

Government-funded students and courses

January to June 2016



National Centre for Vocational Education Research

Highlights

In the first six months to 30 June 2016, there were 849 700 students enrolled in the government-funded vocational education and training (VET) system. This is defined as Commonwealth and state/territory government-funded training delivered by TAFE institutes and other government, community education and other registered providers.

There was a 3.6% increase in the number of students undertaking government-funded training in the first six months of 2016 compared with the corresponding period in 2015.

An additional 220 000 students are reported in the January to June 2016 period compared with the January to March 2016 period, which represents a 34.9% increase.

In the six months to 30 June 2016, students in the government-funded VET system comprised:

- 57.7% attending TAFE institutes and other government providers
- 86.6% enrolled in an Australian Qualifications Framework level program
- 41.7% studying certificate III programs
- 18.0% enrolled in engineering and related technologies.

A total of 1787 training providers delivered government-funded VET in the first six months of 2016, a decrease from 1827 that reported in the first six months of 2015.

Quarterly data submissions are cumulative allowing additional data to be reported and previous data corrected. Quarterly data must be interpreted with caution.

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Contents

Introduction	4
More information	4
Students and participation	5
Tables	7
Terms	16
Explanatory notes	18

Tables

1	Government-funded student characteristics by state or territory, January–June 2016 ('000)	7
2	Government-funded student characteristics, January–June 2015 and 2016 ('000)	8
3	Government-funded student characteristics, January–March and January–June 2016 ('000)	9
4	Government-funded students by major programs and state or territory, January–June 2016 ('000)	10
5	Government-funded students by major programs, January–June, 2015 and 2016 ('000)	11
6	Government-funded students by major programs, January–March and January–June 2016 ('000)	12
7	Government-funded students by training provider type and state or territory, January–June 2016 ('000)	13
8	Government-funded students by training provider type, January–June 2015 and 2016 ('000)	13
9	Government-funded students by training provider type, January–March and January–June 2016 ('000)	13
10	Provider type profile by state or territory, January–June 2016	14
11	Provider type profile, January–June 2015 and 2016	14
12	Provider type profile, January–March and January–June 2016	14
13	Summaries of government-funded students and subjects, January–June, 2015 and 2016 ('000)	15
14	Summaries of government-funded students and subjects, January–March and January–June 2016 ('000)	15

Introduction

This publication provides a summary of data relating to students, programs, subjects and training providers in Australia's government-funded vocational education and training (VET) system (defined as Commonwealth and state/territory government-funded training).

Data for the *Government-funded students and courses* series are received by the National Centre for Vocational Education Research (NCVER) in four cumulative data submissions:

- January to March, submitted in May
- January to June, submitted in August
- January to September, submitted in November
- January to December, submitted in March.

The quarterly data submissions are cumulative, which allows additional data to be reported and also corrections made to previously submitted data.

The data in this publication cover the period of 1 January to 30 June 2016. For comparative purposes, it also examines this data against previously submitted data for the 1 January to 30 June 2015 and 1 January to 31 March 2016 periods.

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.

Data are presented by the state or territory that administered the funding of the training activity.

About this publication

This publication only presents data on Australia's government-funded VET system, which is defined as:

Commonwealth and state/territory government-funded training activity delivered by TAFE institutes, other government providers (such as universities), community education providers and other registered training providers.

No fee-for-service activity is reported in *Government-funded students and courses – January to June 2016*, but will be reported in *Total VET students and courses 2016*, to be released in 2017.

This publication is prepared in accordance with the scope definitions outlined in the explanatory notes section on page 18.

More information

This is the first time that government-funded data from one reporting period are compared with data for the same period in the previous year and with data in the previous quarter. As the collection and reporting of data on a quarterly basis is relatively new, caution must be used in the interpretation of these data, particularly as some training authorities did not report data for the first three quarters of 2015 (see Data quality and comparability issues on page 19). It will most likely take a few years of quarterly reporting before data submissions stabilise and they can be used as reliable trend indicators of annual training activity.

