.5 4.7
Information technology	9.8	9.9	10.2	10.6	11.5	3.6 8.8
Engineering and related technologies	23.6	23.6	23.8	25.2	25.7	7.9 2.1
Architecture and building	7.0	7.1	7.2	7.2	6.8	2.1 -5.4
Agriculture, environmental and related studies	4.0	4.0	3.9	4.1	4.0	1.2 -2.4
Health	36.3	38.2	41.1	43.3	45.3	13.9 4.6
Education	17.9	19.4	20.5	20.6	21.2	6.5 3.0
Management and commerce	66.8	63.6	64.8	67.8	72.0	22.2 6.2
Society and culture	51.8	53.8	56.3	59.9	62.0	19.1 3.5
Creative arts	27.0	27.5	28.0	28.5	29.3	9.0 2.7
Food, hospitality and personal services	0.4	0.3	0.0	0.1	0.1	0.0 35.7
Mixed field programmes	2.8	2.8	3.1	3.9	4.6	1.4 16.2
Non-award courses	4.9	4.7	4.4	4.6	5.0	1.5 9.4
Total	279.6	284.4	296.2	311.5	324.9	100.0 4.3

For notes on tables, see the explanatory notes on page 22-27. For further information on higher education students, see <<https://education.gov.au/student-data>>.

Source: Department of Education and Training Higher Education Statistics Collection, 2010–14.

Apprentices and trainees

Table 7 Apprentice and trainee commencements for those aged 15 to 19 years by selected characteristics, 2010–14

	2010	2011	2012	2013	2014		2013–14
	('000)	('000)	('000)	('000)	('000)	%	% change
State or territory that funds or accredits the training							
New South Wales	30.0	28.5	27.3	23.7	21.7	27.6	-8.5
Victoria	34.9	34.1	31.5	22.1	20.6	26.4	-6.7
Queensland	23.8	24.2	24.3	19.7	17.5	22.3	-11.3
South Australia	8.3	7.3	7.1	6.0	5.6	7.2	-5.8
Western Australia	11.1	10.5	10.5	8.5	8.5	10.9	0.3
Tasmania	3.1	2.7	2.4	2.0	2.1	2.7	3.8
Northern Territory	0.9	0.9	0.9	0.9	0.9	1.2	6.1
Australian Capital Territory	2.0	1.8	1.9	1.4	1.4	1.7	-6.1
Sex							
Males	69.2	63.8	60.3	51.0	48.6	62.1	-4.6
Females	45.1	46.2	45.5	33.4	29.7	37.9	-11.0
Age							
15 years	13.5	13.0	13.3	9.7	8.3	10.6	-14.8
16 years	23.2	21.8	20.7	16.2	14.8	18.9	-8.4
17 years	25.2	24.0	22.6	18.8	17.5	22.3	-6.7
18 years	30.6	29.7	28.4	23.2	22.0	28.1	-5.1
19 years	21.8	21.5	20.8	16.5	15.7	20.1	-4.6
Student remoteness (ARIA+) region							
Major cities	67.4	66.7	63.8	49.3	45.7	58.3	-7.4
Inner regional	29.6	27.4	26.9	22.0	20.8	26.5	-5.4
Outer regional	12.9	12.3	11.7	10.0	9.2	11.7	-8.7
Remote	2.3	2.1	2.0	1.8	1.5	2.0	-13.9
Very remote	1.0	1.0	1.0	0.9	0.8	1.0	-7.2
Outside Australia	-	-	-	-	-	-	n/a
Not known	1.1	0.5	0.5	0.4	0.4	0.5	1.0
Mode of study							
Full-time	71.3	64.3	58.6	51.9	47.8	61.1	-7.9
Part-time	42.9	45.7	47.3	32.4	30.5	38.9	-5.8
School status							
At school	26.2	28.6	30.8	21.7	21.2	27.0	-2.3
Not at school	88.0	81.3	75.0	62.6	57.1	73.0	-8.8
Not known	0.1	0.1	0.1	0.0	0.0	0.0	-36.7
School-based status							
School-based	17.0	17.2	19.0	17.0	17.9	22.9	5.4
Not school-based	97.2	92.8	86.9	67.3	60.4	77.1	-10.3
Total	114.2	110.0	105.9	84.3	78.3	100.0	-7.1

Student remoteness (ARIA+) is based on ABS postal areas and ARIA+ for years 2010 to 2014.

