

Government-funded students and courses

January to June 2019



National Centre for Vocational Education Research

Highlights

In the first six months to 30 June 2019, 826 500 students were enrolled in government-funded vocational education and training (VET). They included:

- 799 000 students enrolled in nationally recognised training
- 52 300 students enrolled in non-nationally recognised training.

Government-funded program enrolments comprised:

- 91.2% in nationally recognised programs
- 4.9% in locally developed programs
- 3.9% in other non-nationally recognised programs.

88.3% of program enrolments were in qualifications:

- 80.4% were in training package qualifications
- 8.0% were in accredited qualifications.

Reporting issues in Western Australia and the Northern Territory have affected percentage change calculations between 2018 and 2019. Consequently, caution must be used in the interpretation of these data (see explanatory notes 10 and 11).

© Commonwealth of Australia, 2019



With the exception of the cover design, artwork, photographs, all logos, and any other material where copyright is owned by a third party, all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia <creativecommons.org/licenses/by/3.0/au> licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence <creativecommons.org/licenses/by/3.0/legalcode>.

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

This document should be attributed as NCVER 2019, *Australian vocational education and training statistics: government-funded students and courses – January to June 2019*, 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 Employment, Skills, Small and Family Business.

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 137.08

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

Published by NCVER, ABN 87 007 967 311

Level 5, 60 Light Square, Adelaide SA 5000

PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 Email vet_req@ncver.edu.au Web <<https://www.ncver.edu.au>> <<http://www.lsay.edu.au>>

Follow us:  <<https://twitter.com/ncver>>  <<https://www.linkedin.com/company/ncver>>

Contents

Introduction	4
About this publication	4
More information	4
Tables	8
Terms	17
Explanatory notes	20

Tables

1	Government-funded students by type of training and state/territory, January to June 2019 ('000)	8
2	Government-funded students by type of training, January to June 2015-19	8
3	Provider reporting type by state/territory, January to June 2019	9
4	Provider reporting type, January to June 2015-19	9
5	Government-funded students by provider reporting type and state/territory, January to June 2019 ('000)	9
6	Government-funded students by provider reporting type, January to June 2015-19 ('000)	9
7	Government-funded student characteristics by state/territory, January to June 2019 ('000)	10
8	Government-funded student characteristics, January to June 2015-19 ('000)	11
9	Government-funded program enrolments by type of training and state/territory, January to June 2019 ('000)	12
10	Government-funded program enrolments by type of training, January to June 2015-19 ('000)	12
11	Government-funded program enrolments by field of education and state/territory, January to June 2019 ('000)	13
12	Government-funded program enrolments by field of education, January to June 2015-19 ('000)	13
13	Government-funded qualification enrolments by level of education and state/territory, January to June 2019 ('000)	14
14	Government-funded qualification enrolments by level of education, January to June 2015-19 ('000)	14
15	Government-funded subject enrolments by type of training and state/territory, January to June 2019 ('000)	15
16	Government-funded subject enrolments by type of training, January to June 2015-19 ('000)	15
17	Summary by state/territory, January to June 2015-19 ('000)	16

Figures

1	Government-funded students by type of nationally recognised training, January to June 2019 (%)	5
2	Government-funded program enrolments by field of education, January to June 2019	6
3	Government-funded students by training provider type, January to June 2019	7

Introduction

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

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

For further information, please refer to the terms on pages 17-19 and explanatory notes on pages 20-23.

About this publication

This publication covers Commonwealth and state/territory government-funded training (Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding). No fee-for-service activity is included.

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

This allows additional data to be reported and corrections made to previously submitted data.

The data in this publication cover the period of 1 January to 30 June 2019. For comparative purposes it also examines these data against previously submitted data for 1 January to 30 June 2015–18.

Caution must be used when comparing student counts due to differing rates of duplication, which can be due in part to varying rates of USI provision. See explanatory note 2 for further detail.

More information

Caution must be used for quarter to quarter comparisons as several jurisdictions have experienced implementation and system issues in different quarterly submissions. Furthermore, some training authorities do not report data for the first three quarters, which affects the comparison of quarterly data with annual data. Refer to the *Data quality and comparability issues* section in the explanatory notes (pages 20 to 23) for details of the issues affecting this publication.

Data in this publication may be revised for a variety of reasons. For the latest and additional data on government-funded training activity, please visit the National Centre for Vocational Education Research (NCVER) Portal <<https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection>>.

Summary

Students

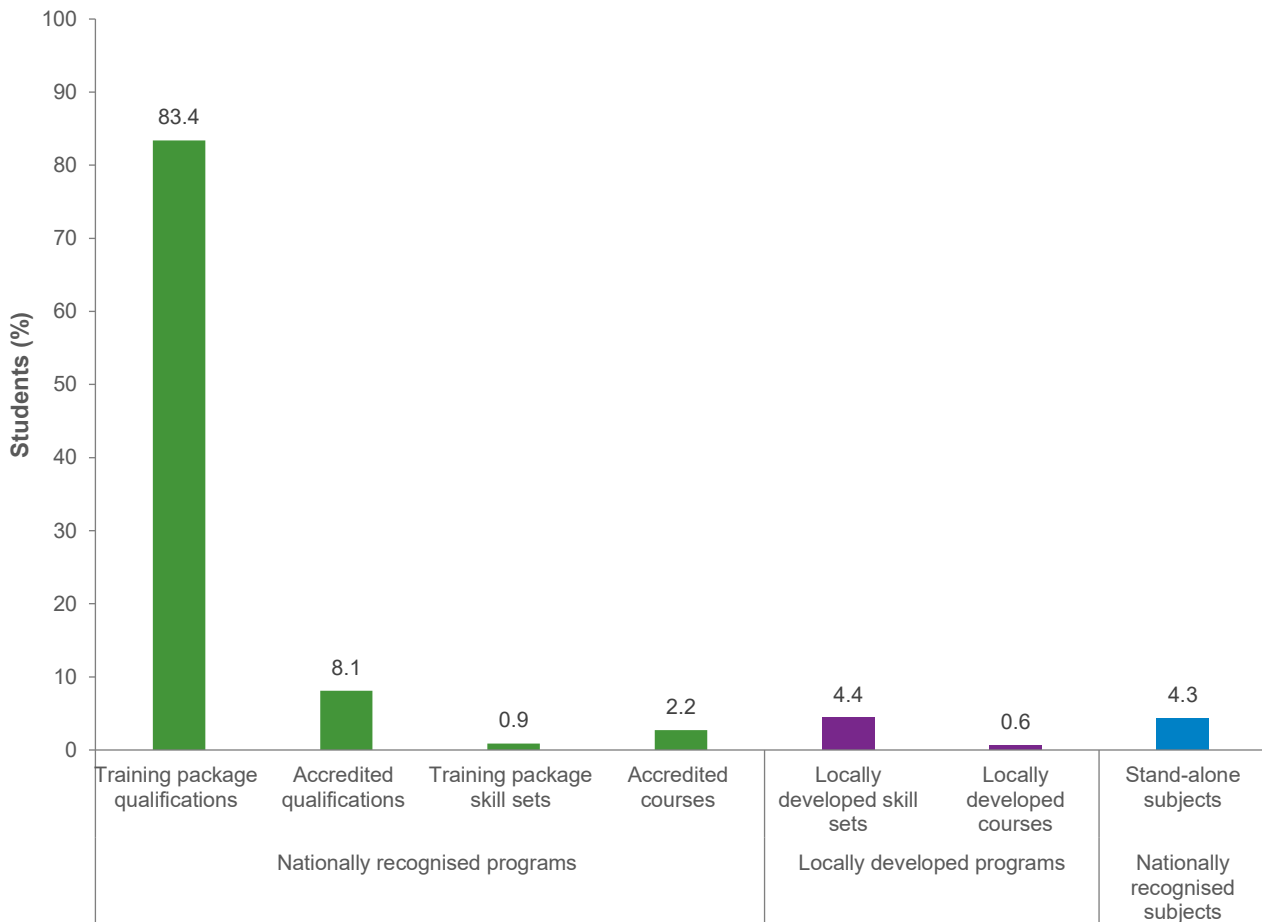
In the first six months to 30 June 2019, 826 500 students were enrolled in government-funded VET.