Data in this publication may be revised for a number of reasons. For the latest data, please visit NCVER's Portal at <<http://www.ncver.edu.au/publications/2892.html>>.

Students and participation

Training providers

In the first six months of 2016:

Table 10

- A total of 1787 training providers delivered government-funded VET. They consisted of:
 - 40 TAFE institutes
 - 13 other government providers
 - 354 community education providers
 - 1434 other registered providers.

Students by training provider

In the January to June 2016 period:

Tables 7, 8 and 9

- there were 849 700 students enrolled in the government-funded VET system. This represents a 3.6% increase compared with January to June 2015 and a 34.9% increase compared with January to March 2016.
- the government-funded VET system comprised:
 - 57.7% of students enrolled at TAFE institutes and other government providers
 - 5.4% at community education providers
 - 36.2% at other registered providers
 - 0.7% at various provider types.

In the first six months of 2016, compared with the first six months of 2015, students attending:

Table 8

- TAFE institutes and other government providers increased by 14.3%
- community education providers decreased by 2.8%
- other registered providers declined by 9.1%.

Students by state/territory

In the January to June 2016 period:

Table 13

- New South Wales, with 270 100 students, was the major provider of government-funded VET in Australia, closely followed by Victoria, with 243 300 students, Queensland (151 800), Western Australia (84 100), South Australia (53 200), Tasmania (20 000), the Northern Territory (15 300) and the Australian Capital Territory (11 900).

In the first six months of 2016, compared with the first six months of 2015:

Table 13

- student numbers increased in New South Wales (39.4%), Northern Territory (9.6% increase) and Queensland (2.7% increase)
- student numbers decreased in South Australia (14.4%), the Australian Capital Territory (14.3%), Victoria (13.6% decline), Tasmania (11.7% decline) and Western Australia (0.5% decline).

As expected, student numbers increased in all jurisdictions during January to June 2016, compared with January to March 2016. The largest percentage increase was in South Australia (41.4%), while the smallest was in the Australian Capital Territory (19.3%).

Table 14

Student characteristics

In the first six months of 2016, government-funded VET students comprised:

Table 1

- 52.5% males
- 23.6% aged 15 to 19 years
- 20.3% aged 20 to 24 years
- 6.3% Indigenous students
- 9.2% students with a disability
- 18.6% of students from non-English speaking backgrounds
- 24.3% apprentices and trainees undertaking off-the-job training.

Students by program

In the first six months of 2016:

- 86.6% of government-funded students were studying Australian Qualifications Framework (AQF) programs
- 78.1% were enrolled in a national training package program
- 41.7% were studying certificate III qualifications
- 15.2% were studying certificate IV qualifications
- 6.0% were studying nationally or locally recognised skill sets.
- Engineering and related technologies was the most popular field of education, with 18.0% of government-funded students, followed by management and commerce, with 13.6%.

Tables 4 and 5

Subjects

In the first six months of 2016 there were 7.0 million government-funded subject enrolments.

Tables 13 and 14

- This represents a 1.5% decline compared with the first six months of 2015.
- Subject enrolments increased by 47.0% from the January to March 2016 period.

Tables

Table 1 Government-funded student characteristics by state or territory, January–June 2016 ('000)

