NCVER

Australian vocational education and training statistics

Government-funded students and courses

2015

National Centre for Vocational Education Research

Highlights

In 2015, there were 1.6 million students enrolled in the 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 other registered providers).

- Of the 1.6 million students, some 1.2 million were Commonwealth or state-funded, with the remainder fee-for-service at TAFE and other government providers.
- In 2015, compared with 2014:
  - student numbers declined by 10.7% from 1.8 million to 1.6 million
  - subject enrolments declined by 9.4% to 14.4 million subjects
  - hours of delivery and full-year training equivalents (FYTEs) both decreased by 13.7%.
- One in ten (10.0%) people aged 15 to 64 years participated in the government-funded VET system in Australia in 2015.
- In 2015, students in the government-funded VET system comprised:
  - 42.3% aged 24 years and under
  - 52.7% males
  - 82.1% studying part-time.
- The number of Australian Qualifications Framework (AQF) programs completed in 2014 was 576 900, with 44.7% of AQF programs completed at certificate III level and 20.1% at certificate IV level.

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Introduction

This publication provides a summary of 2015 and time-series data relating to students, programs, subjects, 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 other registered providers).

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 courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of VET 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, and by industry bodies, employers and individual students through fees.

About this publication

This publication is prepared in accordance with scope definitions outlined in the Explanatory notes section on page 23. These definitions will be modified, commencing with the reporting of the 2016 VET Provider Collection, with the future exclusion of fee-for-service activity to be reported elsewhere in *Total VET students and courses 2016*.

This publication presents data on Australia's government-funded vocational education and training (VET) system, which includes both:
- Commonwealth and state government-funded training activity delivered by TAFE institutes, other government providers (such as universities), community education providers and other registered training organisations
- fee-for-service training activity delivered by TAFE institutes and other government providers.

It does not include fee-for-service training activity delivered by community education providers or other registered providers.

More information

Data in this publication may be revised for a variety of reasons. For the latest data, please visit the National Centre for Vocational Education Research (NCVER) Portal <http://www.ncver.edu.au>.

For additional data tables and pivot tables on government-funded training activity, please refer to <http://www.ncver.edu.au/publications/2872.html>. These data tables include state and territory breakdowns of information contained in this publication, and pivot tables, to allow further manipulation of the data.

Students and participation

Training providers

In 2015:

Table 12

- A total of 1978 training organisations delivered government-funded VET. They consisted of:
  - 54 TAFE institutes
  - 14 other government providers
  - 391 community education providers
  - 1585 other registered providers.

Students by training providers

In 2015:

Table 13

- There were 1.6 million students enrolled in the government-funded VET system, a 10.7% decline from the previous year of 1.8 million students.

- The government-funded VET system comprised:
  - 944 300 (59.1%) at TAFE and other government providers, of which 575 500 were Commonwealth and state funded students; 339 500 domestic fee-for-service students and 29 300 international fee-for-service students.
  - 80 300 (5.0%) Commonwealth and state funded students at community education providers
  - 554 300 (34.7%) Commonwealth and state funded students at other registered providers
  - 19 000 students (1.2%) attended more than one provider type.

- Of the 1.6 million students, some 1.2 million were Commonwealth or state-funded, and 373 100 fee-for-service at TAFE and other government providers.

Table 11

In 2015, compared with 2014:

Table 13

- Students attending TAFE and other government providers declined by 13.0%, including a 17.1% decline in Commonwealth and state funded students, a 5.1% decline in domestic fee-for-service students and a 11.6% decline in international full-fee-paying students.

- Commonwealth and state funded students at community education providers decreased by 14.8%.

Table 13

- Commonwealth and state funded students at other registered providers decreased by 5.1%.

Table 13

Students by state/territory

- Queensland was the only jurisdiction to experience an increase in student numbers in 2015 — up from 264 100 students in 2014 to 283 300 students in 2015 (7.3%). In addition, subject enrolments increased by 278 000 subjects (10.6%), hours by 8.8 million (10.7%) and FYTEs by 12 300 (10.7%).

Table 17

- Despite a 14.3% decline in student numbers, Victoria remained the major provider of government-funded VET in Australia, with 503 600 students, or 31.5% of the national total. New South Wales closely followed with 29.7% of the national training, then Queensland (17.7%), Western Australia (9.1%), South Australia (6.8%), Tasmania (2.3%), the Northern Territory and the Australian Capital Territory (both 1.5%).

Table 17

- In absolute numbers, New South Wales experienced the greatest decline in student numbers (86 300 fewer students or 15.4%), closely followed by Victoria (83 900 fewer students or 14.3%).

Table 17

- In percentage terms, South Australia experienced the greatest decline (16.8%), closely followed by Tasmania (16.4%) and New South Wales (15.4%). *Table 17*

Student participation and characteristics

In 2015, compared with 2014:

- Participation of students aged 15 to 64 years in the government-funded VET system declined from 11.2% to 10.0%. Although the participation rate declined for all age groups, the largest decline was for students aged 15 to 19 years, which decreased from 28.3% in 2014 to 25.6% in 2015. *Table 2*

- Student numbers declined in all age groups, decreasing by: *Table 3*
    — 9.5% for 15 to 19-year-olds, from 418 000 to 378 400 students
    — 9.8% for 20 to 24-year-olds, from 323 700 to 292 100 students
    — 10.9% for 25 to 44-year-olds, from 676 700 to 603 200 students
    — 12.4% for 45 to 64-year-olds, from 333 600 to 292 300 students
    — 9.8% for students 65 years and older, from 27 500 to 24 800 students.

- The number of males in the government-funded student population decreased from 932 600 to 841 800, a 9.7% decline. Despite this decline, the proportion of males increased from 52.1% to 52.7%. In contrast, the proportion of females declined from 47.7% to 47.1% *Table 3*

- Indigenous students decreased by 3.8%, from 89 700 to 86 300 students. *Table 3*

- Students with a disability decreased by 6.8%, from 132 700 to 123 700 students. *Table 3*

- Students from non-English speaking backgrounds (main language spoken at home) decreased by 12.0%, from 328 700 to 289 500 students. *Table 3*

- The number of apprentices and trainees undertaking off-the-job training decreased by 7.6%, from 310 900 to 287 300 students. Apprentices and trainees comprised 18.0% of the government-funded VET student population in 2015, up from 17.4% in 2014. *Table 3*

Programs

AQF programs

- 1.4 million government-funded students studied Australian Qualifications Framework (AQF) programs in 2015, down from 1.5 million in 2014. The proportion of students studying AQF programs decreased from 86.5% in 2014 to 84.9% in 2015. *Table 4*

- Student numbers declined at all AQF qualification levels except associate degrees (83.0% increase) and graduate diplomas (7.2% increase), which both grew off small bases. *Table 4*

- The proportion of students studying non-AQF programs increased from 13.5% in 2014 to 15.1% in 2015, largely due to increases in the number of students studying non-award programs (11.8% increase) and other recognised programs (4.3% increase). *Table 4*

- Certificate III programs remained the dominant qualification level in 2015, with 35.6% of all students studying at this level. *Table 4*

- The number of AQF program completions increased by 2.6% in 2014 compared with 2013. This growth was led by an additional 30 400 certificate III program completions in 2014 (13.3% increase). *Table 15*

- 44.7% of AQF program completions were at the certificate III level in 2014, up from 40.5% in 2013. *Table 15*

Training package programs

- There were 1.2 million students enrolled in a national training package program in 2015. These represent 76.4% of all government-funded students.

  Table 4

- In 2015, national training package programs declined by 11.4%, nationally accredited programs declined by 19.0% and higher level qualifications declined by 35.8%. In contrast, skill sets increased by 27.3% and locally accredited programs increased by 1.3%.