Some students enrolled in one or more programs or stand-alone subjects.

In the first six months to 30 June 2019, 799 000 government-funded students were enrolled in nationally recognised VET, consisting of:

- training package qualifications (666 700 students or 83.4%)
- accredited qualifications (65 100 students or 8.1%)
- training package skill sets (7 000 students or 0.9%)
- accredited courses (17 300 students or 2.2%)
- locally developed skill sets and courses (40 100 students or 5.0%) comprised of at least one nationally recognised subject
- stand-alone nationally recognised subjects (34 400 students or 4.3%).

Figure 1 Government-funded students by type of nationally recognised training, January to June 2019 (%)



Note: The sum of students will not add to 100% as a student may have enrolled in multiple programs and/or subjects in the reporting period.

In the first six months to 30 June 2019, 52 300 government-funded students were enrolled in non-nationally recognised VET, consisting of:

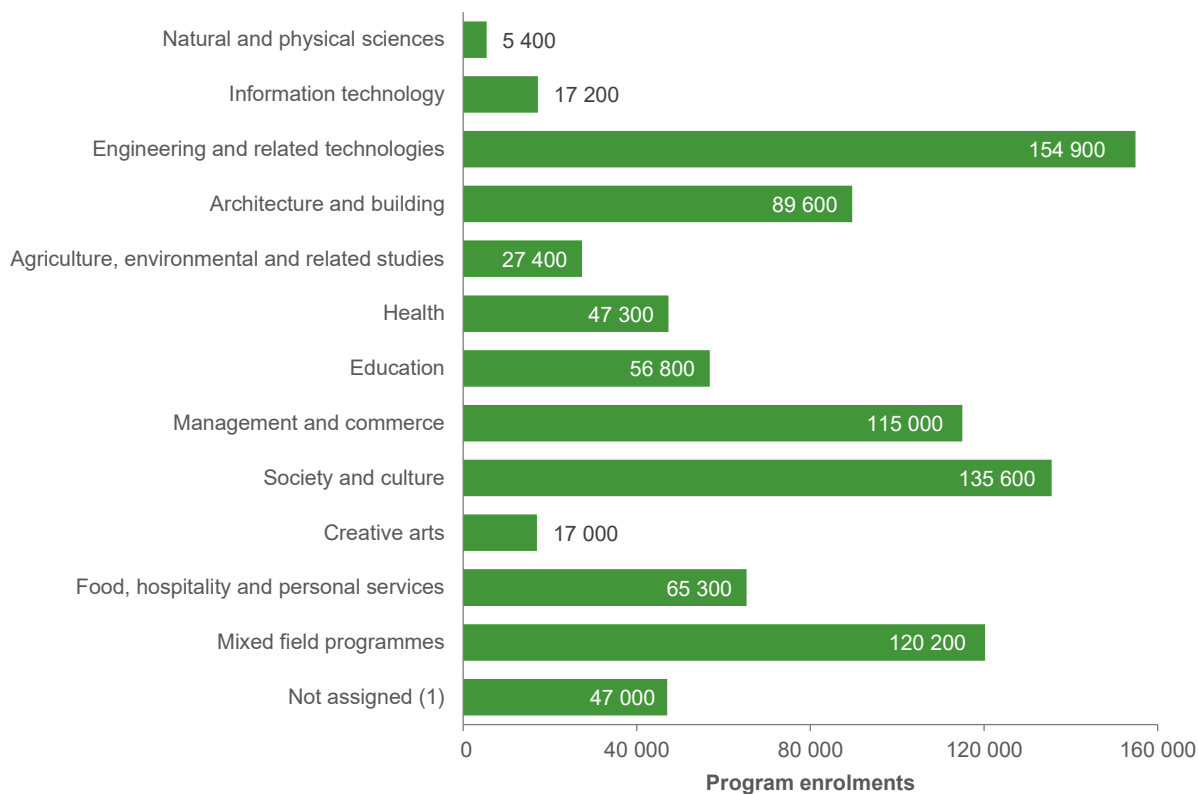
- non-nationally recognised programs (33 300 students)
- non-nationally recognised stand-alone subjects (19 200 students).

Program enrolments

In the first six months to 30 June 2019, there were 898 900 government-funded program enrolments.

- Engineering and related technologies was the most popular field of education in the January to June 2019 period, with 17.2% of government-funded program enrolments, followed by society and culture with 15.1%.
- Most qualification enrolments were in certificate III level qualifications (48.2%), followed by certificate IV (18.4%).

Figure 2 Government-funded program enrolments by field of education, January to June 2019



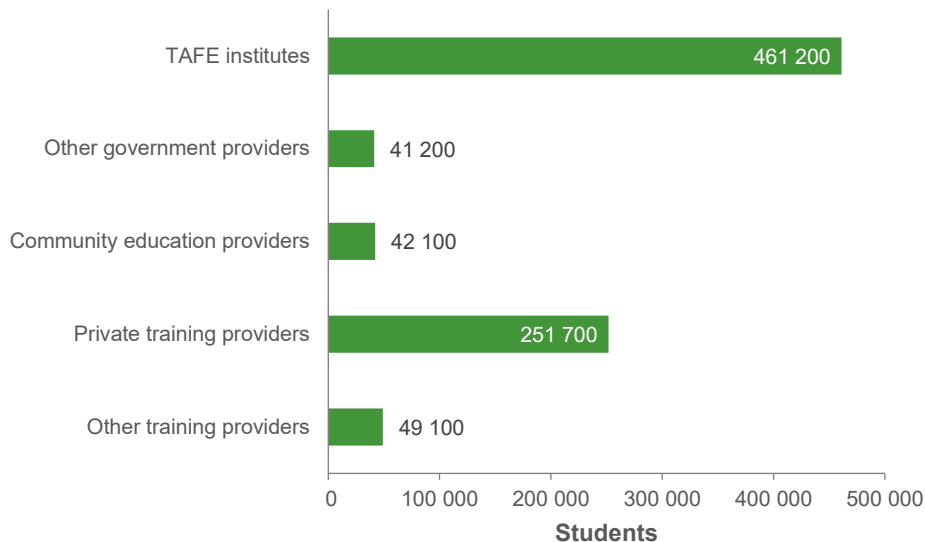
Note: (1) Training package skill sets and locally developed skill sets are not assigned a field of education.

