# NCVER

Australian vocational education and training statistics

# Government-funded students and courses

## 2016

National Centre for Vocational Education Research

## Highlights

In 2016 there were 1.3 million students enrolled in the government-funded vocational education and training (VET) system (defined as all Commonwealth and state/territory government-funded training delivered by technical and further education [TAFE] institutes, other government providers [such as universities], community education providers and other registered providers).

- In 2016, compared with 2015:
  – Student numbers increased by 3.3%.
  – Subject enrolments decreased by 3.1%.
  – Hours and full-year training equivalents (FYTEs) decreased by 4.2%.
- An estimated 7.8% of the Australian population aged 15 to 64 years participated in the government-funded VET system in Australia in 2016.
- An estimated 21.3% of the Australian population aged between 15 and 19 years participated in the government-funded VET system in 2016.
- In 2016, students in the government-funded VET system comprised:
  – 43.7% aged 24 years and under
  – 52.3% males
  – 81.3% studying part-time.
- The preliminary count of the number of Australian Qualifications Framework (AQF) programs completed in 2016 was 357 700, with 45.3% of AQF programs completed at certificate III level and 16.7% at certificate IV level.

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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 all Commonwealth and state/territory government-funded training delivered by technical and further education [TAFE] institutes, other government providers [such as universities], community education providers 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 programs, such as full courses that lead to formal qualifications or skill sets that provide a clearly defined link to a licence or regulatory requirement, or defined industry need. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of VET in Australia include TAFE institutes, universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

Student participation can also be wide ranging, with some students receiving training from multiple training organisations within the same year. If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once, so government-funded student counts (and the participation rate based on these counts) may be inflated.

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

# About this publication

This publication is prepared in accordance with scope definitions outlined in the Explanatory notes section on page 21.

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The definition of government-funded activity has been revised for 2016. This publication now includes only Commonwealth and state/territory government-funded training (either Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding) from all training providers. All fee-for-service activity from training providers has been excluded, although it will be reported in *Total VET students and courses 2016.*

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# 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 <https://www.ncver.edu.au>.

For additional data on government-funded training activity, please refer to <https://www.ncver.edu.au/>.

# Students and estimated participation

## Training providers

In 2016:                                                                    *Table 1*

- A total of 1931 training organisations delivered government-funded VET. They consisted of:
    - 40 TAFE institutes
    - 13 other government providers
    - 381 community education providers
    - 1558 other training providers.

## Students by training providers

In 2016:                                                                    *Table 2*

- There were 1.3 million students enrolled in the government-funded VET system, an increase of 3.3% from the previous year.

- The government-funded VET system comprised:
    - 660 400 (52.2%) students at TAFE and other government providers
    - 73 300 (5.8%) students at community education providers
    - 516 000 (40.8%) students at other registered providers
    - 16 000 students (1.3%) attending various provider types.

In 2016, compared with 2015:                                                *Table 2*

- students attending TAFE and other government providers increased by 14.8%

- students attending community education providers decreased by 7.6%

- students attending other registered providers decreased by 7.1%.

## Students by state/territory

- New South Wales experienced the largest growth in student numbers, which increased by 125 100 students (38.0%). There were also an additional 850 900 subject enrolments (30.1% increase), 21.7 million hours (27.0% increase) and an extra 30 200 full-year training equivalents (FYTEs) (27.0% increase) in 2016 compared with the previous year.                                    *Table 3*

- The Northern Territory, with an additional 700 students (3.2% increase), was the only other jurisdiction to experience notable growth.                          *Table 3*

- Tasmania's 0.2% increase in student numbers was the result of a change in data submission, rather than a real increase in student numbers (see explanatory note 21).        *Table 3*

- New South Wales, with 454 000 students has become the largest provider of government-funded VET in Australia, with 35.9% of the national government-funded training. They are followed by Victoria (338 400 or 26.7%), Queensland (216 500 or 17.1%), Western Australia (118 800 or 9.4%), South Australia (70 900 or 5.6%), Tasmania (28 700 or 2.3%), Northern Territory (22 400 or 1.8%) and the Australian Capital Territory (15 900 or 1.3%).                        *Table 3*

- Victoria experienced the largest decline in student numbers, falling from 391 300 students in 2015 to 338 400 students in 2016 — a decline of 53 000 students or 13.5%. South Australia reported the largest percentage decline in student numbers, with a decline of 17.9%.    *Table 3*

## Student estimated participation and characteristics

In 2016, compared with 2015:

- Estimated participation in the government-funded VET system by students aged 15 to 64 years increased from 7.6% to 7.8%. The estimated participation rate for 20–24 year olds increased from 13.8% to 13.9%, 25–44 year olds increased from 6.5% to 6.9% and 45–64 year olds increased from 3.6% to 3.8%. In contrast, the estimated participation rate for 15–19 year olds declined from 21.8% to 21.3% and for students aged 65 years or more estimated participation declined from 0.6% to 0.5%. *Table 5*

- The changes in estimated participation rates are also reflected in the changes in age groups: *Table 5*
  - 15 to 19 year-olds declined by 1.9% to 316 300 students
  - 20 to 24 year olds increased by 1.3% to 233 300 students
  - 25 to 44 year-olds increased by 7.2% to 467 200 students
  - 45 to 64 year-olds increased by 7.0% to 226 400 students
  - students 65 years and older decreased by 7.8% to 18 700 students.

- The number of females increased by 5.8% to 601 600 students, to comprise 47.5% of the government-funded student population. *Table 6*

- Males comprised 52.3% of the government-funded student population, of whom 78.1% studied at certificate levels, compared with 66.2% of females. In contrast, 18.0% of females studied at diploma or higher levels compared with 7.1% of males. *Table 6*

- Indigenous students increased by 12.5% to 83 500 students. *Table 6*

- Students with a disability increased by 7.9% to 113 900 students. *Table 6*

- The number of apprentices and trainees undertaking off-the-job training decreased by 2.1%, to 278 300 students. Apprentices and trainees comprised 22.0% of the government-funded VET student population in 2016, down from 23.2% in 2015. *Table 6*

- The number of students undertaking training on a part-time basis increased by 5.2% to 1.03 million students. The major increase in full-time students occurred for those studying at diploma level (3200 additional students or 5.7% increase). For part-time students, the major growth was for students undertaking 'Other recognised programs' (67 300 additional students or 182.5% increase). *Table 6*

# Programs

## Australian Qualifications Framework (AQF) programs

In 2016, compared with 2015:

- The number of students enrolled in Australian Qualifications Framework (AQF) programs declined by 3.2% to 1.07 million students in 2016. The proportion of students studying AQF programs decreased from 90.4% in 2015 to 84.7% in 2016. *Table 7*

- In contrast, the number of students enrolled in non-AQF programs increased by 65.3% to 193 500 students in 2016. This was led by the 169.3% increase in students enrolled in 'other recognised programs', 9.6% increase in students enrolled in subject only enrolments and 5.9% increase in non-award programs. *Table 7*

- Preliminary estimates indicate there were 357 700 AQF program completions reported in 2016. This preliminary number will be revised following the submission of additional data to the 2017 VET Provider Collection. *Table 15*

In 2015, compared with 2014:

- The number of AQF program completions declined by 15.1% to 438 800 programs. The decline in AQF program completions was widespread, with only Certificate II and Bachelor programs increasing in 2015 over the previous year (by 2.6% and 3.4% respectively). *Table 15*

- Almost half (46.7%) of AQF program completions in 2015 were at the certificate III level. *Table 15*

## Training package programs

- The number of students enrolled in national training package programs declined by 2.7% to 972 300 students in 2016. These represent 76.8% of all government-funded students. *Table 7*

- Community Services (CHC) remained the most popular training package in 2016, accounting for 18.5% of all students enrolled in training packages. *Table 10*

- The Community Services (CHC) training package accounted for 16.8% of all training package program completions in 2015. In the preliminary 2016 program completion data, Community Services (CHC) accounted for 19.1% of training package completions. *Table 11*

## Skill sets

- The number of students enrolled in nationally and locally recognised skill sets increased by 299.5% to 89 400 students in 2016. Students undertaking skill sets now represent 7.1% of all government-funded students. *Table 7*

- The vast majority (97.2%) of the increase in students enrolled in skill sets occurred in New South Wales, where numbers increased by 360.0% to 83 200 students.

