

Quarterly reporting of government-funded activity to the 2015 National VET Provider Collection

Paul Foley

National Centre for Vocational Education Research (NCVER)



Publisher's note

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian Government, or state and territory governments. Any interpretation of data is the responsibility of the author/project team.

To find other material of interest, search VOCEDplus (the UNESCO/NCVER international database <<http://www.voced.edu.au>>) using the following keywords: statistics; data collecting; vocational education and training; public education and training; participation; enrolment; completion.

© National Centre for Vocational Education Research, 2016



With the exception of 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 <<http://creativecommons.org/licenses/by/3.0/au>>.

This document should be attributed as Foley, P 2016, *Quarterly reporting to the National VET Provider Collection*, NCVER, Adelaide.

NCVER is an independent body responsible for collecting, managing and analysing, evaluating and communicating research and statistics about vocational education and training (VET).

NCVER's inhouse research and evaluation program undertakes projects which are strategic to the VET sector. These projects are developed and conducted by NCVER's research staff and are funded by NCVER. This research aims to improve policy and practice in the VET sector.

COVER IMAGE: GETTY IMAGES/iStock

ISBN 978 1 925173 63 5

TD/TNC 125.11

Published by NCVER, ABN 87 007 967 311

Level 11, 33 King William Street, Adelaide SA 5000

PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 Fax +61 8 8212 3436

Email ncver@ncver.edu.au Web <<http://www.ncver.edu.au>> <<http://www.isay.edu.au>>

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

Contents



Executive summary	4
Background	6
Submissions to the 2015 VET Provider Collection	7
Students	7
Programs	11
Subjects	16
Qualifications completed	20
Conclusion	24

Tables

1 Data submissions by reporting period and training authority, 2015	8
2 Students by reporting period and state/territory, 2015	9
3 Program enrolments by reporting period and state/territory, 2015	11
4 Program enrolments by qualification level, reporting period and state/territory, 2015	12
5 Program enrolments by type of accreditation, reporting period and state/territory, 2015	15
6 Subject enrolments by reporting period and state/territory, 2015	16
7 Subject enrolments by subject outcome and reporting period, Australia, 2015	16
8 2014 AQF qualifications completed by reporting period and state/territory, 2014–15 (%)	20
9 2014 AQF qualifications completed by qualification level and reporting period, 2014–15 (%)	21

Figures

1 Percentage of students reported in quarterly submissions, by state/territory, 2015	9
2 Students by provider reporting type and data submission period, by state/territory	10
3 Subject outcomes by reporting period and state/territory (%)	17
4 2014 AQF qualifications completed by qualification level, reporting period and state/territory	22



Executive summary

Since 2015, the National Centre for Vocational Education Research (NCVER) has collected and reported data on government-funded students and courses on a quarterly basis. The quarterly data submissions from state government departments responsible for training are cumulative, which allows additional data to be reported and corrections made to previously submitted data. The four reporting and submission periods are:

- 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 first year of quarterly reporting has provided a useful insight into how training activity is reported by the different jurisdictions over a calendar year. This paper presents the results of some initial analysis of that data using the reporting scope that was in place for 2015 reporting, broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and other registered providers.

Students

Analysis shows that nationally, 49.3% of the annual student numbers were reported to NCVER in the first quarterly submission (January to March 2015). There was, however, considerable variation among the states and territories in the proportion of students reported in the first quarter – ranging from 25.9% in South Australia to 56.3% in Tasmania. The low proportion of students (25.9%) in South Australia appears to be an anomaly associated with the first year, as numbers have increased by 63.1% in the January to March 2016 data submission. Therefore, it is expected that – nationally – the proportion reported in the first quarterly submission will increase in 2016.

Programs

Program enrolments follow an expected pattern, with a higher proportion of diploma and higher qualifications reported in the January to March submission, compared with other qualifications. Generally, the lower the qualification level, the lower the proportion of program enrolments reported in the January to March submission and the more evenly they are distributed throughout the year.

Subjects

In 2015, there were almost 14.4 million subject enrolments reported in Australia. Of these, 5.5 million (38.6%) were reported in the January to March submission, of which only 1.5 million subjects had been reported with a final result. The remaining 4 million enrolments were either continuing studies or not yet available outcomes. As a greater number of subject enrolments are reported in each quarterly submission, the proportion with a finalised outcome increases and the proportion with 'continuing' or 'not yet available' outcomes decreases.

Qualifications completed

One of the proposed benefits of quarterly reporting is that data on qualifications completed could be reported sooner. The reporting of qualifications completed for government-funded activity currently has a lag of one year, as NCVER waits for additional data to be reported subsequent to the year the qualification was completed.

This analysis shows that the majority of qualifications completed within a calendar year are reported in the January to December submission, providing sufficient information to allow preliminary qualifications completed data to be reported in the year the qualification was completed. For example, 86.7% of 2014 qualifications completed were reported in the January to December 2014 submission, with 97.2% of all 2014 qualifications completed reported by the middle of the following year.

Summary

A number of revisions to previously submitted data are evident in the quarterly data. Some of these revisions were due to the changes in reporting practices, while others addressed data quality issues in previously submitted data. It will most likely take a few years of quarterly reporting before data submissions stabilise sufficiently enough to be used as reliable trend indicators of annual training activity.

Background

The topic of more frequent and timely vocational education and training (VET) data has been an issue of interest for a number of years. The data governance work of the VET Data Strategy Action Group on more frequent and timely VET data became a key element of the VET reform agenda. It was written into the Council of Australian Government (COAG) Standing Council on Tertiary Education, Skills and Employment (SCOTESE) work program and became one of the Data and Performance Measurement milestones (5.2.1), supporting SCOTESE in its work relating to priority issue #5: *Enhancing national research, analysis, data and information provision on tertiary education and training.*¹

A trial of more frequent reporting was undertaken by the previous South Australian Department of Further Education, Employment, Science and Technology (DFEEST), in association the National Centre for Vocational Education Research (NCVER) in November 2013. The purpose of the trial was to:

- identify and propose solutions to possible implementation issues
- assess data quality
- assess when completions data is finalised
- and estimate costs associated with the submission and reporting of more frequent VET data.

NCVER received a series of VET data files from DFEEST covering both public and private VET training activity. NCVER and the DFEEST used existing database, validation, analytical data quality and reporting software and tools to clean, extract and validate these data in the same manner used for the annual VET data submissions.²

NCVER deemed the trial a success, and the more frequent reporting of VET data was implemented. In the first instance, a mid-year data collection was conducted, in which data for the January to June 2014 period were submitted to NCVER in August 2014 from all states and territories. This was followed by the annual January to December 2014 collection in March 2015. Since then there have been quarterly data submissions to the National VET Provider Collection. The quarterly data submissions are cumulative, which allows additional data to be reported and also corrections made to previously submitted data. The four reporting and submission periods are:

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

2015 was the first year in which NCVER received four cumulative data submissions from almost all state government departments responsible for training.³ This paper presents the results of some initial analysis of that data. This analysis uses the reporting scope that was in place for 2015 reporting, broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and other registered providers.

1 NCVER 2015, 'More timely reporting trial', unpublished report, NCVER, Adelaide.

2 The PC-based validation software was used, but for the interim collection in 2014 the web-based +validation software was used but was not available for validation of AVETMISS R6.1 at the time of the trial.

3 Data submissions were not received from NSW Workplace Training, BOSTES NSW or SA VISA for the first three quarterly submissions (table 1).