Type of training provider

In the first six months to 30 June 2019, 1531 training providers delivered government-funded VET. There were:

- 461 200 (55.8%) government-funded students at TAFE Institutes
- 251 700 (30.5%) government-funded students at private training providers.

Figure 3 Government-funded students by training provider type, January to June 2019



Note: The sum of students (n=845 300) does not add to the total (826 500) as some students have enrolled in more than one training provider type in the reporting period.

Tables

Table 1 Government-funded students by type of training and state/territory, January to June 2019 ('000)

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Nationally recognised programs¹	247.6	196.4	155.2	42.9	61.9	15.6	9.1	13.3	742.1
Training package qualifications	221.6	169.0	149.6	38.4	52.5	14.7	8.5	12.6	666.7
Accredited qualifications	19.8	26.3	3.8	3.8	9.6	0.7	0.5	0.6	65.1
Training package skill sets	4.2	-	2.0	0.0	0.1	0.4	0.1	0.2	7.0
Accredited courses	5.3	5.4	1.1	1.0	4.4	0.1	0.1	0.0	17.3
Locally developed programs	25.9	4.2	4.4	0.5	4.0	0.8	-	0.3	40.1
Locally developed skill sets	25.7	0.0	4.4	0.5	3.7	0.8	-	0.3	35.3
Locally developed courses	0.3	4.1	-	-	0.4	-	-	-	4.9
Stand-alone nationally recognised subjects	21.1	4.0	0.6	3.9	0.0	2.1	2.7	-	34.4
Nationally recognised training total	284.3	201.7	158.9	46.3	65.0	18.1	11.1	13.6	799.0
Non-nationally recognised training total²	25.4	16.8	0.6	2.6	5.1	1.0	0.5	0.3	52.3
Programs	22.2	3.6	0.6	0.0	5.1	1.0	0.5	0.3	33.3
Stand-alone subjects	3.4	13.3	-	2.6	0.0	-	-	-	19.2
Total	292.4	216.0	159.5	48.4	66.8	18.1	11.5	13.8	826.5

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

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.

2. Non-nationally recognised training are either programs comprised entirely of non-nationally recognised subjects or subjects reported by non-registered training providers.

Note: The sum of students (n=848 800) will not add to the total (826 500) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

Table 2 Government-funded students by type of training, January to June 2015–19 ('000)

Students	Jan-Jun 2015	Jan-Jun 2016	Jan-Jun 2017	Jan-Jun 2018	Jan-Jun 2019	Jan-Jun 2018 to Jan-Jun 2019 change (%)
Nationally recognised programs¹	761.2	733.6	704.2	692.4	742.1	7.2
Training package qualifications	683.2	651.3	632.0	622.6	666.7	7.1
Accredited qualifications	76.8	72.6	65.4	62.3	65.1	4.5
Training package skill sets	1.8	11.2	7.7	4.3	7.0	61.2
Accredited courses	16.7	20.0	15.4	16.7	17.3	3.6
Locally developed programs	13.3	64.5	47.7	40.7	40.1	-1.3
Locally developed skill sets	5.1	57.9	42.2	35.0	35.3	0.9
Locally developed courses	8.2	6.6	5.6	5.7	4.9	-14.3
Stand-alone nationally recognised subjects	17.9	25.2	25.9	28.2	34.4	22.0
Nationally recognised training total	783.9	797.4	757.1	744.0	799.0	7.4
Non-nationally recognised training² total	43.5	47.0	44.1	47.0	52.3	11.3
Programs	24.8	27.5	24.1	26.6	33.3	24.9
Stand-alone subjects	18.8	19.7	20.1	20.4	19.2	-6.0
Total	815.7	829.0	782.7	773.1	826.5	6.9

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.

2. Non-nationally recognised training are either programs comprised entirely of non-nationally recognised subjects or subjects reported by non-registered training providers.

Note: The sum of students (n=848 800 in 2019) will not add to the 2019 total (826 500) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

Table 3 Provider reporting type by state/territory, January to June 2019

Training providers	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	1	12	2	1	5	1	2	1	25
Other government providers	1	4	3	-	2	-	-	-	10
Community education providers	33	220	19	38	8	-	-	-	318
Private training providers	264	197	430	69	138	58	42	58	978
Other training providers	95	47	50	40	18	37	29	20	250
Total	362	480	504	148	171	96	73	79	1 531

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

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Table 4 Provider reporting type, January to June 2015–19

Training providers	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2018	Jan–Jun 2019
TAFE institutes	53	40	40	35	25
Other government providers	14	13	10	10	10
Community education providers	363	351	343	331	318
Private training providers	1 156	1 168	1 154	1 044	978
Other training providers	296	271	268	264	250
Total	1 827	1 787	1 760	1 630	1 531

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Table 5 Government-funded students by provider reporting type and state/territory, January to June 2019 ('000)

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	212.9	93.8	51.2	32.8	42.8	10.5	7.6	9.6	461.2
Other government providers	2.7	30.6	3.9	-	4.0	-	-	-	41.2
Community education providers	10.4	26.0	3.2	2.1	0.4	-	-	-	42.1
Private training providers	55.9	58.4	98.5	10.0	19.0	4.4	2.1	3.5	251.7
Other training providers	20.1	10.9	5.5	4.3	1.9	3.6	2.1	0.9	49.1
Total	292.4	216.0	159.5	48.4	66.8	18.1	11.5	13.8	826.5

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

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Note: The sum of students (n=845 300) will not add to the total (826 500) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

Table 6 Government-funded students by provider reporting type, January to June 2015–19 ('000)

Students	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2018	Jan–Jun 2019	Jan–Jun 2018 to Jan–Jun 2019 change (%)
TAFE institutes	399.4	454.6	426.9	421.8	461.2	9.3
Other government providers	33.1	34.3	34.3	35.1	41.2	17.5
Community education providers	46.8	45.3	42.4	42.0	42.1	0.1
Private training providers	295.9	265.1	248.1	243.6	251.7	3.3
Other training providers	46.3	43.8	47.3	47.5	49.1	3.4
Total	815.7	829.0	782.7	773.1	826.5	6.9

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Note: The sum of students (n=845 300 in 2019) will not add to the total (826 500 in 2019) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

Table 7 Government-funded student characteristics by state/territory, January to June 2019 ('000)