## Field of education

- Engineering and related technologies was the most popular field of education in 2016, with 16.5% of all government-funded students. *Table 7*

- Education recorded the largest growth of all fields of education up 12.5% to 69 300 students in 2016. Natural and physical sciences experienced the greatest decline (-16.4%), followed by information technology (-14.6%). *Table 7*

# Subjects

- The number of subject enrolments declined by 3.1% to 11.5 million subjects in 2016. *Table 3*

- 68.8% of subject enrolments were successfully completed (competency achieved/pass; recognition of prior learning — granted; non-assessable enrolment — satisfactorily completed) in 2016. *Table 13*

- The only finalised outcome to increase between 2015 and 2016 was non-assessable enrolment — satisfactorily completed, which increased by 9.3%. In addition, continuing enrolments increased by 16.0%. *Table 13*

## Hours of delivery and full-year training equivalents (FYTEs)

- Total hours of delivery decreased by 4.2% to 377.4 million hours in 2016 compared with 2015. *Table 3*

- Full-year training equivalents (FYTEs) decreased by 4.2% to 524 100 FYTEs in 2016 compared with 2015. *Table 3*

# Tables

**Table 1    Provider type profile, 2016**

| | Training providers | | | | Training providers reporting |
|---|---|---|---|---|---|
| | TAFE | Other government providers | Community education providers | Other providers | |
| New South Wales | 11 | 1 | 34 | 448 | 462 |
| Victoria | 12 | 5 | 262 | 351 | 630 |
| Queensland | 7 | 3 | 21 | 614 | 645 |
| South Australia | 1 | - | 55 | 160 | 214 |
| Western Australia | 5 | 4 | 10 | 226 | 245 |
| Tasmania | 1 | - | - | 122 | 123 |
| Northern Territory | 2 | - | - | 101 | 103 |
| Australian Capital Territory | 1 | - | - | 86 | 87 |
| **Total training providers** | **40** | **13** | **381** | **1 558** | **1 931** |

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 2    Government-funded students, hours of delivery and full-year training equivalents, by provider type, 2012–16**

| | 2012 | 2013 | 2014 | 2015 | 2016 | | 2015–16 |
|---|---|---|---|---|---|---|---|
| | (’000) | (’000) | (’000) | (’000) | (’000) | % | % change |
| **Students** | | | | | | | |
| TAFE and other government providers | 882.1 | 824.0 | 693.9 | 575.5 | 660.4 | 52.2 | 14.8 |
| Community education providers | 93.9 | 102.1 | 93.4 | 79.4 | 73.3 | 5.8 | -7.6 |
| Other registered providers | 550.1 | 542.4 | 584.6 | 555.1 | 516.0 | 40.8 | -7.1 |
| Students attending various providers | 16.8 | 14.1 | 21.4 | 14.7 | 16.0 | 1.3 | 8.5 |
| **Total students** | **1 542.8** | **1 482.6** | **1 393.2** | **1 224.7** | **1 265.6** | **100.0** | **3.3** |
| **Full-year training equivalents** | | | | | | | |
| TAFE and other government providers | 432.5 | 413.1 | 363.3 | 275.4 | 283.5 | 54.1 | 2.9 |
| Community education providers | 25.6 | 23.5 | 23.9 | 21.4 | 22.2 | 4.2 | 3.9 |
| Other registered providers | 215.5 | 215.3 | 261.1 | 250.2 | 218.4 | 41.7 | -12.7 |
| **Total full-year training equivalents** | **673.6** | **651.8** | **648.4** | **547.0** | **524.1** | **100.0** | **-4.2** |
| **Hours of delivery** | | | | | | | |
| TAFE and other government providers | 311 368.6 | 297 403.3 | 261 609.8 | 198 271.7 | 204 085.0 | 54.1 | 2.9 |
| Community education providers | 18 408.3 | 16 900.5 | 17 177.4 | 15 411.5 | 16 015.7 | 4.2 | 3.9 |
| Other registered providers | 155 191.0 | 154 982.8 | 188 027.1 | 180 169.1 | 157 256.1 | 41.7 | -12.7 |
| **Total hours of delivery** | **484 967.9** | **469 286.6** | **466 814.4** | **393 852.4** | **377 356.9** | **100.0** | **-4.2** |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 3   Summaries of government-funded training by state and territory, 2012–16**

| | 2012 ('000) | 2013 ('000) | 2014 ('000) | 2015 ('000) | 2016 ('000) | 2015–16 % change |
|---|---|---|---|---|---|---|
| **Students** | | | | | | |
| **Australia** | **1 542.8** | **1 482.6** | **1 393.2** | **1 224.7** | **1 265.6** | **3.3** |
| New South Wales | 466.0 | 422.9 | 407.9 | 329.0 | 454.0 | 38.0 |
| Victoria | 494.3 | 498.0 | 460.5 | 391.3 | 338.4 | -13.5 |
| Queensland | 236.9 | 198.2 | 209.4 | 223.4 | 216.5 | -3.1 |
| South Australia | 123.3 | 150.3 | 107.9 | 86.3 | 70.9 | -17.9 |
| Western Australia | 145.2 | 141.3 | 132.0 | 127.7 | 118.8 | -7.0 |
| Tasmania | 31.7 | 29.8 | 34.1 | 28.7 | 28.7 | 0.2 |
| Northern Territory | 21.7 | 20.2 | 21.8 | 21.7 | 22.4 | 3.2 |
| Australian Capital Territory | 23.8 | 21.9 | 19.6 | 16.5 | 15.9 | -3.6 |
| **Full-year training equivalents** | | | | | | |
| **Australia** | **673.6** | **651.8** | **648.4** | **547.0** | **524.1** | **-4.2** |
| New South Wales | 188.8 | 170.8 | 173.6 | 111.7 | 141.8 | 27.0 |
| Victoria | 261.1 | 258.0 | 256.7 | 218.8 | 180.3 | -17.6 |
| Queensland | 89.7 | 78.2 | 93.4 | 103.7 | 97.7 | -5.7 |
| South Australia | 44.7 | 58.6 | 40.4 | 32.3 | 26.3 | -18.5 |
| Western Australia | 61.7 | 61.4 | 57.7 | 56.5 | 53.8 | -4.7 |
| Tasmania | 12.4 | 10.7 | 11.5 | 10.3 | 9.8 | -4.9 |
| Northern Territory | 6.3 | 5.7 | 6.9 | 6.0 | 7.0 | 16.2 |
| Australian Capital Territory | 8.9 | 8.5 | 8.1 | 7.7 | 7.2 | -5.8 |
| **Subject enrolments** | | | | | | |
| **Australia** | **14 523.1** | **13 875.2** | **13 498.3** | **11 893.3** | **11 522.1** | **-3.1** |
| New South Wales | 3 813.0 | 3 472.1 | 3 458.0 | 2 830.8 | 3 681.7 | 30.1 |
| Victoria | 5 628.8 | 5 469.7 | 5 136.5 | 4 210.8 | 3 362.4 | -20.1 |
| Queensland | 2 084.6 | 1 788.2 | 2 228.6 | 2 469.2 | 2 333.1 | -5.5 |
| South Australia | 1 017.4 | 1 275.2 | 820.6 | 642.5 | 499.6 | -22.2 |
| Western Australia | 1 337.4 | 1 308.6 | 1 242.7 | 1 205.1 | 1 110.3 | -7.9 |
| Tasmania | 269.6 | 232.7 | 274.9 | 238.1 | 233.2 | -2.1 |
| Northern Territory | 155.8 | 148.8 | 162.2 | 146.9 | 160.5 | 9.2 |
| Australian Capital Territory | 216.5 | 179.9 | 174.8 | 149.8 | 141.2 | -5.7 |
| **Hours of delivery** | | | | | | |
| **Australia** | **484 967.9** | **469 286.6** | **466 814.4** | **393 852.4** | **377 356.9** | **-4.2** |
| New South Wales | 135 954.7 | 122 942.8 | 124 963.1 | 80 400.1 | 102 131.7 | 27.0 |
| Victoria | 187 977.0 | 185 790.5 | 184 856.8 | 157 565.5 | 129 813.2 | -17.6 |
| Queensland | 64 597.3 | 56 292.7 | 67 233.4 | 74 657.1 | 70 373.0 | -5.7 |
| South Australia | 32 202.1 | 42 157.2 | 29 102.7 | 23 268.5 | 18 965.6 | -18.5 |
| Western Australia | 44 392.9 | 44 173.4 | 41 569.1 | 40 661.0 | 38 749.0 | -4.7 |
| Tasmania | 8 922.5 | 7 695.3 | 8 244.4 | 7 420.8 | 7 056.9 | -4.9 |
| Northern Territory | 4 527.0 | 4 109.6 | 5 001.1 | 4 353.5 | 5 060.4 | 16.2 |
| Australian Capital Territory | 6 394.5 | 6 125.1 | 5 843.9 | 5 525.9 | 5 206.9 | -5.8 |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 4     Government-funded VET students by states or territories, 2003–16 ('000)**

