

Total VET students and courses 2018



National Centre for Vocational Education Research

Highlights

In 2018, 4.1 million students were enrolled in nationally recognised vocational education and training (VET).

- In 2018, compared with 2017:
 - student numbers decreased by 1.5% to 4.1 million
 - full-year training equivalents (FYTEs) decreased by 6.3% to 1.1 million
 - students enrolled in nationally recognised programs decreased by 5.9% to 2 million
 - students enrolled in subjects not delivered as part of a nationally recognised program increased by 4.9% to 2.5 million
- An estimated 22.7% of the Australian resident population aged 15 to 64 years participated in nationally recognised VET in Australia in 2018
- An estimated 42.9% of the Australian resident population aged 15 to 19 years participated in nationally recognised VET in Australia in 2018
- From 2015 to 2018:
 - domestic fee-for-service students increased by 13.7% to 3 million while FYTEs decreased by 7.0% to 424 600
 - government funded students decreased by 7.3% to 1.2 million and FYTEs decreased by 14.7% to 526 100
 - international fee-for-service students increased by 37.3% to 194 600 and FYTEs increased by 37.1% to 120 000
 - students enrolled in nationally recognised programs decreased by 16.2% to 2 million
 - students enrolled in subjects not delivered as part of a nationally recognised program increased by 46.6% to 2.5 million

Publisher's note

For clarity in interpreting the figures presented in this publication, please print in colour.

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This document should be attributed as NCVER 2019, *Australian vocational education and training statistics: Total VET students and courses 2018*, 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 136.08

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

Published by NCVER, ABN 87 007 967 311

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Introduction

This publication provides an estimate of the extent and nature of nationally recognised vocational education and training (VET) delivered in 2018 by Australian registered training organisations (RTOs). This picture of training activity is known as ‘total VET activity’, to reflect that the information reports on students who undertook nationally recognised VET on a government funded or fee-for-service basis. This publication provides information on students and full year training equivalents, participation rates, program and subject enrolments, program completions and training providers.

About this publication

This publication presents data on nationally recognised VET delivered by RTOs. This includes:

- nationally recognised programs that are associated with one or more clusters of subjects. These include; training package qualifications and skill sets, accredited qualifications, and accredited courses that lead to a statement of attainment
- nationally recognised subjects delivered stand-alone or as part of a non-nationally recognised program
- nationally recognised VET delivered by Australian RTOs to students in both onshore (Australia) and offshore locations.



VET students can undertake their training with the assistance of a government subsidy (government funded) or as a full fee-paying student² (domestic fee-for-service or international fee-for-service). Table 1 shows the number of students by type of nationally recognised training and funding source.

Table 1 Students by type of training and funding source, 2018 ('000)

Students	Government funding ¹	Domestic fee-for-service funding	International fee-for-service funding	Total
Nationally recognised programs	1 102.4	857.5	183.9	2 038.3
Training package qualifications	994.1	704.6	168.2	1 781.8
Accredited qualifications	109.6	44.8	19.4	171.6
Training package skill sets	9.4	69.2	0.3	78.7
Accredited courses	30.1	59.6	0.3	89.9
Subjects not delivered as part of a nationally recognised program²	131.6	2 414.3	13.2	2 525.4
Total	1 195.4	3 014.3	194.6	4 061.9

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

1 This publication reports a higher number of government funded students (1.2 million) than *Government-funded students and courses 2018* (1.1 million) as it includes data from the National VET in Schools Collection and a small amount of Commonwealth specific funding program activity that is submitted directly to NCVER by RTOs.

2 Includes stand-alone nationally recognised subject enrolments and enrolments in subjects that are delivered as part of a non-nationally recognised program.

Note: The sum of students will not add to the total (4.1 million) as a student may have enrolled in multiple types of training (n=4.6 million) and/or multiple programs/subjects within the same type of training with different funding sources (n=4.4 million) in a calendar year.

1 When a subject is superseded by another before a student has completed it, the final outcome is reported against the subject that succeeded it.

2 Full fee-paying students include domestic fee-for-service students whose citizenship status is Australian, New Zealand or permanent resident for the purpose of undertaking education and training; and international fee-for-service students who hold a student visa, or a temporary residency permit or who resides in an overseas country for the purpose of undertaking education and training.

In 2018, it is estimated that of the 4 675 RTOs listed on the National Training Register (training.gov.au):

- 3 830 (81.9%) submitted training activity data
- 480 (10.3%) had no enrolment activity (nil return) or activity that was not in scope of this publication during 2018
- 264 (5.6%) were exempt from reporting or closed their operations during 2018 and did not report data
- 101 (2.2%) did not submit data on their training activity.

The following table compares reporting activity for RTOs from 2015 to 2018.

Table 2 Number of registered training organisations (RTOs) reporting training delivery, 2015–18

RTOs	2015	2016	2017	2018
Submitted ¹	4 057	4 051	3 943	3 830
Nil returns or out of scope activity ²	471	546	544	480
Exempt ³ or closed and did not submit	303	228	358	264
Missing (did not submit) ⁴	99	105	47	101
Total	4 930	4 930	4 892	4 675

1 Based on RTOs with enrolments in nationally recognised training.

2 This includes RTOs who reported no enrolments, or activity that was not in scope of this publication during the reporting year.

3 This includes RTOs who were exempt from reporting to the National VET Provider Collection but submitted aggregate competency commencement and completion data to NCVER. For further information refer to the fact sheet *How much training did exempt RTOs report?* located at <https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets>.

4 The number of missing RTOs in 2018 are likely to decrease with some late submissions of 2018 data expected in late 2019.

More information

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

Access to these data is governed by the National VET Data Policy (2017), agreed by the Council of Australian Governments (COAG) ministers responsible for skills. The National VET Data Policy can be viewed at <<https://docs.education.gov.au/node/46116>>.

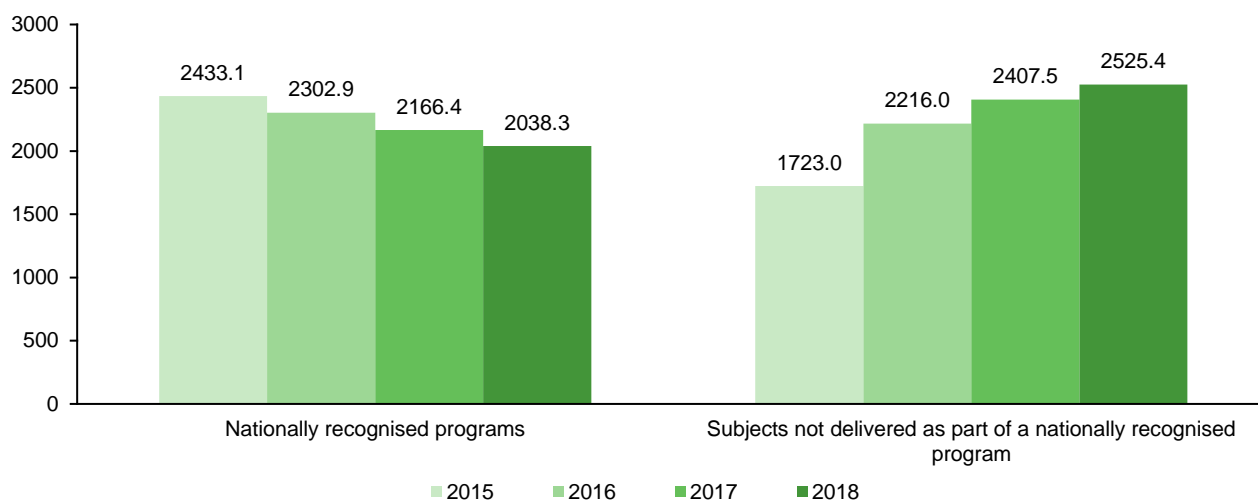
Summary

Students

In 2018, 4.1 million students enrolled in nationally recognised VET.