Student characteristics	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Gender									
Males	140.8	109.1	83.7	23.7	35.8	10.1	6.4	6.9	416.5
Females	151.3	106.3	75.0	24.6	30.9	8.0	5.1	6.8	408.0
Not known	0.3	0.6	0.8	0.1	0.0	0.0	0.0	0.2	1.9
Age group									
14 years and under	0.4	0.0	0.1	0.0	0.0	-	0.2	0.0	0.8
15 to 19 years	64.0	37.2	53.5	11.2	19.6	2.8	2.4	2.4	193.1
20 to 24 years	58.3	50.1	32.9	10.5	14.4	4.4	2.0	3.4	176.0
25 to 44 years	112.9	85.3	51.4	17.9	23.3	7.2	4.8	5.8	308.6
45 to 64 years	51.3	39.3	20.9	7.9	9.0	3.5	2.0	2.1	135.9
65 years and over	5.5	4.1	0.7	0.9	0.5	0.2	0.1	0.1	12.2
Not known	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0
Student remoteness region									
Major cities	187.5	157.6	93.3	31.7	45.2	0.0	0.0	12.4	527.8
Inner regional	72.6	46.7	35.6	6.9	7.5	11.5	0.0	1.2	182.0
Outer regional	26.8	9.7	22.7	7.0	6.6	6.1	5.7	0.2	84.9
Remote	2.7	0.1	3.5	1.6	3.3	0.4	2.4	0.0	14.0
Very remote	0.8	0.0	2.6	0.9	2.9	0.1	2.2	0.0	9.6
Overseas	0.5	0.1	0.1	0.0	0.2	0.0	0.0	0.0	1.0
Not known	1.3	1.8	1.7	0.1	1.1	0.0	1.2	0.0	7.3
Indigenous status									
Indigenous	26.9	4.5	12.0	2.5	6.6	1.0	3.9	0.5	58.0
Non-Indigenous	261.7	209.1	135.7	45.5	48.0	16.8	7.5	12.2	736.3
Not known	3.8	2.4	11.8	0.4	12.2	0.3	0.2	1.1	32.1
Disability (including impairment or long-term condition)									
With a disability	31.7	23.0	10.9	3.8	5.1	1.8	0.6	1.6	78.6
Without a disability	253.1	188.4	125.2	44.0	52.8	14.8	10.4	12.1	700.8
Not known	7.6	4.7	23.4	0.6	8.8	1.5	0.5	0.1	47.1
English (Main language spoken at home)									
Non-English	53.7	63.2	12.9	8.8	9.4	1.1	2.9	2.6	154.6
English	223.7	149.9	133.6	38.3	52.0	15.6	8.1	9.8	631.0
Not known	14.9	2.9	13.0	1.3	5.4	1.4	0.5	1.4	40.9
Labour force status									
Employed	176.2	121.4	89.1	27.0	25.0	13.9	8.3	10.6	471.5
Unemployed	62.3	44.2	31.2	11.2	11.5	2.4	1.6	1.5	166.0
Not in the labour force	38.9	36.9	17.5	8.9	8.6	1.1	1.0	0.6	113.4
Not known	15.0	13.6	21.7	1.3	21.7	0.7	0.7	1.0	75.6
School status									
At school	16.6	4.6	28.0	5.5	7.2	0.9	1.6	0.6	65.1
Not at school	268.9	210.2	125.3	42.6	58.0	16.7	9.7	12.0	743.3
Not known	6.8	1.2	6.2	0.3	1.6	0.6	0.3	1.2	18.1
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	76.0	54.2	53.5	10.3	19.9	8.6	3.2	5.2	230.8
Not apprentices and trainees	216.4	161.8	106.0	38.2	46.9	9.6	8.3	8.6	595.7
SEIFA (IRSD)									
Quintile 1 – Most disadvantaged	74.7	44.5	39.9	15.3	9.3	8.4	2.4	0.1	194.6
Quintile 2	74.9	43.4	29.0	14.4	13.5	3.3	1.3	0.5	180.3
Quintile 3	57.2	48.3	38.9	8.6	16.8	3.4	3.0	1.6	177.7
Quintile 4	40.1	41.3	34.2	7.2	16.1	2.5	1.5	4.3	147.3
Quintile 5 – Least disadvantaged	43.2	35.2	15.6	2.8	9.6	0.5	1.9	7.1	116.1
Not known	2.3	3.3	1.8	0.1	1.4	0.1	1.3	0.2	10.5
Total students	292.4	216.0	159.5	48.4	66.8	18.1	11.5	13.8	826.5

A dash (-) represents a true zero figure, with no data reported in this category. Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Table 8 Government-funded student characteristics, January to June 2015–19 ('000)

Student characteristics	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2018	Jan–Jun 2019	Jan–Jun 2018 to Jan–Jun 2019 change (%)
Gender						
Males	434.1	436.0	405.7	393.0	416.5	6.0
Females	380.0	391.1	375.0	378.3	408.0	7.9
Not known	1.5	2.0	1.9	1.8	1.9	7.9
Age group						
14 years and under	1.2	1.3	0.9	0.8	0.8	0.4
15 to 19 years	202.5	195.9	189.3	182.4	193.1	5.9
20 to 24 years	168.7	168.1	163.5	165.6	176.0	6.3
25 to 44 years	291.2	305.8	286.9	285.3	308.6	8.1
45 to 64 years	138.4	145.2	131.2	127.7	135.9	6.4
65 years and over	12.8	12.3	10.8	11.3	12.2	7.8
Not known	0.8	0.3	0.1	0.1	0.0	-50.6
Student remoteness region						
Major cities	516.5	521.5	496.6	492.3	527.8	7.2
Inner regional	175.3	179.6	170.5	172.0	182.0	5.8
Outer regional	88.4	89.7	83.5	79.8	84.9	6.4
Remote	16.6	16.1	14.7	13.6	14.0	2.7
Very remote	9.7	9.8	10.1	8.8	9.6	9.1
Overseas	0.9	0.6	0.7	0.5	1.0	101.8
Not known	8.3	11.7	6.7	6.2	7.3	17.7
Indigenous status						
Indigenous	47.1	51.2	53.1	54.0	58.0	7.5
Non-Indigenous	741.6	749.9	705.8	697.4	736.3	5.6
Not known	27.0	27.9	23.8	21.8	32.1	47.4
Disability (including impairment or long-term condition)						
With a disability	72.9	74.8	72.8	72.6	78.6	8.2
Without a disability	692.9	703.7	661.5	650.1	700.8	7.8
Not known	49.9	50.6	48.3	50.4	47.1	-6.4
English (Main language spoken at home)						
Non-English	153.0	152.4	143.8	145.3	154.6	6.4
English	610.4	616.6	588.2	583.8	631.0	8.1
Not known	52.2	60.1	50.7	44.1	40.9	-7.2
Labour force status						
Employed	472.7	480.7	443.0	433.0	471.5	8.9
Unemployed	187.2	180.0	173.2	160.1	166.0	3.7
Not in the labour force	96.0	102.8	104.0	104.6	113.4	8.5
Not known	59.8	65.6	62.5	75.5	75.6	0.2
School status						
At school	70.8	72.6	63.1	58.8	65.1	10.6
Not at school	720.6	732.3	698.9	692.3	743.3	7.4
Not known	24.3	24.1	20.6	22.0	18.1	-17.6
Apprentice/trainee status						
Apprentices and trainees undertaking off-the-job training	203.0	205.9	209.2	219.7	230.8	5.1
Not apprentices and trainees	612.7	623.2	573.4	553.4	595.7	7.6
SEIFA (IRSD)						
Quintile 1 - Most disadvantaged	192.0	194.7	185.1	186.1	194.6	4.6
Quintile 2	180.2	183.9	171.8	169.1	180.3	6.6
Quintile 3	173.6	179.1	170.3	167.0	177.7	6.4
Quintile 4	149.3	145.3	137.8	135.1	147.3	9.0
Quintile 5 - Least disadvantaged	110.7	111.9	108.3	107.2	116.1	8.3
Not known	9.8	14.1	9.4	8.6	10.5	21.8
Total students	815.7	829.0	782.7	773.1	826.5	6.9