For notes on tables, see the explanatory notes on page 22-27. For further information on apprentices and trainees, see <<http://www.ncver.edu.au/statistic/21049.html>>.

Source: NCVET National Apprentice and Trainee Collection, based on June 2015 estimates.

Table 8 Apprentice and trainee commencements for those aged 15 to 19 years by selected training characteristics, 2010–14

	2010 (‘000)	2011 (‘000)	2012 (‘000)	2013 (‘000)	2014 (‘000)	%	2013–14 % change
Qualification level							
Diploma or higher	1.0	1.5	1.8	0.8	0.8	1.1	2.1
Certificate IV	4.8	5.0	5.4	3.7	3.6	4.5	-5.1
Certificate III	86.1	87.1	86.9	70.7	65.5	83.7	-7.3
Certificate II	22.3	16.5	11.8	8.9	8.4	10.7	-6.2
Certificate I	0.0	-	0.1	0.1	0.0	0.0	-98.5
Occupation (ANZSCO) group							
Managers	1.6	2.1	2.3	1.5	1.0	1.2	-34.7
Professionals	0.2	0.2	0.3	0.1	0.1	0.1	-26.6
Technicians and trades workers	54.0	47.3	44.2	41.1	39.2	50.1	-4.6
Community and personal service workers	15.6	18.1	18.8	15.2	14.4	18.4	-5.3
Clerical and administrative workers	12.1	11.7	10.9	8.0	7.3	9.4	-8.4
Sales workers	23.7	24.0	22.9	12.6	10.7	13.7	-14.5
Machinery operators and drivers	1.6	1.5	1.6	1.4	1.7	2.2	23.1
Labourers	5.5	5.1	5.0	4.4	3.9	4.9	-12.7
Total	114.2	110.0	105.9	84.3	78.3	100.0	-7.1

For notes on tables, see the explanatory notes on page 22-27. For further information on apprentices and trainees, see <<http://www.ncver.edu.au/statistic/21049.html>>.

Source: NCVET National Apprentice and Trainee Collection, based on June 2015 estimates.

Total VET students

Table 9 Total VET students aged 15 to 19 years by selected student characteristics, 2014

	2014 students	
	('000)	%
State or territory where the training was delivered		
New South Wales	265.5	32.2
Victoria	217.7	26.4
Queensland	175.8	21.3
South Australia	43.7	5.3
Western Australia	79.6	9.7
Tasmania	12.4	1.5
Northern Territory	6.2	0.8
Australian Capital Territory	13.1	1.6
Overseas	10.1	1.2
Other	0.9	0.1
Sex		
Males	444.5	53.9
Females	374.7	45.4
Age		
15 years	85.5	10.4
16 years	197.4	23.9
17 years	207.5	25.2
18 years	173.8	21.1
19 years	161.0	19.5
Student remoteness (ARIA+) region		
Major cities	468.9	56.8
Inner regional	195.2	23.7
Outer regional	93.3	11.3
Remote	15.5	1.9
Very remote	7.7	0.9
Outside Australia	21.8	2.6
Not known	22.8	2.8
Mode of study		
Full-time	106.0	12.8
Part-time	719.1	87.2
School status		
At school	423.0	51.3
Not at school	351.6	42.6
Not known	50.5	6.1
VET in Schools status		
VET in Schools students	375.8	45.5
Not VET in Schools students	449.3	54.5
Apprentice/trainee status		
Apprentices and trainees undertaking off-the-job training	121.6	14.7
Not apprentices and trainees	703.5	85.3
Total	825.1	100.0

For notes on tables, see the explanatory notes on page 22-27. For further information on total VET students, see <<http://www.ncver.edu.au/publications/2828.html>>.

Source: NCVER National VET Provider Collection, 2014 and NCVER VET in Schools Collection (Total VET students and courses (TVA)).