| Year | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT | Australia |
|---|---|---|---|---|---|---|---|---|---|
| 2003 | 483.2 | 322.2 | 196.3 | 89.5 | 109.7 | 26.8 | 19.2 | 19.5 | 1 266.3 |
| 2004 | 410.7 | 305.4 | 182.1 | 93.5 | 105.6 | 26.8 | 19.1 | 19.9 | 1 163.0 |
| 2005 | 455.5 | 292.2 | 196.2 | 95.6 | 108.3 | 28.4 | 20.3 | 20.1 | 1 216.6 |
| 2006 | 469.1 | 300.8 | 204.6 | 91.5 | 110.2 | 29.5 | 21.0 | 21.2 | 1 247.9 |
| 2007 | 454.7 | 294.2 | 206.0 | 94.3 | 121.3 | 30.2 | 21.4 | 21.8 | 1 243.9 |
| 2008 | 447.2 | 301.7 | 210.1 | 95.4 | 126.2 | 31.2 | 20.8 | 21.6 | 1 254.2 |
| 2009 | 446.9 | 306.2 | 214.3 | 98.5 | 135.7 | 30.0 | 21.1 | 22.5 | 1 275.1 |
| 2010 | 467.1 | 342.9 | 230.4 | 99.3 | 143.4 | 30.7 | 21.1 | 25.0 | 1 360.1 |
| 2011 | 464.9 | 436.0 | 253.8 | 101.6 | 146.7 | 31.6 | 21.9 | 23.9 | 1 480.3 |
| 2012 | 466.0 | 494.3 | 236.9 | 123.3 | 145.2 | 31.7 | 21.7 | 23.8 | 1 542.8 |
| 2013 | 422.9 | 498.0 | 198.2 | 150.3 | 141.3 | 29.8 | 20.2 | 21.9 | 1 482.6 |
| 2014 | 407.9 | 460.5 | 209.4 | 107.9 | 132.0 | 34.1 | 21.8 | 19.6 | 1 393.2 |
| 2015 | 329.0 | 391.3 | 223.4 | 86.3 | 127.7 | 28.7 | 21.7 | 16.5 | 1 224.7 |
| 2016 | 454.0 | 338.4 | 216.5 | 70.9 | 118.8 | 28.7 | 22.4 | 15.9 | 1 265.6 |
| 2015–16 % change | 38.0 | -13.5 | -3.1 | -17.9 | -7.0 | 0.2 | 3.2 | -3.6 | 3.3 |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 5     Estimated participation rate (%) of Australians aged 15 years and older in government-funded VET, 2012–16**

| Age group | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|
| 15 to 19 years | 29.7 | 27.1 | 24.3 | 21.8 | 21.3 |
| 20 to 24 years | 16.8 | 16.4 | 15.8 | 13.8 | 13.9 |
| 25 to 44 years | 8.3 | 8.0 | 7.5 | 6.5 | 6.9 |
| 45 to 64 years | 4.8 | 4.5 | 4.2 | 3.6 | 3.8 |
| 65 years and over | 0.6 | 0.7 | 0.6 | 0.6 | 0.5 |
| 15 to 64 years | 9.9 | 9.4 | 8.8 | 7.6 | 7.8 |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

Sources:   NCVER, National VET Provider Collections 2012–16; Australian Bureau of Statistics (ABS), *Australian Demographic Statistics*, June 2016, table 59, cat.no.3101.0.

**Table 6    Government-funded student characteristics, 2012–16**

| Student characteristic | 2012 ('000) | 2013 ('000) | 2014 ('000) | 2015 ('000) | 2016 ('000) | 2016 % | 2015–16 % change |
|---|---|---|---|---|---|---|---|
| **Sex** | | | | | | | |
| Male | 779.3 | 760.0 | 721.2 | 653.6 | 661.7 | 52.3 | 1.2 |
| Female | 760.1 | 719.9 | 669.5 | 568.6 | 601.6 | 47.5 | 5.8 |
| Not known | 3.4 | 2.7 | 2.4 | 2.5 | 2.3 | 0.2 | -5.9 |
| **Age** | | | | | | | |
| 14 years and under | 9.3 | 6.6 | 4.5 | 3.6 | 3.5 | 0.3 | -3.8 |
| 15 to 19 years | 433.0 | 397.7 | 358.9 | 322.3 | 316.3 | 25.0 | -1.9 |
| 20 to 24 years | 272.8 | 268.9 | 260.6 | 230.3 | 233.3 | 18.4 | 1.3 |
| 25 to 44 years | 534.6 | 525.0 | 500.1 | 435.6 | 467.2 | 36.9 | 7.2 |
| 45 to 64 years | 269.3 | 257.9 | 244.2 | 211.6 | 226.4 | 17.9 | 7.0 |
| 65 years and over | 19.3 | 23.4 | 22.4 | 20.3 | 18.7 | 1.5 | -7.8 |
| Not known | 4.6 | 3.1 | 2.6 | 1.0 | 0.3 | 0.0 | -74.5 |
| **Student remoteness (ARIA+) region** | | | | | | | |
| Major cities | 940.4 | 923.3 | 863.8 | 750.6 | 772.4 | 61.0 | 2.9 |
| Inner regional | 356.0 | 332.7 | 315.2 | 281.7 | 297.0 | 23.5 | 5.4 |
| Outer regional | 173.6 | 160.2 | 145.7 | 136.3 | 139.3 | 11.0 | 2.2 |
| Remote | 33.8 | 30.4 | 28.2 | 26.1 | 26.2 | 2.1 | 0.3 |
| Very remote | 20.1 | 18.1 | 16.8 | 16.5 | 16.9 | 1.3 | 2.0 |
| Overseas | 1.2 | 2.4 | 0.9 | 1.4 | 1.1 | 0.1 | -22.1 |
| Not known | 17.7 | 15.6 | 22.5 | 12.1 | 12.7 | 1.0 | 5.3 |
| **Indigenous status** | | | | | | | |
| Indigenous | 80.7 | 76.2 | 77.5 | 74.2 | 83.5 | 6.6 | 12.5 |
| Non-Indigenous | 1 384.6 | 1 352.7 | 1 269.1 | 1 111.3 | 1 142.3 | 90.3 | 2.8 |
| Not known | 77.4 | 53.7 | 46.6 | 39.2 | 39.9 | 3.1 | 1.7 |
| **Disability (including impairment or long-term condition)** | | | | | | | |
| With a disability | 111.3 | 112.8 | 117.0 | 105.6 | 113.9 | 9.0 | 7.9 |
| Without a disability | 1 270.9 | 1 232.2 | 1 162.4 | 1 006.7 | 1 035.4 | 81.8 | 2.9 |
| Not known | 160.7 | 137.6 | 113.9 | 112.5 | 116.4 | 9.2 | 3.4 |
| **English (main language spoken at home)** | | | | | | | |
| Non-English | 239.4 | 258.5 | 263.0 | 228.3 | 228.3 | 18.0 | 0.0 |
| English | 1 200.6 | 1 126.2 | 1 048.9 | 922.4 | 957.4 | 75.6 | 3.8 |
| Not known | 102.8 | 97.8 | 81.3 | 74.1 | 79.9 | 6.3 | 7.9 |
| **Study mode** | | | | | | | |
| Full-time | 294.2 | 292.8 | 306.5 | 246.8 | 236.7 | 18.7 | -4.1 |
| Part-time | 1 248.6 | 1 189.8 | 1 086.7 | 977.9 | 1 028.9 | 81.3 | 5.2 |
| **Apprentice/trainee status** | | | | | | | |
| Apprentices and trainees undertaking off-the-job training | 387.6 | 340.7 | 307.0 | 284.4 | 278.3 | 22.0 | -2.1 |
| Not apprentices and trainees | 1 155.2 | 1 141.9 | 1 086.2 | 940.3 | 987.3 | 78.0 | 5.0 |
| **SEIFA IRSD** | | | | | | | |
| Quintile 1 (Most disadvantaged) | 370.4 | 359.4 | 339.6 | 298.1 | 311.3 | 24.6 | 4.4 |
| Quintile 2 | 352.5 | 339.7 | 314.9 | 276.2 | 285.9 | 22.6 | 3.5 |
| Quintile 3 | 302.1 | 292.3 | 273.4 | 245.2 | 251.1 | 19.8 | 2.4 |
| Quintile 4 | 287.6 | 275.9 | 257.9 | 229.6 | 230.8 | 18.2 | 0.5 |
| Quintile 5 (Least disadvantaged) | 210.2 | 196.6 | 183.1 | 161.4 | 171.8 | 13.6 | 6.4 |
| Not known | 20.1 | 18.8 | 24.3 | 14.2 | 14.8 | 1.2 | 4.1 |
| **Total students** | **1 542.8** | **1 482.6** | **1 393.2** | **1 224.7** | **1 265.6** | **100.0** | **3.3** |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 7     Government-funded students by major programs, 2012–16**