  Table 4

- Despite a 9.6% decline in student numbers, Community Services (CHC) remained the most popular training package, accounting for 16.8% of all students enrolled in training packages.

  Table 7

- The Community Services (CHC) training package accounted for most training package program completions in 2014, with 18.8% of all training package completions.

  Table 8

Field of education

- Engineering and related technologies was the most popular field of education in 2015, with 17.1% of all government-funded students.

  Table 4

- Education recorded the largest growth of all fields of education (13.6%), followed by architecture and building (7.3%). By contrast, management and commerce programs experienced the greatest decline (22.8%), followed by society and culture (20.2%).

  Table 4

Skill sets

- There were 65 600 students undertaking skill sets in 2015, a 27.3% increase over the previous year. They represent 4.1% of all government-funded students in 2015, up from 2.9% in 2014.

  Table 4

Subjects

- The number of subjects undertaken declined from 15.9 million in 2014 to 14.4 million in 2015 — a 9.4% decline.

  Table 14

- In 2015, there was a 38.3% increase in subjects reported as a continuing enrolment into the subsequent collection year.

  Table 14

- Total hours of delivery decreased by 13.7%, from 546.8 million hours in 2014 to 471.9 million hours in 2015.

  Tables 11 and 14

- Full-year training equivalents decreased by 13.7%, from 759 400 in 2014 to 655 400 in 2015.

  Tables 11 and 14

Tables

Table 1   Government-funded VET students by states or territories, 2003–15 ('000)

Year	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
2003	580.8	468.7	297.6	114.4	130.4	35.8	19.9	21.8	1 669.4
2004	513.3	457.9	278.8	115.3	126.5	38.5	19.7	22.3	1 572.2
2005	547.0	434.3	290.4	118.2	130.1	39.7	21.2	23.0	1 603.9
2006	558.8	446.2	293.3	114.1	137.2	41.8	21.8	23.6	1 636.9
2007	545.4	448.1	287.0	115.8	142.3	43.9	22.7	24.0	1 629.2
2008	547.3	468.5	290.6	118.9	149.1	46.3	22.2	24.7	1 667.4
2009	545.2	471.0	288.8	121.9	157.2	43.2	23.6	26.5	1 677.3
2010	578.2	500.8	300.8	123.9	166.0	49.6	24.0	29.4	1 772.6
2011	582.0	581.7	304.3	123.0	167.7	47.4	24.4	29.4	1 860.1
2012	595.3	631.1	290.7	142.5	167.3	43.0	24.3	30.1	1 924.1
2013	560.0	618.2	251.9	165.7	163.8	43.0	22.9	28.5	1 853.9
2014	560.3	587.5	264.1	129.8	152.6	43.8	25.1	25.9	1 789.1
2015	474.0	503.6	283.3	108.1	145.0	36.6	24.1	23.2	1 597.8
2014–15 % change	-15.4	-14.3	7.3	-16.8	-5.0	-16.4	-4.0	- 10.3	-10.7

Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 2   Participation rate (%) of Australians aged 15 years and older in government-funded VET, 2011–15

Age group	2011	2012	2013	2014	2015
15 to 19 years	32.7	33.2	30.5	28.3	25.6
20 to 24 years	19.8	20.4	19.8	19.6	17.6
25 to 44 years	10.6	10.9	10.5	10.1	8.9
45 to 64 years	6.2	6.4	6.1	5.8	5.0
65 years and over	0.8	0.8	0.9	0.8	0.7
15 to 64 years	12.1	12.4	11.8	11.2	10.0

Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Sources: NCVER, National VET Provider Collections 2010–15; Australian Bureau of Statistics (ABS), *Australian Demographic Statistics*, September 2014, table 59, cat.no.3101.0.

Table 3   Government-funded student characteristics, 2011–15

Student characteristic	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2015 ('000)	2015 %	2014–15 % change
Sex							
Males	964.5	994.5	965.9	932.6	841.8	52.7	-9.7
Females	891.0	925.8	884.7	853.3	753.0	47.1	-11.8
Not known	4.5	3.8	3.2	3.2	3.1	0.2	-1.6
Age							
14 years and under	12.7	12.0	9.0	6.9	5.9	0.4	-14.0
15 to 19 years	474.9	484.4	447.9	418.0	378.4	23.7	-9.5
20 to 24 years	319.4	330.8	323.8	323.7	292.1	18.3	-9.8
25 to 44 years	673.3	706.4	694.2	676.7	603.2	37.7	-10.9
45 to 64 years	347.9	361.2	347.2	333.6	292.3	18.3	-12.4
65 years and over	24.1	24.4	28.6	27.5	24.8	1.6	-9.8
Not known	7.7	4.9	3.2	2.8	1.1	0.1	-60.2
Student remoteness (ARIA+) region							
Major cities	1 067.0	1 137.4	1 118.7	1 067.7	951.5	59.5	-10.9
Inner regional	429.7	442.4	412.9	401.2	363.4	22.7	-9.4
Outer regional	215.6	219.9	204.8	191.4	178.5	11.2	-6.7
Remote	42.6	43.8	40.2	38.0	34.5	2.2	-9.0
Very remote	26.1	25.0	22.5	21.2	20.6	1.3	-2.7
Overseas	39.6	33.6	35.5	35.5	32.0	2.0	-9.7
Not known	39.5	22.0	19.4	34.3	17.3	1.1	-49.5
Indigenous status							
Indigenous	87.4	89.6	85.7	89.7	86.3	5.4	-3.8
Non-Indigenous	1 641.9	1 737.8	1 695.6	1 635.5	1 454.5	91.0	-11.1
Not known	130.8	96.7	72.6	63.9	57.0	3.6	-10.7
Disability (including impairment or long-term condition)							
With a disability	117.9	123.3	125.2	132.7	123.7	7.7	-6.8
Without a disability	1 505.5	1 594.6	1 547.4	1 500.8	1 317.6	82.5	-12.2
Not known	236.7	206.2	181.3	155.6	156.5	9.8	0.6
English (main language spoken at home)							
Non-English	285.5	304.5	320.1	328.7	289.5	18.1	-12.0
English	1 437.4	1 481.7	1 397.9	1 340.0	1 204.2	75.4	-10.1
Not known	137.1	137.9	135.9	120.4	104.2	6.5	-13.5
Study mode							
Full-time	289.5	324.3	322.5	343.3	285.8	17.9	-16.8
Part-time	1 570.5	1 599.8	1 531.4	1 445.8	1 312.1	82.1	-9.2
Apprentice/trainee status							
Apprentices and trainees undertaking off-the-job training	388.4	396.9	346.6	310.9	287.3	18.0	-7.6
Not apprentices and trainees	1 471.6	1 527.2	1 507.3	1 478.2	1 310.6	82.0	-11.3
SEIFA IRSD							
Quintile 1 (Most disadvantaged)	426.3	445.1	432.6	412.5	368.3	23.1	-10.7
Quintile 2	410.7	430.7	414.8	394.7	351.6	22.0	-10.9
Quintile 3	356.5	374.5	361.4	346.9	316.5	19.8	-8.8
Quintile 4	332.8	354.2	341.2	325.5	295.3	18.5	-9.3
Quintile 5 (Least disadvantaged)	253.3	262.3	247.9	238.6	215.7	13.5	-9.6
Not known	80.6	57.3	56.0	70.8	50.4	3.2	-28.8
Total students	**1 860.1**	**1 924.1**	**1 853.9**	**1 789.1**	**1 597.8**	**100.0**	**-10.7**

Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 4   Government-funded students by major programs, 2011–15