Government-funded VET students

Table 10 Government-funded VET students aged 15 to 19 years by selected student characteristics, 2010–14

	2010 (’000)	2011 (’000)	2012 (’000)	2013 (’000)	2014 (’000)	%	2013–14 % change
State or territory that funds or accredits the training							
New South Wales	160.7	160.2	161.5	155.2	152.6	36.5	-1.7
Victoria	120.8	139.2	149.9	131.5	115.8	27.7	-12.0
Queensland	78.3	80.7	78.7	70.6	70.5	16.9	-0.2
South Australia	29.4	27.2	29.1	29.8	21.5	5.1	-27.9
Western Australia	47.0	46.2	45.1	42.0	40.1	9.6	-4.5
Tasmania	11.0	10.2	9.4	9.1	8.3	2.0	-8.5
Northern Territory	5.5	5.3	5.1	4.4	4.6	1.1	5.4
Australian Capital Territory	5.6	6.0	5.7	5.4	4.7	1.1	-13.5
Sex							
Males	256.3	263.8	265.2	246.7	230.4	55.1	-6.6
Females	201.4	210.8	218.7	200.4	187.1	44.7	-6.6
Age							
15 years	40.6	42.7	44.9	37.9	31.2	7.5	-17.8
16 years	96.6	100.9	100.8	93.3	83.2	19.9	-10.8
17 years	109.7	112.9	115.4	106.5	99.0	23.7	-7.1
18 years	109.1	113.6	115.3	108.6	102.9	24.6	-5.2
19 years	102.2	104.8	107.9	101.6	101.7	24.3	0.1
Student remoteness (ARIA+) region							
Major cities	240.9	267.4	279.8	256.4	237.2	56.8	-7.5
Inner regional	114.9	118.9	121.7	110.5	103.2	24.7	-6.6
Outer regional	70.7	57.1	57.4	52.7	48.1	11.5	-8.7
Remote	11.1	10.0	10.0	9.2	8.5	2.0	-7.6
Very remote	7.4	5.0	4.7	4.3	4.1	1.0	-5.7
Outside Australia	6.4	5.0	4.4	6.0	7.7	1.8	27.0
Not known	6.7	11.5	6.4	8.7	9.1	2.2	4.2
Mode of study							
Full-time	68.9	72.1	78.0	73.9	72.8	17.4	-1.4
Part-time	389.2	402.9	406.4	374.1	345.2	82.6	-7.7
School status							
At school	183.4	185.0	204.4	193.8	169.5	40.6	-12.5
Not at school	251.4	272.0	262.4	238.5	238.9	57.2	0.2
Not known	23.4	18.0	17.7	15.6	9.6	2.3	-38.8
VET in Schools status							
VET in Schools students	134.5	143.3	151.8	140.4	137.5	32.9	-2.0
Not VET in Schools students	323.6	331.7	332.6	307.6	280.4	67.1	-8.8
Apprentice/trainee status							
Apprentices and trainees undertaking off-the-job training	142.4	143.6	138.4	114.9	103.3	24.7	-10.1
Not apprentices and trainees	315.7	331.4	346.0	333.1	314.7	75.3	-5.5
Total	458.1	474.9	484.4	447.9	418.0	100.0	-6.7

Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions for years 2011 to 2014, while data for 2010 are based on ABS postal areas and ARIA+. This represents a break in series for reporting purposes.

For notes on tables, see the explanatory notes on page 22-27. For further information on government-funded VET students, see <<http://www.ncver.edu.au/statistic/21053.html>>.

Source: NCVER National VET Provider Collection, 2010–14.

Table 11 Government-funded VET students aged 15 to 19 years by selected major program characteristics, 2010–14