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Table 9 Government-funded program enrolments by type of training and state/territory, January to June 2019 ('000)

Program enrolments	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Nationally recognised programs¹	268.3	225.2	169.8	45.3	69.8	16.4	9.9	14.7	819.4
Training package qualifications	236.9	189.9	162.3	40.3	54.6	15.2	9.1	13.9	722.3
Accredited qualifications	21.5	29.5	3.9	4.0	10.7	0.7	0.5	0.6	71.5
Training package skill sets	4.4	-	2.4	0.0	0.1	0.4	0.1	0.2	7.6
Accredited courses	5.4	5.8	1.2	1.0	4.4	0.1	0.1	0.0	18.0
Locally developed programs	29.2	4.2	4.6	0.5	4.7	0.8	-	0.3	44.3
Locally developed skill sets	28.9	0.0	4.6	0.5	4.3	0.8	-	0.3	39.4
Locally developed courses	0.3	4.2	-	-	0.4	-	-	-	4.9
Non-nationally recognised programs²	22.9	4.5	0.7	0.0	5.4	1.0	0.5	0.3	35.1
Total	320.3	233.9	175.1	45.8	79.9	18.2	10.3	15.3	898.9

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

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.

2. Non-nationally recognised programs are either programs comprised entirely of non-nationally recognised subjects or subjects reported by non-registered training providers.

Table 10 Government-funded program enrolments by type of training, January to June 2015–19 ('000)

Program enrolments	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2018	Jan–Jun 2019	Jan–Jun 2018 to Jan–Jun 2019 change (%)
Nationally recognised programs¹	847.3	826.8	789.0	763.3	819.4	7.4
Training package qualifications	745.8	715.4	694.5	674.6	722.3	7.1
Accredited qualifications	81.8	77.8	70.4	67.1	71.5	6.5
Training package skill sets	2.0	12.2	8.6	4.6	7.6	66.7
Accredited courses	17.6	21.4	15.5	17.0	18.0	6.1
Locally developed programs	13.8	78.0	57.0	45.0	44.3	-1.6
Locally developed skill sets	5.3	71.3	51.2	39.2	39.4	0.4
Locally developed courses	8.5	6.7	5.7	5.8	4.9	-15.0
Non-nationally recognised programs²	27.1	29.8	26.2	27.4	35.1	28.1
Total	888.2	934.6	872.2	835.7	898.9	7.6

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.

2. Non-nationally recognised training are either programs comprised entirely of non-nationally recognised subjects or subjects reported by non-registered training providers.

Table 11 Government-funded program enrolments by field of education and state/territory, January to June 2019 ('000)

Program enrolments	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Field of education									
Natural and physical sciences	1.7	1.3	1.3	0.5	0.4	0.1	0.0	0.2	5.4
Information technology	7.0	4.7	1.6	1.2	1.5	0.4	0.1	0.9	17.2
Engineering and related technologies	42.0	37.8	43.0	8.4	15.9	3.1	2.5	2.1	154.9
Architecture and building	27.3	32.5	16.6	4.7	4.2	2.1	0.8	1.4	89.6
Agriculture, environmental and related studies	8.3	7.5	5.5	2.2	1.8	0.9	0.8	0.4	27.4
Health	16.0	13.4	9.1	2.5	4.2	0.9	0.5	0.8	47.3
Education	12.6	17.9	12.8	3.0	8.3	0.4	0.5	1.2	56.8
Management and commerce	53.5	20.9	20.8	3.9	8.9	3.1	1.7	2.3	115.0
Society and culture	46.5	36.4	27.5	8.6	9.2	2.4	2.0	3.2	135.6
Creative arts	5.8	5.8	1.2	0.8	2.5	0.3	0.2	0.4	17.0
Food, hospitality and personal services	17.5	17.5	17.8	4.1	5.5	1.3	0.7	0.9	65.3
Mixed field programmes	48.9	38.3	10.9	5.5	13.0	2.1	0.5	1.0	120.2
Not assigned ¹	33.3	0.0	7.0	0.5	4.4	1.1	0.1	0.5	47.0
Total	320.3	233.9	175.1	45.8	79.9	18.2	10.3	15.3	898.9

1. Skill sets are not assigned a field of education.

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Table 12 Government-funded program enrolments by field of education, January to June 2015–19 ('000)

Program enrolments	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2018	Jan–Jun 2019	Jan–Jun 2018 to Jan–Jun 2019 change (%)
Field of education						
Natural and physical sciences	6.8	5.4	4.8	4.4	5.4	22.7
Information technology	18.7	16.3	15.9	15.9	17.2	8.4
Engineering and related technologies	177.6	163.4	153.6	144.7	154.9	7.0
Architecture and building	81.8	86.0	86.2	86.5	89.6	3.6
Agriculture, environmental and related studies	31.6	30.9	31.3	24.2	27.4	13.4
Health	45.0	44.9	40.8	42.9	47.3	10.3
Education	53.8	62.5	63.2	51.2	56.8	11.1
Management and commerce	134.3	126.4	113.6	112.3	115.0	2.4
Society and culture	124.7	114.3	108.9	119.8	135.6	13.2
Creative arts	18.5	18.0	18.1	16.2	17.0	5.3
Food, hospitality and personal services	75.5	69.8	72.6	63.9	65.3	2.2
Mixed field programmes	112.4	113.1	103.2	109.9	120.2	9.4
Not assigned ¹	7.4	83.6	59.9	43.9	47.0	7.2
Total	888.2	934.6	872.2	835.7	898.9	7.6

1. Skill sets are not assigned a field of education.

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Table 13 Government-funded qualification enrolments by level of education and state/territory, January to June 2019 ('000)

Qualification enrolments	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Level of education									
Graduate diploma	-	0.0	-	-	-	-	0.0	-	0.0
Graduate certificate	-	0.1	-	-	-	-	-	0.0	0.1
Advanced diploma	1.4	6.2	0.5	0.5	0.6	0.0	0.1	0.2	9.6
Diploma	27.9	37.1	15.9	4.9	6.8	1.3	0.7	2.9	97.5
Certificate IV	54.5	50.8	16.7	6.8	9.2	2.8	1.4	3.6	145.8
Certificate III	136.7	82.3	90.6	21.7	31.3	9.4	4.3	6.7	382.9
Certificate II	26.5	27.3	33.9	7.5	12.1	1.6	2.0	1.1	112.0
Certificate I	11.4	15.6	8.6	3.0	5.2	0.8	1.1	0.0	45.7
Total	258.5	219.4	166.2	44.3	65.3	16.0	9.6	14.5	793.8

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

This table consists of training package qualifications and accredited qualifications with at least one nationally recognised subject, delivered by a registered training organisation.