	2011	2012	2013	2014	2015		2014–15
	('000)	('000)	('000)	('000)	('000)	%	% change
AQF programs							
Diploma or higher	262.0	268.0	244.3	258.8	249.9	15.6	-3.4
Graduate diploma	0.1	0.1	0.1	0.4	0.4	0.0	7.2
Graduate certificate	2.3	2.5	2.2	1.5	1.0	0.1	-30.3
Bachelor degree (Honours and Pass)	2.5	3.1	4.0	4.0	2.3	0.1	-42.4
Advanced diploma	39.5	38.8	31.2	27.7	23.1	1.4	-16.6
Associate degree	0.1	0.6	0.2	0.4	0.8	0.0	*83.0*
Diploma	217.5	223.0	206.7	224.8	222.3	13.9	-1.1
Certificate IV	304.1	335.9	314.3	303.5	256.5	16.1	-15.5
Certificate III	605.5	657.8	655.1	655.3	568.3	35.6	-13.3
Certificate II	311.0	300.2	277.3	247.1	214.7	13.4	-13.1
Certificate I	83.0	92.4	100.2	82.5	68.0	4.3	-17.7
AQF sub-total	*1 565.7*	*1 654.3*	*1 591.3*	*1 547.3*	*1 357.4*	*84.9*	*-12.3*
Non-AQF programs							
Other recognised programs	165.5	140.7	121.8	115.0	120.0	7.5	4.3
Non-award programs	65.2	58.2	51.1	39.1	43.8	2.7	11.8
Subject only—no qualification	63.6	70.9	89.7	87.7	76.8	4.8	-12.5
Non-AQF sub-total	*294.4*	*269.9*	*262.6*	*241.8*	*240.5*	*15.1*	*-0.6*
Field of education							
Natural and physical sciences	7.8	8.2	9.4	11.3	10.9	0.7	-3.7
Information technology	28.5	35.1	37.1	38.8	33.1	2.1	-14.6
Engineering and related technologies	323.8	324.1	317.5	292.0	273.7	17.1	-6.3
Architecture and building	135.2	125.7	127.1	124.6	133.7	8.4	7.3
Agriculture, environmental and related studies	79.2	70.9	62.6	63.9	56.4	3.5	-11.7
Health	98.5	99.7	92.7	94.3	82.4	5.2	-12.6
Education	63.3	68.0	68.3	80.6	91.6	5.7	13.6
Management and commerce	407.2	418.6	351.7	332.3	256.5	16.1	-22.8
Society and culture	232.0	249.8	254.2	245.3	195.8	12.3	-20.2
Creative arts	53.1	51.7	44.8	39.6	34.1	2.1	-13.9
Food, hospitality and personal services	185.9	190.8	171.3	157.5	137.2	8.6	-12.9
Mixed field programmes	181.9	210.5	227.5	169.7	150.1	9.4	-11.5
Subject only—no field of education	63.6	70.9	89.7	139.3	142.3	8.9	2.2
Type of accreditation							
National training package programs	1 391.3	1 457.9	1 384.9	1 378.5	1 220.9	76.4	-11.4
Nationally accredited programs	203.9	229.1	231.6	189.4	153.5	9.6	-19.0
Higher level programs	-	4.0	4.8	4.9	3.2	0.2	-35.8
Other programs	201.2	162.1	142.9	77.0	78.0	4.9	1.3
Skill set—nationally and locally recognised	-	-	-	51.5	65.6	4.1	27.3
Subject only—no accreditation	63.6	70.9	89.7	87.7	76.8	4.8	-12.5
Total students	**1 860.1**	**1 924.1**	**1 853.9**	**1 789.1**	**1 597.8**	**100.0**	**-10.7**

**   Percentage change not calculated due to small base numbers.
-    A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 5   Government-funded students by major programs and selected demographic characteristics, 2015

	Total	Male	Female	Aged 24 years and below	Aged 25 to 44 years	Aged 45 to 64 years	Indigenous
	('000)	%	%	%	%	%	%
AQF programs							
Diploma or higher	249.9	10.2	21.8	12.8	20.1	14.0	8.6
Graduate diploma	0.4	0.0	0.0	0.0	0.0	0.1	0.0
Graduate certificate	1.0	0.0	0.1	0.0	0.1	0.2	0.0
Bachelor degree (Honours and Pass)	2.3	0.1	0.2	0.2	0.1	0.0	0.0
Advanced diploma	23.1	1.5	1.4	1.4	1.6	1.2	0.5
Associate degree	0.8	0.1	0.0	0.1	0.0	0.0	0.0
Diploma	222.3	8.4	20.1	11.1	18.1	12.6	8.1
Certificate IV	256.5	15.1	17.2	11.1	20.2	19.5	10.1
Certificate III	568.3	40.0	30.6	42.6	32.0	28.3	33.4
Certificate II	214.7	14.9	11.8	20.8	8.1	7.9	24.0
Certificate I	68.0	4.5	4.0	3.7	3.9	5.6	10.8
AQF sub-total	*1 357.4*	*84.7*	*85.3*	*91.1*	*84.4*	*75.2*	*86.9*
Non-AQF programs							
Other recognised programs	120.0	7.9	7.1	5.1	7.9	11.6	6.8
Non-award programs	43.8	3.0	2.4	1.6	3.2	4.3	1.4
Subject only—no qualification	76.8	4.4	5.2	2.2	4.6	8.9	4.8
Non-AQF sub-total	*240.5*	*15.3*	*14.7*	*8.9*	*15.6*	*24.8*	*13.1*
Field of education							
Natural and physical sciences	10.9	0.5	0.9	0.6	0.8	0.7	0.2
Information technology	33.1	3.0	1.1	2.5	1.6	1.7	1.4
Engineering and related technologies	273.7	29.6	3.2	18.5	17.2	14.8	14.7
Architecture and building	133.7	14.8	1.3	11.5	7.4	3.7	6.5
Agriculture, environmental and related studies	56.4	5.1	1.8	3.5	3.5	3.8	6.6
Health	82.4	2.5	8.2	5.3	5.2	5.1	4.3
Education	91.6	2.3	9.6	3.6	7.7	6.7	4.8
Management and commerce	256.5	10.9	21.9	15.6	17.4	15.1	14.9
Society and culture	195.8	6.5	18.6	10.4	13.2	15.2	15.1
Creative arts	34.1	1.7	2.6	3.3	1.3	1.2	2.5
Food, hospitality and personal services	137.2	6.2	11.2	13.7	5.4	4.0	8.1
Mixed field programmes	150.1	8.2	10.7	6.9	10.1	12.4	11.2
Subject only—no field of education	142.3	8.7	9.0	4.6	9.2	15.7	9.7
Type of accreditation							
National training package programs	1 220.9	76.9	76.0	83.7	75.4	65.7	76.4
Nationally accredited programs	153.5	8.8	10.6	7.7	10.1	11.9	11.6
Higher level programs	3.2	0.2	0.2	0.3	0.2	0.1	0.0
Other programs	78.0	5.4	4.3	3.8	5.2	6.7	2.3
Skill set—nationally and locally recognised	65.6	4.4	3.8	2.4	4.6	6.8	4.9
Subject only—no accreditation	76.8	4.4	5.2	2.2	4.6	8.9	4.8
Total students (%)	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total students ('000)	**1 597.8**	**841.8**	**753.0**	**676.4**	**603.2**	**292.3**	**86.3**

Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 6   Government-funded students by major programs and additional student characteristics, 2015