	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	%	2013–14 % change
Qualification level							
AQF qualifications							
Graduate diploma or professional specialist (graduate diploma level)	-	0.0	-	0.0	0.0	0.0	**
Graduate certificate or professional specialist (graduate certificate level)	0.0	0.0	0.0	0.0	0.0	0.0	**
Bachelor degree (pass and honours)	0.3	0.4	0.5	0.6	0.6	0.1	-8.9
Advanced diploma	6.1	5.4	5.0	3.9	3.5	0.8	-9.8
Associate degree	0.0	0.0	0.1	0.0	0.1	0.0	73.5
Diploma	24.2	25.2	24.1	24.0	28.1	6.7	17.3
Certificate IV	27.9	33.8	33.8	35.0	33.1	7.9	-5.4
Certificate III	174.7	187.0	199.5	183.2	178.5	42.7	-2.6
Certificate II	147.2	157.5	157.7	140.4	123.3	29.5	-12.2
Certificate I	31.8	27.5	24.7	23.3	17.4	4.2	-25.5
<i>AQF sub-total</i>	<i>412.1</i>	<i>436.8</i>	<i>445.3</i>	<i>410.4</i>	<i>384.5</i>	<i>92.0</i>	<i>-6.3</i>
Non-AQF qualifications							
Other recognised courses	34.6	26.1	24.7	21.9	20.2	4.8	-7.8
Non-award courses	7.4	7.9	6.0	6.2	5.9	1.4	-4.4
Subject only – no qualification	3.9	4.1	8.4	9.5	7.4	1.8	-22.2
<i>Non-AQF sub-total</i>	<i>46.0</i>	<i>38.1</i>	<i>39.1</i>	<i>37.5</i>	<i>33.5</i>	<i>8.0</i>	<i>-10.9</i>
Field of education							
Natural and physical sciences	1.5	1.5	1.3	1.3	1.3	0.3	0.9
Information technology	8.6	9.2	11.3	13.4	12.8	3.1	-3.9
Engineering and related technologies	81.7	81.9	82.2	74.7	66.4	15.9	-11.2
Architecture and building	53.5	53.3	48.7	45.7	44.9	10.7	-1.8
Agriculture, environmental and related studies	16.6	16.8	15.3	14.2	13.9	3.3	-2.2
Health	14.8	15.1	15.6	16.0	19.0	4.5	19.1
Education	3.8	3.1	3.4	5.1	8.4	2.0	65.7
Management and commerce	92.2	100.1	96.2	75.5	69.5	16.6	-8.0
Society and culture	40.0	48.5	52.5	51.3	46.0	11.0	-10.4
Creative arts	20.9	21.0	21.3	19.2	17.4	4.2	-9.2
Food, hospitality and personal services	81.0	82.1	85.2	77.2	69.3	16.6	-10.2
Mixed field programmes	39.6	38.1	43.1	44.9	33.7	8.1	-24.9
No field of education	3.9	4.1	8.4	9.5	15.4	3.7	62.9
Total	458.1	474.9	484.4	447.9	418.0	100.0	-6.7

For notes on tables, see the explanatory notes on page 22-27. For further information on government-funded VET students, see <<http://www.ncver.edu.au/statistic/21053.html>>.

Source: NCVET National VET Provider Collection, 2010–14.

Terms

School sector

Age of the student is as at 1 July of the collection year.

Full-time students are those who undertook a workload equivalent to, or greater than, that prescribed for a full-time student of that year level. This may vary between states and territories and from year to year.

Part-time students are those who undertook a workload less than that specified as full-time. Part-time secondary student estimates vary considerably between states and territories, as each education authority has different policies and organisational arrangements.

Secondary education typically commences after completion of primary education, at around 12 years of age, and lasts for five or six years. In New South Wales, Victoria, Tasmania, the Northern Territory and the Australian Capital Territory, secondary education may span Year 7 to Year 12. In Queensland, South Australia and Western Australia it may span Year 8 to Year 12.

Students are persons who, prior to the census date, were formally enrolled in a school and active in a course of study other than preschool or TAFE (technical and further education) courses. Students not present at school on the census date were included if they were expected to be absent for fewer than four continuous weeks (excluding school vacations).

School level comprises pre-Year 1 through to Year 12, plus ungraded primary and ungraded secondary.

Schools (other than a special school) satisfy the following criteria:

- Their major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education.
- They are headed by a principal (or equivalent) responsible for the school's internal operation.
- It is possible for students to enrol for a minimum of four continuous weeks, excluding school vacation breaks.

The term 'school' includes schools in institutions and hospitals, mission schools and similar establishments. The term excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in, or attached to, non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.

Higher education sector

Age of the student is as at 30 June of the collection year.

AQF (Australian Qualifications Framework) is a national framework of credentials that covers qualifications from certificate I through to a doctoral degree. For more details on the AQF, visit <<http://www.aqf.edu.au>>.

Census date is the date on which a student's enrolment is taken to be finalised.

Full-time students are those whose student load, aggregated across all units of study (including work experience in industry units) for all courses in the collection year, is equivalent to the level required by a student undertaking at least 0.75 equivalent full-time student load (EFTSL) per year.

Field of education is a classification of courses, specialisations and units of study with the same or similar vocational emphasis or principal subject matter of the course, specialisation and unit of study.

