

Australian vocational education and training statistics

# Government-funded students and courses

January to September 2016



National Centre for Vocational Education Research

## Highlights

In the first nine months to 30 September 2016, there were 1.08 million 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 4.8% increase in the number of students undertaking government-funded training in the first nine months of 2016 compared with the corresponding period in 2015. Despite this increase, there was a 2.5% decline in subject enrolments over the same period – due to an increase in students undertaking programs of shorter duration (skill sets) and subject only enrolments.

An additional 226 800 students are reported in the January to September 2016 period compared with the January to June 2016 period, which represents a 26.7% increase.

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

- 56.7% attending TAFE institutes and other government providers
- 85.6% enrolled in an Australian Qualifications Framework level program
- 41.4% studying certificate III programs
- 17.2% enrolled in engineering and related technologies.

A total of 1866 training providers delivered government-funded VET in the first nine months of 2016, a decrease from the 1888 that reported in the first nine months of 2015.

Please note: Quarterly data are not sufficiently stable to allow reliable longitudinal interpretation and must be used with caution.

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## 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 to be made to previously submitted data.

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

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/2907.html>>.

# Students and participation

## Training providers

In the first nine months of 2016:

*Table 10*

- A total of 1866 training providers delivered government-funded VET. They consisted of:
  - 40 TAFE institutes
  - 13 other government providers
  - 372 community education providers
  - 1495 other registered providers.

## Students by training provider

In the January to September 2016 period:

*Tables 7, 8 and 9*

- there were 1 076 500 students enrolled in the government-funded VET system. This represents a 4.8% increase compared with January to September 2015 and a 26.7% increase compared with January to June 2016.
- the government-funded VET system comprised:
  - 56.7% of students enrolled at TAFE institutes and other government providers
  - 5.5% at community education providers
  - 36.8% at other registered providers
  - 1.0% at more than one provider type.

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

*Table 8*

- TAFE institutes and other government providers increased by 13.8%
- community education providers decreased by 5.3%
- other registered providers decreased by 5.1%.

## Students by state/territory

In the January to September 2016 period:

*Table 13*

- New South Wales, with 358 300 students, was the major provider of government-funded VET in Australia, closely followed by Victoria, with 299 100 students, Queensland (190 700), Western Australia (104 600), South Australia (64 700), Tasmania (25 100), the Northern Territory (19 200) and the Australian Capital Territory (14 800).

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

*Table 13*

- student numbers increased in New South Wales (up 47.7%) and Northern Territory (up 8.7%)
- student numbers decreased in South Australia (down 19.8%), Victoria (down 12.6%), Tasmania (down 7.6%), Western Australia (down 5.6%), the Australian Capital Territory (down 2.9%) and Queensland (down 0.3%).

Student numbers increased in all jurisdictions during January to September 2016, compared with January to June 2016. The largest percentage increase was in New South Wales (up 32.6%), while the smallest was in South Australia (up 21.6%).

*Table 14*

## Student characteristics

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

*Table 1*

- 52.1% males
- 22.9% aged 15 to 19 years
- 19.7% aged 20 to 24 years
- 6.5% Indigenous students
- 9.2% students with a disability
- 18.6% of students from non-English speaking backgrounds
- 23.0% apprentices and trainees undertaking off-the-job training.

## Students by program

In the first nine months of 2016:

- 85.6% of government-funded students were studying Australian Qualifications Framework (AQF) programs
- 77.2% were enrolled in a national training package qualifications
- 41.4% were studying certificate III qualifications
- 15.2% were studying certificate IV qualifications
- 6.5% were studying nationally or locally recognised skill sets.

*Tables 4 and 5*

Engineering and related technologies was the most popular field of education, with 17.2% of government-funded students, followed by management and commerce, with 14.2%.

## Subjects

In the first nine months of 2016 there were 9.9 million government-funded subject enrolments. This represents a 2.5% decline compared with the first nine months of 2015.

*Tables 13 and 14*

Subject enrolments increased by 42.2% from the January to June 2016 period.