Submissions to the 2015 National VET Provider Collection

Data on government-funded training activity are submitted to NCVER by the state government departments responsible for training, together with a small number of other government departments and registered training providers. Data submission arrangements vary from state to state. Queensland, Victoria and Western Australia each submit a single submission on the government-funded activity in their jurisdiction. In the Australian Capital Territory, the Northern Territory and Tasmania, there are separate submissions for activity delivered by TAFE (technical and further education) institutes and private providers, while South Australia has additional submissions for community education providers and VET in Schools assessed by TAFE. New South Wales has the most complex submission structure, with individual submissions from the 10 TAFE institutes, the Open Training and Education Network and the NSW Agricultural College. In addition, there are separate submissions for activity delivered by community education providers and private providers, while the Board of Studies, Teaching and Educational Standards NSW (BOSTES NSW) submits data on NSW Workplace Training and non-senior secondary certificate VET in Schools.⁴

There were 26 data submissions to the National VET Provider Collection from state training authorities for the January to March 2015, January to June 2015 and January to September 2015 reporting periods (table 1). This increased to 28 training authorities in the final January to December 2015 submission, due to full-year data submissions from NSW Workplace Training and SA VISA, which were existing data submitters that had not submitted to the quarterly submissions. In addition, BOSTES NSW submitted VET in Schools activity to the National VET Provider Collection for the first time in the January to December 2015 submission. The other change was for Tasmania – which previously submitted separate TAFE and private provider submissions in the quarterly collections – was that they consolidated their data into a single collection for the full-year submission.⁵

Students

Nationally, 787 700 students – or 49.3% of the 2015 student total – were reported in the initial January to March submission (table 1). The submission of the remaining 810 200 students (50.7%) was fairly evenly distributed over the next three quarterly submission periods, with an additional 285 500 (17.9%), 285 200 (17.9%) and 239 400 (15.0%) students reported in each submission.

There was considerable variation in the proportion of students reported in the quarterly data submissions across jurisdictions (figure 1). New South Wales (54.8%), Victoria (50.1%), Tasmania (56.3%) and the Australian Capital Territory (51.3%) all reported over half of their 2015 students in the first quarterly submission (table 2). In contrast, South Australia only reported one-quarter (25.9%) of students in the initial submission for the year, but followed up with an additional 42.8% of students in the January to June submission, so that 68.7% of students had been reported in the first half of the year – above the national average of 67.2%.⁶

4 BOSTES NSW submitted data on VET in Schools activity that is not associated with a student's senior secondary school certificate to the National VET Provider Collection. They also submit VET in Schools data that is associated with a student's senior secondary school certificate to the VET in Schools Collection.

5 This resulted in an apparent reduction of 3500 students due to the elimination of students previously reported by both training authorities.

6 As discussed in the reporting of subjects on page 17, the majority of South Australia's submission was for subjects that had a finalised outcome.

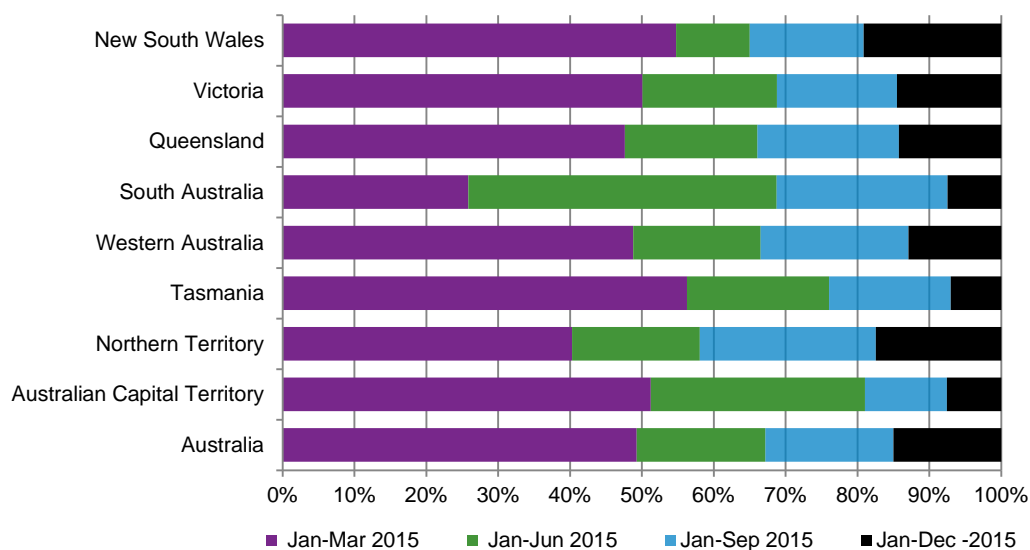
Table 1 Data submissions by reporting period and training authority, 2015

State/territory Training authority	Jan-Mar 2015	Jan-Jun 2015	Jan-Sep 2015	Jan-Dec 2015
New South Wales				
101 - TAFE NSW - New England Institute	✓	✓	✓	✓
102 - TAFE NSW - Hunter Institute	✓	✓	✓	✓
103 - TAFE NSW - Sydney Institute	✓	✓	✓	✓
104 - TAFE NSW - Open Training and Education Network	✓	✓	✓	✓
105 - TAFE NSW - Riverina Institute of TAFE	✓	✓	✓	✓
106 - TAFE NSW - Illawarra Institute	✓	✓	✓	✓
107 - TAFE NSW - Western Sydney Institute of TAFE	✓	✓	✓	✓
108 - TAFE NSW - South Western Sydney Institute	✓	✓	✓	✓
109 - TAFE NSW - Western Institute	✓	✓	✓	✓
111 - TAFE NSW - Northern Sydney Institute	✓	✓	✓	✓
112 - TAFE NSW - North Coast Institute	✓	✓	✓	✓
124 - NSW Agricultural College	✓	✓	✓	✓
130 - NSW Board of Adult and Community Education	✓	✓	✓	✓
135 - NSW Workplace Training	✗	✗	✗	✓
145 - NSW Board of Studies Teaching and Educational Standards	✗	✗	✗	✓
151 - NSW Private Providers	✓	✓	✓	✓
Victoria				
205 - Vic Department of Education and Training	✓	✓	✓	✓
Queensland				
305 - Qld Department of Education and Training	✓	✓	✓	✓
South Australia				
500 - SA TAFE	✓	✓	✓	✓
540 - SA Adult Community Education	✓	✓	✓	✓
550 - SA private providers	✓	✓	✓	✓
580 - SA VISA	✗	✗	✗	✓
Western Australia				
400 - WA Department of Training and Workforce Development	✓	✓	✓	✓
Tasmania				
600 - Tas TAFE	✓	✓	✓	✗
605 - Skills Tasmania	✗	✗	✗	✓
650 - Tas. private providers	✓	✓	✓	✗
Northern Territory				
700 - NT TAFE	✓	✓	✓	✓
740 - NT private providers	✓	✓	✓	✓
Australian Capital Territory				
800 - ACT Canberra Inst. of Technology	✓	✓	✓	✓
830 - ACT private providers	✓	✓	✓	✓

Notes: ✓ Data submitted for reporting period.
✗ Data not submitted for reporting period.

Source: 2015 National VET Provider Collection.

Figure 1 Percentage of students reported in quarterly submissions, by state/territory, 2015



Source: 2015 National VET Provider Collection.

South Australia, Tasmania and the Australian Capital Territory reported the vast majority of students in the first three quarterly submissions, and only added an additional 7.5%, 7.1% and 7.3% of total student numbers respectively in the final submission for the year. The smallest proportion of additional student numbers in the January to December submission was reported by Tasmania. However, this figure is also affected by the de-duplication of students that occurred in the amalgamation of two separate submissions into a single data submission.