Major course is the course which incurs the greatest student load in the submission for students enrolled in more than one course. Where two or more courses incur equal student load, the major course is determined by the higher education provider.

Unit of study is a subject or unit a person may undertake with a provider and which can be undertaken as part of a course.

VET sector (including apprenticeships and traineeships)

Age of apprentices and trainees is calculated at key points in the training contract, such as commencement and completion.

Age of VET students is as at 30 June of the collection year.

At school refers to whether a student is still at school. This includes both school students undertaking VET that is recognised on their senior secondary certificate (VET in Schools) and those undertaking VET that is not recognised on the senior secondary certificate.

ANZSCO (Australian and New Zealand Standard Classification of Occupations) is a classification of the occupation of individuals. The classification is based on the Australian Bureau of Statistics, Australian and New Zealand Standard Classification of Occupations (1st edition, revision 1.2, ABS cat.no.1220.0).

AQF (Australian Qualifications Framework) is a national framework of credentials that covers qualifications from certificate I through to a doctoral degree. For more details on the AQF, visit <<http://www.aqf.edu.au>>.

Commencements refers to apprentices and trainees starting a program of training. The date of commencement is the date on which an apprentice or trainee's contract of training is registered or approved under the provisions of the relevant state/territory legislation.

Field of education describes the broad area of study related to a qualification or subject in which a student is enrolled. It is one part of the ABS Australian Standard Classification of Education (ASCED).

Full-time apprentices or trainees are those whose ordinary hours of employment, including the training component, are at least the usual hours of employment for a full-time employee in that occupation.

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

Government-funded VET refers to all activity (which includes government-funded and fee-for-service) delivered by government providers, as well as government-funded VET delivered by community providers and private training providers.

In-training refers to apprentices and trainees who are actively training at the end of each quarter under the terms of their training contract and who have not completed, cancelled, withdrawn or suspended their training, or had their training contract expire without meeting all of the prescribed requirements of their program.

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

Non-trades refers to those apprentices and trainees employed in occupations outside the trades. 'Non-trades' includes all occupations listed under the Australian and New Zealand Standard Classification of Occupations (ANZSCO 1st edition, revision 2) with the exception of major group 3 (Technicians and trades workers).

Other VET in Schools programs are VET subjects and courses undertaken as part of a student's senior secondary certificate and provide credit towards a nationally recognised VET qualification. These programs exclude VET subjects and courses undertaken as part of a school-based apprenticeship or traineeship.

Part-time apprentices and trainees are defined as those whose ordinary hours of employment, including the training component, are fewer than full-time. Part-time provisions vary across Australia and across occupations, with 'part-time' defined by each state and territory.

School-based apprentices and trainees combine attendance at school with formal engagement with the workplace and study towards a nationally recognised vocational qualification.

Senior secondary certificates recognise the successful completion of senior secondary education and provide pathways to further study at university, TAFE institutes, and to the world of work. They are usually gained through two years of full-time study following completion of Year 10. In some states, however, it may also be possible to commence the senior secondary certificate prior to Year 11. The senior secondary certificate may also be gained by older candidates.

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.

Subject enrolment is the registration of a student at a training delivery location for the purpose of undertaking a module, unit of competency or subject.

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

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.

Trades refers to those apprentices and trainees employed in trades occupations under major group 3 (Technicians and trades workers) of the Australian and New Zealand Standard Classification of Occupations (ANZSCO 1st edition, revision 2).

VET in Schools refers to the vocational education and training (VET) undertaken by school students as part of their senior secondary certificate.