Some students enrolled in one or more programs, others in subjects that were not part of a nationally recognised program, and many in a combination of both.

Figure 1 Students enrolled in nationally recognised training, 2015–18 ('000)

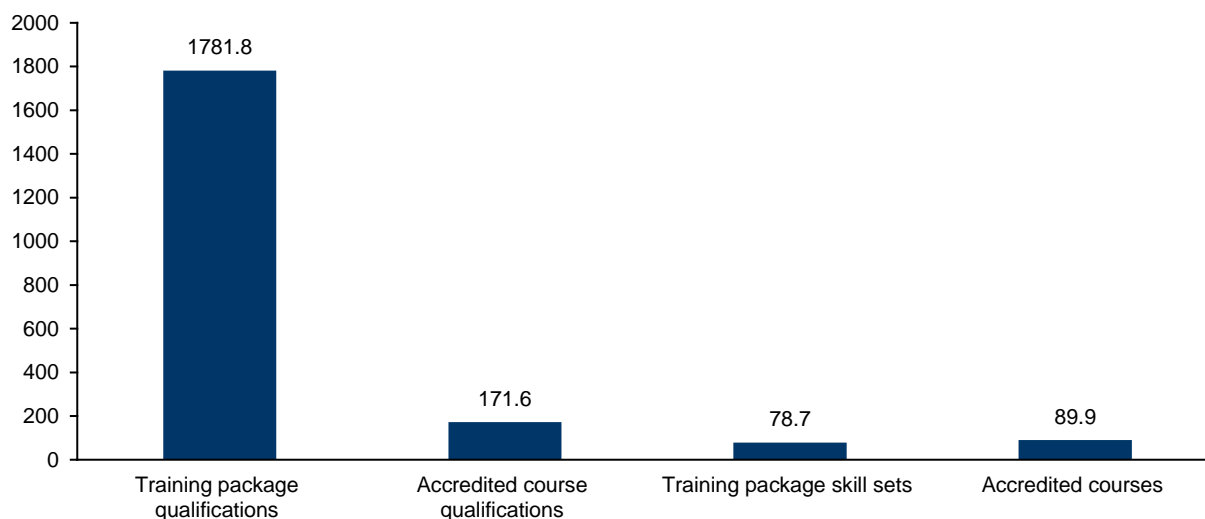


Notes: The increase in the number of students enrolled in subjects not delivered as part of a nationally recognised program from 2015 to 2018 is likely to be a combination of better reporting as well as a real increase in activity. For more information refer to the fact sheet *How much training did exempt RTOs report?* located at <<https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets>>. The sum of students (n=4.6 million in 2018) will not add to the 2018 total (4.1 million) as a student may have enrolled in multiple types of training in a calendar year.

In 2018, 2 million students (50.2%) enrolled in nationally recognised programs, consisting of:

- training package qualifications (1.8 million students)
- accredited qualifications (171 600 students)
- training package skill sets (78 700 students)
- accredited courses that lead to a statement of attainment (89 900 students).

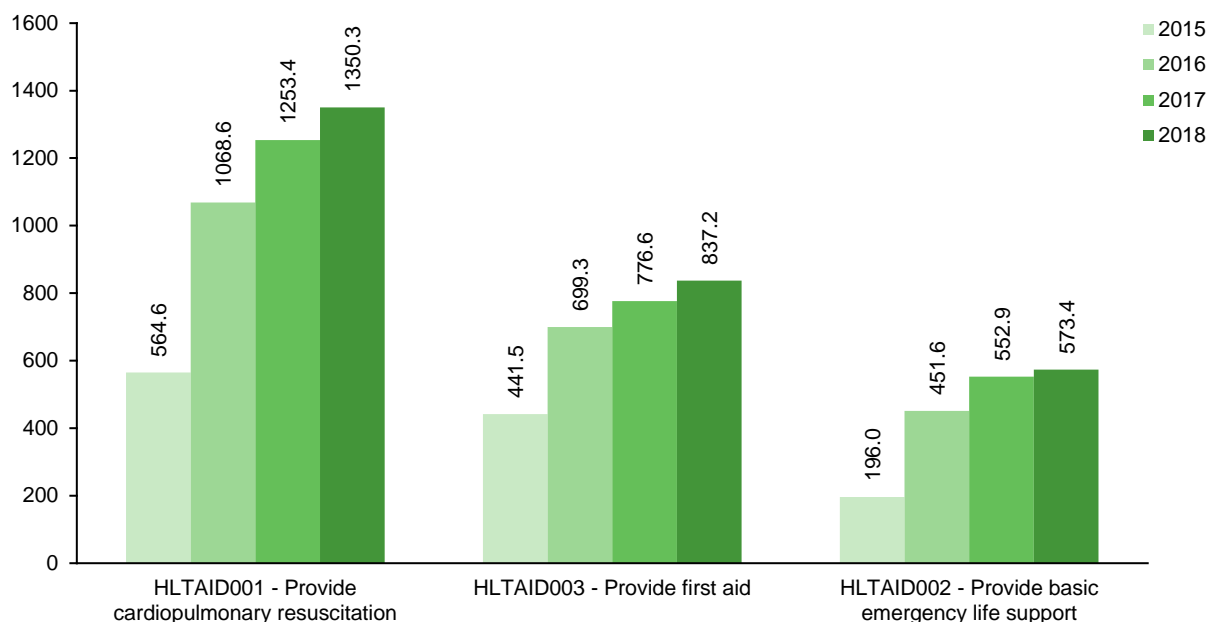
Figure 2 Students enrolled in nationally recognised programs, 2018 ('000)



Note: The sum of students (n=2.1 million) will not add to the total (2 million) as a student may have enrolled in multiple types of training in a calendar year.

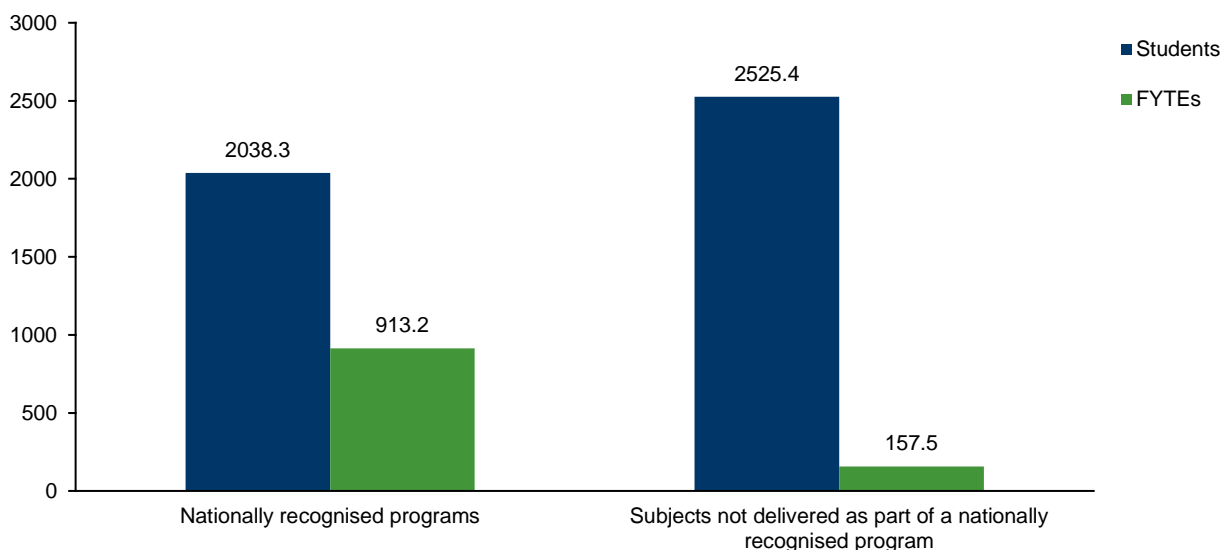
In 2018, 2.5 million (62.2%) students enrolled in subjects that were delivered either stand-alone or not part of a nationally recognised program. These students were enrolled in a total of 6.1 million subjects, of which the top three were all units within the Health training package, accounting for 44.9% of all subjects not delivered as part of a nationally recognised program (table 23).