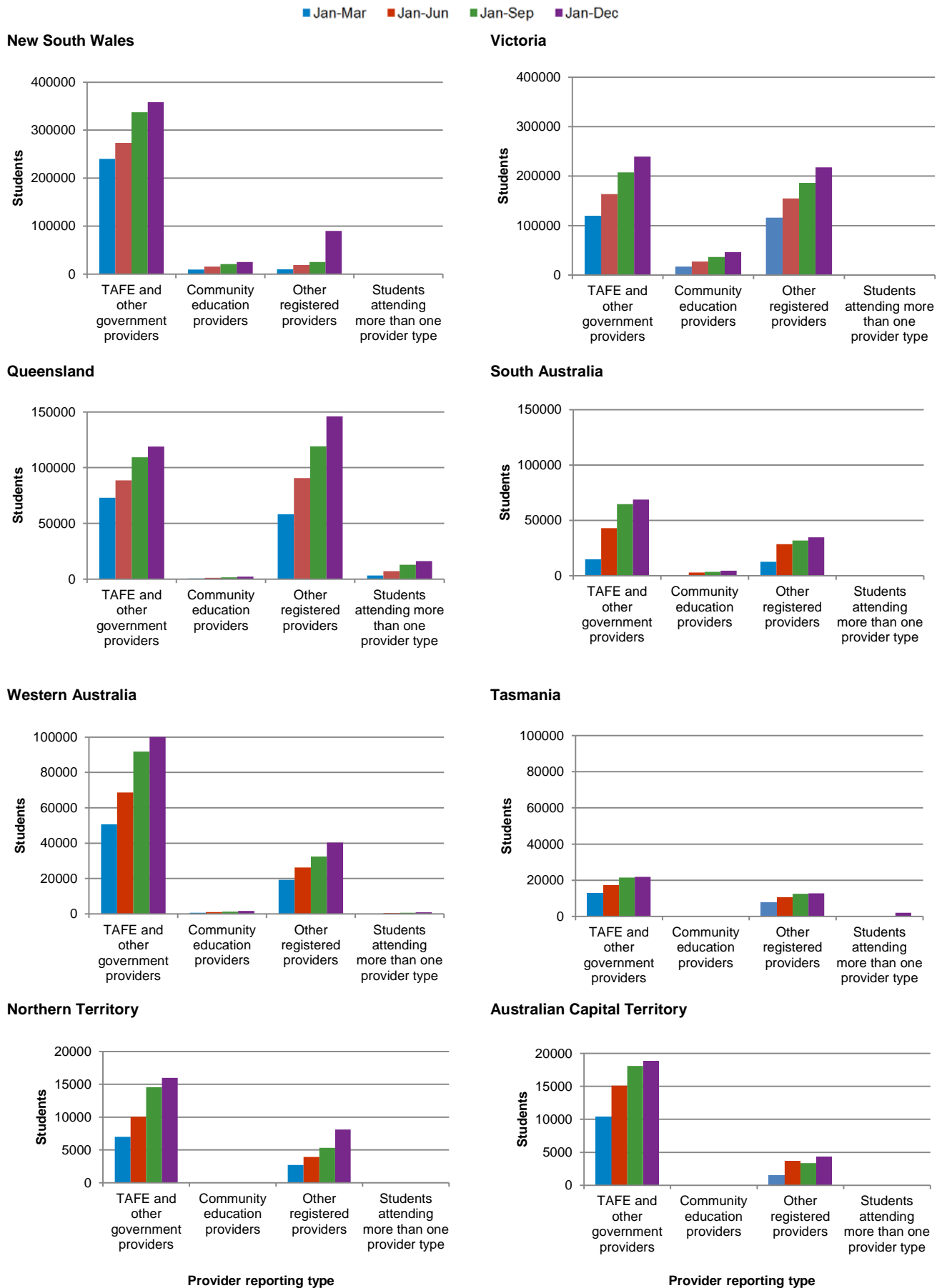
Table 2 Students by reporting period and state/territory, 2015

State/territory	Jan-Mar 2015		Jan-Jun 2015		Jan-Sep 2015		Jan-Dec 2015	
	Number	% of annual	Number	% of annual	Number	% of annual	Number	% of annual
New South Wales	259 700	54.8	308 200	65.0	383 400	80.9	474 000	100.0
Victoria	252 200	50.1	346 400	68.8	430 500	85.5	503 600	100.0
Queensland	134 900	47.6	187 200	66.1	242 900	85.7	283 300	100.0
South Australia	28 000	25.9	74 300	68.7	100 000	92.5	108 100	100.0
Western Australia	70 700	48.8	96 500	66.6	126 300	87.1	145 000	100.0
Tasmania	20 600	56.3	27 800	76.0	34 000	92.9	36 600	100.0
Northern Territory	9 700	40.2	14 000	58.1	19 900	82.6	24 100	100.0
Australian Capital Territory	11 900	51.3	18 800	81.0	21 500	92.7	23 200	100.0
Australia	787 700	49.3	1 073 200	67.2	1 358 500	85.0	1 597 800	100.0

Source: 2015 National VET Provider Collection.

Most jurisdictions display slight variations in the pattern of data submission between TAFE and other government providers, community education providers and other training organisations (figure 2). For example, in New South Wales, the quantum of students reported by other training providers was considerably larger in the January to December data submission compared with the first three quarterly submissions. In South Australia, the small quantum of students in the January to March data submission is noticeable when compared with the data submissions for the remainder of the year. In the Australian Capital Territory, there was reduction in students in the January to September data submission due to a revision in the number of students reported at other training organisations.

Figure 2 Students by provider reporting type and data submission period, by state/territory, 2015



Note: Scales are different for each graph.
 Source: 2015 National VET Provider Collection.

Programs

The submission of program enrolment data (table 3) follows a similar pattern to the submission of student data (table 2). Overall, 46.9% of all program enrolments were reported in the January to March submission (compared with 49.3% for students), followed by an additional 17.7% in January to June (compared with 17.9% of students), 20.1% in January to September (compared with 17.9% for students) and 15.3% in January to December (compared with 15.0% for students).

All jurisdictions reported more program enrolments than students – except the Northern Territory (all quarters).

Table 3 Program enrolments by reporting period and state/territory, 2015

State/territory	Jan-Mar 2015		Jan-Jun 2015		Jan-Sep 2015		Jan-Dec 2015	
	Number	% of annual	Number	% of annual	Number	% of annual	Number	% of annual
New South Wales	273 200	51.6	324 100	61.2	420 100	79.4	529 400	100.0
Victoria	280 000	49.1	388 200	68.1	490 600	86.1	569 900	100.0
Queensland	150 400	44.4	214 400	63.3	288 700	85.3	338 600	100.0
South Australia	29 000	25.1	77 000	66.5	108 900	94.0	115 800	100.0
Western Australia	83 700	44.3	117 400	62.2	164 100	86.9	188 800	100.0
Tasmania	21 300	50.2	29 200	68.7	37 200	87.7	42 400	100.0
Northern Territory	9 400	43.7	13 600	62.9	18 000	83.6	21 600	100.0
Australian Capital Territory	13 300	47.4	21 300	75.8	26 000	92.3	28 100	100.0
Total	860 400	46.9	1 185 100	64.6	1 553 600	84.7	1 834 600	100.0

Source: 2015 National VET Provider Collection.

All jurisdictions – except South Australia and the Northern Territory – reported higher proportions of diploma and higher qualifications in the January to March data submission than other qualifications (table 4). Generally, the lower the qualification level, the lower the proportion of program enrolments reported in the January to March data submission. This may reflect that diploma and higher qualifications are more likely to be run over the full year and have limited intakes, whereas lower level courses are shorter and offered more frequently.