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

Explanatory notes

Scope

- 1 The data on school students were derived from the (non-finance) National Schools Statistics Collection, which is published by the Australian Bureau of Statistics (ABS) in its annual publication, *Schools, Australia*. The collection covers government and non-government schools, students and staff, as at the first Friday in August of the reference year. The scope is all establishments whose major activity is the administration of the provision of full-time day primary, secondary and/or special education, or primary or secondary education by distance education. Students who are undertaking technical and further education, tertiary studies, apprenticeships, work placements, VET in Schools or a combination of such pathways in addition to 'normal' school subjects are in the scope of the collection, regardless of the year of schooling in which these alternative pathways are undertaken. For further information on school students, see <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/MF/4221.0>>.
- 2 The data on VET in Schools students were derived from the NCVET National VET in Schools Collection. From 2014, this collection is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), release 7.0. The collection includes activity from 1 January to 31 December of the reference year. The scope is all activity undertaken as part of a student's senior secondary certificate that provides credit towards a nationally recognised VET qualification. For further information on VET in Schools students, see <<http://www.ncver.edu.au/statistic/21068.html>>.
- 3 The data on higher education students were derived from the Higher Education Statistics Collection, which is published by the Department of Education. The scope is students enrolled in higher education courses from 1 January to 31 December of the reference year. The collection includes activity reported by all higher education providers approved under Subsection 19-70(1) of the *Higher Education Support Act 2003*. For further information on higher education students, see <<https://education.gov.au/student-data>>.
- 4 An apprentice or trainee is a person who undertook a contract of training with an employer and a training provider. The data on apprentices and trainees were derived from the NCVET National Apprentice and Trainee Collection no.84 (June 2015 estimates). This collection is compiled under AVETMISS, release 6.0. Due to lags in processing numbers, recent quarterly activity is estimated. For further information on apprentices and trainees, see <<http://www.ncver.edu.au/statistic/21049.html>>.
- 5 The data on VET students comprise total VET activity reported under the first year of mandatory reporting for Australian training providers delivering nationally recognised training. The total VET activity statistics are derived from the NCVET National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed. These collections are compiled under AVETMISS, release 7.0. The collection includes activity from 1 January to 31 December 2014. The reporting scope is 'government-funded' and 'fee-for-service' VET. For further information on total VET students, see <<http://www.ncver.edu.au/publications/2828.html>>.
- 6 The data on government-funded VET students were derived from the NCVET National VET Provider Collection. From 2014, this collection is compiled under AVETMISS, release 7.0. The collection includes activity from 1 January to 31 December of the reference year. The scope is all activity delivered by government providers, as well as government-funded VET delivered by community providers and private training providers.
- 7 Data on the 15 to 19-year-old population were derived from the ABS *Australian demographic statistics December 2014*. This publication contains estimates of the resident population of Australian states and territories as at 30 June of each reference year. For further information on population statistics, see <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/3101.0Dec%202014?OpenDocument>>.

Methodology for education and training estimate as at August 2014

- 8 Table 1 provides an estimate of participation in education and training by Australians aged 15 to 19 years as at August 2014. Where possible, the data were based on counts of individuals as at 31 August 2014. If this date was not possible, the closest date to 31 August 2014 was selected. As a result, the number of:
- school students is as at 8 August 2014
 - apprentices and trainees is as at 30 September 2014
 - total persons is as at 30 June 2014
 - higher education students is based on students enrolled in at least one unit of study with a census date between 1 June and 30 September 2014 (inclusive).
- 9 The estimates provided in table 1 were derived from various data collections. To avoid double-counting, students who participated in more than one education and training activity were allocated an activity based on a hierarchy (schooling, higher education courses, apprenticeships or traineeships and other VET programs). For example, school students undertaking an apprenticeship or traineeship were not included in the data on young people engaged in an apprenticeship or traineeship, as they are covered in the schools collection.
- 10 The scope of the data and methodology used to derive the estimate for ‘other VET programs’ was changed for the August 2014 estimate. The source was changed from government-funded VET students to Total VET students. As a result of the changes, the estimate in table 1 of this 2014 publication should not be compared with the table 1 estimate presented in previous versions (years) of this publication. Further details on the methodology are provided below.

Methodology of the education and training activity of Australians aged 15 to 19 years as at 31 August 2014