Figure 3 Enrolments in the top three subjects not delivered as part of a nationally recognised program, 2015–18 ('000)



The number of full-year training equivalents (FYTEs)³ enrolled in subjects that were not delivered as part of a nationally recognised program was notably less (157 500) than the number enrolled in programs (913 200), reflecting the nature and duration of the training.

Figure 4 Students and FYTEs by type of training, 2018 ('000)



Note: The sum of students (n=4.6 million) will not add to the total (4.1 million) as a student may have enrolled in multiple types of training in a calendar year.

An estimated 22.7% of the Australian resident population aged 15 to 64 years participated in nationally recognised training in 2018. Participation was highest among those aged 15 to 19 years (at 42.9%) followed by those aged 20 to 24 years (at 31.8%) (table 6).

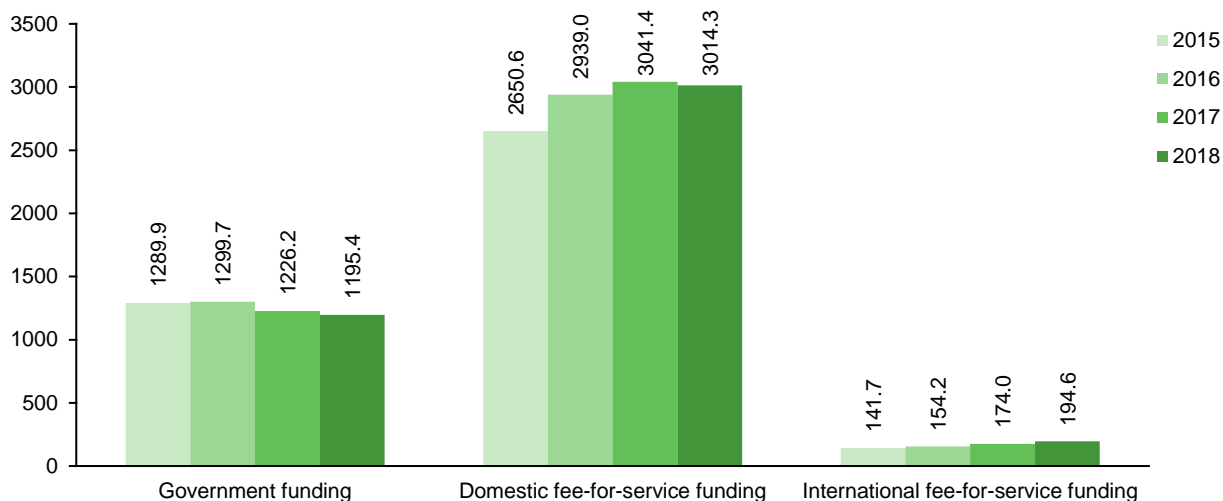
³ Full-year training equivalents (FYTEs) measures the training activity undertaken by a student on a full-time basis for one year. It is calculated based on reporting hours (1 FYTE = 720 hours).

Funding

VET students can undertake training as a full fee-paying student (domestic fee-for-service or international fee-for-service) or with the assistance of a government subsidy (government funded).

From 2015 to 2018, the number of government funded students⁴ decreased by 7.3% to 1.2 million. Domestic fee-for-service students increased by 13.7% to 3 million and international fee-for-service students increased by 37.3% to 194 600.

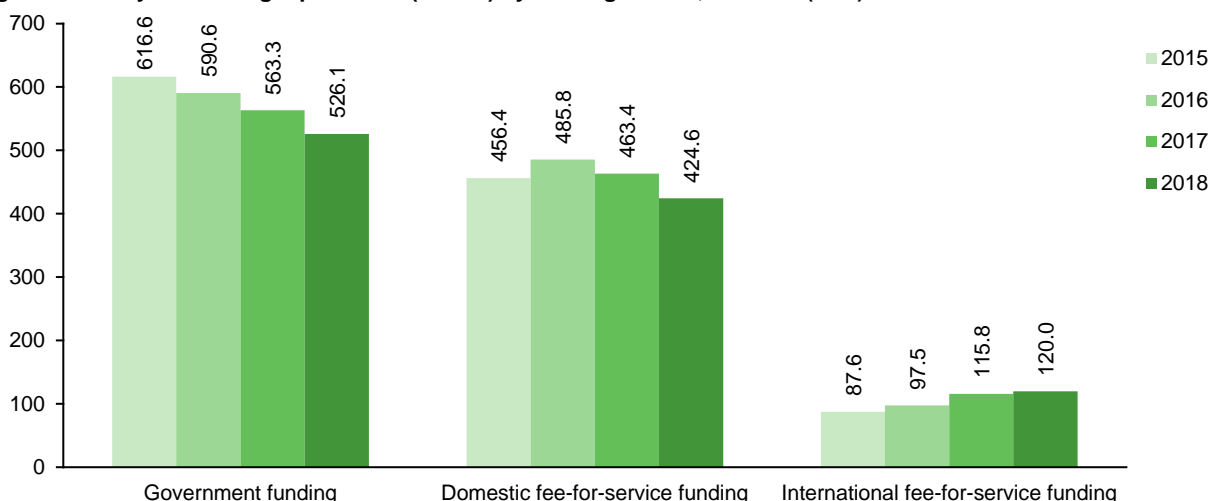
Figure 5 Students by funding source, 2015–18 ('000)



Note: The sum of students (n=4.4 million in 2018) will not add to the 2018 total (4.1 million) as a student may have multiple sources of funding in a calendar year.

From 2015 to 2018, government funded FYTEs⁴ decreased by 14.7% to 526 100. Domestic fee-for-service FYTEs decreased by 7.0% to 424 600 and international fee-for-service FYTEs increased by 37.1% to 120 000.