| | 2012 | 2013 | 2014 | 2015 | 2016 | | 2015–16 |
|---|---|---|---|---|---|---|---|
| | ('000) | ('000) | ('000) | ('000) | ('000) | % | % change |
| **AQF programs** | | | | | | | |
| Diploma or higher | 207.6 | 172.9 | 165.6 | 143.4 | 155.4 | 12.3 | 8.4 |
| Graduate diploma | 0.0 | 0.1 | 0.2 | 0.1 | 0.2 | 0.0 | 69.3 |
| Graduate certificate | 1.2 | 0.6 | 0.4 | 0.2 | 0.1 | 0.0 | -13.2 |
| Bachelor degree (Honours and Pass) | 0.9 | 1.1 | 1.1 | 0.5 | 0.4 | 0.0 | -25.1 |
| Advanced diploma | 32.1 | 24.9 | 20.7 | 16.1 | 14.3 | 1.1 | -11.2 |
| Associate degree | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | *-61.4* |
| Diploma | 173.3 | 146.1 | 143.2 | 126.5 | 140.4 | 11.1 | 11.0 |
| Certificate IV | 274.0 | 257.1 | 244.9 | 204.4 | 182.0 | 14.4 | -11.0 |
| Certificate III | 596.3 | 593.3 | 591.1 | 519.8 | 504.6 | 39.9 | -2.9 |
| Certificate II | 258.2 | 237.0 | 202.3 | 180.2 | 173.1 | 13.7 | -3.9 |
| Certificate I | 82.7 | 89.2 | 71.7 | 59.9 | 57.2 | 4.5 | -4.5 |
| *AQF sub-total* | *1 418.8* | *1 349.6* | *1 275.6* | *1 107.7* | *1 072.2* | *84.7* | *-3.2* |
| **Non-AQF programs** | | | | | | | |
| Other recognised programs | 59.1 | 48.9 | 37.3 | 41.1 | 110.6 | 8.7 | 169.3 |
| Non-award programs | 7.7 | 6.1 | 7.6 | 10.0 | 10.6 | 0.8 | 5.9 |
| Subject only—no qualification | 57.2 | 78.1 | 72.7 | 65.9 | 72.3 | 5.7 | 9.6 |
| *Non-AQF sub-total* | *124.0* | *133.0* | *117.6* | *117.0* | *193.5* | *15.3* | *65.3* |
| **Field of education** | | | | | | | |
| Natural and physical sciences | 6.7 | 7.8 | 8.6 | 9.0 | 7.5 | 0.6 | -16.4 |
| Information technology | 29.9 | 31.7 | 30.8 | 25.3 | 21.6 | 1.7 | -14.6 |
| Engineering and related technologies | 265.8 | 259.8 | 241.8 | 231.9 | 209.4 | 16.5 | -9.7 |
| Architecture and building | 103.1 | 104.2 | 101.4 | 110.9 | 113.9 | 9.0 | 2.7 |
| Agriculture, environmental and related studies | 54.6 | 49.3 | 50.0 | 44.2 | 45.1 | 3.6 | 2.0 |
| Health | 62.7 | 59.4 | 57.6 | 54.0 | 54.6 | 4.3 | 1.0 |
| Education | 38.8 | 38.5 | 49.3 | 61.6 | 69.3 | 5.5 | 12.5 |
| Management and commerce | 353.9 | 283.5 | 257.2 | 181.6 | 181.4 | 14.3 | -0.1 |
| Society and culture | 214.3 | 217.0 | 204.1 | 158.3 | 154.7 | 12.2 | -2.3 |
| Creative arts | 43.9 | 37.3 | 32.7 | 25.0 | 24.7 | 1.9 | -1.1 |
| Food, hospitality and personal services | 143.6 | 133.1 | 127.0 | 115.3 | 108.1 | 8.5 | -6.2 |
| Mixed field programmes | 168.3 | 182.9 | 146.1 | 119.4 | 113.9 | 9.0 | -4.6 |
| Subject only—no field of education | 57.2 | 78.1 | 86.7 | 88.3 | 161.7 | 12.8 | 83.1 |
| **Type of accreditation** | | | | | | | |
| National training package programs | 1 251.9 | 1 173.7 | 1 137.8 | 998.9 | 972.3 | 76.8 | -2.7 |
| Nationally accredited programs | 194.0 | 196.5 | 152.7 | 118.8 | 112.5 | 8.9 | -5.3 |
| Higher level programs | 1.0 | 1.2 | 1.2 | 0.6 | 0.5 | 0.0 | -24.7 |
| Other programs | 38.6 | 33.0 | 14.8 | 18.1 | 18.8 | 1.5 | 3.4 |
| Skill set—nationally and locally recognised | - | - | 14.0 | 22.4 | 89.4 | 7.1 | 299.5 |
| Subject only—no accreditation | 57.2 | 78.1 | 72.7 | 65.9 | 72.3 | 5.7 | 9.6 |
| **Total students** | **1 542.8** | **1 482.6** | **1 393.2** | **1 224.7** | **1 265.6** | **100.0** | **3.3** |

