

Australian vocational education and training statistics

Government-funded students and courses

January to March 2017



National Centre for Vocational Education Research

Highlights

In the January to March 2017 period, there were 644 800 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 the January to March 2017 period compared with the same period in 2016:

- The number of training providers delivering government-funded VET decreased by 2.4% to 1573
- The number of government-funded students increased by 2.4% to 644 800
- The number of subject enrolments increased by 2.7% to 4.9 million.

In the January to March 2017 period, students in the government-funded VET system comprised:

- 61.9% at TAFE and other government providers
- 90.7% enrolled in Australian Qualifications Framework level (AQF) programs
- 44.6% enrolled in certificate III programs
- 17.7% enrolled in engineering and related technologies.

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This document should be attributed as NCVER 2017, *Australian vocational education and training statistics: government-funded students and courses – January to March 2017*, NCVER, Adelaide.

This work has been produced by NCVER on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Government Department of Education and Training.

The views and opinions expressed in this document are those of NCVER and do not necessarily reflect the views of the Australian Government or state and territory governments.

ISSN 2205-4391

TD/TNC 128.08

Comments and suggestions regarding this publication are welcomed and should be forwarded to NCVER.

Published by NCVER, ABN 87 007 967 311

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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).

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 revisions to be made to previously submitted data.

The data in this publication cover the period of 1 January to 31 March 2017. For comparative purposes, it also examines this data against previously submitted data for the 1 January to 31 March 2015 and 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 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 15. This publication 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 2017*.

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 do not report data for the first three quarters (see Data quality and comparability issues on page 16). 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 <<https://www.ncver.edu.au/data/collection/government-funded-students-and-courses>>.

Students and participation

Training providers

In the January to March 2017 period:

- A total of 1573 training providers delivered government-funded VET. They consisted of:
 - 40 TAFE institutes
 - 10 other government providers
 - 225 community education providers
 - 1348 other registered providers.

Tables 1 and 2

Students by training provider

In the January to March 2017 period:

- there were 644 800 students enrolled in the government-funded VET system, an increase of 2.4% when compared with the same period in 2016.
- the government-funded VET system comprised:
 - 399 000 (61.9%) students at TAFE and other government providers
 - 26 100 (4.1%) students at community education providers
 - 215 300 (33.4%) students at other registered providers
 - 4 300 (0.7%) students attending more than one provider type.

Table 3

In the January to March 2017 period, compared with the same period in 2016:

- students attending TAFE and other government providers increased by 7.5%
- students attending community education providers decreased by 5.8%
- students attending other registered providers decreased by 5.7%.

Table 4

Students by state/territory

In the January to March 2017 period:

- New South Wales, with 225 200 students, was the major provider of government-funded VET in Australia, with 34.9% of the national student numbers of government-funded training. They are followed by Victoria (179 800 or 27.9%), Queensland (117 900 or 18.3%), Western Australia (55 200 or 8.6%), South Australia (30 600 or 4.7%), Tasmania (13 700 or 2.1%), the Northern Territory (11 400 or 1.8%) and the Australian Capital Territory (10 900 or 1.7%).

Table 5

In the January to March 2017 period, compared with the same period in 2016:

- student numbers increased in New South Wales (up 12.3%), the Australian Capital Territory (up 9.3%), Queensland (up 5.9%) and the Northern Territory (up 2.9%)
- student numbers decreased in South Australia (down 18.7%), Tasmania (down 10.4%), Western Australia (down 8.7%) and Victoria (down 1.9%).

Table 6

Student characteristics

In the January to March 2017 period, government-funded VET students comprised:

- 50.9% males
- 23.5% aged 15 to 19 years
- 21.9% aged 20 to 24 years
- 6.5% Indigenous students
- 9.5% students with a disability
- 18.3% of students from non-English speaking backgrounds
- 26.2% apprentices and trainees undertaking off-the-job training.

Table 6

Students by program

In the January to March 2017 period:

- 90.7% of government-funded VET students were studying Australian Qualifications Framework (AQF) programs
- 82.6% were enrolled in a national training package qualifications
- 44.6% were studying certificate III qualifications
- 15.7% were studying certificate IV qualifications
- 4.3% were studying nationally or locally recognised skill sets.

Tables 7 and 8

Engineering and related technologies was the most popular field of education, with 17.7% of government-funded students, followed by management and commerce, with 14.1%.

Subjects

In the January to March 2017 period there were 4.9 million government-funded subject enrolments. This represents a 2.7% increase compared with the same period in 2016.