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Table 14 Government-funded qualification enrolments by level of education, January to June 2015–19 ('000)

Qualification enrolments	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2018	Jan–Jun 2019	Jan–Jun 2018 to Jan–Jun 2019 change (%)
Level of education						
Graduate diploma	0.1	0.1	0.1	0.0	0.0	**
Graduate certificate	0.1	0.1	0.0	0.0	0.1	**
Advanced diploma	12.4	11.3	9.9	9.2	9.6	5.0
Diploma	91.0	102.5	95.6	94.9	97.5	2.8
Certificate IV	159.5	141.2	127.4	130.4	145.8	11.8
Certificate III	394.9	371.4	372.2	362.2	382.9	5.7
Certificate II	122.1	118.8	114.1	102.5	112.0	9.3
Certificate I	47.6	47.8	45.6	42.5	45.7	7.6
Total	827.7	793.2	764.9	741.7	793.8	7.0

This table consists of training package qualifications and accredited qualifications with at least one nationally recognised subject, delivered by a registered training organisation.

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

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Table 15 Government-funded subject enrolments by type of training and state/territory, January to June 2019 ('000)

Subject enrolments	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Nationally recognised programs¹	2 252.4	1 593.3	1 346.5	229.2	442.8	103.2	58.5	79.2	6 105.2
Training package qualifications	2 089.1	1 389.9	1 321.2	214.5	374.3	98.8	56.4	76.5	5 620.5
Accredited qualifications	130.1	173.5	15.8	12.7	50.1	3.3	1.7	2.2	389.3
Training package skill sets	10.5	-	7.7	0.0	0.3	0.9	0.2	0.4	20.0
Accredited courses	22.7	29.9	1.8	2.0	18.1	0.3	0.3	0.1	75.3
Locally developed programs	84.9	19.1	6.9	1.5	8.9	1.4	-	0.8	123.6
Locally developed skill sets	84.3	0.1	6.9	1.5	8.2	1.4	-	0.8	103.2
Locally developed courses	0.6	19.1	-	-	0.7	-	-	-	20.4
Stand-alone nationally recognised subjects	62.2	19.4	1.4	7.6	0.0	5.7	6.5	-	102.9
Nationally recognised training total	2 399.5	1 631.9	1 354.8	238.3	451.7	110.3	65.0	79.9	6 331.6
Non-nationally recognised training total²	56.4	44.2	6.1	3.9	14.5	2.5	3.4	1.8	132.7
Programs	50.0	25.7	6.1	0.0	14.5	2.5	3.4	1.8	104.1
Stand-alone non-nationally recognised subjects	6.3	18.5	-	3.8	0.0	-	-	-	28.7
Total	2 455.9	1 676.0	1 360.9	242.2	466.2	112.9	68.4	81.8	6 464.3

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

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.
2. Non-nationally recognised training is either programs comprised entirely of non-nationally recognised subjects or non-nationally recognised stand-alone subjects, or subjects submitted by non-registered providers.

Table 16 Government-funded subject enrolments by type of training, January to June 2015–19 ('000)

Subject enrolments	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2018	Jan–Jun 2019	Jan–Jun 2018 to Jan–Jun 2019 change (%)
Nationally recognised programs¹	6 858.9	6 565.5	6 095.1	5 886.5	6 105.2	3.7
Training package qualifications	6 287.9	6 010.4	5 624.5	5 372.2	5 620.5	4.6
Accredited qualifications	505.0	450.2	388.4	419.4	389.3	-7.2
Training package skill sets	5.6	29.0	20.9	12.1	20.0	65.4
Accredited courses	60.4	75.9	61.3	82.7	75.3	-9.0
Locally developed programs	52.0	224.5	173.9	136.5	123.6	-9.5
Locally developed skill sets	11.0	189.7	145.5	112.0	103.2	-7.8
Locally developed courses	41.0	34.8	28.4	24.5	20.4	-17.0
Stand-alone nationally recognised subjects	46.5	77.3	76.6	85.5	102.9	20.3
Nationally recognised training total	6 957.5	6 867.4	6 345.6	6 108.5	6 331.6	3.7
Non-nationally recognised training total²	144.0	129.7	113.9	121.4	132.7	9.3
Programs	117.2	98.0	83.3	91.2	104.1	14.1
Stand-alone non-nationally recognised subjects	26.7	31.8	30.6	30.2	28.7	-5.2
Total subject enrolments	7 101.4	6 997.1	6 459.5	6 229.9	6 464.3	3.8

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.
2. Non-nationally recognised training are either programs comprised entirely of non-nationally recognised subjects or non-nationally recognised stand-alone subjects, or subjects submitted by non-registered providers.

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Table 17 Summary by state/territory, January to June 2015–19 ('000)

	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2018	Jan–Jun 2019	Jan–Jun 2018 to Jan–Jun 2019 change (%)
Students						
Australia	815.7	829.0	782.7	773.1	826.5	6.9
New South Wales	191.8	260.8	253.2	277.3	292.4	5.4
Victoria	281.6	235.8	222.6	208.6	216.0	3.6
Queensland	147.7	151.7	144.9	152.8	159.5	4.4
South Australia	61.7	52.5	42.7	39.6	48.4	22.2
Western Australia	82.8	81.8	73.1	50.7	66.8	31.8
Tasmania	22.3	19.7	18.6	18.1	18.1	0.4
Northern Territory	13.9	15.0	15.3	13.2	11.5	-12.6
Australian Capital Territory	13.8	11.8	12.2	12.9	13.8	7.0
Program enrolments						
Australia	888.2	934.6	872.2	835.7	898.9	7.6
New South Wales	195.4	301.3	286.6	303.6	320.3	5.5
Victoria	314.2	263.6	247.8	224.4	233.9	4.2
Queensland	160.9	164.8	157.1	166.3	175.1	5.3
South Australia	63.7	52.8	40.3	36.5	45.8	25.6
Western Australia	101.8	102.4	92.9	60.0	79.9	33.3
Tasmania	23.1	21.1	19.2	18.8	18.2	-3.2
Northern Territory	13.6	14.7	14.2	11.9	10.3	-12.9
Australian Capital Territory	15.6	13.8	14.0	14.3	15.3	6.7
Subject enrolments						
Australia	7 101.4	6 997.1	6 459.5	6 229.9	6 464.3	3.8
New South Wales	1 832.5	2 344.5	2 269.5	2 436.7	2 455.9	0.8
Victoria	2 550.7	2 052.0	1 847.7	1 683.2	1 676.0	-0.4
Queensland	1 366.8	1 346.9	1 243.9	1 333.9	1 360.9	2.0
South Australia	355.9	307.3	240.3	192.2	242.2	26.1
Western Australia	652.1	631.2	555.0	308.6	466.2	51.1
Tasmania	160.9	144.6	119.9	117.5	112.9	-4.0
Northern Territory	85.3	89.6	98.7	80.3	68.4	-14.7
Australian Capital Territory	97.3	81.1	84.6	77.6	81.8	5.5

Refer to the explanatory notes on pages 20–23 for notes relevant to this table.