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 8    Government-funded students by major programs and selected demographic characteristics, 2016**

| | 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 | 155.4 | 7.1 | 18.0 | 9.8 | 16.2 | 11.1 | 7.4 |
| Graduate diploma | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Graduate certificate | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Bachelor degree (Honours and Pass) | 0.4 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Advanced diploma | 14.3 | 1.2 | 1.1 | 1.0 | 1.4 | 1.0 | 0.4 |
| Associate degree | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - |
| Diploma | 140.4 | 5.9 | 16.8 | 8.7 | 14.7 | 10.1 | 6.9 |
| Certificate IV | 182.0 | 13.4 | 15.5 | 9.0 | 19.3 | 17.9 | 9.9 |
| Certificate III | 504.6 | 44.8 | 34.5 | 48.5 | 35.4 | 30.2 | 35.9 |
| Certificate II | 173.1 | 15.1 | 12.2 | 21.0 | 8.1 | 7.9 | 21.7 |
| Certificate I | 57.2 | 4.9 | 4.1 | 3.9 | 4.3 | 6.0 | 10.5 |
| *AQF sub-total* | *1 072.2* | *85.2* | *84.2* | *92.1* | *83.2* | *73.1* | *85.3* |
| **Non-AQF programs** | | | | | | | |
| Other recognised programs | 110.6 | 8.4 | 9.1 | 4.7 | 9.8 | 15.1 | 7.7 |
| Non-award programs | 10.6 | 1.2 | 0.4 | 0.4 | 1.1 | 1.2 | 0.4 |
| Subject only—no qualification | 72.3 | 5.1 | 6.3 | 2.7 | 5.9 | 10.6 | 6.6 |
| *Non-AQF sub-total* | *193.5* | *14.8* | *15.8* | *7.9* | *16.8* | *26.9* | *14.7* |
| **Field of education** | | | | | | | |
| Natural and physical sciences | 7.5 | 0.4 | 0.8 | 0.6 | 0.6 | 0.5 | 0.2 |
| Information technology | 21.6 | 2.6 | 0.8 | 2.3 | 1.2 | 1.1 | 1.2 |
| Engineering and related technologies | 209.4 | 28.8 | 3.0 | 19.4 | 15.6 | 12.4 | 14.3 |
| Architecture and building | 113.9 | 16.2 | 1.0 | 13.0 | 7.4 | 3.2 | 6.2 |
| Agriculture, environmental and related studies | 45.1 | 5.2 | 1.8 | 3.7 | 3.5 | 3.4 | 5.7 |
| Health | 54.6 | 1.9 | 7.0 | 4.6 | 4.4 | 3.8 | 4.3 |
| Education | 69.3 | 1.5 | 9.9 | 3.5 | 8.0 | 5.5 | 4.7 |
| Management and commerce | 181.4 | 9.5 | 19.6 | 14.2 | 15.1 | 13.9 | 15.2 |
| Society and culture | 154.7 | 6.4 | 18.6 | 10.3 | 13.4 | 15.1 | 14.8 |
| Creative arts | 24.7 | 1.6 | 2.4 | 3.0 | 1.1 | 1.1 | 2.5 |
| Food, hospitality and personal services | 108.1 | 6.1 | 11.3 | 13.4 | 5.3 | 4.0 | 8.1 |
| Mixed field programmes | 113.9 | 7.7 | 10.5 | 6.0 | 10.0 | 13.2 | 9.9 |
| Subject only—no field of education | 161.7 | 12.1 | 13.4 | 6.0 | 14.4 | 23.0 | 12.7 |
| **Type of accreditation** | | | | | | | |
| National training package programs | 972.3 | 78.6 | 74.9 | 86.4 | 74.2 | 62.9 | 75.5 |
| Nationally accredited programs | 112.5 | 7.4 | 10.5 | 6.1 | 9.9 | 12.5 | 10.9 |
| Higher level programs | 0.5 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other programs | 18.8 | 1.9 | 1.1 | 1.5 | 1.4 | 1.6 | 0.9 |
| Skill set—nationally and locally recognised | 89.4 | 7.0 | 7.2 | 3.3 | 8.6 | 12.4 | 6.1 |
| Subject only—no accreditation | 72.3 | 5.1 | 6.3 | 2.7 | 5.9 | 10.6 | 6.6 |
| **Total students (%)** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** |
| **Total students ('000)** | **1 265.6** | **661.7** | **601.6** | **553.1** | **467.2** | **226.4** | **83.5** |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 9    Government-funded students by major programs and additional student characteristics, 2016**

| | 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 | 155.4 | 7.4 | 9.9 | 15.2 | 28.1 | 8.6 | 3.8 |
| Graduate diploma | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - |
| Graduate certificate | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - |
| Bachelor degree (Honours and Pass) | 0.4 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Advanced diploma | 14.3 | 0.4 | 0.8 | 1.4 | 2.8 | 0.7 | 0.1 |
| Associate degree | 0.0 | - | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Diploma | 140.4 | 7.0 | 9.0 | 13.7 | 25.2 | 7.8 | 3.7 |
| Certificate IV | 182.0 | 11.5 | 12.3 | 14.0 | 22.3 | 12.5 | 8.6 |
| Certificate III | 504.6 | 43.0 | 31.9 | 31.2 | 39.2 | 40.0 | 82.3 |
| Certificate II | 173.1 | 17.0 | 16.2 | 12.7 | 4.8 | 15.7 | 4.8 |
| Certificate I | 57.2 | 5.1 | 11.4 | 8.9 | 2.6 | 5.0 | 0.5 |
| *AQF sub-total* | *1 072.2* | *84.0* | *81.7* | *82.0* | *97.0* | *81.9* | *100.0* |
| **Non-AQF programs** | | | | | | | |
| Other recognised programs | 110.6 | 8.4 | 8.0 | 10.6 | 2.7 | 10.1 | - |
| Non-award programs | 10.6 | 0.1 | 0.7 | 1.4 | 0.0 | 1.0 | - |
| Subject only—no qualification | 72.3 | 7.5 | 9.7 | 6.1 | 0.3 | 7.0 | - |
| *Non-AQF sub-total* | *193.5* | *16.0* | *18.3* | *18.0* | *3.0* | *18.1* | *-* |
| **Field of education** | | | | | | | |
| Natural and physical sciences | 7.5 | 0.3 | 0.5 | 0.8 | 1.1 | 0.5 | 0.4 |
| Information technology | 21.6 | 1.5 | 3.4 | 1.3 | 2.9 | 1.4 | 0.6 |
| Engineering and related technologies | 209.4 | 21.0 | 10.6 | 10.1 | 12.9 | 17.4 | 37.2 |
| Architecture and building | 113.9 | 5.8 | 4.0 | 5.4 | 8.0 | 9.2 | 19.0 |
| Agriculture, environmental and related studies | 45.1 | 8.2 | 3.7 | 1.1 | 4.9 | 3.3 | 3.8 |
| Health | 54.6 | 3.9 | 3.9 | 4.1 | 7.1 | 3.7 | 1.2 |
| Education | 69.3 | 5.1 | 3.4 | 8.3 | 10.8 | 4.2 | 2.8 |
| Management and commerce | 181.4 | 13.8 | 14.0 | 10.0 | 10.3 | 15.3 | 15.4 |
| Society and culture | 154.7 | 11.9 | 13.7 | 12.7 | 22.8 | 9.8 | 5.4 |
| Creative arts | 24.7 | 1.1 | 3.0 | 1.1 | 3.9 | 1.5 | 0.2 |
| Food, hospitality and personal services | 108.1 | 7.6 | 7.3 | 6.6 | 5.2 | 9.3 | 14.1 |
| Mixed field programmes | 113.9 | 5.0 | 17.7 | 25.6 | 8.9 | 9.0 | 0.1 |
| Subject only—no field of education | 161.7 | 14.9 | 14.7 | 12.7 | 1.3 | 15.4 | - |
| **Type of accreditation** | | | | | | | |
| National training package programs | 972.3 | 79.4 | 67.7 | 60.3 | 87.5 | 74.4 | 99.8 |
| Nationally accredited programs | 112.5 | 5.4 | 15.5 | 24.9 | 9.7 | 8.7 | 0.2 |
| Higher level programs | 0.5 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other programs | 18.8 | 0.4 | 2.0 | 2.1 | 1.4 | 1.5 | - |
| Skill set—nationally and locally recognised | 89.4 | 7.3 | 5.1 | 6.6 | 1.0 | 8.5 | - |
| Subject only—no accreditation | 72.3 | 7.5 | 9.7 | 6.1 | 0.3 | 7.0 | - |
| **Total students** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** |
| **Total students ('000)** | **1 265.6** | **182.4** | **113.9** | **228.3** | **236.7** | **1 028.9** | **278.3** |