# Tables

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

Student characteristic	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>Sex</b>									
Males	177.6	155.5	109.0	32.2	56.9	12.9	9.9	7.4	561.3
Females	180.6	142.7	81.0	32.5	47.7	12.1	9.2	7.2	513.1
Not known	0.1	0.9	0.7	0.0	0.0	0.0	0.0	0.2	2.1
<b>Age</b>									
14 years and under	0.3	0.1	1.1	0.2	0.1	0.0	0.4	0.0	2.1
15–19 years	76.2	52.5	61.2	14.1	31.8	4.5	3.5	2.9	246.7
20–24 years	66.6	64.8	37.2	12.3	18.7	5.4	3.1	3.8	212.0
25–44 years	139.1	116.3	63.3	25.1	38.9	9.5	8.6	5.9	406.7
45–64 years	70.5	58.7	26.7	11.9	14.4	5.3	3.5	2.1	193.0
65 years and over	5.5	6.9	1.0	1.1	0.7	0.3	0.1	0.1	15.8
Not known	0.1	0.0	0.2	0.0	-	0.0	0.0	0.0	0.3
<b>Indigenous status</b>									
Indigenous	30.4	5.3	13.3	3.1	8.9	1.3	7.1	0.5	69.9
Non-Indigenous	323.3	291.6	160.9	60.6	85.8	23.5	11.9	13.4	971.1
Not known	4.6	2.2	16.5	1.0	9.9	0.3	0.2	0.8	35.5
<b>Disability (including impairment or long-term condition)</b>									
With a disability	38.0	32.4	11.5	6.2	6.0	2.5	1.1	1.6	99.4
Without a disability	314.0	262.6	137.5	58.5	86.8	22.1	17.3	13.1	911.8
Not known	6.4	4.0	41.7	-	11.8	0.5	0.7	0.1	65.3
<b>Language (main language spoken at home)</b>									
Non-English	60.6	86.0	15.1	11.8	17.1	1.5	5.7	2.8	200.6
English	267.4	209.8	156.2	51.0	73.1	22.9	12.7	10.5	803.7
Not known	30.3	3.3	19.5	1.9	14.4	0.6	0.8	1.5	72.3
<b>Apprentice/trainee status</b>									
Apprentices and trainees undertaking off-the-job training	68.1	58.6	61.0	10.9	32.1	8.9	3.7	4.7	248.0
Not apprentices and trainees	290.2	240.4	129.8	53.8	72.5	16.1	15.5	10.1	828.5
<b>Total students</b>	<b>358.3</b>	<b>299.1</b>	<b>190.7</b>	<b>64.7</b>	<b>104.6</b>	<b>25.1</b>	<b>19.2</b>	<b>14.8</b>	<b>1 076.5</b>

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–September 2015 and 2016 ('000)**

Student characteristic	Jan–Sep 2015	Jan–Sep 2016	Jan–Sep 2015 to Jan–Sep 2016 per cent change (%)
<b>Sex</b>			
Males	546.9	561.3	2.6
Females	478.6	513.1	7.2
Not known	2.0	2.1	1.9
<b>Age</b>			
14 years and under	2.4	2.1	-11.6
15–19 years	250.3	246.7	-1.4
20–24 years	206.8	212.0	2.5
25–44 years	374.0	406.7	8.7
45–64 years	176.7	193.0	9.2
65 years and over	16.4	15.8	-3.8
Not known	0.8	0.3	-67.7
<b>Indigenous status</b>			
Indigenous	61.2	69.9	14.3
Non-Indigenous	932.6	971.1	4.1
Not known	33.8	35.5	5.1
<b>Disability (including impairment or long-term condition)</b>			
With a disability	92.8	99.4	7.1
Without a disability	871.7	911.8	4.6
Not known	63.0	65.3	3.5
<b>Language (main language spoken at home)</b>			
Non-English	194.8	200.6	3.0
English	766.2	803.7	4.9
Not known	66.5	72.3	8.6
<b>Apprentice/trainee status</b>			
Apprentices and trainees undertaking off-the-job training	242.3	248.0	2.3
Not apprentices and trainees	785.2	828.5	5.5
<b>Total students</b>	<b>1 027.5</b>	<b>1 076.5</b>	<b>4.8</b>