Activity	Data source	Data derivation rules
At school		
School with participation in VET in Schools programs	NCVER National VET in Schools Collection	VET in Schools students with at least one subject enrolment with a start date on or before 31 August 2014 and an end date on or after 31 August 2014. VET in Schools students with an overseas postal address were excluded.
School without participation in VET in Schools	ABS National Schools Statistics Collection; NCVER National VET in Schools Collection	School students in the National Schools Statistics Collection minus VET in Schools students (excluding those with an overseas postal address) as at 31 August 2014 in the NCVER National VET in Schools Collection. Full-fee-paying overseas students (FFPOS) whose ‘Australian resident’ status may be ambiguous were included.
Not at school		
Higher education	Department of Education and Training Higher Education Statistics Collection	Students with at least one unit of study enrolment with a census date between 1 June 2014 and 30 September 2014 inclusive. Excludes students recorded as being a New Zealand citizen, a student with a temporary entry permit, a diplomat or a dependant of a diplomat, or a student residing outside Australia during the unit of study.
Apprenticeship or traineeship	NCVER National Apprentice and Trainee Collection	Apprentices and trainees in-training as at 30 September 2014. Apprentices and trainees at school were excluded. Apprentices and trainees with an overseas postal address were excluded.
Other VET programs	NCVER National VET Provider Collection (total VET scope)	Total VET students with at least one subject enrolment with a start date on or before 31 August 2014 and an end date on or after 31 August 2014. Students with an overseas postal address were excluded. Students at school, enrolled in at least one VET in Schools subject and/or undertaking an apprenticeship or traineeship were excluded.
Population		
Total students aged 15 to 19 years	ABS <i>Australian demographic statistics</i>	Persons aged 15 to 19 years as at 30 June 2014. These data include international students if they are living in Australia for 12 out of 16 months.

- 11 There may be a small overlap in the statistics in table 1 between the higher education sector and other sectors, which could not be removed. For example, a student enrolled in higher education and undertaking an apprenticeship or traineeship at the same time will be counted twice.
- 12 Although every effort has been made to avoid double-counting, the inherent overlap between data collections, the level of ‘not known’ data for key data elements and limitations in deriving a true point-

in-time estimate have resulted in more people in education and training than the total number of 15-year-olds (based on ABS population data).

- 13 The data in table 1 do not match the data in the sectoral tables (tables 2 to 11) for the following reasons.
- The statistics in table 1 only include students as at August 2014 and apprentices and trainees as at September 2014. The sectoral tables capture all students and apprentice and trainee commencements in the reference year, with the exception of schools data, which are based on a census date in August each year.
 - The statistics in table 1 exclude international students (where possible), whereas international students are included in most sectoral tables.
 - The estimate in table 1 attempts to address the double-counting of students due to overlaps between the coverage of the collections and young people participating in more than one education and training activity. This methodology was not applied to the sectoral tables.

Data quality and comparability issues

VET in Schools students

- 14 VET in Schools data may not be comparable across states and territories due to differences in definitional and compilation practices used by states and territories to populate some fields. For example, the inclusion of students below Year 11 in the National VET in Schools Collection varies by state and territory.
- 15 The South Australian Department of State Development reported VET in Schools data for South Australia for the first time in 2014. Previous years' data were reported to NCVET by the South Australian Certificate of Education (SACE) Board. Due to some problems developing processes with training providers, only subject enrolments with competency achieved/pass outcomes were reported in 2014. As a result, 2014 data for South Australia are not complete as they do not include subject enrolments with recognition of prior learning, competency not achieved/fail, withdrawn/discontinued, continuing, not assessable enrolment - satisfactorily completed and not assessable enrolment - withdrawn or not satisfactorily completed outcomes.
- 16 There are data quality issues associated with the 2013 VET in Schools data from the Northern Territory, with school type and school-based apprentice and trainee data not reported.
- 17 The 2014 data cover all VET in Schools delivery in the Northern Territory. Previous years' data for the Northern Territory were reported based on SACE reporting scope and therefore omit students without a SACE registration, including all middle years students.
- 18 VET in Schools data for the Australian Capital Territory is for VET studied by students in their home college as the registered training organisation (RTO). It does not include VET studied by students with external RTOs.
- 19 For the Australian Capital Territory, the 2014 data cover only VET in Schools students who enrolled in qualifications and achieved at least one competency. Previous years' data for the Australian Capital Territory were reported for all VET in Schools students enrolled in qualifications, regardless of their subject outcome.
- 20 The increase in student numbers in Tasmania between 2013 and 2014 is due to improved data collection processes. This has particularly improved the coverage of data on VET delivered by private training providers in 2014 compared with previous years' data.
- 21 The change in Tasmanian VET in Schools student numbers over the 2011-2013 period was mainly due to changes in the post-compulsory education and training system in Tasmania. This impacted on the methodology for counting VET in Schools students because 2012 data were collected using a methodology different from other years. As a result 2011 and 2013 and onwards data are not comparable with 2012 data, and caution should be exercised in comparing data between years.