In South Australia, the proportion of program enrolments reported in the January to March submission was the lowest of all jurisdictions, at 25.1% for all qualifications (table 4). The reporting of program enrolments in this first quarter submission was far more even, with 33.0% of certificate III enrolments, 23.8% of certificate IV, 23.5% of certificate II and 23.4% of diploma and higher qualifications reported. The lowest proportion was for certificate I qualifications (14.6%) and non-AQF programs (21.4%).

In contrast, New South Wales reported the highest proportion of program enrolments in the first quarter (51.6% of all qualification levels). Over three-quarters (76.9%) of diploma and higher qualifications were reported in the January to March submission, 69.8% of certificate IV qualifications and 54.4% of certificate III qualifications.

Table 4 Program enrolments by qualification level, reporting period and state/territory, 2015

State/territory Reporting period	Graduate diploma	Graduate certificate	Bachelor degrees	Advanced diploma	Associate degree	Diploma	Certificate IV	Certificate III	Certificate II	Certificate I	Non-AQF qualification	Total
New South Wales												
Jan-Mar 2015	100	0	1000	3500	200	72700	44600	77100	31100	8200	34700	273200
Jan-Jun 2015	100	0	900	2900	200	78600	48000	93900	36300	9700	53200	324100
Jan-Sep 2015	100	0	1000	4200	300	92300	62900	121900	47100	14200	76100	420100
Jan-Dec 2015	100	0	-	4300	-	96300	63900	141900	91400	20600	110900	529400
Victoria												
Jan-Mar 2015	100	300	1500	9100	100	40300	69000	101900	25100	15600	17100	280000
Jan-Jun 2015	100	700	1600	10100	100	49600	90400	139700	41000	24300	30600	388200
Jan-Sep 2015	100	800	1900	12100	100	60500	112600	171700	54100	31000	45700	490600
Jan-Dec 2015	100	700	1900	12700	0	67100	126800	195400	69100	36300	59600	569900
Queensland												
Jan-Mar 2015	0	100	-	700	-	19700	15600	75600	19800	4300	14500	150400
Jan-Jun 2015	0	100	-	800	300	22500	21200	111700	29100	6600	22100	214400
Jan-Sep 2015	100	200	0	1100	400	29800	29800	147800	39100	8800	31600	288700
Jan-Dec 2015	100	300	0	1300	400	33500	35000	172800	46500	10700	38000	338600
South Australia												
Jan-Mar 2015	0	-	0	400	-	4100	4200	10500	4900	1400	3500	29000
Jan-Jun 2015	0	-	400	1800	0	11400	12100	24400	13800	5100	8000	77000
Jan-Sep 2015	0	0	400	2700	0	15500	16600	31500	20600	8600	12800	108900
Jan-Dec 2015	0	-	400	2700	0	16000	17500	31900	20800	9900	16500	115800
Western Australia												
Jan-Mar 2015	-	0	-	1400	200	8900	14900	26900	11400	5500	14500	83700
Jan-Jun 2015	-	0	-	1500	200	10700	19400	37300	18700	10000	19500	117400
Jan-Sep 2015	-	0	-	1900	300	14100	27200	50200	27300	14400	28800	164100
Jan-Dec 2015	-	0	-	1900	300	15800	32100	58700	32800	17900	29200	188800

Table 4 Program enrolments by qualification level, reporting period and state/territory (continued)

State/territory Reporting period	Graduate diploma	Graduate certificate	Bachelor degrees	Advanced diploma	Associate degree	Diploma	Certificate IV	Certificate III	Certificate II	Certificate I	Non-AQF qualification	Total
Tasmania												
Jan-Mar 2015	-	-	-	200	-	2000	3200	9200	3300	1100	2200	21300
Jan-Jun 2015	-	-	-	200	-	2400	3900	12500	4600	1600	4000	29200
Jan-Sep 2015	-	-	-	200	-	2700	4600	15500	5800	2200	6100	37200
Jan-Dec 2015	-	-	-	200	-	2800	5000	17800	6600	2500	7500	42400
Northern Territory												
Jan-Mar 2015	0	-	-	0	-	500	1800	3800	1900	1300	100	9400
Jan-Jun 2015	0	-	-	0	-	600	2100	5200	3100	2300	100	13600
Jan-Sep 2015	0	0	-	0	-	900	2900	6800	4200	3000	200	18000
Jan-Dec 2015	0	0	-	100	-	1300	3800	7800	4700	3500	300	21600
Australian Capital Territory												
Jan-Mar 2015	-	100	0	500	-	2300	2700	5600	700	300	1100	13300
Jan-Jun 2015	-	100	100	600	-	3200	5400	7900	1200	400	2400	21300
Jan-Sep 2015	-	100	100	800	-	3800	5900	9700	1600	600	3300	26000
Jan-Dec 2015	-	0	100	600	-	3900	6600	10500	1800	700	3900	28100
Australia												
Jan-Mar 2015	200	500	2500	15900	500	150500	155900	310800	98200	37700	87700	860400
Jan-Jun 2015	300	1000	3000	18000	900	179000	202400	432800	147700	60100	140100	1185100
Jan-Sep 2015	400	1200	3500	23100	1100	219700	262500	555000	199700	82800	204700	1553600
Jan-Dec 2015	400	1000	2400	23900	800	236800	290700	636800	273800	102100	265800	1834600

Note: AQF = Australian Qualifications Framework.

Source: 2015 National VET Provider Collection.

A number of data revisions in the quarterly submissions are evident when examining program enrolment data at the qualification level in table 4. For example:

- In New South Wales there was a change in the reporting of bachelor and associate degree qualifications by TAFE NSW in 2015. TAFE NSW reported both bachelor and associate degree program enrolments in the first three quarterly data submissions, with 1000 (Q1), 900 (Q2) and 1000 (Q3) program enrolments for bachelor degrees and 200 (Q1), 200 (Q2) and 300 (Q3) program enrolments at the associate degree level (table 4). However, in the January to December 2015 submission, TAFE NSW did not report any program enrolments at either the bachelor or associate degree level, and instead reported these to the Commonwealth's Higher Education Statistics Collection.
- In Victoria and the Australian Capital Territory, there were revisions to the number of program enrolments reported for some higher qualifications. In Victoria, program enrolments at the graduate certificate level declined from 800 enrolments in the January to September data submission to 700 enrolments in the final January to December submission and enrolments at the associate degree level declined from 100 to 0 (table 4).
- In the Australian Capital Territory, graduate certificates declined from 100 in the January to September data submission to 0 in the January to December data submission, while enrolments at the advanced diploma level declined from 800 to 600 in the same period.

Data on program enrolments by type of accreditation, reporting period and state/territory are shown in table 5. This shows that, for most jurisdictions, program enrolments in training package qualifications and nationally accredited qualifications are reported at higher proportions in January to March, and to a lesser extent, the January to June submission, than locally recognised programs and skill sets. Nationally, 93.9% of higher education qualifications, 49.8% of training packages, 43.2% of nationally accredited programs, 36.3% of locally recognised courses and 25.0% of skill sets were reported in the January to March submission.

Data revisions are also evident in table 5. In addition to the previously-mentioned higher level qualifications no longer being reported in New South Wales and Victoria, the other notable revision was in South Australia, where there was a decline in the reporting of locally recognised courses – from 10 500 program enrolments in the January to September data submission to 200 program enrolments in the January to December data submission. This was offset by the increase in skill sets from 1500 program enrolments in the January to September submission to 15 400 program enrolments in the January to December submission.⁷ It would appear as though these enrolments may have been incorrectly enrolled as locally recognised courses instead of skill sets in the first three quarterly submissions, then corrected in the final, annual submission.