Figure 6 Full-year training equivalents (FYTEs) by funding source, 2015–18 ('000)

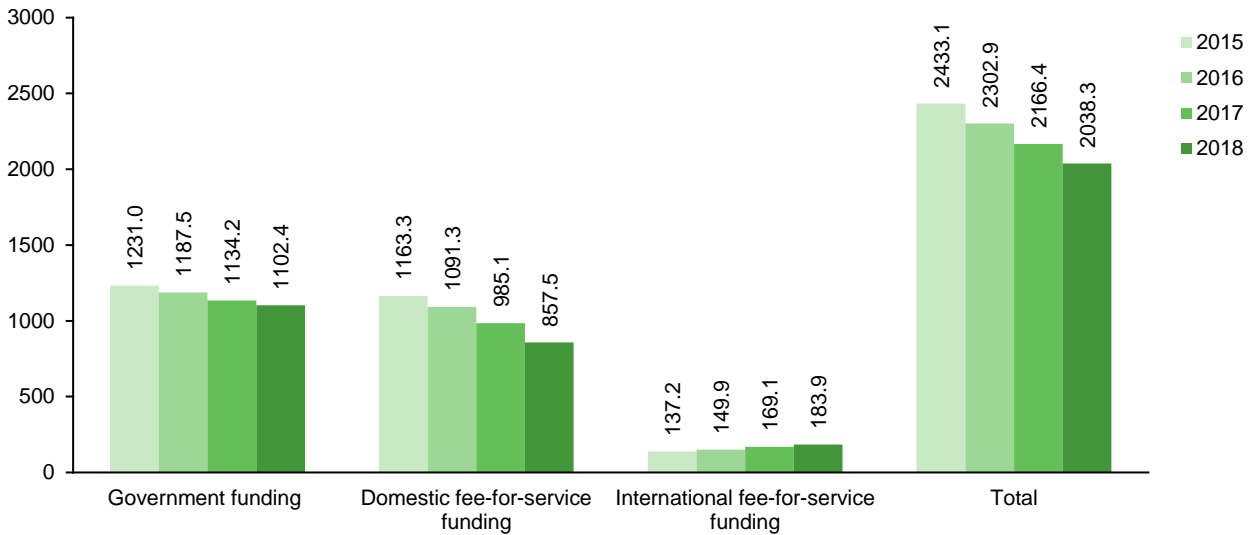


⁴ This publication reports a higher number of government funded students (1.2 million) and FYTEs (526 100) than *Government-funded students and courses 2018* (1.1 million and 467 200 respectively) as it includes data from the National VET in Schools Collection and a small amount of Commonwealth specific funding program activity that is submitted directly to NCVET by RTOs.

Nationally recognised programs

From 2015 to 2018, the number of students enrolled in nationally recognised programs decreased by 16.2% to 2 million. Government funded students decreased by 10.4% to 1.1 million and domestic fee-for-service students decreased by 26.3% to 857 500. In contrast, the number of international fee-for-service students enrolled in nationally recognised programs increased by 34.0% to 183 900.

Figure 7 Students enrolled in nationally recognised programs by funding source, 2015–18 ('000)

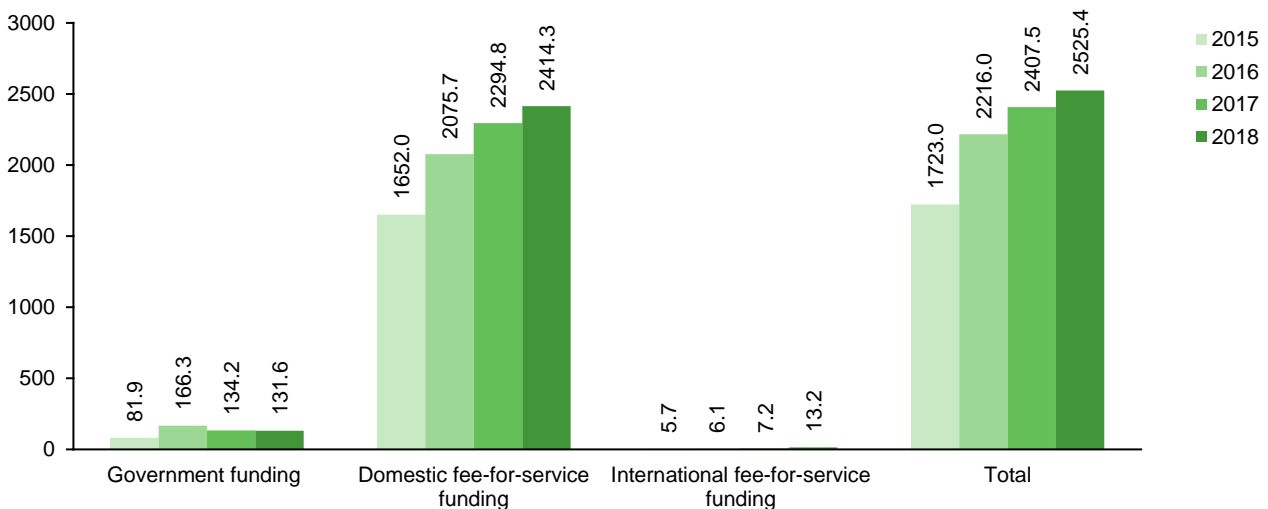


Note: The sum of students (n=2.1 million in 2018) will not add to the 2018 total (2 million) as a student may have multiple sources of funding in a calendar year.

Subjects not delivered as part of a nationally recognised program

From 2015 to 2018, the number of students enrolled in subjects not delivered as part of a nationally recognised program increased by 46.6% to 2.5 million. Government funded students increased by 60.6% to 131 600, domestic fee-for-service students increased by 46.1% to 2.4 million, and international fee-for-service students increased by 131.6% to 13 200.

Figure 8 Students enrolled in subjects not delivered as part of a nationally recognised program by funding source, 2015–18 ('000)



Note: The sum of students (n=2.56 million in 2018) will not add to the 2018 total (2.53 million) as a student may have multiple sources of funding in a calendar year.

Characteristics of nationally recognised program enrolments

In 2018, 84.5% of enrolments in nationally recognised programs were in training package qualifications (table 15).

- Business Services remained the most popular training package, with 15.5% of all training package qualification enrolments, followed by Community Services with 15.0% (table 19).
- Management and commerce remained the most popular field of education for training package qualifications, with 567 000 (25.6%) enrolments, followed by Society and culture with 400 400 (18.1%) enrolments (table 18).

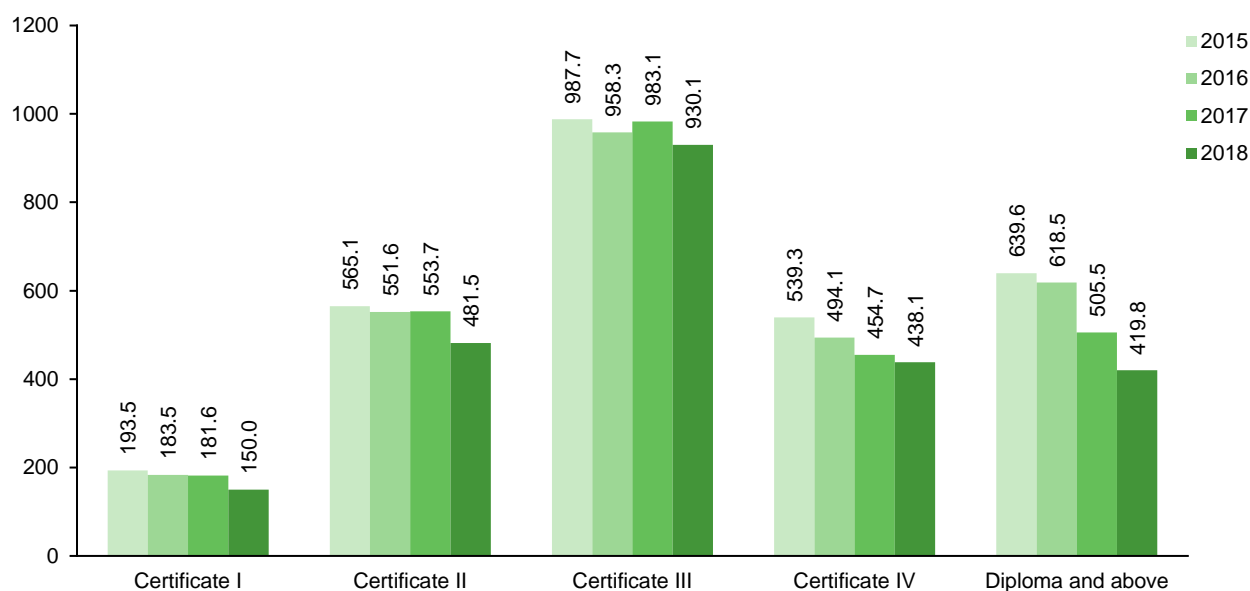
In 2018, 7.8% of enrolments in nationally recognised programs were in accredited qualifications (table 15).