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



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

Student characteristic	Jan–Jun 2016	Jan–Sep 2016	Jan–Jun 2016 to Jan–Sep 2016 per cent change (%)
<b>Sex</b>			
Males	445.8	561.3	25.9
Females	402.2	513.1	27.6
Not known	1.7	2.1	21.5
<b>Age</b>			
14 years and under	1.4	2.1	55.1
15–19 years	200.3	246.7	23.2
20–24 years	172.4	212.0	23.0
25–44 years	314.1	406.7	29.5
45–64 years	148.7	193.0	29.7
65 years and over	12.5	15.8	26.3
Not known	0.3	0.3	4.6
<b>Indigenous status</b>			
Indigenous	53.5	69.9	30.7
Non-Indigenous	767.5	971.1	26.5
Not known	28.7	35.5	23.8
<b>Disability (including impairment or long-term condition)</b>			
With a disability	78.1	99.4	27.2
Without a disability	721.4	911.8	26.4
Not known	50.1	65.3	30.1
<b>Language (main language spoken at home)</b>			
Non-English	158.1	200.6	26.9
English	631.1	803.7	27.3
Not known	60.5	72.3	19.5
<b>Apprentice/trainee status</b>			
Apprentices and trainees undertaking off-the-job training	206.8	248.0	19.9
Not apprentices and trainees	642.9	828.5	28.9
<b>Total students</b>	<b>849.7</b>	<b>1 076.5</b>	<b>26.7</b>

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–September 2016 ('000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>AQF level</b>									
Diploma or higher	33.7	57.8	19.7	10.5	12.0	2.2	1.2	2.8	140.1
Graduate diploma	0.0	0.0	-	0.0	-	0.0	0.0	-	0.1
Graduate certificate	-	0.1	0.0	-	0.0	-	0.0	0.0	0.1
Bachelor degree (Honours & Pass)	-	0.2	0.0	0.1	-	-	-	0.0	0.3
Advanced diploma	1.6	8.3	0.6	1.5	1.0	0.1	0.1	0.4	13.4
Associate degree	-	-	0.0	0.0	-	-	-	-	0.0
Diploma	32.1	49.2	19.1	8.9	11.1	2.1	1.1	2.4	126.1
Certificate IV	45.5	60.6	20.2	8.4	19.1	3.3	3.2	3.0	163.3
Certificate III	130.1	109.0	114.5	22.8	43.1	11.7	6.6	7.7	445.5
Certificate II	31.6	26.7	27.6	11.1	21.2	3.1	3.1	0.7	125.2
Certificate I	9.7	15.8	6.2	4.8	7.6	1.2	2.2	0.2	47.7
<i>AQF sub-total</i>	<i>250.6</i>	<i>269.9</i>	<i>188.2</i>	<i>57.6</i>	<i>103.0</i>	<i>21.6</i>	<i>16.3</i>	<i>14.4</i>	<i>921.7</i>
<b>Non-AQF level</b>									
Other recognised programs	73.1	9.2	1.9	2.9	1.6	0.9	0.1	0.2	89.9
Non-award programs	9.3	0.9	0.3	-	-	0.1	-	0.1	10.7
Subject only – no program	25.3	19.1	0.4	4.1	-	2.6	2.8	-	54.2
<i>Non-AQF sub-total</i>	<i>107.7</i>	<i>29.1</i>	<i>2.5</i>	<i>7.1</i>	<i>1.6</i>	<i>3.5</i>	<i>2.9</i>	<i>0.4</i>	<i>154.8</i>
<b>Field of education</b>									
Natural and physical sciences	1.4	2.1	1.4	0.7	0.8	0.1	0.0	0.1	6.6
Information technology	7.1	3.6	2.1	1.7	2.2	0.7	0.2	0.7	18.3
Engineering and related technologies	37.8	52.5	52.4	9.8	23.9	3.6	3.3	2.3	185.5
Architecture and building	24.5	33.0	19.6	5.6	8.5	1.8	1.0	1.6	95.7
Agriculture, environmental and related studies	9.9	9.2	8.0	3.0	4.5	1.4	1.3	0.4	37.6
Health	13.2	18.9	7.1	3.6	6.5	1.0	0.7	0.7	51.7
Education	10.2	24.2	14.1	3.1	7.1	0.9	1.2	1.1	62.0
Management and commerce	60.6	30.6	29.1	6.7	15.2	4.6	2.9	2.8	152.5
Society and culture	40.9	37.9	26.2	8.9	11.9	3.3	3.2	2.8	135.2
Creative arts	5.0	7.0	1.2	1.4	4.6	0.4	0.4	0.4	20.5
Food, hospitality and personal services	21.5	22.5	21.2	5.2	6.9	2.3	1.0	1.2	81.8
Mixed field programs	34.6	38.5	7.1	8.2	12.6	1.7	1.2	0.7	104.6
No field of education	91.4	19.1	1.2	6.7	-	3.3	2.8	0.2	124.7
<b>Type of accreditation</b>									
National training package qualifications	231.6	232.0	183.2	49.1	85.8	20.1	15.1	14.0	830.9
Nationally accredited courses	24.4	40.5	6.0	8.9	18.7	1.7	1.2	0.4	102.0
Higher level qualifications	-	0.2	0.0	0.1	-	-	-	0.0	0.3
Locally recognised courses	10.9	7.2	0.3	-	0.1	0.1	-	0.1	18.6
Skill sets – nationally and locally recognised	66.1	0.1	0.8	2.5	-	0.7	0.0	0.2	70.5
Subject only – no accreditation	25.3	19.1	0.4	4.1	-	2.6	2.8	-	54.2
<b>Total students</b>	<b>358.3</b>	<b>299.1</b>	<b>190.7</b>	<b>64.7</b>	<b>104.6</b>	<b>25.1</b>	<b>19.2</b>	<b>14.8</b>	<b>1 076.5</b>