⁷ The skill sets reported in the January to December submission were predominantly comprised of locally recognised skill sets (14 800 program enrolments) and the remaining 600 program enrolments were nationally recognised skill sets.

Table 5 Program enrolments by type of accreditation, reporting period and state/territory, 2015

State/territory Reporting period	Training package qualifications	National accredited qualifications	Locally recognised programs	Higher level qualifications	Skill sets	Total program enrolments
New South Wales						
Jan-Mar 2015	219 000	23 100	13 000	1 200	17 000	273 200
Jan-Jun 2015	250 500	26 200	20 100	1 100	26 200	324 100
Jan-Sep 2015	314 200	37 700	29 100	1 300	37 800	420 100
Jan-Dec 2015	388 600	40 900	34 000	-	65 800	529 400
Victoria						
Jan-Mar 2015	225 600	38 000	12 500	1 700	2 200	280 000
Jan-Jun 2015	304 900	54 700	22 900	1 900	3 800	388 200
Jan-Sep 2015	377 300	70 500	35 300	2 200	5 300	490 600
Jan-Dec 2015	432 000	83 700	47 400	2 000	4 800	569 900
Queensland						
Jan-Mar 2015	130 300	9 600	8 400	-	2 000	150 400
Jan-Jun 2015	182 600	15 500	12 300	300	3 600	214 400
Jan-Sep 2015	243 200	22 800	16 100	400	6 200	288 700
Jan-Dec 2015	284 800	26 200	18 700	400	8 500	338 600
South Australia						
Jan-Mar 2015	23 300	2 300	1 100	0	2 400	29 000
Jan-Jun 2015	59 100	9 900	6 400	400	1 200	77 000
Jan-Sep 2015	79 000	17 300	10 500	500	1 500	108 900
Jan-Dec 2015	82 600	17 100	200	400	15 400	115 800
Western Australia						
Jan-Mar 2015	58 400	20 300	4 800	200	-	83 700
Jan-Jun 2015	81 800	27 500	7 800	200	-	117 400
Jan-Sep 2015	111 200	41 700	10 900	300	-	164 100
Jan-Dec 2015	132 100	46 800	9 600	300	-	188 800
Tasmania						
Jan-Mar 2015	17 800	2 200	600	-	700	21 300
Jan-Jun 2015	23 300	3 600	1 000	-	1 200	29 200
Jan-Sep 2015	28 500	5 300	1 500	-	2 000	37 200
Jan-Dec 2015	31 900	6 100	1 800	-	2 600	42 400
Northern Territory						
Jan-Mar 2015	8 800	600	-	-	0	9 400
Jan-Jun 2015	12 500	1 100	-	-	0	13 600
Jan-Sep 2015	16 500	1 500	-	-	0	18 000
Jan-Dec 2015	19 800	1 700	-	-	100	21 600
Australian Capital Territory						
Jan-Mar 2015	11 600	500	300	0	800	13 300
Jan-Jun 2015	18 000	800	500	100	1 800	21 300
Jan-Sep 2015	21 600	1 000	600	100	2 600	26 000
Jan-Dec 2015	23 100	1 100	800	100	3 000	28 100
Australia						
Jan-Mar 2015	694 800	96 600	40 800	3 100	25 100	860 400
Jan-Jun 2015	932 700	139 300	71 100	4 100	37 900	1 185 100
Jan-Sep 2015	1 191 600	197 800	104 000	4 800	55 400	1 553 600
Jan-Dec 2015	1 394 800	223 700	112 500	3 300	100 300	1 834 600

Source: 2015 National VET Provider Collection.

Subjects

In 2015, there were almost 14.4 million subject enrolments reported in Australia (table 6). Of these, 5.5 million (38.6%) were reported in the January to March period, followed by an additional 3.0 million (20.7%) in the January to June period, 3.8 million (26.6%) in the January to September period and 2.0 million (14.1%) in the annual submission.

Table 6 Subject enrolments by reporting period and state/territory, 2015

State/territory	Jan-Mar 2015		Jan-Jun 2015		Jan-Sep 2015		Jan-Dec -2015	
	Number	% of annual	Number	% of annual	Number	% of annual	Number	% of annual
New South Wales	1 868 000	48.6	2 469 800	64.3	3 517 600	91.6	3 841 900	100.0
Victoria	1 819 200	36.9	2 933 100	59.4	4 101 000	83.1	4 936 400	100.0
Queensland	1 027 500	35.4	1 602 300	55.2	2 422 500	83.4	2 904 300	100.0
South Australia	96 900	13.0	401 800	53.8	670 600	89.8	747 000	100.0
Western Australia	482 700	36.5	717 300	54.2	1 097 800	83.0	1 323 000	100.0
Tasmania	127 400	48.3	178 200	67.5	231 700	87.8	264 000	100.0
Northern Territory	47 700	30.3	85 300	54.1	123 000	78.0	157 700	100.0
Australian Capital Territory	77 000	38.8	127 600	64.2	178 700	89.9	198 700	100.0
Australia	5 546 500	38.6	8 515 400	59.2	12 342 800	85.9	14 372 900	100.0

Source: 2015 National VET Provider Collection.

Table 7 shows that, of the 5.5 million subject enrolments reported in the January to March 2015 period, only 1.5 million subjects (27.6%) had been reported with a final result. This comprised:

- 20.1% reported as 'assessed – pass'
- 4.0% reported as 'withdrawn'
- 2.1% reported with 'recognition of prior learning granted'
- 0.8% reported as 'assessed – fail'
- 0.6% reported as 'non-assessed – completed'.

The remaining 4 million enrolments were either continuing (11.6%) or not yet available (60.8%) outcomes.

Table 7 Subject enrolments by subject outcome and reporting period, Australia, 2015

Subject outcome	Jan-Mar 2015	Jan-Jun 2015	Jan-Sep 2015	Jan-Dec 2015
20 - Assessed - pass	1 114 900	3 578 600	5 713 700	9 053 400
30 - Assessed - fail	45 000	203 900	304 200	555 900
40 - Withdrawn	223 700	480 000	763 400	1 224 700
51 - Recognition of prior learning - granted	115 100	300 200	516 700	731 300
52 - Recognition of prior learning - not granted	200	1 300	1 800	4 100
60 - Continuing studies	642 000	969 700	1 509 100	2 465 500
81 - Not assessed - completed	31 600	91 600	175 700	315 500
82 - Not assessed - not completed	2 400	7 500	11 500	22 500
90 - Not yet available	3 371 600	2 882 800	3 346 900	0
Total	5 546 500	8 515 400	12 342 800	14 372 900

Source: 2015 National VET Provider Collection.

It is also evident from table 7 that the proportion of successful outcomes increases in each submission, with a corresponding decrease in 90 – *not yet available* outcomes. The proportion of continuing enrolments also increased in the last two submissions of the year.