- Mixed field programs⁵ remained the most popular field of education, with 61.2% of all accredited qualification enrolments, followed by Society and culture with 12.6% (table 18).

In 2018, most qualification enrolments were in certificate III level qualifications (38.4%), followed by certificate II (19.9%), certificate IV (18.1%) and diploma and above (17.4%) (table 16).

Since 2015, there has been a decline in enrolments across all qualification levels. The largest decline was in diploma and above qualifications (down 34.4% to 419 800), followed by certificate IV (down 18.8% to 438 100).

Figure 9 Qualification enrolments by level of education, 2015–18 ('000)

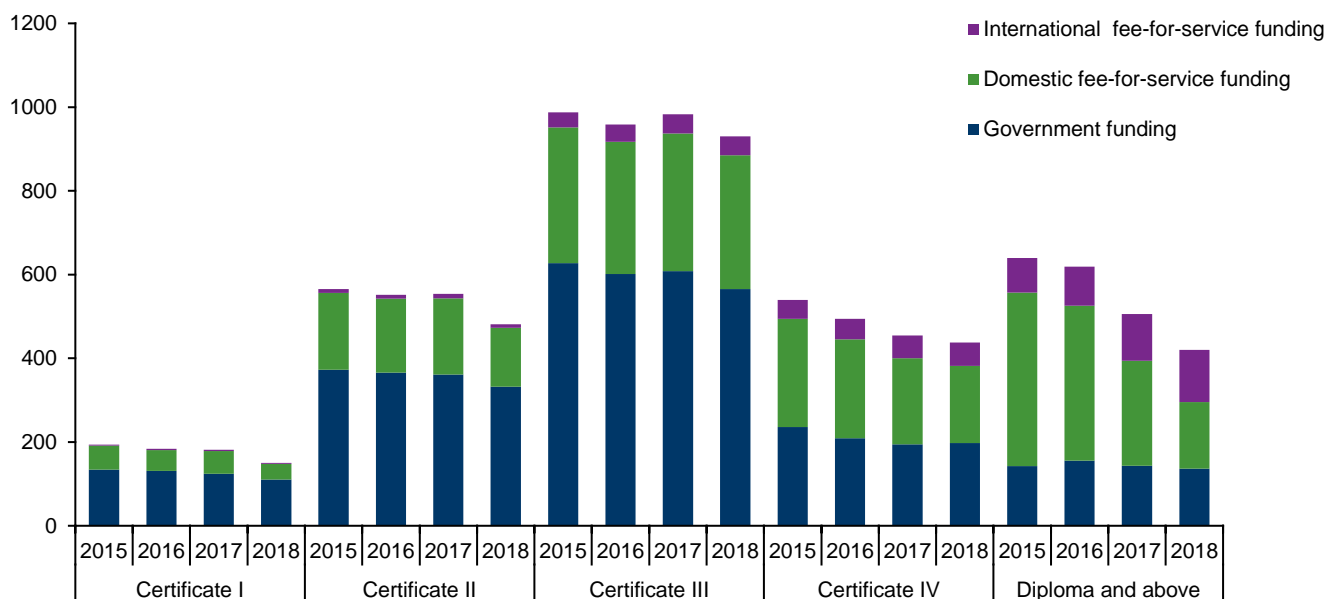


Note: Data in the figure above is based on training package qualifications and accredited qualifications only. It does not include other programs such as training package skill sets or accredited courses.

⁵ Mixed field programs include general education, social skills and employment skills programs.

Since 2015, there has been a decline in domestic fee-for-service diploma and above qualification enrolments from 414 500 enrolments in 2015 to 159 000 in 2018.

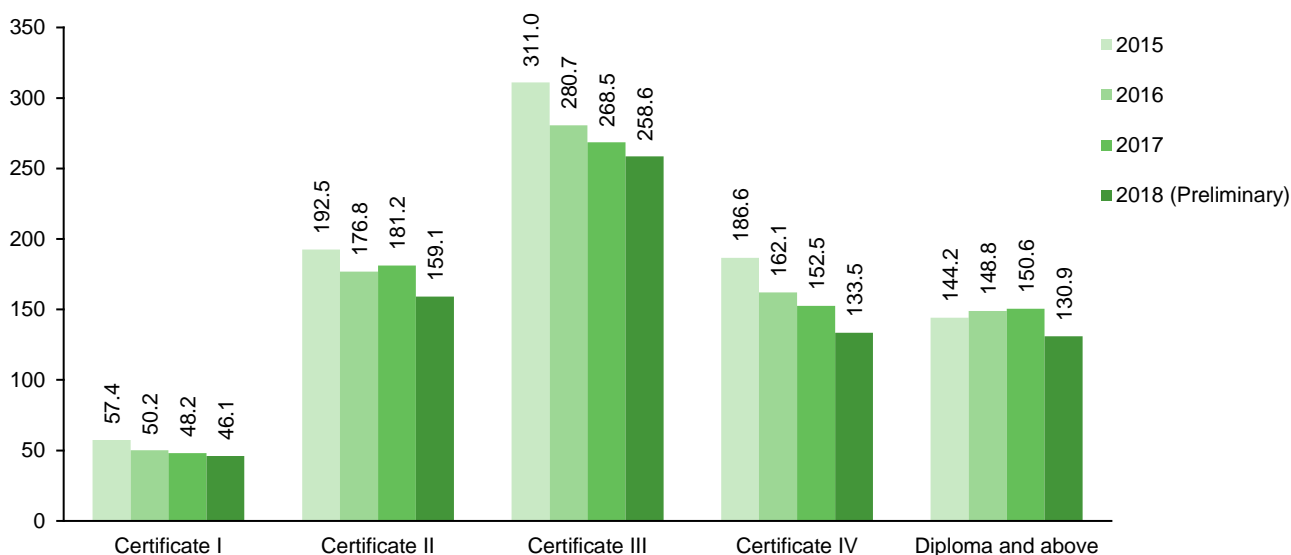
Figure 10 Qualification enrolments by level of education and funding source, 2015–18 ('000)



Note: Data in the figure above is based on training package qualifications and accredited qualifications only. It does not include other programs such as training package skill sets or accredited courses.

In 2018, certificate III level qualification completions accounted for 35.5% (258 600) of all qualification completions, certificate II accounted for 21.9% (159 100) of all qualification completions, certificate IV 18.3% (133 500), diploma and above 18.0% (130 900), and certificate I accounted for 6.3% (46 100) (table 20).