	Total	From rural/remote localities	With a disability	Main language spoken at home is non-English	Full-time	Part-time	Apprentices and trainees (off-the-job)
	('000)	%	%	%	%	%	%
AQF programs							
Diploma or higher	249.9	9.8	13.3	17.9	30.1	12.5	3.6
Graduate diploma	0.4	0.0	0.0	0.0	0.1	0.0	-
Graduate certificate	1.0	0.0	0.0	0.0	0.0	0.1	-
Bachelor degree (Honours and Pass)	2.3	0.0	0.1	0.2	0.1	0.1	0.0
Advanced diploma	23.1	0.4	1.1	2.3	3.8	0.9	0.1
Associate degree	0.8	0.0	0.0	0.1	0.1	0.0	0.0
Diploma	222.3	9.3	12.0	15.2	26.1	11.3	3.5
Certificate IV	256.5	12.2	13.0	15.6	23.7	14.4	11.2
Certificate III	568.3	36.7	29.4	30.2	36.4	35.4	80.6
Certificate II	214.7	17.1	16.2	12.3	4.8	15.3	4.5
Certificate I	68.0	4.6	12.5	8.6	2.8	4.6	0.1
AQF sub-total	*1 357.4*	*80.4*	*84.5*	*84.5*	*97.8*	*82.2*	*100.0*
Non-AQF programs							
Other recognised programs	120.0	10.3	5.9	7.6	1.8	8.7	-
Non-award programs	43.8	1.7	1.3	3.5	0.2	3.3	-
Subject only—no qualification	76.8	7.6	8.3	4.4	0.2	5.8	-
Non-AQF sub-total	*240.5*	*19.6*	*15.5*	*15.5*	*2.2*	*17.8*	*-*
Field of education							
Natural and physical sciences	10.9	0.5	0.6	0.9	1.2	0.6	0.5
Information technology	33.1	1.5	3.7	2.5	3.5	1.8	0.6
Engineering and related technologies	273.7	20.7	11.4	11.0	14.6	17.7	38.4
Architecture and building	133.7	5.9	4.2	5.1	9.3	8.2	16.5
Agriculture, environmental and related studies	56.4	8.1	3.8	1.3	4.1	3.4	3.9
Health	82.4	4.3	4.3	4.4	6.8	4.8	1.3
Education	91.6	5.6	4.0	7.2	8.6	5.1	2.6
Management and commerce	256.5	13.4	14.9	13.0	11.8	17.0	15.4
Society and culture	195.8	11.4	13.6	13.2	19.6	10.7	5.8
Creative arts	34.1	1.0	3.3	1.4	4.6	1.6	0.2
Food, hospitality and personal services	137.2	7.4	7.0	7.5	6.4	9.1	14.7
Mixed field programmes	150.1	5.4	18.7	25.7	9.1	9.5	0.1
Subject only—no field of education	142.3	14.7	10.7	6.7	0.4	10.8	-
Type of accreditation							
National training package programs	1 220.9	75.6	68.6	62.8	87.5	74.0	99.8
Nationally accredited programs	153.5	5.8	17.7	24.4	10.3	9.5	0.2
Higher level programs	3.2	0.0	0.1	0.3	0.2	0.2	0.0
Other programs	78.0	3.8	2.9	5.8	1.6	5.6	-
Skill set—nationally and locally recognised	65.6	7.1	2.4	2.3	0.2	5.0	-
Subject only—no accreditation	76.8	7.6	8.3	4.4	0.2	5.8	-
Total students (%)	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total students ('000)	**1 597.8**	**233.6**	**123.7**	**289.5**	**285.8**	**1 312.1**	**287.3**

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 7   Government-funded students in top 20 parent training packages, 2011–15

Parent training packages	2011	2012	2013	2014	2015	
	('000)	('000)	('000)	('000)	('000)	%
Community Services (CHC)	169.8	192.7	208.1	227.4	205.7	16.8
Business Services (BSA, BSB)	220.7	233.4	186.1	168.7	129.4	10.6
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	101.0	99.7	100.9	102.9	112.0	9.2
Tourism, Travel and Hospitality (SIT, THC, THH, THT)	139.9	145.5	131.5	128.6	108.9	8.9
Transport and Logistics (TDT, TLI)	47.8	52.3	66.9	80.1	61.6	5.0
Health (HLT)	57.6	58.6	56.6	62.1	56.8	4.7
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH)	54.1	52.0	48.5	54.8	47.9	3.9
Electrotechnology (UEE, UTE, UTL)	52.2	51.5	50.5	49.2	46.8	3.8
Automotive Industry Retail, Service and Repair (AUR)	40.3	43.4	45.0	44.3	40.8	3.3
Metal and Engineering (MEM)	50.5	52.9	51.3	45.5	38.3	3.1
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	26.4	34.5	39.9	37.2	37.7	3.1
Information and Communications Technology (ICA, ICT)	42.6	41.2	39.6	41.6	36.8	3.0
Financial Services (FNA, FNB, FNS)	47.7	48.3	44.0	40.1	32.3	2.6
Property Services (CPP, PRD, PRM, PRS)	27.3	25.3	25.0	28.9	29.3	2.4
Retail Services (SIR, WRP, WRR, WRW)	59.9	62.4	39.4	30.7	26.1	2.1
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	35.1	36.3	29.5	24.7	22.7	1.9
Training and Education (BSZ, TAA, TAE)	35.6	39.0	34.5	25.7	16.8	1.4
Animal Care and Management (ACM, RUV)	9.4	9.9	10.7	14.6	16.5	1.4
Hairdressing (SIH, WRH)	21.0	19.9	18.2	17.7	16.1	1.3
Creative Arts and Culture (CUA, CUE, CUV)	16.6	17.4	18.6	18.3	15.9	1.3
Students in top 20 training packages	**1 255.6**	**1 316.2**	**1 244.6**	**1 243.0**	**1 098.5**	**90.0**
Other training packages	**135.7**	**141.8**	**140.3**	**135.5**	**122.4**	**10.0**
Total training packages	**1 391.3**	**1 457.9**	**1 384.9**	**1 378.5**	**1 220.9**	**100.0**

Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 8   Government-funded AQF program completions in top 20 parent training packages, 2011–14

Parent training packages	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2014 %
Community Services (CHC)	67.4	76.2	82.9	98.4	18.8
Business Services (BSA, BSB)	82.2	96.0	78.2	74.9	14.3
Tourism, Travel and Hospitality (SIT, THC, THH, THT)	34.9	39.7	37.1	40.9	7.8
Transport and Logistics (TDT, TLI)	17.4	20.8	23.8	37.6	7.2
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	19.9	23.9	25.1	23.8	4.6
Health (HLT)	16.7	17.8	18.2	21.2	4.1
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH)	15.9	16.4	13.1	16.1	3.1
Financial Services (FNA, FNB, FNS)	15.1	17.3	13.3	15.0	2.9
Automotive Industry Retail, Service and Repair (AUR)	13.2	13.6	15.6	14.8	2.8
Property Services (CPP, PRD, PRM, PRS)	15.8	12.4	10.9	14.4	2.8
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	9.4	10.2	13.5	14.2	2.7
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	15.2	20.1	14.0	13.7	2.6
Information and Communications Technology (ICA, ICT)	14.7	13.8	13.7	13.6	2.6
Training and Education (BSZ, TAA, TAE)	23.7	24.4	23.8	13.6	2.6
Retail Services (SIR, WRP, WRR, WRW)	27.2	32.9	21.1	13.3	2.5
Electrotechnology (UEE, UTE, UTL)	12.0	11.4	11.5	13.2	2.5
Metal and Engineering (MEM)	11.4	11.6	11.7	13.0	2.5
Sustainability (MSS)	0.0	0.1	1.5	8.0	1.5
Creative Arts and Culture (CUA, CUE, CUV)	3.9	4.9	5.8	6.8	1.3
Beauty (SIB, WRB)	5.2	5.8	6.9	6.2	1.2
Qualification completions in top 20 training packages	**421.2**	**469.2**	**441.7**	**472.8**	**90.4**
Other training packages	**49.6**	**55.1**	**54.9**	**50.0**	**9.6**
Total training package completions	**470.8**	**524.3**	**496.6**	**522.8**	**100.0**

Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 9   Government-funded students, hours of delivery and full-year training equivalents, by provider type, 2011–15

	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2015 ('000)	2015 %	2014–15 % change
Students							
TAFE and other government providers	1 254.2	1 261.2	1 192.9	1 084.9	944.3	59.1	-13.0
Community education providers	106.9	94.6	103.2	94.2	80.3	5.0	-14.8
Other registered providers	480.2	549.4	541.3	583.8	554.3	34.7	-5.1
Students attending more than one provider type	18.8	18.9	16.5	26.3	19.0	1.2	-27.6
Total students	**1 860.1**	**1 924.1**	**1 853.9**	**1 789.1**	**1 597.8**	**100.0**	**-10.7**
Full-year training equivalents							
TAFE and other government providers	511.5	531.1	512.3	474.4	383.7	58.6	-19.1
Community education providers	22.2	26.0	24.0	24.2	21.8	3.3	-10.1
Other registered providers	174.8	215.1	214.7	260.8	249.8	38.1	-4.2
Total full-year training equivalents	**708.5**	**772.2**	**751.1**	**759.4**	**655.4**	**100.0**	**-13.7**
Hours of delivery							
TAFE and other government providers	368 277.2	382 390.1	368 889.2	341 566.0	276 273.6	58.6	-19.1
Community education providers	16 005.3	18 699.2	17 287.1	17 456.7	15 702.0	3.3	-10.1
Other registered providers	125 856.1	154 900.1	154 596.2	187 747.9	179 878.7	38.1	-4.2
Total hours of delivery	**510 138.5**	**555 989.4**	**540 772.5**	**546 770.6**	**471 854.3**	**100.0**	**-13.7**

Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 10   Government-funded students by type of programs and provider type, 2011–15

	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2015 ('000)	2015 %	2014–15 % change
AQF programs							
TAFE and other government providers	1 028.4	1 052.3	1 009.5	921.2	775.7	48.5	-15.8
Community education providers	53.4	56.7	44.8	38.6	32.2	2.0	-16.5
Other registered providers	465.1	526.5	520.5	561.4	530.8	33.2	-5.4
Students attending more than one provider type	18.7	18.8	16.5	26.2	18.7	1.2	-28.5
Total AQF students	**1 565.7**	**1 654.3**	**1 591.3**	**1 547.3**	**1 357.4**	**84.9**	**-12.3**
Non-AQF programs							
TAFE and other government providers	225.8	209.0	183.3	163.7	168.6	10.6	3.0
Community education providers	53.4	37.9	58.5	55.6	48.1	3.0	-13.5
Other registered providers	15.1	22.9	20.8	22.4	23.4	1.5	4.6
Students attending more than one provider type	0.1	0.1	0.0	0.2	0.3	0.0	**
Total non-AQF students	**294.4**	**269.9**	**262.6**	**241.8**	**240.5**	**15.1**	**-0.6**
Total students	**1 860.1**	**1 924.1**	**1 853.9**	**1 789.1**	**1 597.8**	**100.0**	**-10.7**

** Percentage change not calculated due to small base numbers.
Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 11   Government-funded students, full-year training equivalents and hours of delivery by funding type, 2011–15

	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2015 ('000)	2015 %	2014–15 % change
Students							
Commonwealth and state funding	1 480.3	1 542.8	1 482.6	1 393.2	1 224.7	76.6	-12.1
Fee-for-service – domestic	342.7	350.5	341.5	362.5	343.7	21.5	-5.2
Fee-for-service – international	37.0	30.8	29.8	33.4	29.4	1.8	-12.1
Total students	**1 860.1**	**1 924.1**	**1 853.9**	**1 789.1**	**1 597.8**	**100.0**	**-10.7**
Full-year training equivalents							
Commonwealth and state funding	612.0	673.6	651.8	648.4	547.0	83.5	-15.6
Fee-for-service – domestic	67.3	74.8	76.9	85.1	85.4	13.0	0.4
Fee-for-service – international	29.2	23.9	22.4	25.9	22.9	3.5	-11.6
Total full-year training equivalents	**708.5**	**772.2**	**751.1**	**759.4**	**655.4**	**100.0**	**-13.7**
Hours of delivery							
Commonwealth and state funding	440 654.1	484 967.9	469 286.6	466 814.4	393 852.4	83.5	-15.6
Fee-for-service – domestic	48 438.1	53 825.0	55 364.0	61 283.5	61 500.5	13.0	0.4
Fee-for-service – international	21 046.3	17 196.5	16 121.9	18 672.7	16 501.4	3.5	-11.6
Total hours of delivery	**510 138.5**	**555 989.4**	**540 772.5**	**546 770.6**	**471 854.3**	**100.0**	**-13.7**

Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 12   Provider type profile, 2015

	Training providers				Training providers reporting
	TAFE	Other government providers	Community education providers	Other providers	
New South Wales	11	1	36	427	443
Victoria	13	5	264	379	661
Queensland	13	2	17	580	612
South Australia	1	-	65	194	256
Western Australia	12	6	10	258	286
Tasmania	1	-	-	135	136
Northern Territory	2	-	-	99	101
Australian Capital Territory	1	-	-	93	94
Total training providers	**54**	**14**	**391**	**1 585**	**1 978**

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 13 **Government-funded students and full-year training equivalents by training provider type and funding type, 2011–15**

	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2015 ('000)	2015 %	2014–15 % change
Students							
TAFE and other government providers							
Commonwealth and state funding	876.1	882.1	824.0	693.9	575.5	36.0	-17.1
Fee-for-service – domestic	341.1	348.4	339.1	357.8	339.5	21.2	-5.1
Fee-for-service – international	37.0	30.8	29.8	33.2	29.3	1.8	-11.6
Sub-total TAFE and other government providers	*1 254.2*	*1 261.2*	*1 192.9*	*1 084.9*	*944.3*	*59.1*	*-13.0*
Community education providers							
Commonwealth and state funding	106.9	94.6	103.2	94.2	80.3	5.0	-14.8
Fee-for-service – domestic							
Fee-for-service – international			*Not in scope of this publication*				
Sub-total community education providers	*106.9*	*94.6*	*103.2*	*94.2*	*80.3*	*5.0*	*-14.8*
Other registered providers							
Commonwealth and state funding	480.2	549.4	541.3	583.8	554.3	34.7	-5.1
Fee-for-service – domestic							
Fee-for-service – international			*Not in scope of this publication*				
Sub-total other registered providers	*480.2*	*549.4*	*541.3*	*583.8*	*554.3*	*34.7*	*-5.1*
Attending more than one provider type							
Commonwealth and state funding	17.2	16.8	14.1	21.4	14.7	0.9	-31.2
Fee-for-service – domestic	1.6	2.1	2.4	4.7	4.3	0.3	-9.2
Fee-for-service – international	0.0	0.0	0.0	0.2	0.1	0.0	-72.0
Sub-total attending more than one provider type	*18.8*	*18.9*	*16.5*	*26.3*	*19.0*	*1.2*	*-27.6*
Total students	**1 860.1**	**1 924.1**	**1 853.9**	**1 789.1**	**1 597.8**	**100.0**	**-10.7**
Full-year training equivalents							
TAFE and other government providers							
Commonwealth and state funding	415.0	432.5	413.1	363.3	275.4	42.0	-24.2
Fee-for-service – domestic	67.3	74.8	76.9	85.1	85.4	13.0	0.4
Fee-for-service – international	29.2	23.9	22.4	25.9	22.9	3.5	-11.6
Sub-total TAFE and other government providers	*511.5*	*531.1*	*512.3*	*474.4*	*383.7*	*58.6*	*-19.1*
Community education providers							
Commonwealth and state funding	22.2	26.0	24.0	24.2	21.8	3.3	-10.1
Fee-for-service – domestic							
Fee-for-service – international			*Not in scope of this publication*				
Sub-total community education providers	*22.2*	*26.0*	*24.0*	*24.2*	*21.8*	*3.3*	*-10.1*
Other registered providers							
Commonwealth and state funding	174.8	215.1	214.7	260.8	249.8	38.1	-4.2
Fee-for-service – domestic							
Fee-for-service – international			*Not in scope of this publication*				
Sub-total other registered providers	*174.8*	*215.1*	*214.7*	*260.8*	*249.8*	*38.1*	*-4.2*
Total full-year training equivalents	**708.5**	**772.2**	**751.1**	**759.4**	**655.4**	**100.0**	**-13.7**

Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 14   Government-funded subject enrolments, hours of delivery and full-year training equivalents by subject result, 2011–15

Subject result	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2015 ('000)	2015 %	2014–15 % change
Subject enrolments							
Competency assessed/passed	10 385.2	10 956.2	10 535.8	10 772.5	9 053.4	63.0	-16.0
Recognition of prior learning granted - Sub-total	1 051.7	1 282.5	1 167.2	827.9	731.3	5.1	-11.7
Recognition of prior learning granted	1 045.9	1 282.5	1 167.2	827.9	731.3	5.1	-11.7
Recognition of current competency granted	5.8	-	-	-	-	-	-
Recognition of prior learning not granted - Sub-total	22.3	28.8	24.0	6.6	4.1	0.0	-38.5
Recognition of prior learning not granted	21.8	28.8	24.0	6.6	4.1	0.0	-38.5
Recognition of current competency not granted	0.4	-	-	-	-	-	-
Competency not achieved/failed	883.2	764.3	676.8	705.7	555.9	3.9	-21.2
Withdrawn/discontinued	1 238.7	1 458.6	1 407.4	1 382.2	1 224.7	8.5	*-11.4*
Continuing enrolment	1 783.9	1 753.5	1 782.9	1 783.0	2 465.5	17.2	*38.3*
Non-assessable enrolment — satisfactorily completed	502.7	477.7	456.5	373.0	315.5	2.2	*-15.4*
Non-assessable enrolment — withdrawn or not satisfactorily completed	23.9	14.7	20.1	21.8	22.5	0.2	3.2
Total	**15 891.6**	**16 736.3**	**16 070.7**	**15 872.7**	**14 372.9**	**100.0**	**-9.4**
Hours of delivery							
Competency assessed/passed	368 763.8	399 839.4	392 585.7	412 215.0	352 913.6	74.8	-14.4
Recognition of prior learning granted - Sub-total	41 026.3	49 531.9	44 552.0	31 330.8	28 479.2	6.0	-9.1
Recognition of prior learning granted	40 838.3	49 531.9	44 552.0	31 330.8	28 479.2	6.0	-9.1
Recognition of current competency granted	188.0	-	-	-	-	-	-
Recognition of prior learning not granted - Sub-total	893.4	1 262.0	995.6	302.5	175.0	0.0	-42.1
Recognition of prior learning not granted	870.9	1 262.0	995.6	302.5	175.0	0.0	-42.1
Recognition of current competency not granted	22.5	-	-	-	-	-	-
Competency not achieved/failed	36 682.3	32 740.7	30 084.1	32 166.0	25 480.0	5.4	-20.8
Withdrawn/discontinued	49 028.4	60 178.0	60 100.4	60 451.8	55 515.7	11.8	-8.2
Continuing enrolment	0.0	0.0	0.0	0.0	0.0	0.0	-
Non-assessable enrolment — satisfactorily completed	12 642.1	11 730.6	11 586.1	9 414.8	8 363.5	1.8	-11.2
Non-assessable enrolment — withdrawn or not satisfactorily completed	1 102.2	706.9	868.7	889.8	927.1	0.2	4.2
Total	**510 138.5**	**555 989.4**	**540 772.5**	**546 770.6**	**471 854.3**	**100.0**	**-13.7**
Full-year training equivalents							
Competency assessed/passed	512.2	555.3	545.3	572.5	490.2	74.8	-14.4
Recognition of prior learning granted - Sub-total	57.0	68.8	61.9	43.5	39.6	6.0	-9.1
Recognition of prior learning granted	56.7	68.8	61.9	43.5	39.6	6.0	-9.1
Recognition of current competency granted	0.3	-	-	-	-	-	-
Recognition of prior learning not granted - Sub-total	1.2	1.8	1.4	0.4	0.2	0.0	-42.1
Recognition of prior learning not granted	1.2	1.8	1.4	0.4	0.2	0.0	-42.1
Recognition of current competency not granted	0.0	-	-	-	-	-	-
Competency not achieved/failed	50.9	45.5	41.8	44.7	35.4	5.4	-20.8
Withdrawn/discontinued	68.1	83.6	83.5	84.0	77.1	11.8	-8.2
Continuing enrolment	0.0	0.0	0.0	0.0	0.0	0.0	-
Non-assessable enrolment — satisfactorily completed	17.6	16.3	16.1	13.1	11.6	1.8	-11.2
Non-assessable enrolment — withdrawn or not satisfactorily completed	1.5	1.0	1.2	1.2	1.3	0.2	4.2
Total	**708.5**	**772.2**	**751.1**	**759.4**	**655.4**	**100.0**	**-13.7**

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 15   Government-funded AQF program completions, 2011–14

	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2013–14 % change
AQF programs					
Diploma or higher	85.5	90.7	81.1	78.8	-2.9
Graduate diploma	0.1	0.0	0.0	0.2	**
Graduate certificate	1.4	1.3	1.3	0.4	-67.0
Bachelor degree (Honours and Pass)	0.3	0.4	0.3	0.2	-35.2
Advanced diploma	12.8	12.8	11.2	10.4	-7.1
Associate degree	0.0	0.1	0.0	0.1	**
Diploma	70.9	76.0	68.3	67.5	-1.2
Certificate IV	110.3	132.6	118.6	116.2	-2.0
Certificate III	200.7	229.7	227.7	258.1	13.3
Certificate II	98.2	97.0	96.3	93.5	-2.9
Certificate I	24.4	32.5	38.5	30.2	-21.5
Type of accreditation					
National training package qualifications	470.8	524.3	496.6	522.8	5.3
Nationally/locally accredited and higher level programs	48.2	58.2	65.7	54.1	-17.6
Total qualification completions	**519.0**	**582.5**	**562.2**	**576.9**	**2.6**

** Percentage change not calculated due to small base numbers.
Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 16   Government-funded qualification equivalents, 2011–15

	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2015 ('000)	2014–15 % change
AQF programs						
Diploma or higher	115.0	114.8	94.2	106.7	111.1	4.1
Graduate diploma	0.0	0.0	0.0	0.1	0.2	**
Graduate certificate	1.7	1.9	1.3	0.6	0.6	-8.5
Bachelor degree (Honours and Pass)	0.5	0.5	1.2	0.7	0.4	-51.9
Advanced diploma	15.0	14.9	11.7	10.9	9.3	-14.7
Associate degree	0.0	0.2	0.1	0.1	0.2	**
Diploma	97.8	97.3	79.9	94.2	100.5	6.6
Certificate IV	121.2	135.5	126.8	127.7	105.9	-17.1
Certificate III	224.6	261.9	266.1	289.0	233.7	-19.1
Certificate II	139.2	141.5	138.7	120.8	101.4	-16.0
Certificate I	44.6	56.0	61.3	46.0	37.9	-17.8
Type of accreditation						
National training package qualifications	557.7	602.4	567.9	594.1	516.3	-13.1
Nationally/locally accredited and higher level programs	86.9	107.4	119.1	96.1	73.7	-23.4
Total qualification equivalents	**644.7**	**709.8**	**687.1**	**690.2**	**590.0**	**-14.5**

** Percentage change not calculated due to small base numbers.
Refer to Explanatory notes on pages 23-28 for notes relevant to this table.

