NCVER

Australian vocational education and training statistics

Government-funded students and courses

January to September 2015

National Centre for Vocational Education Research

Highlights

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

In the nine months from 1 January to 30 September 2015 there were 1.4 million students enrolled in the government-funded VET system, of which:

- 63.6% were attending TAFE and other government providers
- 41.4% were aged 15 to 24 years
- 86.9% were enrolled in an Australian Qualifications Framework (AQF) level program
- 36.6% were studying certificate III programs
- 17.4% were enrolled in engineering and related technologies.

A total of 1889 training organisations delivered training during this period.

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

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Introduction

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

The data in this publication cover the period 1 January 2015 to 30 September 2015.

The Australian VET system provides training across a wide range of subject areas and is delivered through a variety of training institutions and enterprises (including to apprentices and trainees).

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full programs that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include technical and further education (TAFE) institutes, universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

Funding is provided by the Australian Government, state and territory governments, industry bodies and employers, and individual students, through fees.

More information

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

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

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

Data on government-funded training activity for the full 2015 calendar year is scheduled for release in July 2016, which will then also be available from the NCVER Portal.

Students and participation

Training providers

- A total of 1889 training organisations delivered government-funded VET (broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers) in the first nine months of 2015. They consisted of:
  — 54 TAFE institutes
  — 14 other government providers
  — 377 community education providers
  — 1499 private training providers.

Table 7

Students by training providers

In the first nine months of 2015:
- there were 1.36 million students enrolled in the government-funded VET system
- the government-funded VET system comprised:
  — 63.6% of students enrolled at TAFE and other government providers
  — 4.7% at community education providers
  — 30.7% at private training providers
  — 1.0% attending more than one provider type.

Tables 5 and 6

Students by state/territory

In the first nine months of 2015:
- Victoria, with 430 500 students, was the major provider of government-funded VET in Australia, followed by New South Wales (383 400), Queensland (242 900), Western Australia (126 300), South Australia (100 000), Tasmania (34 000), Australian Capital Territory (21 500) and Northern Territory (19 900).

Table 1

Student characteristics

In the first nine months of 2015, government-funded VET students comprised:
- 52.2% males
- 21.9% aged 15 to 19 years
- 19.5% aged 20 to 24 years
- 18.0% apprentices and trainees undertaking off-the-job training at government-funded training providers.

Table 2

Students by programs

In the first nine months of 2015:

- 1.18 million government-funded students (86.9%) were studying Australian Qualifications Framework (AQF) programs
- 1.06 million students (77.7%) were studying national training package programs
- 36.6% of all students were studying certificate III qualifications
- 17.5% of all students were studying diploma or higher qualifications
- engineering and related technologies was the most popular field of education, with 17.4% of government-funded students, followed by management and commerce, with 16.7%.

Tables 3 and 4

Tables

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

Student characteristics	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Sex									
Males	181.1	230.3	136.0	50.2	70.6	19.2	10.9	10.8	709.2
Females	202.1	199.3	105.6	49.6	55.7	14.8	9.0	10.4	646.6
Not known	0.2	0.9	1.2	0.1	0.0	0.0	0.0	0.3	2.8
Age									
14 years and under	0.7	0.8	1.1	0.1	0.6	0.0	0.4	0.0	3.8
15–19 years	85.1	82.7	64.9	17.2	34.3	5.5	3.7	3.9	297.4
20–24 years	74.0	88.6	46.7	18.7	22.3	6.3	3.3	5.2	265.0
25–44 years	150.3	164.4	88.5	41.4	49.7	13.3	8.7	8.8	525.3
45–64 years	67.4	84.2	39.6	20.5	18.4	8.3	3.7	3.4	245.7
65 years and over	5.3	9.7	1.7	2.0	0.9	0.5	0.1	0.1	20.3
Not known	0.6	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.9
Indigenous status									
Indigenous	27.6	6.7	13.8	3.8	9.8	1.6	7.7	0.8	71.7
Non-Indigenous	351.8	417.4	206.6	94.8	104.0	32.1	11.8	18.5	1 237.1
Not known	4.0	6.4	22.4	1.4	12.5	0.3	0.4	2.1	49.6
Disability (including impairment or long-term condition)									
With a disability	36.2	38.2	12.5	9.8	6.7	3.0	1.2	1.8	109.4
Without a disability	344.1	386.0	154.9	90.2	104.5	30.3	18.0	19.6	1 147.6
Not known	3.1	6.3	75.5	-	15.1	0.7	0.7	0.1	101.5
Language (main language spoken at home)									
Non-English	63.2	115.1	23.4	14.5	23.0	1.9	6.4	3.7	251.2
English	289.6	306.1	196.8	75.3	87.3	31.5	12.7	14.3	1 013.5
Not known	30.6	9.4	22.7	10.1	16.0	0.6	0.7	3.5	93.7
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	56.9	63.3	64.8	6.3	36.1	9.0	3.7	4.7	244.8
Not apprentices and trainees	326.6	367.2	178.1	93.7	90.2	25.0	16.1	16.7	1 113.7
Total students	**383.4**	**430.5**	**242.9**	**100.0**	**126.3**	**34.0**	**19.9**	**21.5**	**1 358.5**