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–September, 2015 and 2016 ('000)**

	Jan–Sep 2015	Jan–Sep 2016	Jan–Sep 2015 to Jan–Sep 2016 per cent change (%)
<b>AQF level</b>			
Diploma or higher	131.9	140.1	6.2
Graduate diploma	0.1	0.1	-3.8
Graduate certificate	0.2	0.1	-42.6
Bachelor degree (Honours & Pass)	0.5	0.3	-50.4
Advanced diploma	15.4	13.4	-13.0
Associate degree	0.1	0.0	-77.1
Diploma	115.6	126.1	9.1
Certificate IV	183.7	163.3	-11.1
Certificate III	456.1	445.5	-2.3
Certificate II	129.5	125.2	-3.4
Certificate I	49.7	47.7	-4.1
<i>AQF sub-total</i>	<i>951.0</i>	<i>921.7</i>	<i>-3.1</i>
<b>Non-AQF level</b>			
Other recognised programs	23.7	89.9	280.0
Non-award programs	9.2	10.7	16.8
Subject only – no program	43.8	54.2	23.9
<i>Non-AQF sub-total</i>	<i>76.6</i>	<i>154.8</i>	<i>102.1</i>
<b>Field of education</b>			
Natural and physical sciences	8.2	6.6	-19.8
Information technology	22.0	18.3	-16.9
Engineering and related technologies	201.7	185.5	-8.0
Architecture and building	92.1	95.7	3.9
Agriculture, environmental and related studies	37.1	37.6	1.4
Health	52.3	51.7	-1.3
Education	53.1	62.0	16.7
Management and commerce	154.9	152.5	-1.6
Society and culture	142.0	135.2	-4.8
Creative arts	21.7	20.5	-5.6
Food, hospitality and personal services	84.8	81.8	-3.6
Mixed field programs	107.4	104.6	-2.6
No field of education	50.3	124.7	147.8
<b>Type of accreditation</b>			
National training package qualifications	852.0	830.9	-2.5
Nationally accredited courses	107.2	102.0	-4.9
Higher level qualifications	0.7	0.3	-51.6
Locally recognised courses	17.4	18.6	6.9
Skill set – nationally and locally recognised	6.6	70.5	**
Subject only – no accreditation	43.8	54.2	23.9
<b>Total students</b>	<b>1 027.5</b>	<b>1 076.5</b>	<b>4.8</b>

\*\* 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–June and January–September 2016 ('000)**

	Jan–Jun 2016	Jan–Sep 2016	Jan–Jun to Jan–Sep 2016 per cent change (%)
<b>AQF level</b>			
Diploma or higher	114.4	140.1	22.4
Graduate diploma	0.1	0.1	**
Graduate certificate	0.1	0.1	19.2
Bachelor degree (Honours & Pass)	0.2	0.3	15.5
Advanced diploma	11.3	13.4	18.9
Associate degree	0.0	0.0	10.0
Diploma	102.7	126.1	22.8
Certificate IV	128.8	163.3	26.8
Certificate III	354.1	445.5	25.8
Certificate II	100.0	125.2	25.2
Certificate I	38.3	47.7	24.4
<i>AQF sub-total</i>	<i>735.5</i>	<i>921.7</i>	<i>25.3</i>
<b>Non-AQF level</b>			
Other recognised programs	66.7	89.9	34.8
Non-award programs	10.3	10.7	4.2
Subject only – no program	37.1	54.2	46.0
<i>Non-AQF sub-total</i>	<i>114.1</i>	<i>154.8</i>	<i>35.7</i>
<b>Field of education</b>			
Natural and physical sciences	5.1	6.6	29.3
Information technology	14.3	18.3	27.9
Engineering and related technologies	152.7	185.5	21.5
Architecture and building	80.2	95.7	19.3
Agriculture, environmental and related studies	28.9	37.6	30.2
Health	42.6	51.7	21.3
Education	50.7	62.0	22.3
Management and commerce	115.1	152.5	32.4
Society and culture	105.6	135.2	27.9
Creative arts	17.0	20.5	20.7
Food, hospitality and personal services	64.7	81.8	26.4
Mixed field programs	84.5	104.6	23.8
No field of education	88.3	124.7	41.2
<b>Type of accreditation</b>			
National training package qualifications	663.5	830.9	25.2
Nationally accredited courses	80.7	102.0	26.4
Higher level qualifications	0.3	0.3	13.7
Locally recognised courses	17.0	18.6	9.4
Skill set – nationally and locally recognised	51.1	70.5	37.9
Subject only – no accreditation	37.1	54.2	46.0
<b>Total students</b>	<b>849.7</b>	<b>1 076.5</b>	<b>26.7</b>