Figure 11 Qualification completions by level of education, 2015–18 ('000)



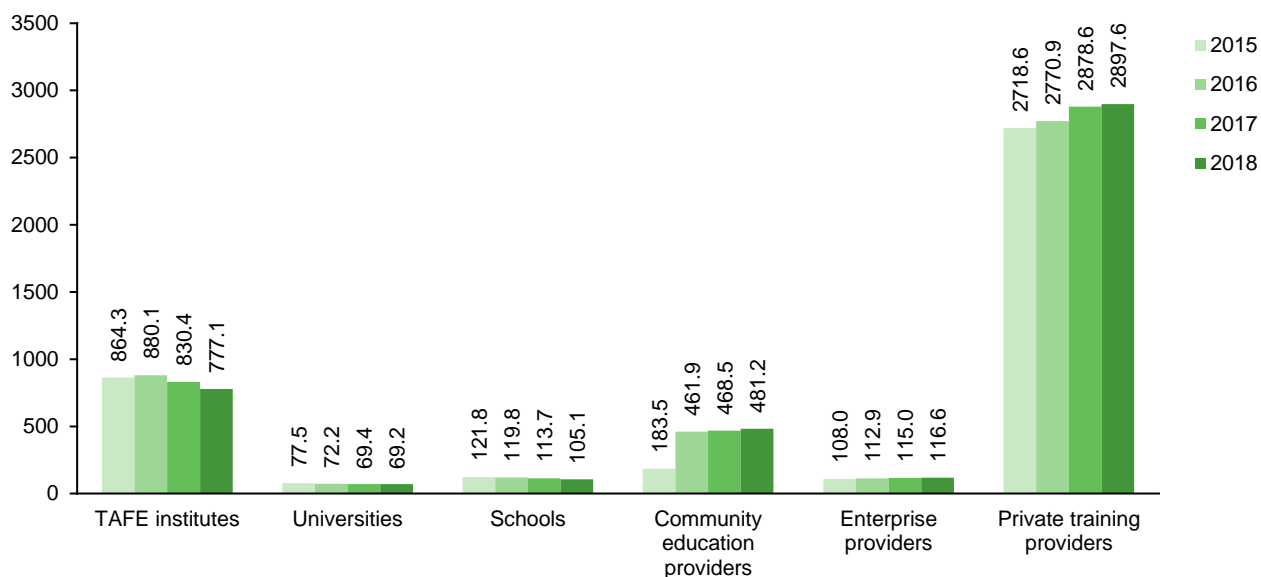
Notes: Data in the figure above is based on training package qualifications and accredited qualifications only. It does not include other programs such as training package skill sets or accredited courses. Qualification completions for 2018 are preliminary only. The 2018 data will be revised upwards with the release of *Total VET students and courses 2019*. Qualification completion rates cannot be derived from the qualification enrolments and completions reported in the tables above. For VET completion rates refer to the publication *VET qualification completion rates 2017* located at <https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-students-and-courses>.

Provider type

In 2018, almost 2.9 million students (71.3%) were enrolled in nationally recognised training at a private training provider, 777 100 (19.1%) at a TAFE institute, 481 200 (11.8%) at a community education provider, 116 600 (2.9%) at an enterprise provider, 105 100 (2.6%) at a school and 69 200 (1.7%) at a university (table 8).

Since 2015 there has been a 6.6% increase in the number of students enrolled at private training providers to almost 2.9 million students in 2018.

Figure 12 Students by provider type, 2015–18 ('000)



Note: The sum of students (n=4.4 million in 2018) will not add to the 2018 total (4.1 million) as a student may have enrolled in training with multiple provider types in a calendar year.

Tables

Table 3 Students by type of training and funding source, 2018

Students	Government funding ¹		Domestic fee-for-service funding		International fee-for-service funding		Total	
	('000)	%	('000)	%	('000)	%	('000)	%
Nationally recognised programs	1 102.4	27.1	857.5	21.1	183.9	4.5	2 038.3	50.2
Training package qualifications	994.1	24.5	704.6	17.3	168.2	4.1	1 781.8	43.9
Accredited qualifications	109.6	2.7	44.8	1.1	19.4	0.5	171.6	4.2
Training package skill sets	9.4	0.2	69.2	1.7	0.3	0.0	78.7	1.9
Accredited courses	30.1	0.7	59.6	1.5	0.3	0.0	89.9	2.2
Subjects not delivered as part of a nationally recognised program²	131.6	3.2	2 414.3	59.4	13.2	0.3	2 525.4	62.2
Total	1 195.4	29.4	3 014.3	74.2	194.6	4.8	4 061.9	100.0

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

- 1 This publication reports a higher number of government funded students (1.2 million) than *Government-funded students and courses 2018* (1.1 million) as it includes data from the National VET in Schools Collection and a small amount of Commonwealth specific funding program activity that is submitted directly to NCVET by RTOs.
- 2 Includes stand-alone nationally recognised subject enrolments and enrolments in subjects that are delivered as part of a non-nationally recognised program.
- Note: The sum of students will not add to the total (4.1 million) as a student may have enrolled in multiple types of training (n=4.6 million) and/or multiple programs/subjects within the same type of training with different funding sources (n=4.4 million) in a calendar year.

Table 4 Full-year training equivalents (FYTEs) by type of training and funding source, 2018

Full-year training equivalents (FYTEs) ¹	Government funding ²		Domestic fee-for-service funding		International fee-for-service funding		Total	
	('000)	%	('000)	%	('000)	%	('000)	%
Nationally recognised programs	507.8	47.4	287.1	26.8	118.4	11.1	913.2	85.3
Training package qualifications	453.8	42.4	263.7	24.6	107.2	10.0	824.6	77.0
Accredited qualifications	46.8	4.4	15.5	1.4	11.2	1.0	73.5	6.9
Training package skill sets	1.5	0.1	6.1	0.6	0.0	0.0	7.7	0.7
Accredited courses	5.7	0.5	1.7	0.2	0.0	0.0	7.5	0.7
Subjects not delivered as part of a nationally recognised program	18.4	1.7	137.5	12.8	1.6	0.1	157.5	14.7
Total	526.1	49.1	424.6	39.7	120.0	11.2	1 070.7	100.0

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

- 1 Full-year training equivalents (FYTEs) measures the training activity undertaken by a student on a full-time basis for one year. It is calculated based on reporting hours (1 FYTE = 720 hours).
- 2 This publication reports a higher number of government funded FYTEs (526 100 million) than *Government-funded students and courses 2018* (467 200) as it includes data from the National VET in Schools Collection and a small amount of Commonwealth specific funding program activity that is submitted directly to NCVET by RTOs.
- Note: FYTEs are calculated at the subject level and assigned the funding source of that subject, even where the subject is reported against a program.

Table 5 Program enrolments by type of training and funding source, 2018

Program enrolments	Government funding		Domestic fee-for-service funding		International fee-for-service funding		Total	
	('000)	%	('000)	%	('000)	%	('000)	%
Training package qualifications	1 210.5	46.2	791.6	30.2	213.0	8.1	2 215.0	84.5
Accredited qualifications	132.1	5.0	49.0	1.9	23.3	0.9	204.4	7.8
Training package skill sets	9.8	0.4	85.9	3.3	0.4	0.0	96.2	3.7
Accredited courses	31.7	1.2	74.9	2.9	0.3	0.0	106.9	4.1
Total	1 384.1	52.8	1 001.5	38.2	236.9	9.0	2 622.5	100.0

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

- Note: The sum of funding source (n=2.63 million) will not add to the total (2.62 million) as training types may include multiple programs with different sources of funding.