- 22 There were approximately 1700 VET in Schools students reported with a blank program identifier in 2014. As a result, information on course attributes, such as field of education and course level, are not known and the student is consequently reported as a subject-only enrolment.

Total VET students

- 23 In November 2012, the then Council of Australian Governments (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 only the providers receiving Commonwealth or State funding. The data on VET students in tables 1 and 9 were derived from the total VET activity data in 2014, the first year of mandatory reporting for all training providers.

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.

Not known information

- 24 Caution should be taken when using data with a large number of 'not known' responses. Data on VET students are reported as 'not known' in table 9 for the following reasons:

- information was not collected
- partial reporting exemptions allow training providers to submit reduced student demographic data
- a student has not responded to a question on the enrolment form
- invalid information was supplied.

Missing training activity

- 25 Training organisations registered to deliver nationally recognised training in 2014 and which were not expected to submit total VET activity 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.

- 26 Under the mandatory reporting requirements, all Australian providers (except those presently 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. In transitioning to this new reporting requirement, there is some missing training activity. The coverage of total VET activity data will improve over time. The current coverage issues are outlined below:

- It is estimated that data are missing from 354 registered training organisations that were expected to submit data on training activity in 2014.
- Of the training providers that submitted data on VET activity, it is not known if all of their training activity during 2014 was submitted. For example, there is missing data on training activity delivered in overseas locations for TAFE institutes and other training providers. In addition, some training providers may have only reported their government-funded activity. NCVET is unable to identify if the data are complete or to estimate the size of the missing activity.

State or territory

- 27 'State or territory' for higher education and school students refers to the state and territory of the provider/school.
- 28 State and territory information reported on VET students in table 9 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).
- This definition of state or territory is different to state or territory of government-funded VET students in table 10, where state or territory is based on the state or territory which funds or accredits the training.
- 29 'State or territory' of VET in Schools students refers to the state and territory of the data submitter (the senior secondary assessment authority).

Additional information

- 30 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.
- 31 A dash (-) represents a true zero figure, with no data reported in this category.
- 32 n/a represents 'not applicable'.
- 33 n/p represents 'not published due confidentiality'
- 34 ** Per cent change not calculated due to small base numbers.
- 35 The NCVET National VET Provider Collection and the NCVET National VET in Schools Collection contain students whose sex was not reported. These unknown data have not been separately reported in tables 1, 2 and 9, whereas the total includes all students, including those with unknown status. Hence, some figures may not sum to the total.
- 36 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. In tables 3 and 10, student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions for years 2011 to 2014, while data for 2010 are based on ABS postal areas and ARIA+. This represents a break in series for reporting purposes. In tables 5 and 7, student remoteness (ARIA+) is based on ABS postal areas and ARIA+ for years 2010 to 2014.
- 37 The category 'outside Australia' in the 'student remoteness' data element refers to the overseas postal addresses of students studying in Australia. The higher education data include overseas students and domestic students who provided an offshore address.
- 38 The category 'other' in the 'qualification level' data element in table 4 includes: education not elsewhere classified; statements of attainment not identifiable by level; bridging and enabling courses; and other courses that do not lead to a qualification under the AQF.
- 39 Apprenticeship and traineeship commencement numbers may have been affected by changes in Commonwealth incentive payments for existing workers, chiefly the removal of the commencement incentive payment for those apprenticeships and traineeships not on the National Skills Needs List. Under the changes, training needed to have commenced prior to 1 July 2012 to attract the old subsidy rate. Further details on incentive changes may be found in the 2012-13 Budget <http://www.budget.gov.au/2012-13/content/bp2/html/bp2_expense-15.htm>.
- 40 'VET in Schools students' in tables 9 and 10 includes students in the NCVET National VET Provider Collection with at least one VET in Schools subject enrolment.

- 41 'Apprentices and trainees' in tables 9 and 10 refers to apprentices and trainees enrolled in the VET system for off-the-job training.
- 42 The category 'postgraduate courses' in the 'qualification level' data element in table 6 includes doctorate by research, doctorate by coursework, master degree by research, master degree by coursework and other postgraduate courses and graduate diploma/postgraduate diploma (pass or honours) extending skills and knowledge in a professional area previously studied.



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