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

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

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes and other government providers	275.3	121.9	60.9	42.5	72.7	14.4	12.3	10.5	610.5
Community education providers	17.1	34.8	3.1	2.9	1.6	-	-	-	59.4
Other registered providers	66.0	142.4	116.7	19.4	29.9	10.6	6.9	4.2	396.1
Students attending more than one provider type	-	-	10.0	-	0.5	-	-	-	10.5
<b>Total students</b>	<b>358.3</b>	<b>299.1</b>	<b>190.7</b>	<b>64.7</b>	<b>104.6</b>	<b>25.1</b>	<b>19.2</b>	<b>14.8</b>	<b>1 076.5</b>

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–September 2015 and 2016 ('000)**

	Jan–Sep 2015	Jan–Sep 2016	Jan–Sep 2015 to Jan–Sep 2016 per cent change (%)
TAFE institutes and other government providers	536.3	610.5	13.8
Community education providers	62.7	59.4	-5.3
Other registered providers	417.5	396.1	-5.1
Students attending more than one provider type	11.0	10.5	-4.1
<b>Total students</b>	<b>1 027.5</b>	<b>1 076.5</b>	<b>4.8</b>

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–June and January–September 2016 ('000)**

	Jan–Jun 2016	Jan–Sep 2016	Jan–Jun to Jan–Sep 2016 per cent change (%)
TAFE institutes and other government providers	490.1	610.5	24.6
Community education providers	46.2	59.4	28.5
Other registered providers	307.4	396.1	28.9
Students attending more than one provider type	6.0	10.5	75.8
<b>Total students</b>	<b>849.7</b>	<b>1 076.5</b>	<b>26.7</b>

**Table 10 Provider type profile by state or territory, January–September 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	33	260	18	52	10	-	-	-	372
Other registered providers	379	354	595	162	221	118	92	88	1 495
<b>Total providers reporting</b>	<b>393</b>	<b>631</b>	<b>623</b>	<b>214</b>	<b>240</b>	<b>119</b>	<b>94</b>	<b>89</b>	<b>1 866</b>

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–September 2015 and 2016**

	Jan–Sep 2015	Jan–Sep 2016
TAFE institutes	53	40
Other government providers	14	13
Community education providers	375	372
Other registered providers	1 501	1 495
<b>Total providers reporting</b>	<b>1 888</b>	<b>1 866</b>

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

**Table 12 Provider type profile, January–June and January–September 2016**

	Jan–Jun 2016	Jan–Sep 2016
TAFE institutes	40	40
Other government providers	13	13
Community education providers	354	372
Other registered providers	1 434	1 495
<b>Total providers reporting</b>	<b>1 787</b>	<b>1 866</b>

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

	Jan–Sep 2015	Jan–Sep 2016	Jan–Sep 2015 to Jan–Sep 2016 per cent change (%)
<b>Students</b>			
<b>Australia</b>	1 027.5	1 076.5	4.8
New South Wales	242.5	358.3	47.7
Victoria	342.1	299.1	-12.6
Queensland	191.4	190.7	-0.3
South Australia	80.6	64.7	-19.8
Western Australia	110.8	104.6	-5.6
Tasmania	27.1	25.1	-7.6
Northern Territory	17.7	19.2	8.7
Australian Capital Territory	15.2	14.8	-2.9
<b>Subjects</b>			
<b>Australia</b>	10 203.6	9 946.5	-2.5
New South Wales	2 595.2	3 347.5	29.0
Victoria	3 532.7	2 848.2	-19.4
Queensland	2 047.4	1 918.6	-6.3
South Australia	580.4	451.1	-22.3
Western Australia	991.6	925.8	-6.6
Tasmania	209.1	202.4	-3.2
Northern Territory	113.8	128.1	12.6
Australian Capital Territory	133.5	124.7	-6.5