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 10    Government-funded students in top 20 parent training packages, 2012–16**

| Parent training packages | 2012 | 2013 | 2014 | 2015 | 2016 | |
|---|---|---|---|---|---|---|
| | ('000) | ('000) | ('000) | ('000) | ('000) | % |
| Community Services (CHC) | 172.2 | 186.1 | 197.8 | 173.4 | 180.2 | 18.5 |
| Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC) | 89.6 | 89.9 | 88.7 | 98.5 | 101.5 | 10.4 |
| Business Services (BSA, BSB) | 193.9 | 147.3 | 126.8 | 90.3 | 90.5 | 9.3 |
| Tourism, Travel and Hospitality (SIT, THH, THT) | 123.8 | 110.4 | 105.5 | 93.4 | 85.4 | 8.8 |
| Health (HLT) | 43.0 | 42.7 | 43.1 | 42.3 | 44.8 | 4.6 |
| Electrotechnology (UEE, UTE, UTL) | 47.8 | 46.6 | 44.5 | 42.2 | 42.8 | 4.4 |
| Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH, AGF, AGR) | 45.2 | 42.5 | 45.9 | 40.8 | 41.2 | 4.2 |
| Transport and Logistics (TDT, TLI) | 48.4 | 59.9 | 71.9 | 54.8 | 37.4 | 3.8 |
| Automotive Industry Retail, Service and Repair (AUR) | 39.7 | 41.4 | 41.1 | 37.8 | 35.6 | 3.7 |
| Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII) | 24.0 | 30.4 | 30.8 | 33.2 | 31.6 | 3.3 |
| Metal and Engineering (MEM) | 48.4 | 46.2 | 40.6 | 34.5 | 30.9 | 3.2 |
| Integrated Telecommunications (ICA, ICT) | 37.7 | 35.4 | 34.4 | 29.2 | 26.0 | 2.7 |
| Retail Services (SIR, WRP, WRR, WRW) | 60.4 | 37.9 | 29.5 | 25.3 | 24.6 | 2.5 |
| Property Services (CPP, PRD, PRM, PRS) | 21.6 | 20.1 | 22.2 | 20.7 | 23.3 | 2.4 |
| Financial Services (FNA, FNB, FNS) | 36.9 | 31.1 | 27.7 | 20.8 | 21.4 | 2.2 |
| Hairdressing and Beauty Services (SHB, SIH, WRH) | 18.9 | 17.3 | 16.7 | 14.9 | 19.5 | 2.0 |
| Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS) | 30.8 | 24.4 | 20.4 | 18.9 | 16.6 | 1.7 |
| Food Processing Industry (FDF) | 10.8 | 13.1 | 13.1 | 14.1 | 14.0 | 1.4 |
| Creative Arts and Culture (CUA, CUE, CUV) | 16.6 | 16.9 | 16.2 | 12.8 | 13.7 | 1.4 |
| Furnishing (MSF, LMF) | 10.1 | 9.8 | 8.9 | 8.5 | 9.3 | 1.0 |
| **Students in top 20 training packages** | **1 120.0** | **1 049.5** | **1 025.8** | **906.3** | **890.3** | **91.6** |
| **Other training packages** | **132.0** | **124.2** | **112.0** | **92.7** | **82.1** | **8.4** |
| **Total training packages** | **1 251.9** | **1 173.7** | **1 137.8** | **998.9** | **972.3** | **100.0** |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 11    Government-funded AQF program completions in top 20 parent training packages, 2012–15**

| Parent training packages | 2012 ('000) | 2013 ('000) | 2014 ('000) | 2015 ('000) | 2016 ('000) | 2016 % |
|---|---|---|---|---|---|---|
| Community Services (CHC) | 71.4 | 77.5 | 91.8 | 67.7 | 62.8 | 19.1 |
| Business Services (BSA, BSB) | 86.1 | 69.1 | 66.6 | 46.5 | 32.7 | 9.9 |
| Tourism, Travel and Hospitality (SIT, THH, THT) | 35.8 | 34.2 | 33.8 | 35.6 | 30.4 | 9.3 |
| Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC) | 22.4 | 23.6 | 21.2 | 28.4 | 22.6 | 6.9 |
| Health (HLT) | 15.1 | 15.9 | 17.5 | 17.7 | 16.2 | 4.9 |
| Transport and Logistics (TDT, TLI) | 20.1 | 23.4 | 36.8 | 28.9 | 15.9 | 4.9 |
| Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII) | 8.8 | 12.4 | 13.0 | 16.6 | 13.1 | 4.0 |
| Property Services (CPP, PRD, PRM, PRS) | 11.7 | 10.5 | 13.7 | 12.9 | 12.3 | 3.7 |
| Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH, AGF, AGR) | 15.7 | 12.5 | 15.0 | 13.1 | 12.2 | 3.7 |
| Automotive Industry Retail, Service and Repair (AUR) | 11.7 | 14.1 | 13.0 | 12.2 | 10.1 | 3.1 |
| Electrotechnology (UEE, UTE, UTL) | 10.5 | 10.5 | 11.8 | 11.7 | 9.8 | 3.0 |
| Retail Services (SIR, WRP, WRR, WRW) | 32.2 | 20.3 | 12.9 | 11.0 | 9.5 | 2.9 |
| Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS) | 18.9 | 12.8 | 12.4 | 11.4 | 9.3 | 2.8 |
| Metal and Engineering (MEM) | 10.3 | 10.6 | 11.3 | 11.1 | 8.5 | 2.6 |
| Integrated Telecommunications (ICA, ICT) | 12.7 | 12.5 | 12.2 | 10.7 | 7.8 | 2.4 |
| Financial Services (FNA, FNB, FNS) | 15.2 | 11.5 | 13.1 | 7.9 | 5.7 | 1.7 |
| Hairdressing and Beauty Services (SHB, SIH, WRH) | 6.5 | 5.6 | 5.0 | 4.4 | 5.5 | 1.7 |
| Food Processing Industry (FDF) | 3.1 | 3.8 | 4.2 | 5.1 | 4.5 | 1.4 |
| Creative Arts and Culture (CUA, CUE, CUV) | 4.6 | 5.1 | 6.0 | 5.7 | 4.3 | 1.3 |
| Foundation Skills (FSK) | 0.0 | 0.3 | 3.1 | 2.9 | 4.2 | 1.3 |
| **Qualification completions in top 20 training packages** | **412.6** | **386.1** | **414.5** | **361.6** | **297.3** | **90.5** |
| **Other training packages** | **61.7** | **62.8** | **53.5** | **41.8** | **31.2** | **9.5** |
| **Total training package completions** | **474.4** | **448.9** | **468.0** | **403.4** | **328.5** | **100.0** |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 12    Government-funded students by type of programs and provider type, 2012–16**

| | 2012 ('000) | 2013 ('000) | 2014 ('000) | 2015 ('000) | 2016 ('000) | 2016 % | 2015–16 % change |
|---|---|---|---|---|---|---|---|
| **AQF programs** | | | | | | | |
| TAFE and other government providers | 818.9 | 770.2 | 654.3 | 530.1 | 545.2 | 43.1 | 2.8 |
| Community education providers | 56.0 | 44.1 | 38.2 | 31.7 | 31.3 | 2.5 | -1.3 |
| Other registered providers | 527.1 | 521.1 | 561.7 | 531.2 | 479.7 | 37.9 | -9.7 |
| Students attending various providers | 16.7 | 14.1 | 21.3 | 14.6 | 15.9 | 1.3 | 8.8 |
| **Total AQF students** | **1 418.8** | **1 349.6** | **1 275.6** | **1 107.7** | **1 072.2** | **84.7** | **-3.2** |
| **Non-AQF programs** | | | | | | | |
| TAFE and other government providers | 63.2 | 53.8 | 39.5 | 45.4 | 115.2 | 9.1 | 153.7 |
| Community education providers | 37.8 | 58.0 | 55.1 | 47.6 | 42.0 | 3.3 | -11.8 |
| Other registered providers | 23.0 | 21.3 | 22.9 | 23.9 | 36.2 | 2.9 | 51.6 |
| Students attending various providers | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | -37.0 |
| **Total non-AQF students** | **124.0** | **133.0** | **117.6** | **117.0** | **193.5** | **15.3** | **65.3** |
| **Total students** | **1 542.8** | **1 482.6** | **1 393.2** | **1 224.7** | **1 265.6** | **100.0** | **3.3** |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Australian vocational education and training statistics**