Terms

The information included in this publication is, unless stated otherwise, derived from the National VET Provider Collection. This collection is governed by the Australian Vocational Education and Training Management Information Statistical Standard VET Provider Collection specifications: release 8.0 (AVETMISS Release 8.0).

For other terms and definitions, refer to the terms and definitions paper at https://www.ncver.edu.au/__data/assets/pdf_file/0035/6579305/Students-and-courses-terms-and-definitions-2018.pdf.

Accredited courses refer to nationally recognised courses accredited by VET regulators. They are courses that result in a statement of attainment outcome. The title of such courses commences with the words 'Course in'.

Accredited qualifications refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package.

Age of the student as at 30 June of the collection year. It is generally reported in age ranges.

Apprentice/trainee status indicates whether a student is undertaking some off-the-job training under an apprenticeship/traineeship training contract.

Commonwealth and state funding is expenditure by Commonwealth or state/territory governments for the delivery of vocational education and training.

Community education providers are not-for-profit, community-based organisations with a primary focus on adult education. Community-based adult education delivers courses relating to leisure, personal and community development, employment skills, preparation for VET and nationally recognised programs of study.

Credit transfer is training credit for a unit of competency or module previously completed by a student.

Disability refers to whether the student self-identifies as having a disability, impairment or long-term condition.

English (main language spoken at home) refers to the main language other than English spoken at home by the student. Reported as non-English, English and not known.

Enrolment (program/subject) is the registration of a student for the purpose of undertaking a program or subject.

Field of education describes the broad area of study related to a program or subject in which a student is enrolled.

Gender refers to whether the student identifies as male, female or other. Not known gender includes not specified responses as well as individuals who may have mixed or non-binary sexual characteristics; identify as gender diverse; or identify as neither male nor female.

Government-funded activity relates to Commonwealth and state/territory funded activity that is administered by state/territory departments responsible for VET.

Indigenous status indicates whether a student self-identifies as being of Aboriginal or Torres Strait Islander descent.

Labour force status describes a student's employment status. Labour force status identifier is based on the Standards for Labour Force Statistics, ABS catalogue no.1288.0, Issue for December 2014.

Locally developed programs include non-nationally recognised courses and skill sets to meet an identified training need.

Main language spoken at home refers to the main language other than English spoken at home by the student.

Nationally recognised program includes training package qualifications, accredited qualifications, training package skill sets and accredited courses that are listed on the National Training Register (training.gov.au).

Nationally recognised subject includes units of competency or modules that are listed on the National Training Register (training.gov.au).

Nationally recognised training leads to vocational qualifications and credentials that are recognised across Australia and that are delivered by registered training organisations (RTOs). Nationally recognised training are listed on the National Training Register (training.gov.au).

Non-nationally recognised training includes locally developed courses, higher level qualifications and locally developed skill sets. Non-nationally recognised training are not listed on the National Training Register (training.gov.au).

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

Other government provider is a government-owned and managed education facility/organisation, other than TAFE institutes, that deliver VET (for example, agricultural colleges, universities, etc.).

Other training providers include secondary schools, non-government enterprises, education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, and other training providers not elsewhere classified.

Private training providers refer to privately-owned and operated training providers that are registered by the Australian Skills Quality Authority, or a state/territory accrediting body.

Programs refer to structured study where associated subjects are grouped together as qualifications, courses or skill sets.

Program level of education identifies the degree of complexity of the program of study. This classification is based on the Australian Standard Classification of Education (ASCED), ABS catalogue no.1272.0, 2001.

Provider reporting type refers to the type of institution or organisation providing the training. Refer to explanatory note 4.

Qualifications in the VET sector refer to the Australian Qualifications Framework (AQF) levels of education from certificate I through to graduate diploma.

Registered training organisations (RTOs) are training providers registered by the Australian Skills Quality Authority (ASQA) or a state or territory registering and accrediting body, to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.

School status indicates whether a student is still at school or not.

SEIFA Index of Relative Disadvantage (IRSD) is a general socio-economic index that summarises information about the economic and social resources of people and households within an area. This index focuses on disadvantage. A high score (or quintile) reflects a relative lack of disadvantage rather than relative advantage.

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 training package skill set or a locally developed skill set.

Stand-alone nationally recognised subjects are nationally recognised subject enrolments that are not delivered as part of a nationally recognised program.

State or territory that administered funding is the jurisdiction in which the funding of the training activity was administered.

Students are individuals who were enrolled in a stand-alone subject and/or program.

Student remoteness region (ARIA+) is the degree of remoteness of a location in terms of the ease or difficulty people face in accessing services in non-metropolitan Australia. The Australian Standard Geographical Classification (ASGC) divides Australia into six Remoteness Areas and is used for collection and dissemination of geographically classified statistics.

Technical and further education (TAFE) institutes are created by an Act of parliament and have responsibilities specified in that and other legislation and via ministerial directions. These institutes are public bodies in receipt of government funding and provide a range of technical and VET courses and other programs (for example, entry and bridging courses, language and literacy courses, adult basic education courses, senior secondary certificate of education courses, personal enrichment courses, and small business courses).

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry, or a group of industries. Each training package is made up of three components; units of competency, qualifications framework and assessment guidelines. For further information refer to <<http://www.training.gov.au>>.

Training package qualifications are nationally endorsed qualifications specified in a national training package.

Training package skill sets are nationally recognised skill sets, specified in a national training package. They are groupings of units of competency that have been 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.

Unique student identifier (USI) uniquely identifies an individual who accesses vocational education and training over his or her lifetime.

Universities include Australia's universities, which have been established or recognised under state or territory legislation, except the Australian National University, which is constituted under an Act of the federal parliament.

Vocational education and training (VET) refer to post-compulsory education and training that provides people with occupational or work-related knowledge and skills. It also includes programs that provide the basis for subsequent vocational programs.

Explanatory notes

Scope

- 1 The data are sourced from the administrative records held by the state training authorities and other relevant bodies. The tables provide information on the government-funded VET delivered by:
 - TAFE institutes and other government VET providers
 - community education providers
 - private training providers
 - other training 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 training provider in terms of subcontracting, auspicing, partnership or similar arrangements.

Student counts and participation

- 2 From 1 January 2015, all new and continuing students undertaking nationally recognised VET in Australia are required to have a unique student identifier (USI) to receive a qualification or statement of attainment.

The USI is a randomly generated alpha-numeric code recorded against any nationally recognised training undertaken and remains with an individual for life. The implementation of the USI provides a mechanism with which to better estimate student counts by identifying and potentially removing duplicate student records.

NCVER uses a two-step process to de-duplicate student counts *in Government-funded students and courses*, which uses the USI where available and a count of distinct client identifiers within each submission for the residual data. This is similar to the process used to estimate total VET student counts, the only difference is that government-funded student counts are de-duplicated within each state, that is by the state/territory that administered the funding of the training activity, and not across states as is done in *Total VET students and courses*. Where comparisons of student counts are made within the publication, the same de-duplication process has been applied to all periods.

Caution must be used when comparing de-duplicated student counts due to differing rates of duplication in student numbers across periods, which in part could be due to varying rates of USI provision.