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

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

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

Australian vocational education and training statistics

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

Student characteristics	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Sex									
Males	47.2	53.5	56.0	50.2	55.9	56.4	54.6	50.3	52.2
Females	52.7	46.3	43.5	49.6	44.1	43.6	45.3	48.5	47.6
Not known	0.1	0.2	0.5	0.1	0.0	0.0	0.0	1.2	0.2
Age									
14 years and under	0.2	0.2	0.5	0.1	0.5	0.1	1.9	0.0	0.3
15–19 years	22.2	19.2	26.7	17.2	27.2	16.1	18.5	18.3	21.9
20–24 years	19.3	20.6	19.2	18.7	17.7	18.6	16.5	24.2	19.5
25–44 years	39.2	38.2	36.5	41.4	39.3	39.2	43.8	41.1	38.7
45–64 years	17.6	19.6	16.3	20.5	14.6	24.5	18.6	15.7	18.1
65 years and over	1.4	2.3	0.7	2.0	0.7	1.4	0.6	0.6	1.5
Not known	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.1
Indigenous status									
Indigenous	7.2	1.6	5.7	3.8	7.8	4.6	38.6	3.8	5.3
Non-Indigenous	91.8	97.0	85.1	94.8	82.3	94.4	59.6	86.3	91.1
Not known	1.1	1.5	9.2	1.4	9.9	0.9	1.8	9.9	3.6
Disability (including impairment or long-term condition)									
With a disability	9.4	8.9	5.1	9.8	5.3	8.9	5.8	8.5	8.1
Without a disability	89.8	89.7	63.8	90.2	82.8	89.0	90.6	91.1	84.5
Not known	0.8	1.5	31.1	-	12.0	2.1	3.6	0.4	7.5
Language (main language spoken at home)									
Non-English	16.5	26.7	9.7	14.5	18.2	5.6	32.4	17.1	18.5
English	75.5	71.1	81.0	75.3	69.2	92.5	63.9	66.5	74.6
Not known	8.0	2.2	9.3	10.1	12.6	1.9	3.7	16.5	6.9
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	14.8	14.7	26.7	6.3	28.6	26.4	18.8	22.0	18.0
Not apprentices and trainees	85.2	85.3	73.3	93.7	71.4	73.6	81.2	78.0	82.0
Total students	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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