Student characteristic	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Sex									
Males	136.3	126.2	87.0	26.4	45.7	10.2	7.8	6.0	445.8
Females	133.7	116.3	64.2	26.7	38.3	9.8	7.5	5.7	402.2
Not known	0.1	0.7	0.6	0.1	0.0	0.0	0.0	0.2	1.7
Age									
14 years and under	0.2	0.0	0.6	0.1	0.1	0.0	0.3	0.0	1.4
15–19 years	61.9	43.2	49.6	10.7	26.2	3.6	2.9	2.4	200.3
20–24 years	51.8	54.3	30.2	10.4	15.5	4.4	2.6	3.2	172.4
25–44 years	101.2	93.1	49.6	20.9	30.4	7.6	6.7	4.6	314.1
45–64 years	50.7	47.3	20.8	10.1	11.4	4.2	2.7	1.6	148.7
65 years and over	4.3	5.4	0.9	1.0	0.6	0.2	0.1	0.1	12.5
Not known	0.1	0.0	0.1	0.0	-	0.0	0.0	-	0.3
Indigenous status									
Indigenous	23.2	4.1	10.1	2.4	6.7	1.0	5.5	0.4	53.5
Non-Indigenous	244.4	236.5	128.6	49.8	69.1	18.7	9.7	10.9	767.5
Not known	2.6	2.7	13.1	0.9	8.3	0.3	0.1	0.7	28.7
Disability (including impairment or long-term condition)									
With a disability	28.9	26.1	8.7	5.5	4.7	2.0	0.9	1.3	78.1
Without a disability	237.6	214.0	110.6	47.7	69.5	17.5	13.9	10.6	721.4
Not known	3.6	3.2	32.5	-	9.8	0.5	0.5	0.1	50.1
Language (main language spoken at home)									
Non-English	46.0	69.3	11.8	9.5	13.5	1.3	4.4	2.2	158.1
English	199.9	171.3	122.6	41.9	58.4	18.3	10.2	8.6	631.1
Not known	24.2	2.7	17.4	1.7	12.1	0.5	0.7	1.1	60.5
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	54.6	50.1	50.4	9.4	27.9	7.3	3.3	3.8	206.8
Not apprentices and trainees	215.6	193.2	101.4	43.8	56.1	12.7	12.0	8.1	642.9
Total students	270.1	243.3	151.8	53.2	84.1	20.0	15.3	11.9	849.7

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

Refer to the explanatory notes on pages 18–20 for notes relevant to this table.

Table 2 Government-funded student characteristics, January–June 2015 and 2016 ('000)

Student characteristic	Jan–Jun 2015	Jan–Jun 2016	Jan–June 2015 to Jan–Jun 2016 per cent change
Sex			
Males	436.5	445.8	2.1
Females	382.5	402.2	5.1
Not known	1.5	1.7	16.8
Age			
14 years and under	1.2	1.4	12.4
15–19 years	203.6	200.3	-1.6
20–24 years	169.5	172.4	1.7
25–44 years	293.2	314.1	7.1
45–64 years	139.3	148.7	6.8
65 years and over	12.8	12.5	-2.6
Not known	0.7	0.3	-64.3
Indigenous status			
Indigenous	47.8	53.5	11.8
Non-Indigenous	745.2	767.5	3.0
Not known	27.4	28.7	4.6
Disability (including impairment or long-term condition)			
With a disability	73.6	78.1	6.2
Without a disability	696.7	721.4	3.5
Not known	50.2	50.1	-0.0
Language (main language spoken at home)			
Non-English	153.8	158.1	2.8
English	613.9	631.1	2.8
Not known	52.8	60.5	14.5
Apprentice/trainee status			
Apprentices and trainees undertaking off-the-job training	203.2	206.8	1.8
Not apprentices and trainees	617.2	642.9	4.2
Total students	820.5	849.7	3.6

Refer to the explanatory notes on pages 18–20 for notes relevant to this table.

Table 3 Government-funded student characteristics, January–March and January–June 2016 ('000)