**Table 13**   **Government-funded subject enrolments, hours of delivery and full-year training equivalents by subject result, 2012–16**

| Subject result | 2012 | 2013 | 2014 | 2015 | 2016 | | 2015–16 |
|---|---|---|---|---|---|---|---|
| | ('000) | ('000) | ('000) | ('000) | ('000) | % | % change |
| **Subject enrolments** | | | | | | | |
| Competency assessed/passed | 9 603.8 | 9 232.2 | 9 340.2 | 7 728.9 | 7 277.2 | 63.2 | -5.8 |
| Recognition of prior learning granted | 1 087.7 | 971.4 | 631.9 | 574.8 | 417.8 | 3.6 | -27.3 |
| Recognition of prior learning not granted | 26.2 | 19.0 | 5.4 | 3.2 | 1.8 | 0.0 | -43.5 |
| Competency not achieved/failed | 662.9 | 578.8 | 594.6 | 459.6 | 416.0 | 3.6 | -9.5 |
| Withdrawn/discontinued | 1 328.2 | 1 262.5 | 1 202.3 | 1 029.5 | 999.0 | 8.7 | *-3.0* |
| Continuing enrolment | 1 476.9 | 1 467.4 | 1 445.5 | 1 869.8 | 2 169.4 | 18.8 | *16.0* |
| Non-assessable enrolment — satisfactorily completed | 324.5 | 325.8 | 258.5 | 207.5 | 226.8 | 2.0 | *9.3* |
| Non-assessable enrolment — withdrawn or not satisfactorily completed | 12.9 | 18.2 | 20.0 | 20.0 | 14.1 | 0.1 | -29.4 |
| **Total** | **14 523.1** | **13 875.2** | **13 498.3** | **11 893.3** | **11 522.1** | **100.0** | **-3.1** |
| **Hours of delivery** | | | | | | | |
| Competency assessed/passed | 350 257.9 | 343 482.7 | 357 611.7 | 299 849.2 | 287 876.6 | 76.3 | -4.0 |
| Recognition of prior learning granted | 42 387.5 | 37 219.9 | 23 615.0 | 22 028.0 | 17 359.4 | 4.6 | -21.2 |
| Recognition of prior learning not granted | 1 149.4 | 797.6 | 254.0 | 136.1 | 81.3 | 0.0 | -40.3 |
| Competency not achieved/failed | 27 819.1 | 25 089.8 | 26 405.9 | 20 404.0 | 19 061.3 | 5.1 | -6.6 |
| Withdrawn/discontinued | 54 390.3 | 53 362.7 | 52 009.4 | 45 482.1 | 46 536.1 | 12.3 | 2.3 |
| Continuing enrolment | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - |
| Non-assessable enrolment — satisfactorily completed | 8 320.1 | 8 551.4 | 6 095.2 | 5 154.2 | 5 795.8 | 1.5 | 12.4 |
| Non-assessable enrolment — withdrawn or not satisfactorily completed | 643.7 | 782.5 | 823.2 | 798.8 | 646.2 | 0.2 | -19.1 |
| **Total** | **484 967.9** | **469 286.6** | **466 814.4** | **393 852.4** | **377 356.9** | **100.0** | **-4.2** |
| **Full-year training equivalents** | | | | | | | |
| Competency assessed/passed | 486.5 | 477.1 | 496.7 | 416.5 | 399.8 | 76.3 | -4.0 |
| Recognition of prior learning granted | 58.9 | 51.7 | 32.8 | 30.6 | 24.1 | 4.6 | -21.2 |
| Recognition of prior learning not granted | 1.6 | 1.1 | 0.4 | 0.2 | 0.1 | 0.0 | -40.3 |
| Competency not achieved/failed | 38.6 | 34.8 | 36.7 | 28.3 | 26.5 | 5.1 | -6.6 |
| Withdrawn/discontinued | 75.5 | 74.1 | 72.2 | 63.2 | 64.6 | 12.3 | 2.3 |
| Continuing enrolment | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - |
| Non-assessable enrolment — satisfactorily completed | 11.6 | 11.9 | 8.5 | 7.2 | 8.0 | 1.5 | 12.4 |
| Non-assessable enrolment — withdrawn or not satisfactorily completed | 0.9 | 1.1 | 1.1 | 1.1 | 0.9 | 0.2 | -19.1 |
| **Total** | **673.6** | **651.8** | **648.4** | **547.0** | **524.1** | **100.0** | **-4.2** |

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 14    Government-funded qualification equivalents, 2012–16**

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2015–16 |
|---|---|---|---|---|---|---|
| | ('000) | ('000) | ('000) | ('000) | ('000) | % change |
| **AQF programs** | | | | | | |
| Diploma or higher | 93.1 | 71.9 | 80.6 | 81.8 | 85.7 | 4.8 |
|   Graduate diploma | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 40.8 |
|   Graduate certificate | 1.0 | 0.3 | 0.1 | 0.1 | 0.0 | -41.4 |
|   Bachelor degree (Honours and Pass) | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | -24.0 |
|   Advanced diploma | 12.6 | 9.4 | 8.3 | 6.2 | 5.1 | -17.6 |
|   Associate degree | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | *-95.2* |
|   Diploma | 79.4 | 62.1 | 72.0 | 75.3 | 80.4 | 6.7 |
| Certificate IV | 111.5 | 104.1 | 107.1 | 87.4 | 74.5 | -14.8 |
| Certificate III | 242.2 | 245.8 | 266.1 | 214.2 | 194.6 | -9.1 |
| Certificate II | 123.7 | 121.8 | 102.7 | 86.7 | 79.5 | -8.2 |
| Certificate I | 51.4 | 56.6 | 41.1 | 34.6 | 32.8 | -5.3 |
| **Type of accreditation** | | | | | | |
| National training package qualifications | 530.0 | 496.5 | 516.4 | 443.9 | 413.5 | -6.8 |
| Nationally/locally accredited and higher level courses | 92.1 | 103.7 | 81.1 | 60.8 | 53.7 | -11.7 |
| **Total qualification equivalents** | **622.0** | **600.1** | **597.5** | **504.7** | **467.3** | **-7.4** |

Refer to Explanatory notes on pages 21-26 for notes relevant to this table.

**Table 15    Government-funded AQF program completions, 2012–16 (preliminary)**

| | 2012 | 2013 | 2014 | 2015 | 2016 (Preliminary) |
|---|---|---|---|---|---|
| | ('000) | ('000) | ('000) | ('000) | ('000) |
| **AQF programs** | | | | | |
| Diploma or higher | 76.9 | 68.1 | 64.4 | 46.5 | 40.0 |
|   Graduate diploma | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |
|   Graduate certificate | 0.8 | 0.4 | 0.2 | 0.2 | 0.0 |
|   Bachelor degree (Honours and Pass) | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |
|   Advanced diploma | 11.1 | 9.7 | 8.5 | 6.2 | 4.1 |
|   Associate degree | 0.0 | 0.0 | 0.1 | 0.0 | *0.0* |
|   Diploma | 64.8 | 57.7 | 55.4 | 40.0 | 35.8 |
| Certificate IV | 111.9 | 99.4 | 99.4 | 80.2 | 59.7 |
| Certificate III | 217.1 | 214.8 | 242.3 | 205.1 | 162.0 |
| Certificate II | 89.5 | 89.7 | 83.8 | 86.0 | 76.6 |
| Certificate I | 30.4 | 36.7 | 26.9 | 21.0 | 19.5 |
| **Type of accreditation** | | | | | |
| National training package qualifications | 474.4 | 448.9 | 468.0 | 403.4 | 328.5 |
| Nationally/locally accredited and higher level courses | 51.4 | 59.7 | 48.8 | 35.4 | 29.2 |
| **Total qualification completions** | **525.8** | **508.7** | **516.8** | **438.8** | **357.7** |

Refer to Explanatory notes on pages 21-26 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.