Table 9

Tables

Table 1 Provider type profile by state or territory, January–March 2017

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	11	12	7	1	5	1	2	1	40
Other government providers	1	4	3	-	2	-	-	-	10
Community education providers	34	159	19	5	8	-	-	-	225
Other registered providers	352	305	515	136	180	96	84	73	1 348
Total providers reporting	367	480	544	142	195	97	86	74	1 573

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

Refer to the explanatory notes on pages 15–18 for notes relevant to this table.

Table 2 Provider type profile, January–March 2015–2017

	Jan–Mar 2015	Jan–Mar 2016	Jan–Mar 2017
TAFE institutes	53	46	40
Other government providers	14	12	10
Community education providers	229	253	225
Other registered providers	1 302	1 351	1 348
Total providers reporting	1 565	1 612	1 573

Refer to the explanatory notes on pages 15–18 for notes relevant to this table.

Table 3 Government-funded students by training provider type and state or territory, January–March 2017 ('000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes and other government providers	187.5	87.8	43.4	21.6	37.3	6.5	7.0	7.9	399.0
Community education providers	7.0	16.2	2.2	0.2	0.5	-	-	-	26.1
Other registered providers	30.7	75.8	68.8	8.1	17.3	7.2	4.4	3.0	215.3
Students attending more than one provider type	-	-	3.5	0.7	0.1	-	-	-	4.3
Total students	225.2	179.8	117.9	30.6	55.2	13.7	11.4	10.9	644.8

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

Refer to the explanatory notes on pages 15–18 for notes relevant to this table.

Table 4 Government-funded students by training provider type, January–March 2015–2017 ('000)

	Jan–Mar 2015	Jan–Mar 2016	Jan–Mar 2017	Jan–Mar 2016 to Jan–Mar 2017 change (%)
TAFE institutes and other government providers	401.9	371.2	399.0	7.5
Community education providers	27.5	27.8	26.1	-5.8
Other registered providers	228.8	228.3	215.3	-5.7
Students attending more than one provider type	2.8	2.4	4.3	75.0
Total students	661.0	629.7	644.8	2.4

Refer to the explanatory notes on pages 15–18 for notes relevant to this table.

Table 5 Government-funded student characteristics by state or territory, January–March 2017 ('000)

Student characteristic	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Sex									
Males	108.4	92.8	64.8	15.0	29.5	6.8	5.6	5.4	328.4
Females	116.7	86.6	52.6	15.6	25.7	6.8	5.8	5.3	315.2
Not known	0.1	0.4	0.5	0.0	0.0	0.0	0.0	0.2	1.2
Age									
14 years and under	0.1	0.0	0.1	0.0	0.0	0.0	0.2	0.0	0.4
15–19 years	50.8	31.2	40.4	6.5	16.6	2.2	2.1	2.0	151.8
20–24 years	46.7	44.2	24.1	6.5	11.3	3.3	2.0	3.0	141.1
25–44 years	85.1	68.8	37.8	11.8	19.6	5.3	5.1	4.4	238.0
45–64 years	38.9	32.7	15.1	5.4	7.2	2.8	2.0	1.5	105.6
65 years and over	3.6	2.9	0.4	0.4	0.4	0.1	0.1	0.1	7.9
Not known	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Indigenous status									
Indigenous	19.9	3.3	8.5	1.2	4.0	0.7	3.9	0.5	41.9
Non-Indigenous	203.4	175.3	101.3	28.9	45.3	12.7	7.4	9.7	584.0
Not known	1.9	1.3	8.1	0.5	6.0	0.2	0.1	0.7	18.9
Disability (including impairment or long-term condition)									
With a disability	27.3	18.4	6.9	2.0	3.6	1.3	0.7	1.2	61.3
Without a disability	195.6	159.6	81.4	28.6	45.6	11.9	10.3	9.6	542.6
Not known	2.4	1.7	29.6	-	6.1	0.6	0.5	0.1	40.9
Language (main language spoken at home)									
Non-English	38.1	50.4	9.1	5.7	9.0	0.6	3.2	2.0	118.1
English	170.9	127.6	97.7	24.0	39.0	12.5	7.7	7.8	487.1
Not known	16.2	1.8	11.1	0.9	7.3	0.6	0.5	1.1	39.5
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	53.2	41.8	38.8	5.5	17.6	5.8	2.6	3.8	169.1
Not apprentices and trainees	172.1	137.9	79.1	25.0	37.7	7.9	8.9	7.1	475.7
Total students	225.2	179.8	117.9	30.6	55.2	13.7	11.4	10.9	644.8

A dash (-) represents a true zero figure, with no data reported in this category.
Refer to the explanatory notes on pages 15–18 for notes relevant to this table.