Student characteristic	Jan–Mar 2016	Jan–Jun 2016	Jan–Mar 2016 to Jan–Jun 2016 per cent change
Sex			
Males	326.6	445.8	36.5
Females	301.7	402.2	33.3
Not known	1.3	1.7	30.3
Age			
14 years and under	0.6	1.4	147.6
15–19 years	149.0	200.3	34.4
20–24 years	136.1	172.4	26.6
25–44 years	229.6	314.1	36.8
45–64 years	105.8	148.7	40.6
65 years and over	8.2	12.5	51.9
Not known	0.3	0.3	4.0
Indigenous status			
Indigenous	38.3	53.5	39.8
Non-Indigenous	569.9	767.5	34.7
Not known	21.5	28.7	33.3
Disability (including impairment or long-term condition)			
With a disability	57.8	78.1	35.1
Without a disability	532.8	721.4	35.4
Not known	39.0	50.1	28.6
Language (main language spoken at home)			
Non-English	118.6	158.1	33.3
English	460.0	631.1	37.2
Not known	51.0	60.5	18.5
Apprentice/trainee status			
Apprentices and trainees undertaking off-the-job training	158.9	206.8	30.1
Not apprentices and trainees	470.8	642.9	36.6
Total students	629.7	849.7	34.9

Refer to the explanatory notes on pages 18–20 for notes relevant to this table.

Table 4 Government-funded students by major programs and state or territory, January–June 2016 ('000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
AQF level									
Diploma or higher	26.2	49.6	14.9	8.9	9.6	2.0	1.1	2.1	114.4
Graduate diploma	0.0	0.0	-	0.0	-	0.0	0.0	-	0.1
Graduate certificate	0.0	0.1	0.0	-	0.0	-	0.0	-	0.1
Bachelor degree (Honours & Pass)	-	0.2	0.0	0.1	-	-	-	0.0	0.2
Advanced diploma	1.3	7.1	0.4	1.3	0.8	0.1	0.1	0.2	11.3
Associate degree	-	-	0.0	0.0	0.0	-	-	-	0.0
Diploma	24.9	42.2	14.5	7.5	8.8	1.9	1.0	1.9	102.7
Certificate IV	33.6	50.0	15.6	6.9	15.3	2.6	2.5	2.3	128.8
Certificate III	99.0	89.1	91.1	18.9	34.5	9.5	5.6	6.5	354.1
Certificate II	25.6	20.3	22.6	8.7	17.4	2.4	2.4	0.6	100.0
Certificate I	7.9	12.7	5.2	3.8	5.9	1.0	1.7	0.2	38.3
<i>AQF sub-total</i>	192.3	221.5	149.5	47.1	82.8	17.4	13.3	11.7	735.5
Non-AQF level									
Other recognised programs	53.3	7.5	1.4	2.3	1.3	0.7	0.1	0.2	66.7
Non-award programs	9.2	0.7	0.3	0.0	-	0.0	-	0.1	10.3
Subject only – no program	15.3	13.6	0.6	3.8	-	1.9	1.9	-	37.1
<i>Non-AQF sub-total</i>	77.8	21.7	2.3	6.1	1.3	2.6	2.0	0.3	114.1
Field of education									
Natural and physical sciences	1.1	1.6	1.0	0.5	0.7	0.1	0.0	0.1	5.1
Information technology	5.5	2.8	1.6	1.4	1.7	0.6	0.1	0.6	14.3
Engineering and related technologies	31.2	42.9	42.8	8.2	20.1	2.9	2.7	2.0	152.7
Architecture and building	21.0	27.9	16.1	4.8	7.0	1.4	0.8	1.3	80.2
Agriculture, environmental and related studies	8.0	7.5	5.8	2.3	2.8	1.1	1.1	0.3	28.9
Health	11.1	16.1	5.5	2.9	5.1	0.8	0.6	0.5	42.6
Education	8.0	20.5	11.4	2.7	5.5	0.7	1.0	0.9	50.7
Management and commerce	41.7	24.6	22.7	5.6	12.3	3.8	2.3	2.1	115.1
Society and culture	30.0	31.1	20.6	7.1	9.3	2.6	2.7	2.2	105.6
Creative arts	4.1	5.8	0.7	1.2	4.1	0.4	0.3	0.3	17.0
Food, hospitality and personal services	15.8	18.6	17.2	4.0	5.5	1.9	0.8	0.9	64.7
Mixed field programs	29.6	30.3	5.1	6.6	10.0	1.4	0.9	0.5	84.5
No field of education	63.2	13.6	1.2	5.7	-	2.4	2.0	0.2	88.3
Type of accreditation									
National training package qualifications	176.9	191.4	145.8	40.0	69.3	16.2	12.4	11.4	663.5
Nationally accredited courses	19.5	32.1	4.4	7.4	14.7	1.3	0.9	0.3	80.7
Higher level qualifications	-	0.2	0.0	0.1	0.0	-	-	0.0	0.3
Other programs	10.6	5.9	0.3	0.0	0.1	0.0	-	0.1	17.0
Skill sets – nationally and locally recognised	47.9	0.0	0.6	1.9	-	0.5	0.0	0.2	51.1
Subject only – no accreditation	15.3	13.6	0.6	3.8	-	1.9	1.9	-	37.1
Total students	270.1	243.3	151.8	53.2	84.1	20.0	15.3	11.9	849.7