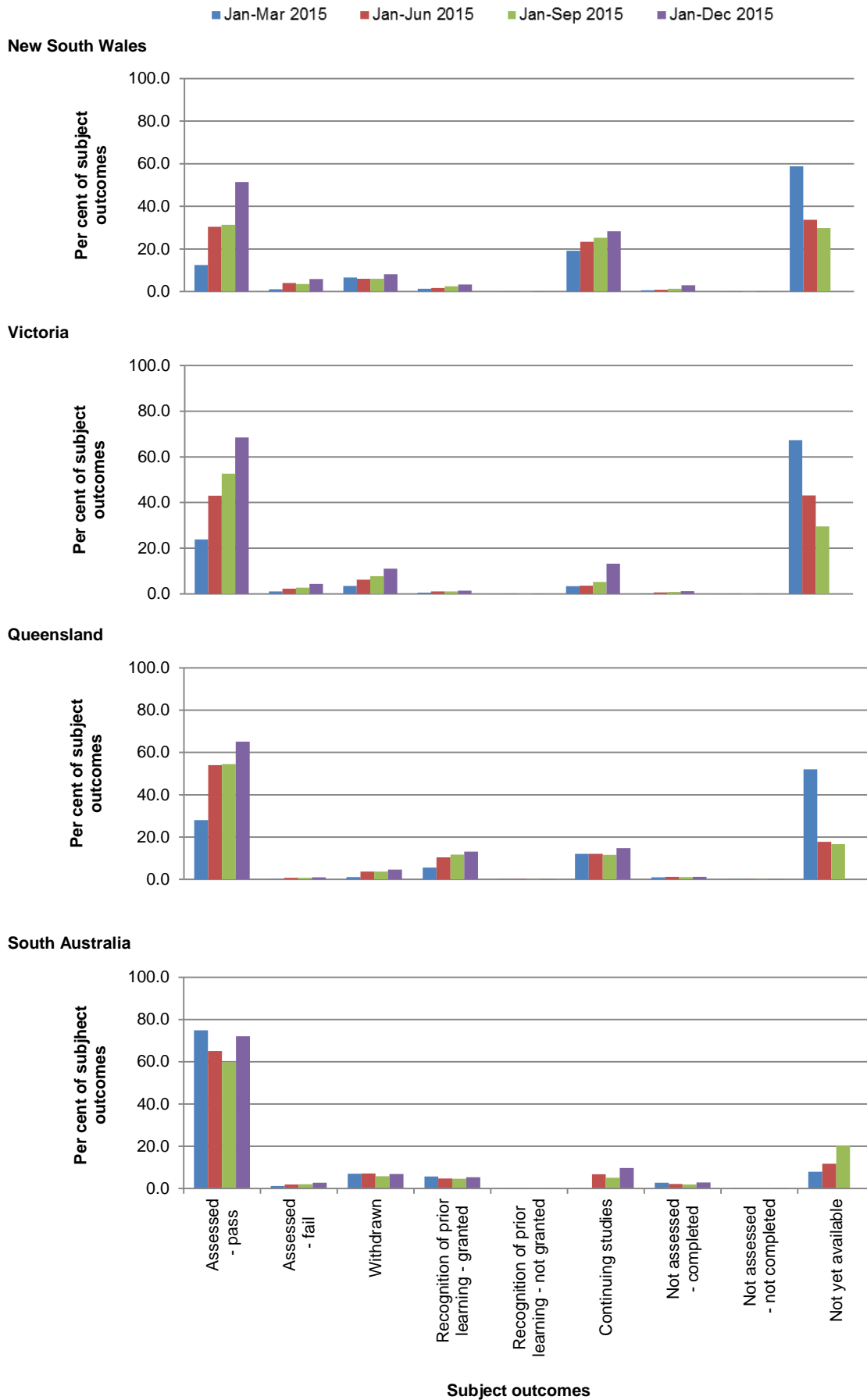
There is considerable variation in the reporting of subject outcomes by reporting period for the different jurisdictions (figure 3). In South Australia, the majority (92.0%) of the January to March 2015 data submission reported finalised outcomes and included only a small proportion (8.0%) of *90 - not yet available* outcomes and did not include any *60 - continuing studies* outcomes.⁸ As a consequence of the under-reporting of continuing/not yet available outcomes, the proportion of subject enrolments reported as *20 - assessed - pass* was 74.9%, far exceeding the national average of 20.1%.

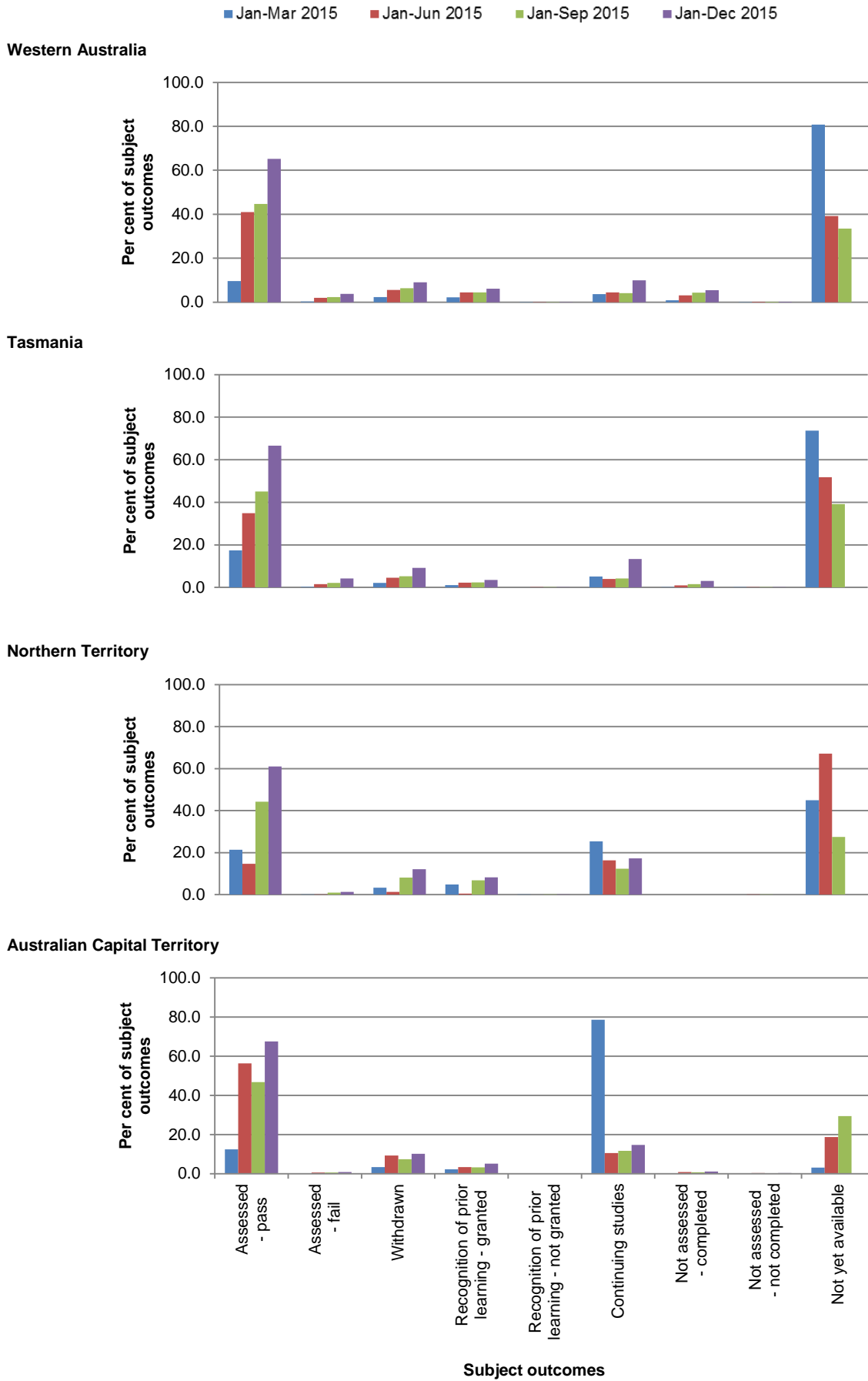
In contrast, most other jurisdictions reported low proportions of *20 - Assess - pass* outcomes and high proportions of *90 - not yet available* outcomes in the January to March 2015 data submission, as would be expected for the reporting of the first quarter's activity. Western Australia reported the lowest proportion of subject enrolments with *20 - Assess - pass* outcomes (9.6%) and the highest proportion of *90 - not yet available* outcomes (80.8%) in the January to March 2015 data submission.