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

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

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

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
AQF level									
Diploma or higher	91.2	72.3	32.0	18.1	15.3	2.9	1.0	4.5	237.1
Graduate diploma	0.1	0.1	0.1	0.0	-	-	0.0	-	0.4
Graduate certificate	0.0	0.8	0.2	0.0	0.0	-	0.0	0.1	1.2
Bachelor degree (Honours & Pass)	1.0	1.8	0.0	0.4	-	-	-	0.1	3.4
Advanced diploma	4.2	11.5	1.1	2.7	1.8	0.2	0.0	0.8	22.2
Associate degree	0.3	0.1	0.4	0.0	0.3	-	-	-	1.1
Diploma	85.5	58.0	30.2	14.9	13.2	2.6	0.9	3.5	208.9
Certificate IV	58.7	93.7	28.0	14.9	25.1	4.2	2.8	5.2	232.5
Certificate III	112.6	146.1	135.9	28.6	45.7	14.0	6.3	8.3	497.4
Certificate II	38.7	42.3	27.3	16.6	23.1	4.4	3.6	0.9	156.8
Certificate I	10.0	23.1	5.1	5.7	8.8	1.5	2.2	0.3	56.7
AQF sub-total	311.1	377.5	228.2	83.8	117.9	26.9	15.9	19.1	1 180.5
Non-AQF level									
Other recognised programs	36.3	26.4	5.2	6.8	8.4	2.4	0.2	2.1	87.7
Non-award programs	20.7	5.6	8.8	2.3	-	1.2	-	0.2	38.7
Subject only – no program	15.3	21.0	0.8	7.1	-	3.5	3.8	0.0	51.6
Non-AQF sub-total	72.3	53.0	14.7	16.2	8.4	7.1	3.9	2.4	177.9
Field of education									
Natural and physical sciences	1.6	3.4	1.4	1.8	1.2	0.1	0.0	0.4	10.0
Information technology	11.2	8.5	2.9	2.3	2.8	1.0	0.2	1.0	30.1
Engineering and related technologies	40.7	75.0	65.4	16.2	28.4	5.8	2.9	2.2	236.6
Architecture and building	31.0	38.6	22.0	6.8	9.3	2.5	1.0	1.6	112.8
Agriculture, environmental and related studies	12.2	13.3	8.1	4.4	4.9	2.1	1.6	0.4	46.8
Health	23.3	28.8	10.3	7.3	6.7	1.1	0.6	0.7	79.0
Education	19.8	24.5	13.2	6.2	13.8	1.2	1.1	1.4	81.3
Management and commerce	86.2	59.1	37.2	12.5	19.5	5.2	2.6	4.6	227.0
Society and culture	48.1	57.3	33.4	13.5	13.6	5.0	2.9	3.9	177.7
Creative arts	9.5	9.4	3.3	1.9	4.6	0.4	0.5	0.6	30.3
Food, hospitality and personal services	22.1	36.9	24.0	7.5	7.9	2.8	1.4	1.5	104.2
Mixed field programs	36.0	50.4	18.3	11.1	13.5	1.8	1.2	1.1	133.2
No field of education	41.7	25.3	3.4	8.4	-	4.9	3.8	2.0	89.6
Type of accreditation									
National training package programs	287.8	321.2	218.3	71.1	99.5	25.1	14.8	18.1	1 056.0
Nationally accredited programs	29.6	58.3	11.3	12.7	19.7	2.8	1.3	0.9	136.6
Higher level programs	1.3	2.1	0.4	0.5	0.3	-	-	0.1	4.7
Other programs	23.1	23.6	9.5	7.3	6.7	1.2	-	0.3	71.6
Skill set – nationally and locally recognised	26.3	4.3	2.7	1.3	-	1.4	0.0	2.0	38.0
Subject only – no accreditation	15.3	21.0	0.8	7.1	-	3.5	3.8	0.0	51.6
Total students	**383.4**	**430.5**	**242.9**	**100.0**	**126.3**	**34.0**	**19.9**	**21.5**	**1 358.5**

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.

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Australian vocational education and training statistics

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

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
AQF level									
Diploma or higher	23.8	16.8	13.2	18.1	12.1	8.4	5.0	20.8	17.5
Graduate diploma	0.0	0.0	0.0	0.0	-	-	0.1	-	0.0
Graduate certificate	0.0	0.2	0.1	0.0	0.0	-	0.0	0.3	0.1
Bachelor degree (Honours & Pass)	0.3	0.4	0.0	0.4	-	-	-	0.4	0.2
Advanced diploma	1.1	2.7	0.4	2.7	1.4	0.7	0.2	3.5	1.6
Associate degree	0.1	0.0	0.2	0.0	0.2	-	-	-	0.1
Diploma	22.3	13.5	12.4	14.9	10.4	7.7	4.7	16.5	15.4
Certificate IV	15.3	21.8	11.5	14.9	19.8	12.5	14.0	24.1	17.1
Certificate III	29.4	33.9	55.9	28.6	36.2	41.1	31.8	38.4	36.6
Certificate II	10.1	9.8	11.2	16.6	18.3	12.8	18.2	4.2	11.5
Certificate I	2.6	5.4	2.1	5.7	7.0	4.4	11.3	1.4	4.2
AQF sub-total	81.1	87.7	93.9	83.8	93.4	79.1	80.3	89.0	86.9
Non-AQF level									
Other recognised programs	9.5	6.1	2.1	6.8	6.6	7.1	0.8	9.9	6.5
Non-award programs	5.4	1.3	3.6	2.3	-	3.4	-	0.9	2.8
Subject only – no program	4.0	4.9	0.3	7.1	-	10.4	18.9	0.1	3.8
Non-AQF sub-total	18.9	12.3	6.1	16.2	6.6	20.9	19.7	11.0	13.1
Field of education									
Natural and physical sciences	0.4	0.8	0.6	1.8	1.0	0.4	0.1	2.1	0.7
Information technology	2.9	2.0	1.2	2.3	2.2	3.0	1.1	4.5	2.2
Engineering and related technologies	10.6	17.4	26.9	16.2	22.5	17.0	14.5	10.3	17.4
Architecture and building	8.1	9.0	9.0	6.8	7.3	7.4	5.1	7.5	8.3
Agriculture, environmental and related studies	3.2	3.1	3.3	4.4	3.9	6.3	7.9	1.7	3.4
Health	6.1	6.7	4.3	7.3	5.3	3.3	3.1	3.4	5.8
Education	5.2	5.7	5.4	6.2	10.9	3.6	5.8	6.7	6.0
Management and commerce	22.5	13.7	15.3	12.5	15.4	15.3	13.1	21.5	16.7
Society and culture	12.5	13.3	13.8	13.5	10.7	14.6	14.5	18.3	13.1
Creative arts	2.5	2.2	1.4	1.9	3.7	1.3	2.4	2.8	2.2
Food, hospitality and personal services	5.8	8.6	9.9	7.5	6.3	8.3	7.1	7.1	7.7
Mixed field programs	9.4	11.7	7.5	11.1	10.7	5.2	6.3	4.9	9.8
No field of education	10.9	5.9	1.4	8.4	-	14.4	19.0	9.3	6.6
Type of accreditation									
National training package programs	75.1	74.6	89.9	71.1	78.8	73.9	74.6	84.5	77.7
Nationally accredited programs	7.7	13.5	4.6	12.7	15.6	8.3	6.4	4.3	10.1
Higher-level programs	0.3	0.5	0.2	0.5	0.2	-	-	0.4	0.3
Other programs	6.0	5.5	3.9	7.3	5.3	3.4	-	1.5	5.3
Skill set – nationally and locally recognised	6.9	1.0	1.1	1.3	-	4.0	0.1	9.2	2.8
Subject only – no accreditation	4.0	4.9	0.3	7.1	-	10.4	18.9	0.1	3.8
Total students	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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