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

Refer to the explanatory notes on pages 18–20 for notes relevant to this table.

Table 5 Government-funded students by major programs, January–June, 2015 and 2016 ('000)

	Jan–Jun 2015	Jan–Jun 2016	Jan–June 2015 to Jan–Jun 2016 per cent change
AQF level			
Diploma or higher	106.0	114.4	7.9
Graduate diploma	0.1	0.1	17.6
Graduate certificate	0.1	0.1	-39.1
Bachelor degree (Honours & Pass)	0.5	0.2	-49.5
Advanced diploma	12.6	11.3	-10.6
Associate degree	0.1	0.0	-67.7
Diploma	92.6	102.7	10.9
Certificate IV	146.5	128.8	-12.1
Certificate III	367.8	354.1	-3.7
Certificate II	101.6	100.0	-1.6
Certificate I	40.1	38.3	-4.6
<i>AQF sub-total</i>	762.1	735.5	-3.5
Non-AQF level			
Other recognised programs	19.6	66.7	241.1
Non-award programs	7.6	10.3	35.9
Subject only – no program	31.2	37.1	18.9
<i>Non-AQF sub-total</i>	58.4	114.1	95.5
Field of education			
Natural and physical sciences	6.5	5.1	-21.5
Information technology	17.1	14.3	-16.5
Engineering and related technologies	163.7	152.7	-6.7
Architecture and building	75.8	80.2	5.9
Agriculture, environmental and related studies	29.0	28.9	-0.5
Health	40.3	42.6	5.7
Education	42.7	50.7	18.7
Management and commerce	124.3	115.1	-7.4
Society and culture	113.8	105.6	-7.1
Creative arts	17.8	17.0	-4.5
Food, hospitality and personal services	68.9	64.7	-6.1
Mixed field programs	84.2	84.5	0.3
No field of education	36.5	88.3	142.1
Type of accreditation			
National training package programs	685.9	663.5	-3.3
Nationally accredited programs	82.8	80.7	-2.5
Higher level programs	0.5	0.3	-48.2
Other programs	14.9	17.0	14.4
Skill set – nationally and locally recognised	5.2	51.1	**
Subject only – no accreditation	31.2	37.1	18.9
Total students	820.5	849.7	3.6

** 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 the explanatory notes on pages 18–20 for notes relevant to this table.

Table 6 Government-funded students by major programs, January–March and January–June 2016 ('000)