Table 6 Estimated participation rate of domestic VET students aged 15 years and over by state/territory of student residence, 2018 (%)

Age group	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
15 to 19 years	37.7	42.8	47.6	34.7	36.8	33.4	31.8	36.5	42.9
20 to 24 years	30.5	26.0	34.0	31.6	29.8	33.0	33.3	27.1	31.8
25 to 44 years	21.1	18.2	25.8	23.0	20.4	21.8	27.1	19.4	22.8
45 to 64 years	14.2	12.5	17.5	14.4	11.9	12.1	19.5	12.2	15.1
65 years and over	1.8	1.4	1.8	1.6	1.1	1.1	3.3	1.7	1.7
15 to 64 years	21.0	19.2	25.6	21.5	19.6	19.8	25.6	19.4	22.7

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Sources: NCVER, National VET Provider 2018 and National VET in Schools 2018; Australian Bureau of Statistics (ABS), Australian Demographic Statistics, June 2018, table 59, cat.no.3101.0.

Notes: The estimated participation rate is the number of VET students with a usual residential address in an Australian state or territory, other Australian territories or dependencies and where the state/territory is *Not known*. Offshore international students are excluded from the calculation.

Usual residential address refers to where the student usually resides rather than a temporary address a student relocates to for training, work, or other purposes.

Table 7 Students by provider type, 2015–18

Students	2015	2016	2017	2018	2017–18	
	('000)	('000)	('000)	('000)	%	% change
TAFE institutes	864.3	880.1	830.4	777.1	19.1	-6.4
Universities	77.5	72.2	69.4	69.2	1.7	-0.4
Schools	121.8	119.8	113.7	105.1	2.6	-7.6
Community education providers	183.5	461.9	468.5	481.2	11.8	2.7
Enterprise providers	108.0	112.9	115.0	116.6	2.9	1.4
Private training providers	2 718.6	2 770.9	2 878.6	2 897.6	71.3	0.7
Total	3 854.7	4 077.4	4 122.7	4 061.9	100.0	-1.5

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Note: The sum of students (n=4.4 million in 2018) will not add to the 2018 total (4.1 million) as a student may have enrolled in training with multiple provider types in a calendar year.

Table 8 Students by provider type and state/territory of delivery location, 2018 ('000)

Provider type	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Other ¹	Australia (onshore)	Offshore	Total
TAFE institutes	297.4	169.8	97.2	51.6	70.9	19.2	2.0	15.2	37.4	760.9	16.3	777.1
Universities	0.3	43.6	10.4	0.1	0.6	0.9	9.5	0.0	3.6	69.0	0.2	69.2
Schools	38.7	16.4	38.8	1.0	2.5	2.2	0.7	2.6	2.2	105.1	-	105.1
Community education providers	181.8	84.3	43.4	43.9	84.0	3.6	8.6	6.6	25.0	481.2	0.0	481.2
Enterprise providers	26.2	11.2	33.6	11.0	22.9	1.0	2.1	1.2	7.3	116.5	0.1	116.6
Private training providers	798.1	681.1	745.5	136.5	238.4	33.0	24.7	49.5	185.7	2 892.3	5.3	2 897.6
Total	1 240.8	945.0	898.6	222.4	372.2	55.7	42.1	70.5	192.8	4 040.0	21.8	4 061.9

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

1 Refer to definition in the terms on page 27.

Note: The sum of students (n=4.4 million) will not add to the total (4.1 million) as a student may have enrolled in training with multiple provider types in a calendar year.

Table 9 Students and full-year training equivalents (FYTEs) by funding source, 2015–18

	2015 ('000)	2016 ('000)	2017 ('000)	2018 ('000)	%	2017–18 % change
Students	3 854.7	4 077.4	4 122.7	4 061.9	100.0	-1.5
Government funding ¹	1 289.9	1 299.7	1 226.2	1 195.4	29.4	-2.5
Domestic fee-for-service funding	2 650.6	2 939.0	3 041.4	3 014.3	74.2	-0.9
International fee-for-service funding	141.7	154.2	174.0	194.6	4.8	11.8
Full-year training equivalents (FYTEs)	1 160.5	1 173.9	1 142.5	1 070.7	100.0	-6.3
Government funding ¹	616.6	590.6	563.3	526.1	49.1	-6.6
Domestic fee-for-service funding	456.4	485.8	463.4	424.6	39.7	-8.4
International fee-for-service funding	87.6	97.5	115.8	120.0	11.2	3.7

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

1 This publication reports a higher number of government funded students (1.2 million) and FYTEs (526 100) than *Government-funded students and courses 2018* (1.1 million and 467 200 respectively) as it includes data from the National VET in Schools Collection and a small amount of Commonwealth specific funding program activity that is submitted directly to NCVET by RTOs.

Note: The sum of students (n=4.4 million in 2018) will not add to the 2018 total (4.1 million) as a student may have multiple sources of funding in a calendar year.

Table 10 Students by state/territory of delivery location and funding source, 2018 ('000)

Students	Government funding	Domestic fee-for-service funding	International fee-for-service funding	Total
Australia (onshore)	1 195.4	3 013.6	173.5	4 040.0
New South Wales	383.1	876.1	68.5	1 240.8
Victoria	290.2	661.5	49.3	945.0
Queensland	232.0	723.8	25.8	898.6
South Australia	60.0	174.5	4.8	222.4
Western Australia	120.8	273.2	12.6	372.2
Tasmania	25.9	32.0	2.8	55.7
Northern Territory	16.2	29.6	0.5	42.1
Australian Capital Territory	18.4	54.3	1.9	70.5
Other ¹	48.7	188.5	7.3	192.8
Offshore	-	0.7	21.1	21.8
Total	1 195.4	3 014.3	194.6	4 061.9

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

1 Refer to definition in the terms on page 27.

Note: The sum of students (n=4.4 million) will not add to the total (4.1 million) as a student may have multiple sources of funding in a calendar year.

Table 11 Student characteristics, 2015–18

Student characteristics	2015	2016	2017	2018	2017–18	
	('000)	('000)	('000)	('000)	%	% change
Gender						
Males	2 010.6	2 034.2	2 092.0	2 061.6	50.8	-1.5
Females	1 689.5	1 890.6	1 918.0	1 831.2	45.1	-4.5
Not known	154.6	152.5	112.7	169.1	4.2	50.0
Age group						
14 years and under	21.3	22.2	17.6	17.5	0.4	-0.4
15 to 19 years	702.1	680.9	680.6	659.5	16.2	-3.1
20 to 24 years	615.9	617.9	629.1	608.7	15.0	-3.2
25 to 44 years	1 602.3	1 703.8	1 738.8	1 724.6	42.5	-0.8
45 to 64 years	800.6	898.1	923.5	939.2	23.1	1.7
65 years and over	49.5	59.1	62.2	67.5	1.7	8.6
Not known	63.0	95.3	70.9	44.7	1.1	-36.9
Student remoteness region						
Major cities	2 311.5	2 434.5	2 494.0	2 402.7	59.2	-3.7
Inner regional	722.9	743.5	739.5	724.5	17.8	-2.0
Outer regional	395.4	387.3	376.6	360.4	8.9	-4.3
Remote	70.4	65.9	63.4	60.9	1.5	-3.9
Very remote	43.3	41.2	39.3	38.8	1.0	-1.1
Overseas	151.3	155.2	169.0	210.7	5.2	24.7
Not known	159.9	249.7	240.9	263.9	6.5	9.6
Indigenous status						
Indigenous	136.5	165.0	137.8	138.3	3.4	0.3
Non-Indigenous	3 132.8	3 353.6	3 494.2	3 446.5	84.8	-1.4
Not known	585.4	558.8	490.6	477.2	11.7	-2.7
Disability (including impairment or long-term condition)						
With a disability	165.7	169.5	168.8	165.1	4.1	-2.2
Without a disability	3 071.4	3 270.0	3 344.8	3 287.0	80.9	-1.7
Not known	617.5	637.8	609.1	609.8	15.0	0.1
English (main language spoken at home)						
Non-English	486.4	518.5	577.8	572.0	14.1	-1.0
English	2 480.9	2 752.5	2 778.1	2 682.7	66.0	-3.4
Not known	887.4	806.3	766.7	807.1	19.9	5.3
Labour force status						
Employed	2 057.3	2 357.0	2 346.9	2 359.2	58.1	0.5
Unemployed	546.6	523.0	533.3	487.4	12.0	-8.6
Not in the labour force	249.5	258.8	267.4	254.1	6.3	-5.0
Not known	1 001.3	938.6	975.0	961.3	23.7	-1.4
School status						
At school	361.0	355.4	345.3	341.9	8.4	-1.0
Not at school	2 925.3	3 135.1	3 248.2	3 195.6	78.7	-1.6
Not known	568.4	586.8	529.1	524.4	12.9	-0.9
Apprentice/trainee status						
Apprentices and trainees undertaking off-the-job training	317.7	309.7	308.8	311.2	7.7	0.8
Not apprentices and trainees	3 537.0	3 767.7	3 813.9	3 750.7	92.3	-1.7