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

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE and other government providers									
Commonwealth/state funding	196.4	119.1	60.4	45.2	76.3	14.6	12.3	11.9	536.3
Fee-for-service – domestic	135.4	77.2	44.1	18.2	11.5	6.7	2.0	5.3	300.5
Fee-for-service – international	5.4	11.1	4.7	1.1	4.0	0.2	0.2	0.9	27.8
Sub-total TAFE and other government providers	337.3	207.5	109.3	64.6	91.8	21.5	14.5	18.1	864.6
Community education providers									
Commonwealth/state funding	20.8	36.6	1.5	3.6	1.3	-	-	-	63.8
Fee-for-service – domestic	Not applicable for scope of publication								
Fee-for-service – international									
Sub-total community education providers	20.8	36.6	1.5	3.6	1.3	-	-	-	63.8
Private training providers									
Commonwealth/state funding	25.3	186.4	119.2	31.8	32.5	12.5	5.3	3.4	416.4
Fee-for-service – domestic	Not applicable for scope of publication								
Fee-for-service – international									
Sub-total private training providers	25.3	186.4	119.2	31.8	32.5	12.5	5.3	3.4	416.4
Attending more than one provider type									
Commonwealth/state funding	-	-	10.3	-	0.7	-	-	-	11.0
Fee-for-service – domestic	-	-	2.6	-	-	-	-	-	2.6
Fee-for-service – international	-	-	0.0	-	-	-	-	-	0.0
Sub-total attending more than one provider type	-	-	12.9	-	0.7	-	-	-	13.6
Total students	**383.4**	**430.5**	**242.9**	**100.0**	**126.3**	**34.0**	**19.9**	**21.5**	**1 358.5**

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

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

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

Australian vocational education and training statistics

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

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE and other government providers									
Commonwealth/state funding	51.2	27.7	24.9	45.2	60.4	42.9	62.1	55.3	39.5
Fee-for-service – domestic	35.3	17.9	18.2	18.2	9.1	19.7	9.9	24.8	22.1
Fee-for-service – international	1.4	2.6	2.0	1.1	3.2	0.5	1.2	4.2	2.0
Sub-total TAFE and other government providers	88.0	48.2	45.0	64.6	72.7	63.2	73.2	84.4	63.6
Community education providers									
Commonwealth/state funding	5.4	8.5	0.6	3.6	1.0	-	-	-	4.7
Fee-for-service – domestic									
Fee-for-service – international				Not applicable for scope of publication					
Sub-total community education providers	5.4	8.5	0.6	3.6	1.0	-	-	-	4.7
Private training providers									
Commonwealth/state funding	6.6	43.3	49.1	31.8	25.8	36.8	26.8	15.6	30.7
Fee-for-service – domestic									
Fee-for-service – international				Not applicable for scope of publication					
Sub-total private training providers	6.6	43.3	49.1	31.8	25.8	36.8	26.8	15.6	30.7
Attending more than one provider type									
Commonwealth/state funding	-	-	4.2	-	0.5	-	-	-	0.8
Fee-for-service – domestic	-	-	1.1	-	-	-	-	-	0.2
Fee-for-service – international	-	-	0.0	-	-	-	-	-	0.0
Sub-total attending more than one provider type	-	-	5.3	-	0.5	-	-	-	1.0
Total students	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