	Jan–Mar 2016	Jan–Jun 2016	Jan–Mar to Jan–Jun 2016 per cent change
AQF level			
Diploma or higher	92.9	114.4	23.2
Graduate diploma	0.1	0.1	3.1
Graduate certificate	0.1	0.1	39.3
Bachelor degree (Honours & Pass)	0.2	0.2	-2.5
Advanced diploma	10.1	11.3	12.4
Associate degree	0.0	0.0	**
Diploma	82.4	102.7	24.5
Certificate IV	101.4	128.8	27.0
Certificate III	272.0	354.1	30.2
Certificate II	71.2	100.0	40.5
Certificate I	26.7	38.3	43.3
<i>AQF sub-total</i>	564.2	735.5	30.4
Non-AQF level			
Other recognised programs	36.3	66.7	83.6
Non-award programs	9.1	10.3	13.5
Subject only – no program	20.1	37.1	85.1
<i>Non-AQF sub-total</i>	65.5	114.1	74.4
Field of education			
Natural and physical sciences	4.1	5.1	25.1
Information technology	11.9	14.3	19.8
Engineering and related technologies	115.7	152.7	32.0
Architecture and building	61.6	80.2	30.3
Agriculture, environmental and related studies	20.2	28.9	42.6
Health	35.5	42.6	20.0
Education	40.5	50.7	25.0
Management and commerce	83.8	115.1	37.4
Society and culture	80.9	105.6	30.6
Creative arts	13.6	17.0	24.5
Food, hospitality and personal services	51.1	64.7	26.7
Mixed field programs	65.8	84.5	28.4
No field of education	45.0	88.3	96.2
Type of accreditation			
National training package programs	509.0	663.5	30.4
Nationally accredited programs	61.0	80.7	32.2
Higher level programs	0.3	0.3	-0.4
Other programs	14.4	17.0	18.4
Skill set – nationally and locally recognised	24.9	51.1	104.9
Subject only – no accreditation	20.1	37.1	85.1
Total students	629.7	849.7	34.9

** Percentage change not calculated due to small base numbers.

Table 7 Government-funded students by training provider type and state or territory, January–June 2016 ('000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes and other government providers	223.7	97.5	49.1	33.0	56.7	11.5	10.0	8.6	490.1
Community education providers	14.2	26.2	2.3	2.3	1.2	-	-	-	46.2
Other registered providers	32.3	119.6	94.7	17.9	25.8	8.6	5.3	3.3	307.4
Students attending more than one provider type	-	-	5.7	-	0.3	-	-	-	6.0
Total students	270.1	243.3	151.8	53.2	84.1	20.0	15.3	11.9	849.7

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

Refer to the explanatory notes on pages 18–20 for notes relevant to this table.

Table 8 Government-funded students by training provider type, January–June 2015 and 2016 ('000)

	Jan–Jun 2015	Jan–Jun 2016	Jan–June 2015 to Jan–Jun 2016 per cent change
TAFE institutes and other government providers	428.7	490.1	14.3
Community education providers	47.6	46.2	-2.8
Other registered providers	338.1	307.4	-9.1
Students attending more than one provider type	6.0	6.0	-0.8
Total students	820.5	849.7	3.6

Refer to the explanatory notes on pages 18–20 for notes relevant to this table.

Table 9 Government-funded students by training provider type, January–March and January–June 2016 ('000)

	Jan–Mar 2016	Jan–Jun 2016	Jan–Mar to Jan–Jun 2016 per cent change
TAFE institutes and other government providers	371.2	490.1	32.0
Community education providers	28.4	46.2	62.5
Other registered providers	227.6	307.4	35.1
Students attending more than one provider type	2.5	6.0	144.0
Total students	629.7	849.7	34.9

Table 10 Provider type profile by state or territory, January–June 2016

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	11	12	7	1	5	1	2	1	40
Other government providers	1	5	3	-	4	-	-	-	13
Community education providers	34	243	18	49	11	-	-	-	354
Other registered providers	348	350	565	155	214	115	85	75	1 434
Total providers reporting	363	610	593	203	234	116	87	76	1 787

A dash (-) represents a true zero figure, with no data reported in this category.
Refer to the explanatory notes on pages 18–20 for notes relevant to this table.

Table 11 Provider type profile, January–June 2015 and 2016

	Jan–Jun 2015	Jan–Jun 2016
TAFE institutes	53	40
Other government providers	14	13
Community education providers	367	354
Other registered providers	1 445	1 434
Total providers reporting	1 827	1 787

Refer to the explanatory notes on pages 18–20 for notes relevant to this table.