**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 *Subject* 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).

**Other recognised courses** includes junior secondary (year 10), senior secondary (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.

**Program** is a qualification, course or skill set.

**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 *Subject* file.

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

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

**Various providers** is used when a student attends more than one training provider type (e.g. TAFE and other government providers; community education providers and other registered providers).

**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 all Commonwealth and state/territory government-funded vocational education and training delivered by:

- TAFE institutes and other government VET providers
- multi-sector higher education institutions
- community education
- other registered providers.

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

- recreation, leisure and personal enrichment
- fee-for-service VET by TAFEs, other government, community education and private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- superseded training reported with national outcome identifier '61 - superseded training'.
- 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** | ✗ | ✗ | ✗ |

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

## Student counts and participation

2   VET by nature is diverse, spanning a wide range of learning engagements from full time programs across multiple years, short 'skill set' programs, to single subject enrolments. Student participation can also be wide ranging, with some students receiving training from multiple training organisations within the same year.

If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once, so government-funded student counts (and the participation rate based on these counts) may be inflated. The possibility for the same student to enrol in more than one government-funded program is subject of local jurisdictional policy.

## Reporting derivations

3   *Government-funded students and courses* reports training activity according to the state or territory that administered the funding of that training. NCVER apply a number of derivations to the data submitted 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 matrix 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

4    From 2016, all fee-for-service activity (including that delivered by TAFE and other government providers) has been excluded from the scope of government-funded activity, so that *Government-funded students and courses* now only reports Commonwealth and state/territory government-funded training training activity. The new scope has been backdated to 2003 in all NCVER resources. Fee-for-service activity from TAFE and other government, adult and community education and other registered training providers is reported in the *Total VET students and courses 2016* publication.

5    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 have been backdated to 2003.

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

## Data quality and comparability issues

### National reporting

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 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   The significant increase in VET activity in New South Wales between 2015 and 2016 can be attributed to the commencement of Smart and Skilled Targeted Priorities Prevocational and Part Qualifications program in late 2015 and a number of policy changes implemented in 2016 after the first stage review of Smart and Skilled.

In 2016, the New South Wales Government:
- capped traineeship fees at $1,000
- removed provider caps for delivery of apprenticeships and traineeships training
- allocated $10 million support to fee-free pre-apprenticeship and pre-traineeship training

- extended the eligibility for Smart and Skilled entitlement and foundations skills to those with previous higher level qualifications
- introduced Jobs of Tomorrow scholarships and extended the scope of free-fee scholarships
- allowed students with disability to train fee-free, while in 2015 these students had to pay a concession fee for the second course they enrolled in the same calendar year.

Student numbers increased for all types of programs, including:

- nationally and locally recognised skill sets (increased by 360.0% to 83 200 students)
- training package qualifications (increased by 18.7% to 300 400 students)
- nationally accredited programs (increased by 11.9% to 26 300 students)
- local programs (increased by 3.7% to 10 300 students)
- subject only enrolments (increased by 39.1% to 33 700 students).

The growth in student numbers in the state occurred at most provider types, including:

- TAFEs, which increased by 39.7% to 296 100 students. Over, two-thirds (67.2%) of the state's increase in student numbers was for students enrolled at TAFE NSW.
- other government providers increased by 66.1% to 2 400 students
- other registered providers increased by 47.9% to 133 400 students.

In contrast, student numbers at community education providers decreased by 12.5% to 22 300 students. The decline was in non-AQF programs.

11  Prior to 2015, TAFE NSW submitted data as one consolidated data submission for the 11 RTOs (10 TAFE institutes and the Open Training and Education Network). From 2015, data for each of the 11 TAFE NSW RTOs are submitted individually to NCVER. The individual submissions resulted in a break-in-series for reporting student numbers, 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. NCVER identified 21 400 client identifiers undertaking study at multiple TAFE NSW RTOs in 2014 (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 (i.e. 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 from 2014 onwards. In 2013 they reported 390 students, 690 subject enrolments, 51 800 hours and 72 full-year training equivalents.

14  In 2015, the NSW Education Standards Authority (formerly the Board of Studies, Teaching and Educational Standards NSW [BOSTES 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  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, from 4.3 million subjects in 2014 to 3.8 million subjects in 2015.
- TAFE NSW excluding higher education activity from the National VET Provider Collection in 2015. This activity is now 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.
- 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 the proportion of continuing enrolments reported may affect

the hours of delivery reported. The 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.

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

## Queensland

17   The number of TAFEs reported in Queensland declined from 13 in 2015 to 7 in 2016 following an overhaul of the state's TAFE system.

## 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 assessed by 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 (Accessibility/Remoteness Index of Australia [ARIA+]) and Socio-Economic Index for Areas (SEIFA).

## Western Australia

21   The number of TAFEs reported in Western Australia declined from 12 in 2015 to 5 in 2016 following an overhaul of the state's TAFE system.

## Tasmania

22   For the 2015 reporting year, Tasmania endeavoured to uniquely identify each student, irrespective of how many RTOs they attended. The methodology was not continued for 2016 and returned to the original practice of uniquely distinguishing an individual within a training organisation. Consequently, student numbers in 2015 are not comparable with previous or subsequent years.

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

## Programs completed

24   Program completion data for *Government-funded students and courses* has been re-derived to align with the government-funded scope. Although funding source is not collected for programs completed, from 2016 they are reported only for those students who had some government-funding activity. Data has been back-dated to all previous years.

25   Preliminary program completion data for the current year are reported in *Government-funded students and courses* for the first time in 2016. Data for programs completed in 2016 will be revised upwards with the reporting of additional programs completed to the 2017 VET Provider Collection.

## Australian Bureau of Statistics data

26   Estimated 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). Refer to explanatory note 2 for further information on student counts and participation.

27 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.

28 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>.

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

## Training packages

30 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.

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

## Qualifications

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. The 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 11).

35 The data submission for SA VISA covers VET in Schools activity that is undertaken at the South Australian TAFE institute. Therefore, these training providers are counted against SA TAFE and not against SA VISA.

36 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

37    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, 2012–16**

|  | 2012 (%) | 2013 (%) | 2014 (%) | 2015 (%) | 2016 (%) |
|---|---|---|---|---|---|
| Indigenous status | 5.0 | 3.6 | 3.3 | 3.2 | 3.1 |
| Disability status | 10.4 | 9.3 | 8.2 | 9.2 | 9.2 |
| Non-English speaking background | 6.7 | 6.6 | 5.8 | 6.0 | 6.3 |

## Credit transfer

38    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 2012—16 are presented below.

**Subject enrolments by credit transfer and state/territory 2012–16**

| State/territory | Subject enrolments ('000) | | | | |
|---|---|---|---|---|---|
|  | 2012 | 2013 | 2014 | 2015 | 2016 |
| New South Wales | 463.8 | 573.2 | 594.4 | 407.4 | 374.1 |
| Victoria | 292.7 | 339.7 | 380.9 | 482.3 | 421.1 |
| Queensland | 165.8 | 214.2 | 330.5 | 312.5 | 307.8 |
| South Australia | 41.4 | 67.6 | 62.4 | 39.8 | 57.0 |
| Western Australia | 101.9 | 99.4 | 85.7 | 82.3 | 79.4 |
| Tasmania | 41.8 | 46.7 | 43.6 | 37.9 | 37.5 |
| Northern Territory | 18.3 | 19.3 | 15.4 | 15.9 | 18.2 |
| Australian Capital Territory | 16.9 | 14.1 | 21.4 | 14.2 | 10.5 |
| **Australia** | **1 142.6** | **1 374.2** | **1 534.2** | **1 392.4** | **1 305.6** |

## Miscellaneous

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