The other exception was the Australian Capital Territory, which reported a low proportion of *20 - assessed - pass* outcomes (12.4%) in the January to March data submission and a very high proportion of *70 - continuing studies* outcomes (78.6%). This apparent irregularity of reporting outcomes as *70 - continuing studies* instead of *90 - not yet available* was corrected in the January to June data submission, with *20 - assessed - pass* outcomes increasing to 56.3% and *70 - continuing studies* outcomes declining to 10.5%.

⁸ In the January to March 2015 data submission for South Australia, there were 6100 subject enrolments reported with an outcome of *90 - not yet available*. The following year South Australia reported 97 000 subject enrolments with an outcome of *90 - not yet available* in the January to March 2016 data submission.

Figure 3 Subject outcomes by reporting period and state/territory, 2015 (%)





Source: 2015 National VET Provider Collection.

Qualifications completed

The reporting of qualifications completed for government-funded activity has a lag of one year, as NCVER waits for additional data to be reported subsequent to the year the qualification was completed. The proportion of qualifications reported in the year that the qualification was completed has ranged from a low of 79.4% in 2008 to a high of 92.4% in 2012.⁹

One of the proposed benefits of a quarterly reporting system is that additional qualifications completed data could be reported sooner. The 2015 data provides the first opportunity to test this hypothesis, using qualifications completed in 2014.

Data from the 2014 and 2015 National VET Provider Collection support the earlier reporting of qualifications completed data. Table 8 shows that nationally, 86.7% of Australian Qualifications Framework (AQF) qualifications completed in 2014 were reported by the end of that same year. An additional 6.0% were reported in the January to March 2015 collection, 4.4% in the January to June 2015 collection, 2.6% in the January to September 2015 collection and the final 0.2% in the January to December 2015 collection.

In view of these results, it could be argued that NCVER should publish data on preliminary qualifications completed following submission of the January to December data (for example, preliminary 2016 qualifications completed could be reported in *Government-funded students and courses 2016*, rather than wait for final figures to be reported in the 2017 release). NCVER has already reported preliminary qualifications completed data in *Total VET students and courses*. However, the correction of data quality issues and non-reporting of data by some training authorities in the early quarterly submissions warrant that data should not be finalised until the January to December submission following the year of completion (for example, 2016 qualifications completed will be finalised in *Government-funded students and courses 2017*).

The proportion of qualifications completed and reported in January to December 2014 ranged from 77.5% in South Australia to 97.5% in Tasmania (table 8).

Table 8 2014 AQF qualifications completed by reporting period and state/territory, 2014–15 (%)

State/territory	Reporting period					
	Jan-Jun 2014	Jan-Dec 2014	Jan-Mar 2015	Jan-Jun 2015	Jan-Sep 2015	Jan-Dec 2015
New South Wales	33.1	88.1	90.6	96.0	97.3	100.0
Victoria	31.1	84.4	94.6	99.5	102.2	100.0
Queensland	31.9	89.0	90.4	94.3	97.3	100.0
South Australia	35.4	77.5	91.3	96.7	105.4	100.0
Western Australia	18.1	91.9	96.5	98.4	99.6	100.0
Tasmania	24.1	97.5	98.2	98.4	98.4	100.0
Northern Territory	25.3	97.4	100.8	99.5	99.7	100.0
Australian Capital Territory	43.7	80.2	95.8	98.5	99.0	100.0
Australia	31.0	86.7	92.8	97.2	99.8	100.0

Note: AQF = Australian Qualifications Framework

Source: 2014 and 2015 National VET Provider Collections.

⁹ The proportion of qualifications completed and reported in the current year and subsequent year will decline slightly over time, as additional qualification completions are reported in the later National VET Provider Collection submissions. Data on qualifications completed submitted to NCVER more than two years after completion are not reported by NCVER.

Early submissions of qualifications completed data may be revised in subsequent submissions for that year. While adjustments to the qualifications completed data could have been made by all states and territories, it is very evident that adjustments were made for Northern Territory (January to June 2015), Victoria (January to December 2015) and South Australia (January to December 2015), as the number of qualifications completed in that quarter were less than the previous quarter. For example, the additional 200 qualifications completed reported in the Northern Territory in the January to March 2015 collection were adjusted to 100 qualifications completed in the January to June 2015 collection (table 8).

Table 9 shows a smaller proportion of diploma or higher qualifications (78.5%) were reported in the same year as the qualification was completed, compared with other qualification levels – 88.0% for certificate I qualifications, 88.2% for certificate II, 88.6% for certificate III and 86.5% for certificate IV.

Certificate IV qualifications completed were adjusted in the January to December 2015 submission. There were 16 100 qualifications reported in January to September 2015 submission, but this was revised to 15 700 qualifications in the January to December 2015 submission. The cumulative total of certificate IV qualifications completed reported in the January to September 2015 submission was greater (100.3%) than the final total (table 9).

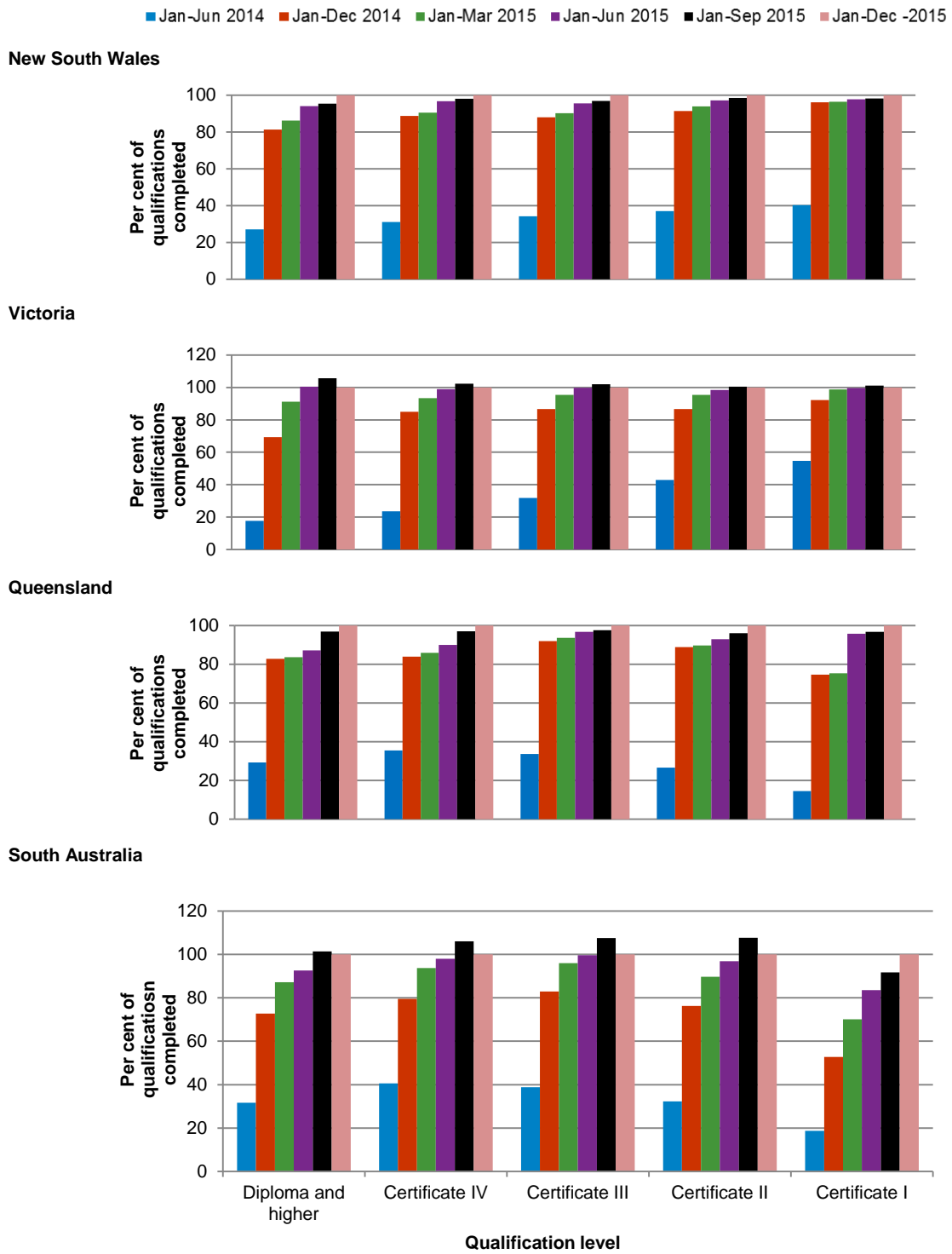
Table 9 2014 AQF qualifications completed by qualification level and reporting period, 2014–15 (%)