Table 12 Provider type profile, January–March and January–June 2016

	Jan–Mar 2016	Jan–Jun 2016
TAFE institutes	46	40
Other government providers	12	13
Community education providers	255	354
Other registered providers	1 349	1 434
Total providers reporting	1 612	1 787

Table 13 Summaries of government-funded students and subjects, January–June, 2015 and 2016 ('000)

	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2015 to Jan–Jun 2016 per cent change
Students			
Australia	820.5	849.7	3.6
New South Wales	193.8	270.1	39.4
Victoria	281.6	243.3	-13.6
Queensland	147.9	151.8	2.7
South Australia	62.1	53.2	-14.4
Western Australia	84.5	84.1	-0.5
Tasmania	22.7	20.0	-11.7
Northern Territory	14.0	15.3	9.6
Australian Capital Territory	13.9	11.9	-14.3
Subjects			
Australia	7 101.4	6 997.1	-1.5
New South Wales	1 832.5	2 344.5	27.9
Victoria	2 550.7	2 052.0	-19.6
Queensland	1 366.8	1 346.9	-1.5
South Australia	355.9	307.3	-13.7
Western Australia	652.1	631.2	-3.2
Tasmania	160.9	144.6	-10.1
Northern Territory	85.3	89.6	5.0
Australian Capital Territory	97.3	81.1	-16.7

Refer to the explanatory notes on pages 18–20 for notes relevant to this table.

Table 14 Summaries of government-funded students and subjects, January–March and January–June 2016 ('000)

	Jan–Mar 2016	Jan–Jun 2016	Jan–Mar to Jan–Jun 2016 per cent change
Students			
Australia	629.7	849.7	34.9
New South Wales	200.7	270.1	34.6
Victoria	183.2	243.3	32.8
Queensland	111.3	151.8	36.4
South Australia	37.6	53.2	41.4
Western Australia	60.5	84.1	38.9
Tasmania	15.3	20.0	30.8
Northern Territory	11.1	15.3	37.7
Australian Capital Territory	10.0	11.9	19.3
Subjects			
Australia	4 760.0	6 997.1	47.0
New South Wales	1 808.1	2 344.5	29.7
Victoria	1 277.0	2 052.0	60.7
Queensland	852.9	1 346.9	57.9
South Australia	181.5	307.3	69.3
Western Australia	423.2	631.2	49.1
Tasmania	104.0	144.6	39.1
Northern Territory	54.1	89.6	65.7
Australian Capital Territory	59.2	81.1	36.9

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/2892.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 the granting of status or credit by an institution or training provider to students for subjects (modules or units of competency) completed at the same or other institution or training provider.

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.

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 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.

Locally recognised training includes local courses and skill sets developed by training organisations, industry, enterprise, community education or professional bodies to meet an identified training need.

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

Non award programs are training programs that do not lead to a formal certification (for example AQF qualification) which denotes that the student has achieved learning outcomes or competencies stipulated in the course rules. Non-award programs are often developed where a training need cannot be met through the delivery of available nationally recognised programs and/or subjects.

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 institutes, that deliver VET (for example, agricultural colleges and higher education institutes).

Other recognised programs may include junior secondary education (year 10), senior secondary education (years 11 and 12), statements of attainment, bridging and enabling courses, and other education not elsewhere classified.

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.

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 providers 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 the government-funded component of VET delivered by:

- TAFE institutes and other government VET providers
- universities
- community education providers
- other registered providers.

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

- recreation, leisure and personal enrichment
 - fee-for-service VET
 - 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 subcontracting, auspicing, partnership or similar arrangements.
- 2 In interpreting data within this publication, it should be noted that funding for government-funded training activity is set by jurisdictional policy. The extent of funding (full or any level of part subsidy) for training programs, skill sets or subjects is not nationally consistent across jurisdictions and may vary from time to time as funding for training priorities are amended by jurisdictions.

Reporting derivations

- 3 *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 to accommodate this reporting scope.