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

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

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

Table 7 Government-funded training provider profile by state or territory of funding, January–September 2015

Government-funded training providers	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE	11	13	13	1	12	1	2	1	54
Other government providers	1	5	2	-	6	-	-	-	14
Community education providers	35	255	17	61	10	-	-	-	377
Private training providers	372	377	545	186	248	135	90	93	1 499
Distinct count of training providers	**389**	**650**	**577**	**246**	**276**	**136**	**92**	**94**	**1 889**

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

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

Terms

Information included in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For other terms and definitions, refer to the terms and definitions supporting document at <http://www.ncver.edu.au/publications/2834.html>.

AQF (Australian Qualifications Framework) is a nationally consistent framework of credentials offered in post-compulsory education and training that covers qualifications from certificate I through to a doctoral degree. For more details about the AQF, go to <http://www.aqf.edu.au>.

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

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

Major funding indicates the highest funding source for student enrolments undertaken in the reporting year. It is assigned in the following hierarchical order: Commonwealth and state general purpose recurrent funding; Commonwealth specific purpose program funding; state specific purpose program funding; international full-fee-paying funding; and domestic full-fee-paying funding.

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

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

Other government providers are government-owned and managed education facilities/organisations, other than TAFE, that deliver vocational education and training (for example, agricultural colleges).

Private training providers include secondary schools, non-government enterprises, education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, and other registered training providers not elsewhere classified.

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

State or territory of funding is defined as the state or territory that funded the training activity.

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

Training packages are a set of nationally endorsed standards, guidelines and qualifications for training and for recognising and assessing skills. They are developed by industry with the aim of meeting the needs of an industry or group of industries. For more details about training packages, go to <http://www.training.gov.au>.

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

Explanatory notes

Scope

1   Information contained in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS). In 2014, Release 7.0 came into effect. For further information go to <http://www.ncver.edu.au/avetmiss/21055.html>.

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

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

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

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

Scope matrix

	TAFE and other government providers*	Community education providers	Private training providers
Commonwealth/state funding	✓	✓	✓
Fee-for-service — domestic	✓	✘	✘
Fee-for-service — international	✓	✘	✘

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

Data quality and comparability issues

National reporting

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

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

New South Wales

4   From 2015, NSW Workplace Training has ceased submitting data on training activity to the National VET Provider Collection.

South Australia

5   The SA VISA (VET in Schools assessed by TAFE) did not submit data for January to September 2015 activity. However, it is expected they will submit data for the January-December 2015 period.

Training packages

6   Industry skills councils represent particular industries and groups of training packages. For more information on how training packages are grouped by industry skills councils, go to appendix A in the terms and definitions document available at <http://www.ncver.edu.au/publications/2834.html>.

7   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.

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

Qualifications

9   For consistency of reporting, senior secondary education is excluded from AQF qualifications. It has been included as part of 'Other recognised courses' in the non-AQF qualifications grouping. Other recognised courses also include foundation, bridging and enabling courses plus other courses that do not lead to a qualification under the AQF.

Training provider profile

10 Data for the training provider profile is extracted by the *training organisation identifier* field reported in data submissions. This table represents the number of training organisations reporting in the National VET Provider Collection where the data was within publication scope. Training organisations submit via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory. In New South Wales and South Australia, some training providers may be reported both as a community education provider and a private training provider. However, they are only reported once in the distinct count of training providers.

11 'Distinct count of training providers' is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore they are counted in each state/territory figures, but only counted once in the total.

'Not known' information

12 Data reported in the National VET Provider Collection as 'Not known' are reported for the following reasons:

- information was not collected
- a student has not responded to a question on the enrolment form
- invalid information was supplied.

Caution should be taken when using data with a large number of 'Not known' responses. The extent of 'Not known' data for some student characteristics is illustrated in the table below.

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

Student characteristics	Proportion of students with 'Not known' data (%)
Indigenous status	3.6
Disability status	7.5
Non-English speaking background	6.9