Qualification level	Jan-Jun 2014	Jan-Dec 2014	Jan-Mar 2015	Jan-Jun 2015	Jan-Sep 2015	Jan-Dec 2015
Diploma or higher	24.5	78.5	88.8	95.2	99.8	100.0
Certificate IV	29.0	86.5	92.3	97.2	100.3	100.0
Certificate III	32.7	88.6	93.7	97.7	99.6	100.0
Certificate II	32.9	88.2	93.9	97.2	99.9	100.0
Certificate I	35.8	88.0	92.9	97.2	98.8	100.0
Total AQF	31.0	86.7	92.8	97.2	99.8	100.0

Note: AQF = Australian Qualifications Framework.

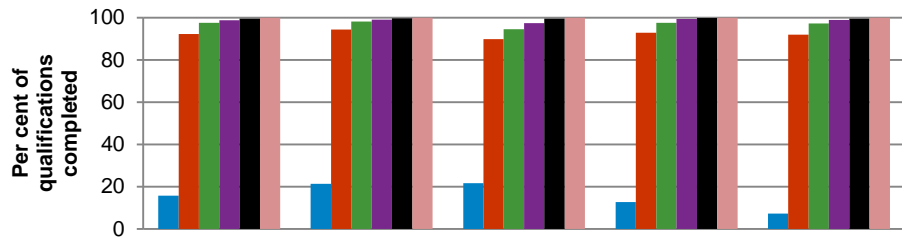
Source: 2014 and 2015 National VET Provider Collections.

Figure 4 2014 AQF qualifications completed by qualification level, reporting period and state/territory, 2014-15

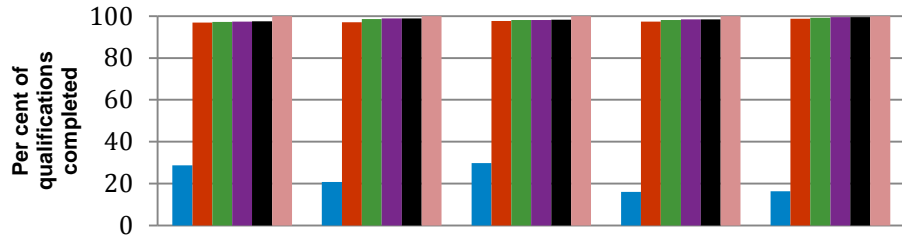


■ Jan-Jun 2014 ■ Jan-Dec 2014 ■ Jan-Mar 2015 ■ Jan-Jun 2015 ■ Jan-Sep 2015 ■ Jan-Dec -2015

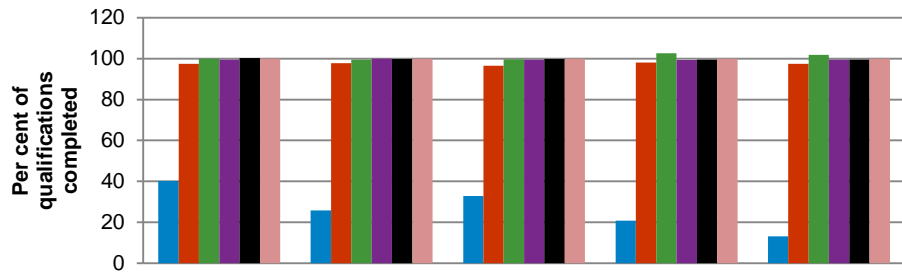
Western Australia



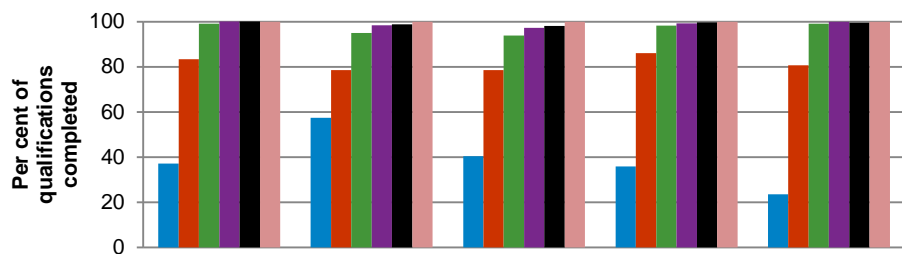
Tasmania



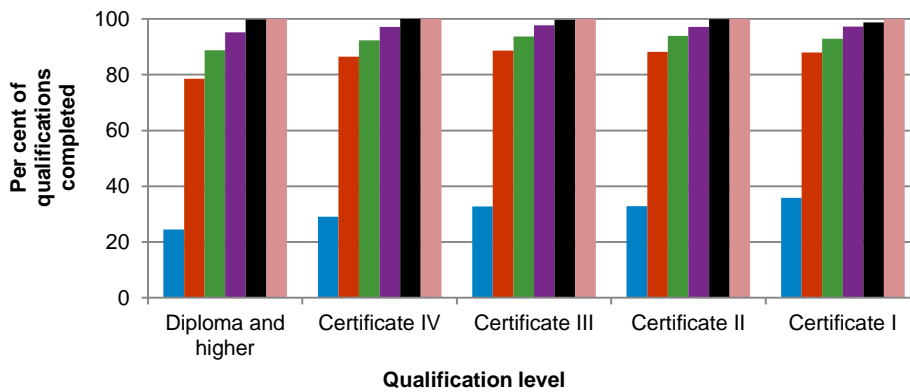
Northern Territory



Australian Capital Territory



Australia



Source: 2014 and 2015 National VET Provider Collections.



Conclusion

The first year of quarterly reporting has provided a useful insight into the training activity in the different jurisdictions throughout a calendar year. In most jurisdictions, between 40% and just over 50% of the annual student numbers were reported to NCVET in the first quarter submission. In addition, between 30% and 50% of subject enrolments are reported in the first quarter submission by seven of the eight jurisdictions. However, only 27.6% of subjects in the first quarter were reported with a final outcome. The proportion of final outcomes increases in each submission, with a corresponding decline in *90 – Not yet available* outcomes. The proportion of continuing enrolments also increased in the last two submissions of the year.

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.



National Centre for Vocational Education Research

Level 11, 33 King William Street, Adelaide, SA 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 **Fax** +61 8 8212 3436

Email ncver@ncver.edu.au **Web** <http://www.ncver.edu.au> <http://www.isay.edu.au>

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