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–June and January–September 2016 ('000)**

	Jan–Jun 2016	Jan–Sep 2016	Jan–Jun to Jan–Sep 2016 per cent change (%)
<b>Students</b>			
<b>Australia</b>	849.7	1 076.5	26.7
New South Wales	270.1	358.3	32.6
Victoria	243.3	299.1	22.9
Queensland	151.8	190.7	25.7
South Australia	53.2	64.7	21.6
Western Australia	84.1	104.6	24.5
Tasmania	20.0	25.1	25.2
Northern Territory	15.3	19.2	25.3
Australian Capital Territory	11.9	14.8	24.2
<b>Subjects</b>			
<b>Australia</b>	6 997.1	9 946.5	42.2
New South Wales	2 344.5	3 347.5	42.8
Victoria	2 052.0	2 848.2	38.8
Queensland	1 346.9	1 918.6	42.5
South Australia	307.3	451.1	46.8
Western Australia	631.2	925.8	46.7
Tasmania	144.6	202.4	40.0
Northern Territory	89.6	128.1	43.0
Australian Capital Territory	81.1	124.7	53.9

## 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/2907.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 courses** include courses 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 September 2015 data.
- 5 No fee-for-service activity is reported in *Government-funded students and courses – January to September 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 and 2016. However, they did submit data for the January to December 2015 period and are expected to submit data for the January to December 2016 period. Please note that this will affect any comparisons of quarterly submissions with the annual (January to December) data.
- 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, January to June 2016 or January to September 2016 reporting periods. Please note that this will affect any comparisons of quarterly submissions with the annual (January to December) data.
- 10 From the January to December 2015 reporting period, TAFE NSW ceased reporting higher education activity to the National VET Provider Collection. This activity is now reported to the Higher Education Statistics Collection in the Department of Education and Training. In *Government-funded students and courses – January to September 2015*, NSW reported 1031 students undertaking bachelor degrees to the National VET Provider Collection. The majority of this activity (1013 students) was fee-for-service activity delivered by TAFE NSW. As a result of the change of reporting scope (which has been backdated to previous reporting periods), most of these qualifications are no longer reported for the January to September 2015 period.
- 11 The increase in students enrolled in nationally and locally recognised skill sets in New South Wales between January to September 2015 and January to September 2016 is primarily due to the growth in students enrolled in these programs at TAFE NSW. There were 63 700 students enrolled in nationally and locally recognised skill sets at TAFE NSW in the first nine months of 2016, up from 4600 students during the same period in 2015. The majority of these students are funded under the NSW Smart and Skilled program.

### South Australia

- 12 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 and January to September 2016 periods. Please note that this will affect any comparisons of quarterly submissions with the annual (January to December) data.

## Training packages

- 13 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.
- 14 For students enrolled in more than one qualification, the parent training packages are allocated by their highest (major) qualification level.

## Qualifications

- 15 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

- 16 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.
- 17 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 were 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.
- 18 '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's figures, but only counted once in the total.

## Field of education

- 19 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

- 20 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 – Sep 2015	Jan – Sep 2016	Jan – Sep 2015	Jan – Sep 2016	Jan – Sep 2015	Jan – Sep 2016
New South Wales	1.5	1.3	1.2	1.8	9.5	8.5
Victoria	1.1	0.7	1.5	1.3	1.4	1.1
Queensland	7.7	8.6	22.0	21.9	9.3	10.2
South Australia	1.8	1.5	-	-	7.5	2.9
Western Australia	7.8	9.5	10.0	11.3	11.0	13.8
Tasmania	1.1	1.2	2.5	2.1	1.7	2.5
Northern Territory	1.9	0.8	4.0	3.9	3.7	4.3
Australian Capital Territory	5.3	5.7	0.6	0.7	9.5	10.0
<b>Australia</b>	<b>3.3</b>	<b>3.3</b>	<b>6.1</b>	<b>6.1</b>	<b>6.5</b>	<b>6.7</b>

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



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