For further information on the de-duplication of student counts refer to the technical paper *Counting students in Total VET students and courses* located at

<https://www.ncver.edu.au/__data/assets/pdf_file/0028/796213/Technical-paper-Counting-students-in-Total-VET-students-and-courses.pdf>.

Reporting derivations

- 3 In 2019, NCVER introduced new tables presenting training activity by nationally recognised training and non-nationally recognised training. Students undertaking nationally recognised training have undertaken at least one nationally recognised subject delivered by a registered training organisation. Because students may enrol in multiple programs and/or subjects in a calendar year, the sum of students (n = 848 800 students) will not add to the total (826 500 students).

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

One of the other major derivations is *provider 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/territory. The *provider 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 South Australia (up to and including 2016) and New South Wales, there are separate data submissions for adult and community education training. Training submitted through these submitters are all reported as being delivered by community education providers, 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.

Data quality and comparability issues

National reporting

- 5 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’.
- 6 Percentage change calculations for training activity at the national level between January-June 2018 and January-June 2019 have been impacted by reporting issues in Western Australia and the Northern Territory. Refer to the notes for those states/territories.

New South Wales

- 7 From 1 January 2019, the number of TAFEs reported in New South Wales declined from 11 to one, as part of the One TAFE consolidation program.
- 8 There was an initial spike in part qualification activity in 2016 due to the introduction of the Smart and Skilled Part Qualifications program in September 2015. The decrease in the number of students undertaking skills sets training in 2017 may in part be due to a natural drop in activity as initial demand was met. Also in 2017, student demand moved away from short courses and skill sets to higher level full qualifications. Between 2017 and 2018, there was a 3.4% increase in program enrolments at certificate III level, 17.9% increase at certificate IV level and 10.0% increase for diploma and higher qualifications.
- 9 NSW Workplace Training and NESAs do not submit data for the January to March, January to June or January to September data submissions. However, they do submit data for January to December. Consequently, caution should be taken when comparing data from the first three quarters with the annual data.

Western Australia

- 10 Western Australia’s TAFE training activity in 2018 was affected by reporting delays caused by transition to a new student management system. These may have affected *percent* change calculations for Western Australia and Australia between January-June 2018 and January-June 2019.

Northern Territory

- 11 The decline in training activity in the Northern Territory between January-June 2018 and January-June 2019 was partly due to improvements in reporting practices in 2019. Previously, some students were enrolled in their training activity prior to commencing the actual training component, and their participation was reported as ‘continuing’. Using the ‘70 - continuing’ outcome identifier meant that the

student and their training activity were ‘in scope’ for reporting purposes. This practice changed in the January-March 2019 period, and their participation was reported as ‘not yet started’. This ‘85 - not yet started’ outcome identifier was introduced in AVETMISS release 8.0, for reporting from 2018 onwards. Subjects with an outcome identifier of ‘85 - not yet started’ are not in scope for reporting purposes. If all a student’s training activity had ‘85 - not yet started’ outcomes, then that student would not be counted.

Subject enrolments by selected subject result, Northern Territory, Jan-Jun 2018–19

Subject enrolments						
Outcome identifier	Jan-Jun 2018			Jan-Jun 2019		
	Not in scope	In scope	Total	Not in scope	In scope	Total
70 - Continuing	5400	38 800	44 200	3600	26 600	30 200
85 - Not yet started	900	0	900	7 800	0	7 800

Australian Bureau of Statistics data

- 12 Socio-Economic Indexes For Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socio-economic advantage and disadvantage. Four different indexes are calculated. Each index is a summary of a different subset of Census variables and focuses on a different aspect of socio-economic advantage and disadvantage. This publication uses the Index of Relative Socio-Economic Disadvantage (IRSD). Further information on SEIFA can be found at <<http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>>.
- 13 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the Hugo Centre for Migration and Population Research at the University of Adelaide. ARIA+ is now the standard ABS-endorsed measure of remoteness. Data between 2009 and 2010 was based on ABS postal areas and ARIA+. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. 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 <<https://www.adelaide.edu.au/hugo-centre/news/list/2018/11/21/accessibilityremoteness-index-of-australia-plus-aria-2016>>.
- 14 Rural/remote localities comprise ‘outer regional’, ‘remote’ and ‘very remote’ categories of the ARIA+ classification.

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.

Training providers

- 16 There have been reductions in the number of TAFE providers reported in New South Wales, Western Australia and Queensland in recent years due to the implementation of reform measures in those jurisdictions.
- 17 Training providers submit data 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 (up to 2016), some training providers may be reported both as a ‘Community education provider’ and ‘Other provider’. However, they are only reported once in the total.
- 18 The total is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore, they are counted in each state/territory’s figures, but only counted once in the total.

Field of education

- 19 Government-funded students undertaking *Skill sets – nationally and locally developed* and *Subject only – no accreditation* enrolments are not reported with a program field of education.

‘Not known’ information

- 20 Data reported in the National VET Provider Collection as ‘Not known’ are reported for the following reasons:
- information was not collected
 - a student has not responded to a question on the enrolment form
 - invalid information was supplied.

The extent of ‘Not known’ data nationally for selected variables is illustrated in the table below.

Students with ‘not known’ data, January to June 2015–19 (%)

	Jan-Jun 2015	Jan-Jun 2016	Jan-Jun 2017	Jan-Jun 2018	Jan-Jun 2019
Indigenous status	3.3	3.4	3.0	2.8	3.9
Disability status	6.1	6.1	6.2	6.5	5.7
Main language spoken at home	6.4	7.2	6.5	5.7	4.9
Labour force status	7.3	7.9	8.0	9.8	9.1
School status	3.0	2.9	2.6	2.8	2.2

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

Credit transfer

- 21 Credit transfer is not reported in this publication (as the training effort occurred in previous years). Data on credit transfer by state/territory for 2015–19 are presented in the table below.

Government-funded subject enrolments by credit transfer and state/territory Jan-Jun 2015–19 (‘000)

Credit transfer subject enrolments	Jan-Jun 2015	Jan-Jun 2016	Jan-Jun 2017	Jan-Jun 2018	Jan-Jun 2019
New South Wales	61.0	181.4	165.5	149.1	163.1
Victoria	209.2	199.6	226.9	155.3	154.4
Queensland	147.3	141.3	155.9	135.6	182.3
South Australia	12.1	28.5	43.5	32.0	31.0
Western Australia	34.8	40.8	38.4	27.1	64.3
Tasmania	17.6	17.0	14.9	14.5	13.3
Northern Territory	1.8	9.2	9.9	8.8	9.6
Australian Capital Territory	6.2	4.8	7.1	5.7	12.2
Australia	490.0	622.6	662.1	528.0	630.2

Miscellaneous

- 22 In tables containing student remoteness, ‘overseas’ refers to the overseas postal addresses of students studying in Australia.



National Centre for Vocational Education Research Ltd

Level 5, 60 Light Square, Adelaide 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 **Email** ncver@ncver.edu.au **Web** <<https://www.ncver.edu.au>>

Follow us:  <<https://twitter.com/ncver>>  <<https://www.linkedin.com/company/ncver>>