Table 6 Government-funded student characteristics, January–March 2015–2017 ('000)

Student characteristic	Jan–Mar 2015	Jan–Mar 2016	Jan–Mar 2017	Jan–Mar 2016 to Jan–Mar 2017 change (%)
Sex				
Males	332.0	326.6	328.4	0.5
Females	328.0	301.7	315.2	4.5
Not known	0.9	1.3	1.2	-6.5
Age				
14 years and under	0.6	0.6	0.4	-20.4
15–19 years	155.2	149.0	151.8	1.8
20–24 years	140.6	136.1	141.1	3.6
25–44 years	245.0	229.6	238.0	3.6
45–64 years	110.4	105.8	105.6	-0.2
65 years and over	8.6	8.2	7.9	-4.2
Not known	0.5	0.3	0.1	-68.1
Indigenous status				
Indigenous	34.7	38.3	41.9	9.5
Non-Indigenous	607.7	569.9	584.0	2.5
Not known	18.5	21.5	18.9	-12.2
Disability (including impairment or long-term condition)				
With a disability	56.1	57.8	61.3	6.0
Without a disability	569.7	532.8	542.6	1.8
Not known	35.2	39.0	40.9	4.9
Language (main language spoken at home)				
Non-English	120.8	118.6	118.1	-0.4
English	501.5	460.0	487.1	5.9
Not known	38.6	51.0	39.5	-22.6
Apprentice/trainee status				
Apprentices and trainees undertaking off-the-job training	151.2	158.9	169.1	6.4
Not apprentices and trainees	509.7	470.8	475.7	1.0
Total students	661.0	629.7	644.8	2.4

Refer to the explanatory notes on pages 15–18 for notes relevant to this table.

Table 7 Government-funded students by major programs and state or territory, January–March 2017 ('000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
AQF level									
Diploma or higher	27.8	41.7	13.3	4.9	8.2	1.2	0.9	2.3	100.3
Graduate diploma	0.0	0.0	0.0	0.1	-	-	0.0	-	0.1
Graduate certificate	-	0.0	0.0	-	-	0.0	-	-	0.0
Bachelor degree (Honours & Pass)	-	0.3	-	-	-	-	-	0.0	0.3
Advanced diploma	1.3	5.9	0.3	0.5	0.7	0.0	0.1	0.2	9.1
Associate degree	-	-	0.0	-	0.0	-	-	-	0.0
Diploma	26.4	35.5	13.0	4.3	7.5	1.2	0.9	2.1	90.7
Certificate IV	34.5	35.3	12.3	3.8	9.6	2.0	2.0	2.0	101.5
Certificate III	99.0	67.4	69.3	12.0	23.1	6.7	4.2	5.8	287.5
Certificate II	19.0	14.3	18.6	5.0	9.8	1.2	1.6	0.4	69.9
Certificate I	6.4	9.1	3.4	1.7	3.7	0.4	1.1	0.0	25.7
<i>AQF sub-total</i>	<i>186.7</i>	<i>167.9</i>	<i>116.9</i>	<i>27.4</i>	<i>54.3</i>	<i>11.4</i>	<i>9.8</i>	<i>10.6</i>	<i>585.0</i>
Non-AQF level									
Other recognised programs	29.7	5.7	0.8	0.7	0.9	0.7	0.1	0.1	38.7
Non-award programs	1.5	0.4	0.1	-	-	0.0	-	0.2	2.2
Subject only – no program	7.4	5.8	0.1	2.5	-	1.6	1.6	-	18.9
<i>Non-AQF sub-total</i>	<i>38.6</i>	<i>11.9</i>	<i>1.0</i>	<i>3.2</i>	<i>0.9</i>	<i>2.3</i>	<i>1.6</i>	<i>0.3</i>	<i>59.8</i>
Field of education									
Natural and physical sciences	0.9	1.2	0.6	0.3	0.4	0.0	0.0	0.1	3.6
Information technology	5.5	2.6	1.3	0.9	1.3	0.2	0.1	0.6	12.7
Engineering and related technologies	30.3	30.9	30.6	4.9	12.4	1.6	1.9	1.7	114.4
Architecture and building	22.8	23.4	12.9	3.1	4.1	0.9	0.5	1.1	68.8
Agriculture, environmental and related studies	7.0	5.5	5.2	1.3	1.7	0.6	0.6	0.3	22.0
Health	10.4	11.7	5.6	1.9	3.8	0.6	0.3	0.5	34.8
Education	8.2	16.4	10.6	1.4	3.9	0.8	0.8	0.9	43.0
Management and commerce	38.8	17.2	16.9	2.9	7.8	3.0	2.1	2.0	90.7
Society and culture	30.3	22.8	15.5	3.8	6.2	2.1	1.9	2.0	84.5
Creative arts	4.0	5.6	0.7	0.8	3.1	0.1	0.3	0.3	15.0
Food, hospitality and personal services	14.5	15.1	12.6	2.4	4.4	1.1	0.6	0.9	51.6
Mixed field programs	19.1	21.7	4.6	4.1	6.0	0.6	0.7	0.5	57.2
Subject only - no field of education	33.4	5.8	0.7	2.9	-	1.9	1.6	0.1	46.4
Type of accreditation									
National training package qualifications	173.4	146.0	113.7	23.5	45.7	11.0	9.1	10.3	532.6
Nationally accredited courses	16.0	23.3	3.5	4.1	9.5	0.8	0.8	0.3	58.2
Higher level qualifications	-	0.3	0.0	-	0.0	-	-	0.0	0.3
Locally recognised courses	2.5	4.4	0.1	-	0.1	0.0	-	0.2	7.3
Skill sets – nationally and locally recognised	26.0	-	0.6	0.4	-	0.3	0.0	0.1	27.5
Subject only – no accreditation	7.4	5.8	0.1	2.5	-	1.6	1.6	-	18.9
Total students	225.2	179.8	117.9	30.6	55.2	13.7	11.4	10.9	644.8