Table 17   Summaries of government-funded training by state and territory, 2011–15

	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2015 ('000)	2014–15 % change
Students						
Australia	**1 860.1**	**1 924.1**	**1 853.9**	**1 789.1**	**1 597.8**	**-10.7**
New South Wales	582.0	595.3	560.0	560.3	474.0	-15.4
Victoria	581.7	631.1	618.2	587.5	503.6	-14.3
Queensland	304.3	290.7	251.9	264.1	283.3	7.3
South Australia	123.0	142.5	165.7	129.8	108.1	-16.8
Western Australia	167.7	167.3	163.8	152.6	145.0	-5.0
Tasmania	47.4	43.0	43.0	43.8	36.6	-16.4
Northern Territory	24.4	24.3	22.9	25.1	24.1	-4.0
Australian Capital Territory	29.4	30.1	28.5	25.9	23.2	-10.3
Full-year training equivalents						
Australia	**708.5**	**772.2**	**751.1**	**759.4**	**655.4**	**-13.7**
New South Wales	208.4	213.0	200.2	207.2	143.6	-30.7
Victoria	243.9	301.2	294.8	296.7	255.7	-13.8
Queensland	114.4	108.7	96.9	114.4	126.7	10.7
South Australia	41.3	49.2	61.3	45.3	38.3	-15.4
Western Australia	68.7	68.3	68.1	65.1	63.4	-2.7
Tasmania	14.6	14.4	13.1	12.8	11.4	-11.5
Northern Territory	6.7	6.8	6.2	7.5	6.5	-13.5
Australian Capital Territory	10.7	10.6	10.4	10.4	9.8	-6.1
Subject enrolments						
Australia	**15 891.6**	**16 736.3**	**16 070.7**	**15 872.7**	**14 372.9**	**-9.4**
New South Wales	4 528.6	4 473.6	4 206.6	4 291.6	3 841.9	-10.5
Victoria	5 499.1	6 462.7	6 239.2	5 956.6	4 936.4	-17.1
Queensland	2 726.2	2 488.3	2 178.5	2 626.3	2 904.3	10.6
South Australia	911.7	1 109.1	1 336.5	914.6	747.0	-18.3
Western Australia	1 473.0	1 461.4	1 434.8	1 379.1	1 323.0	-4.1
Tasmania	338.1	314.7	292.0	307.2	264.0	-14.1
Northern Territory	167.7	169.3	162.3	175.9	157.7	-10.4
Australian Capital Territory	247.1	257.1	220.9	221.4	198.7	-10.3
Hours of delivery						
Australia	**510 138.5**	**555 989.4**	**540 772.5**	**546 770.6**	**471 854.3**	**-13.7**
New South Wales	150 012.1	153 394.6	144 110.2	149 154.2	103 401.6	-30.7
Victoria	175 612.7	216 868.5	212 280.9	213 591.0	184 120.8	-13.8
Queensland	82 358.6	78 266.8	69 775.0	82 359.6	91 192.5	10.7
South Australia	29 750.3	35 402.6	44 139.8	32 597.5	27 565.4	-15.4
Western Australia	49 431.7	49 155.3	49 066.9	46 886.4	45 643.9	-2.7
Tasmania	10 478.4	10 369.3	9 421.7	9 237.5	8 179.3	-11.5
Northern Territory	4 795.4	4 915.3	4 490.6	5 431.0	4 695.9	-13.5
Australian Capital Territory	7 699.4	7 617.0	7 487.3	7 513.3	7 054.9	-6.1

Refer to Explanatory notes on pages 23-28 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/2803.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 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.

Credit transfer refers to status or credit obtained on the basis of prior agreements between institutions or organisations in relation to the credit value of a specific course/subject.

End date reporting counts 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.

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

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

Fee-for-service international funding is revenue provided by a client 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 with an Australian provider.

Full-time students are those students 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) previously 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.

Full-year training equivalents (FYTEs) measure the training activity undertaken by a student on a full-time basis for one year. Calculations are based on hours of delivery (720 hours = 1 FYTE).

Hours of delivery for national reporting are the agreed hours for each subject and represent the hours of supervised training under a traditional delivery strategy. Agreed hours are calculated from the standard nominal hour values collected in the *Nominal hours* field in the *Enrolment* file.

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

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.

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

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

Other registered 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.

Qualification equivalents express skill outputs in terms of equivalent qualifications within each AQF level and field of education. Qualification equivalents are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by the agreed value of training representing a qualification.

Recognition of prior learning is the acknowledgment of a person's skills and knowledge acquired previously through informal/formal training, experience in the workplace, voluntary work, and social or domestic activity. From 2012, this includes recognition of current competencies.

Skill sets are groupings of units of competency which 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 are endorsed in a national training package, or a locally recognised skill set.

Standard nominal hour values are the notional hours for common subjects (units of competency/modules) delivered by training organisations as collected in the *Nominal hours* field in the *Enrolment* file.

State or territory is the state or territory that administered the funding of the training activity.

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

Students attending more than one training 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 other registered providers).

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 of training packages, go to <http://www.training.gov.au>.

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

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
- universities
- the government-funded component of VET delivered by community education and other registered 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	Other registered providers
Commonwealth and state funding	✓	✓	✓
Domestic fee-for-service	✓	✘	✘
International fee-for-service	✓	✘	✘

* Universities are reported as TAFE and other government providers.

Reporting derivations

2 *Government-funded students and courses* reports training activity according to the state or territory that administered the funding of that training. A number of scope derivations are applied to the data submitted to NCVER by the state training authorities so that the data is reported from a state/territory perspective.

One of the other major derivations is the reporting type, which determines how training organisations are reported in the various *Government-funded students and courses* resources. A classification table was developed by NCVER — in consultation with the state training authorities in each jurisdiction — which determines how different types of training providers are reported in each state and territory. The *reporting type* derived field is based on the combination of the submitter identifier and training organisation type identifier. For example, training delivered by a TAFE in its own jurisdiction is reported as being delivered by a TAFE. However, if the TAFE successfully contests funding contracts in other jurisdictions, then any training delivery is reported as being delivered by 'other training provider' in that jurisdiction.

In both New South Wales and South Australia there are separate data submissions for adult and community education training. Training submitted through these submitters is all reported as being delivered by community education providers (*Contestable funding — ACE*), irrespective of the actual training organisation type identifier of the training providers. A consequence of this approach is that in these two states, a training provider that submits ACE and other activity may be reported as having two different training provider types.

Changes to reporting scope derivations

3 The derivation of student major funding source was revised in 2012. Previously, recognition of current competency enrolments were not considered in determining the funding source type in the hierarchical classification.

4 In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data has been backdated to 2003.

5 From 2014, fee-for-service activity from adult and community education providers has been excluded from the publication scope of government-funded activity. The new scope has been backdated to 2003 in all NCVER resources. Fee-for-service activity from adult and community education providers was included in the *Total VET students and courses 2014* publication published in late 2015.

Data quality and comparability issues

National reporting

6 In 2011, highest funding source may include a small number of students associated with domestic fee-for-service activity that is included as a result of the hierarchical funding calculation that disregards subject outcomes '53 — Recognition of Current Competency granted'.

7 Nationally and locally accredited skills sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.

8 Some field of education fields are reported as blank because they are associated with 'subject only enrolments — no program', 'skill sets — no program' or are 'missing data'.

9 In 2015, NCVER migrated National VET Provider Collection data into a new database. As part of the migration process, some duplicate enrolment activity was identified as having previously been inadvertently processed into the old database. This duplicated training activity has now been removed. Consequently, some subject enrolment, hours of delivery and full-year training equivalents reported in this publication may not match what was reported in previous years.