One of the other major derivations is reporting type. A classification table developed by NCVER – in consultation with the state training authorities – determines how government-funded training providers are reported. Using this classification, training delivered by a TAFE provider in its own jurisdiction is reported as being delivered by a TAFE provider. However, if the TAFE provider successfully contests funding contracts in other jurisdictions, then any training delivery is reported as being delivered by an ‘other registered provider’ in that jurisdiction.

In both New South Wales and South Australia, there are separate data submissions for adult and community education. Training submitted through these submitters are 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

Scope change

- 4 From 2016, beginning with the *Government-funded students and courses – January to March 2016* publication, all fee-for-service activity from TAFE and other government providers has been excluded from the scope of government-funded activity. The revised reporting scope has been applied to the January to June 2015 data.
- 5 No fee-for-service activity is reported in *Government-funded students and courses – January to June 2016*, but will be reported in *Total VET students and courses 2016* to be released in 2017.

Data quality and comparability issues

National reporting

- 6 Nationally and locally recognised skill sets were introduced in AVETMISS Release 7.0 from 2014. Because skill sets can be comprised of subjects from different levels, they are not reported at an AQF level. Instead, they are reported as non-AQF.
- 7 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

- 8 NSW Workplace Training did not submit training activity data for the first three quarters of 2015. However, they did submit data for the January to December 2015 period. They have not submitted data for January to March 2016 or January to June 2016, but are expected to submit data for the January to December 2016 period.
- 9 The Board of Studies, Teaching and Educational Standards NSW submitted data to the National VET Provider Collection for the first time in the January to December 2015 collection. These data are 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). They did not submit data in the January to March 2016 or January to June 2016 reporting periods.

South Australia

- 10 SA VISA (VET in Schools assessed by TAFE institutes) did not submit training activity data for the first three quarters of 2015. However, they did submit data for the January to December 2015 Collection. They did not submit data for the January to March 2016 period, but have submitted for the January to June 2016 period.

Training packages

- 11 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.
- 12 For students enrolled in more than one qualification, the parent training packages are allocated by their highest (major) qualification level.

Qualifications

- 13 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 includes foundation, bridging and enabling courses, plus other courses that do not lead to a qualification under the AQF.

Training provider profile

- 14 There have been reductions in the number of TAFE providers reported in Western Australia, Queensland and Victoria due to the implementation of reform measures in those jurisdictions.
- 15 Data for the training provider profile is extracted by the training organisation identifier used in data submission. This represents the number of training providers reporting in the National VET Provider Collection where the data was within publication scope. Training providers submit via state training authorities as part of their funding agreement. Consequently, some training providers 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 registered provider'. However, they are only reported once in the training provider profile.
- 16 '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.

Field of education

- 17 Government-funded students undertaking *Skill sets - nationally and locally recognised and subject only - no accreditation* enrolments are not reported with a major program field of education.

'Not known' information

- 18 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.

There were high levels of 'Not known' data for some student characteristics in some jurisdictions. The extent of these 'Not known' data is illustrated in the table below.

Proportion of students (%) with 'Not known' data	Indigenous status		Disability status		Main language spoken at home	
	Jan - Jun 2015	Jan - Jun 2016	Jan - Jun 2015	Jan - Jun 2016	Jan - Jun 2015	Jan - Jun 2016
New South Wales	1.4	1.0	1.0	1.3	9.3	9.0
Victoria	1.3	1.1	1.7	1.3	1.6	1.1
Queensland	7.4	8.6	22.3	21.4	8.3	11.5
South Australia	2.1	1.8	-	-	9.4	3.2
Western Australia	8.8	9.8	10.5	11.7	11.4	14.4
Tasmania	0.9	1.4	3.2	2.3	1.3	2.3
Northern Territory	2.3	0.7	3.8	3.5	3.7	4.5
Australian Capital Territory	5.2	5.6	0.5	0.5	11.7	9.5
Australia	3.3	3.4	6.1	5.9	6.4	7.1

Caution should be taken when using data with a large number of 'Not known' responses.



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