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

Refer to the explanatory notes on pages 15–18 for notes relevant to this table.

Table 8 Government-funded students by major programs, January–March, 2015–2017 ('000)

	Jan–Mar 2015	Jan–Mar 2016	Jan–Mar 2017	Jan–Mar 2016 to Jan–Mar 2017 change (%)
AQF level				
Diploma or higher	120.2	92.9	100.3	7.9
Graduate diploma	0.1	0.1	0.1	-19.6
Graduate certificate	0.1	0.1	0.0	-21.4
Bachelor degree (Honours & Pass)	0.4	0.2	0.3	16.7
Advanced diploma	11.3	10.1	9.1	-9.4
Associate degree	0.0	0.0	0.0	42.9
Diploma	108.2	82.4	90.7	10.1
Certificate IV	122.8	101.4	101.5	0.1
Certificate III	272.2	272.0	287.5	5.7
Certificate II	72.5	71.2	69.9	-1.8
Certificate I	27.4	26.7	25.7	-3.8
<i>AQF sub-total</i>	<i>615.1</i>	<i>564.2</i>	<i>585.0</i>	<i>3.7</i>
Non-AQF level				
Other recognised programs	22.5	36.3	38.7	6.6
Non-award programs	8.3	9.1	2.2	-75.9
Subject only – no program	15.1	20.1	18.9	-5.8
<i>Non-AQF sub-total</i>	<i>45.9</i>	<i>65.5</i>	<i>59.8</i>	<i>-8.6</i>
Field of education				
Natural and physical sciences	4.9	4.1	3.6	-12.4
Information technology	15.0	11.9	12.7	5.9
Engineering and related technologies	119.2	116.2	114.4	-1.6
Architecture and building	59.7	61.8	68.8	11.3
Agriculture, environmental and related studies	19.9	20.2	22.0	9.0
Health	37.4	35.4	34.8	-1.6
Education	38.8	40.6	43.0	5.9
Management and commerce	120.9	83.7	90.7	8.4
Society and culture	93.0	80.5	84.5	5.0
Creative arts	15.6	13.6	15.0	10.3
Food, hospitality and personal services	49.7	51.1	51.6	1.1
Mixed field programs	60.6	65.6	57.2	-12.8
No field of education	26.3	44.9	46.4	3.2
Type of accreditation				
National training package qualifications	559.7	509.1	532.6	4.6
Nationally accredited courses	61.9	61.0	58.2	-4.5
Higher level qualifications	0.5	0.3	0.3	9.4
Locally recognised courses	12.5	14.4	7.3	-49.5
Skill set – nationally and locally recognised	11.3	24.9	27.5	10.4
Subject only – no accreditation	15.1	20.1	18.9	-5.8
Total students	661.0	629.7	644.8	2.4

A dash (-) represents a true zero figure, with no data reported in this category.
Refer to the explanatory notes on pages 15–18 for notes relevant to this table.