New South Wales

10 From 2011, the National Art School in New South Wales moved to reporting nationally as part of the Commonwealth Higher Education Statistics Collection. In 2010, the National Art School reported 360 students, 2375 subject enrolments, 345 399 nationally agreed nominal hours and 480 full-year training equivalents.

11 In New South Wales, TAFE NSW previously submitted data as one consolidated data submission for the 11 RTOs (10 TAFE institutes and the Open Training and Education Network). From 2014, data for each of the 11 TAFE NSW RTOs were submitted individually to NCVER. The individual submissions resulted in a break-in-series for reporting the number of students, as student numbers are partly derived by the training authority identifier. A student undertaking study at two TAFE NSW institutes is now counted twice, instead of once under the previous arrangement. For 2014, NCVER identified 21 400 client identifiers undertaking study at multiple TAFE NSW RTOs (matching data by client identifier, encrypted identifier, sex and date of birth). This represents 10 500 unique students if they had been reported in a consolidated submission.

12 Qualifications completed data for TAFE NSW (and New South Wales) are under-reported for 2013 due to reporting issues associated with the implementation of a new student administration and learning management system. TAFE NSW were not able to provide additional qualifications completed data for 2013 in the 2014 National VET Provider Collection (that is, 2013 completions created after the close-off date of 2013 activity on 24 January 2014).

13 The NSW Adult Migrant English Service did not submit data for 2014 training activity. In 2013 they reported 390 students, 690 subject enrolments, 51 800 hours and 72 full-year training equivalents.

14 In 2015, the Board of Studies, Teaching and Educational Standards NSW submitted data to the National VET Provider Collection in addition to the data they submitted to the National VET in Schools Collection. This data is VET in Schools activity that falls outside the scope of the National VET in Schools Collection (that is, does not contribute towards a student's senior secondary school certificate).

15 In 2015 TAFE NSW excluded higher education activity from the National VET Provider Collection. However, this activity continues to be reported to the Higher Education Statistics Collection in the Department of Education and Training. In 2014, TAFE NSW reported 775 students undertaking Bachelor degrees to the National VET Provider Collection.

16 In 2015, the data submission for New South Wales Private Providers reported continuing enrolments for the first time. There were 82 000 continuing enrolments reported for NSW Private Providers in 2015.

17 The decline in hours of delivery and FYTEs in New South Wales in 2015 can be attributed to a number of factors, including:

- a 10.5% decline in subject enrolments in the state, from 4.3 million subjects to 3.8 million subjects.

- TAFE NSW excluding higher education activity from the National VET Provider Collection in 2015. In 2014, TAFE NSW reported 5100 subject enrolments, 303 300 hours and 420 FYTEs associated with bachelor degrees in the National VET Provider Collection.

- an increase in continuing subject enrolments at TAFE NSW, from 280 700 continuing subject enrolments in 2014 to 991 600 continuing subject enrolments in 2015. No hours are reported for continuing enrolments, so an increase in continuing enrolments can affect the hours of delivery reported. This increase in continuing enrolments at TAFE NSW between 2014 and 2015 has been attributed to the introduction of new policies and funding models aligned to qualifications.

South Australia

18 The funding of the South Australian entitlement scheme — 'Skills for All' — changed in 2014, which capped the training for many qualifications and led to a decline in subject enrolments and programs completed.

19 The Department of State Development reported VET in Schools data for the first time in 2014. The improved matching of student data reduced the number of enrolments reported in the SA VISA (VET in Schools Agreements delivered in partnership with TAFE) submission, as some students were reported in the VET in Schools Collection instead.

20 There is a high incidence of missing postcodes in the TAFE SA and SA VISA data for 2014 due to issues associated with the TAFE student information system. This results in increased unknown data being reported for Australian Statistical Geography Standard (ASGS) regions (SA2, SA3, SA4), student remoteness (ARIA+) and SEIFA.

Tasmania

21 In Tasmania, significant structural changes have occurred in the TasTAFE system and these may affect comparability of data between 2009 and 2013.

22 Prior to 2015, Tasmania reported student data at an RTO level. Therefore, students who undertook training at more than one RTO were counted more than once. In 2015, students were reported at a state level with each student uniquely identified within the collection. This creates an apparent reduction of about 3500 students when compared with previous annual collections.

Northern Territory

23 From 2011, there are no data for NT Adult and Community Education as they are no longer providing accredited training associated with adult and community education.

Australian vocational education and training statistics

Programs completed

24 Data for programs completed in 2015 are based on preliminary data submissions. Consequently they are not presented in detail in this publication. Preliminary estimates indicate that there were 448 900 AQF programs completed in 2015 (compared with a preliminary estimate of 500 200 AQF programs completed in 2014). The 2015 data will be revised upwards in the 2016 National VET Provider Collection to accommodate further notification of programs completed.

Australian Bureau of Statistics data

25 Participation rates are derived by calculating student numbers in the age group as a percentage of the estimated residential population in the corresponding age groups. 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 socio-economic 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>. SEIFA 2006 is applied to data between 2006 and 2010. A new version of the Socio-Economic Indexes for Areas (SEIFA 2011) was released in March 2013. These indexes have been applied to 2011 and subsequent data.

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. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data between 2009 and 2010 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

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

Training packages

29 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.

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

Industry skills councils

31 The Australian Government announced that from 1 January 2016, Industry Skills Councils (ISCs) will be replaced Skilled Services Organisations (SSOs) for training package development. Consequently, data by ISCs are no longer presented in this publication, although they are available in web tables (http://www.ncver.edu.au/publications/2872.html and VOCSTATS (<http://www.ncver.edu.au/wps/portal/vetdataportal/data/menu/vocstats>).

Programs

32 From 2012, type of accreditation also includes higher level qualifications that are not a training package qualification or nationally recognised accredited course, that are accredited by higher education institutions with self-accrediting authority or state or territory accreditation authorities.

33 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

34 Data for the training provider profile is extracted by the training organisation identifier used in data submission. This represents the number of training organisations reporting in the National VET Provider Collection where the data was within publication scope. Training organisations submit data 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 other provider. However, they are only reported once in the provider type profile (table 14).

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

Not known information

36 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 provided.

   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 below.

Proportion of students with 'not known' data, 2011—15

	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)
Indigenous status	7.0	5.0	3.9	3.6	3.6
Disability status	12.7	10.7	9.8	8.7	9.8
Non-English speaking background	7.4	7.2	7.3	6.7	6.5

Credit transfer

37 While credit transfer is not reported in this publication (as the training effort occurred in previous years), it is an important component of the VET system. Data on credit transfer by state and territory for 2011−15 is presented below.

Subject enrolments by credit transfer and state/territory 2011—15

State/territory	Subject enrolments ('000)				
	2011	2012	2013	2014	2015
New South Wales	537.5	463.8	573.2	594.4	407.4
Victoria	256.1	292.7	339.7	380.9	482.3
Queensland	144.1	165.8	214.2	330.5	312.5
South Australia	19.8	41.4	67.6	62.4	39.8
Western Australia	86.6	101.9	99.4	85.7	82.3
Tasmania	37.2	41.8	46.7	43.6	37.9
Northern Territory	19.4	18.3	19.3	15.4	15.9
Australian Capital Territory	17.7	16.9	14.1	21.4	14.2
Australia	**1 118.4**	**1 142.6**	**1 374.2**	**1 534.2**	**1 392.4**

Miscellaneous

38 In tables containing student remoteness, 'overseas' refers to the overseas postal addresses of students studying in Australia.

39 For students with subject enrolments in more than one funding category, the major funding source is assigned in 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).