Table 9 Summaries of government-funded students and subjects, January–March, 2015–2017 ('000)

	Jan–Mar 2015	Jan–Mar 2016	Jan–Mar 2017	Jan–Mar 2016 to Jan–Mar 2017 change (%)
Students				
Australia	661.0	629.7	644.8	2.4
New South Wales	224.3	200.7	225.2	12.3
Victoria	211.1	183.2	179.8	-1.9
Queensland	104.1	111.3	117.9	5.9
South Australia	23.1	37.6	30.6	-18.7
Western Australia	61.9	60.5	55.2	-8.7
Tasmania	17.4	15.3	13.7	-10.4
Northern Territory	9.7	11.1	11.4	2.9
Australian Capital Territory	9.4	10.0	10.9	9.3
Subjects				
Australia	4 814.3	4 760.0	4 888.5	2.7
New South Wales	1 635.0	1 808.1	1 999.0	10.6
Victoria	1 590.6	1 277.0	1 213.2	-5.0
Queensland	846.0	852.9	954.0	11.9
South Australia	85.3	181.5	149.1	-17.9
Western Australia	435.5	423.2	379.0	-10.4
Tasmania	115.7	104.0	68.0	-34.6
Northern Territory	47.7	54.1	60.7	12.3
Australian Capital Territory	58.5	59.2	65.4	10.5

Refer to the explanatory notes on pages 15–18 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 <<https://www.ncver.edu.au/data/collection/government-funded-students-and-courses>>.

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 *Subject* 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, an 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 *Subject* 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.

Student counts and participation

- 3 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 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

- 4 *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 New South Wales and South Australia there may be 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

- 5 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.
- 6 No fee-for-service activity is reported in *Government-funded students and courses – January to March 2017*, but will be reported in *Total VET students and courses 2017* to be released in 2018.

Data quality and comparability issues

National reporting

- 7 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.
- 8 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

- 9 NSW Workplace Training did not submit training activity data for the first three quarters of 2015 and 2016 and the January to March 2017 period. However, they did submit data for the January to December 2016 period and are expected to submit data for the January to December 2017 period. Please note that this will affect any comparisons of quarterly submissions with the annual (January to December) data.

The NSW Education Standards Authority (NESA) formerly 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 and again in the January to December 2016 reporting period. 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 have not submitted data in any quarterly reporting periods. Please note that this will affect any comparisons of quarterly data with 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 March 2015 and January to March 2017 is primarily due to the growth in students enrolled in these programs at TAFE NSW. There were 25 500 students enrolled in nationally and locally recognised skill sets at TAFE NSW in the January to March 2017 period, up from 10 700 students in the same period in 2015. The majority of these students are funded under the NSW Smart and Skilled program.

12 In New South Wales, some data for the TAFE NSW institutes were incorrectly reported in the January to March 2015 data submission. Data were subsequently corrected in the January to June 2015 data submissions, but impact the comparisons that can be made between the first three months of 2015 and the first three months of 2016, particularly figures relating to per cent change.

South Australia

13 From 2017 South Australia submitted one consolidated submission, in place of the four previous submissions (TAFE, SA ACE, SA Private Providers, SA VISA). As a consequence of the way some adult and community education (ACE) and private registered training providers are scoped, there may be some slight reporting differences in 2017 compared with previous years.

14 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

15 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.

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

Qualifications

17 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

18 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.

19 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.

20 '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

21 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

22 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–Mar 2016	Jan–Mar 2017	Jan–Mar 2016	Jan–Mar 2017	Jan–Mar 2016	Jan–Mar 2017
New South Wales	0.9	0.9	1.2	1.1	10.0	7.2
Victoria	1.4	0.7	1.4	1.0	4.4	1.0
Queensland	8.9	6.9	23.8	25.1	10.7	9.4
South Australia	1.3	1.7	-	-	3.2	2.9
Western Australia	9.7	10.8	11.3	11.1	13.1	13.2
Tasmania	1.5	1.6	2.6	4.1	2.3	4.4
Northern Territory	0.6	1.1	2.6	4.0	5.1	4.4
Australian Capital Territory	6.1	6.5	0.5	0.7	9.8	10.0
Australia	3.4	2.9	6.2	6.3	8.1	6.1

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



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