Table 11 Student characteristics, 2015–18 (cont.)

Student characteristics	2015	2016	2017	2018		2017–18
	('000)	('000)	('000)	('000)	%	% change
SEIFA (IRSD)						
Quintile 1 – Most disadvantaged	738.4	735.9	723.5	700.8	17.3	-3.1
Quintile 2	763.7	769.5	770.2	744.5	18.3	-3.3
Quintile 3	755.3	807.4	820.5	794.2	19.6	-3.2
Quintile 4	692.4	710.0	725.5	708.2	17.4	-2.4
Quintile 5 – Least disadvantaged	561.0	602.3	624.4	607.1	14.9	-2.8
Not known	343.9	452.3	458.6	507.2	12.5	10.6
Total	3 854.7	4 077.4	4 122.7	4 061.9	100.0	-1.5

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Note: The data in the table above is based on de-duplicated student counts.

Table 12 Students by age group and type of training, 2018 ('000)

Students	Training package qualifications	Accredited qualifications	Training package skill sets	Accredited courses	Subjects not delivered as part of a nationally recognised program	Total
Age group						
14 years and under	3.9	1.4	0.1	0.5	12.4	17.5
15 to 19 years	461.3	50.8	11.1	8.0	252.5	659.5
20 to 24 years	330.5	21.2	10.8	10.2	333.3	608.7
25 to 44 years	713.9	66.3	34.7	37.3	1 122.6	1 724.6
45 to 64 years	259.6	28.6	20.5	28.6	709.3	939.2
65 years and over	9.8	3.1	1.3	3.9	53.4	67.5
Not known	2.5	0.2	0.3	1.4	42.0	44.7
Total	1 781.8	171.6	78.7	89.9	2 525.4	4 061.9

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Note: The sum of students (n=4.6 million) will not add to the total (4.1 million) as a student may have enrolled in multiple types of training in a calendar year.

Table 13 Students by state/territory of delivery location and type of training, 2018 ('000)

Students	Training package qualifications	Accredited qualifications	Training package skill sets	Accredited courses	Subjects not delivered as part of a nationally recognised program	Total
Australia (onshore)						
New South Wales	533.4	35.8	31.4	14.7	766.1	1 240.8
Victoria	436.0	74.2	10.6	25.6	509.6	945.0
Queensland	394.2	20.4	17.9	17.0	576.5	898.6
South Australia	82.5	7.5	1.5	2.7	153.3	222.4
Western Australia	145.9	21.1	4.3	14.1	240.2	372.2
Tasmania	27.9	1.2	2.1	2.0	30.0	55.7
Northern Territory	16.1	1.2	0.4	0.7	29.9	42.1
Australian Capital Territory	25.2	1.9	0.8	6.3	45.0	70.5
Other ¹	104.0	6.3	9.6	6.9	171.1	192.8
Offshore	16.5	2.1	0.1	0.0	3.7	21.8
Total	1 781.8	171.6	78.7	89.9	2 525.4	4 061.9

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

¹ Refer to definition in the terms on page 27.

Note: The sum of students (n=4.6 million) will not add to the total (4.1 million) as a student may have enrolled in multiple types of training in a calendar year.

Table 14 Students enrolled in qualifications by level of education and type of training, 2018 ('000)

Students	Training package qualifications	Accredited qualifications	Total
Level of education			
Graduate diploma	1.7	1.2	2.9
Graduate certificate	0.9	2.0	2.9
Advanced diploma	53.4	6.2	59.6
Diploma	325.4	10.3	335.1
Certificate IV	388.4	25.7	412.6
Certificate III	824.7	32.5	853.9
Certificate II	325.8	64.7	380.7
Certificate I	83.7	46.2	126.0
Total	1 781.8	171.6	1 914.9

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Note: The sum of students will not add to the total (1.91 million) as a student may have enrolled in multiple qualifications with different levels of education (n=2.17 million) and/or multiple types of training (n=1.95 million) in a calendar year.

Data in the table above is based on training package qualifications and accredited qualifications only. It does not include other programs such as training package skill sets or accredited courses.

Table 15 Program enrolments by type of training, 2015–18

Program enrolments	2015	2016	2017	2018		2017–18
	('000)	('000)	('000)	('000)	%	% change
Training package qualifications	2 674.0	2 563.6	2 450.4	2 215.0	84.5	-9.6
Accredited qualifications	251.2	242.5	228.2	204.4	7.8	-10.4
Training package skill sets	58.1	85.9	88.6	96.2	3.7	8.6
Accredited courses	96.7	125.0	101.3	106.9	4.1	5.5
Total	3 080.0	3 017.0	2 868.5	2 622.5	100.0	-8.6

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Table 16 Qualification enrolments by level of education and funding source, 2018 ('000)

Qualification enrolments	Government funding	Domestic fee-for-service funding	International fee-for-service funding	Total
Level of education				
Graduate diploma	0.0	1.8	1.1	2.9
Graduate certificate	0.0	2.7	0.1	2.9
Advanced diploma	11.6	14.8	34.9	61.4
Diploma	124.7	139.6	88.3	352.6
Certificate IV	197.9	184.0	56.1	438.1
Certificate III	565.3	319.7	45.1	930.1
Certificate II	332.2	141.0	8.3	481.5
Certificate I	110.8	36.9	2.2	150.0
Total	1 342.6	840.6	236.2	2 419.4

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Note: Data in the table above is based on training package qualifications and accredited qualifications only. It does not include other programs such as training package skill sets or accredited courses.

Table 17 Program enrolments by field of education, 2015–18

Program enrolments	2015	2016	2017	2018		2017–18
	('000)	('000)	('000)	('000)	%	% change
Field of education						
Natural and physical sciences	16.4	14.1	13.1	12.3	0.5	-5.4
Information technology	89.9	82.5	70.6	62.4	2.4	-11.6
Engineering and related technologies	474.6	439.3	441.6	377.6	14.4	-14.5
Architecture and building	245.6	231.8	229.6	208.0	7.9	-9.4
Agriculture, environmental and related studies	80.6	80.7	77.6	61.9	2.4	-20.2
Health	177.7	204.0	174.4	170.4	6.5	-2.3
Education	165.3	164.8	150.0	130.3	5.0	-13.1
Management and commerce	736.2	690.5	620.9	572.8	21.8	-7.7
Society and culture	484.1	471.8	455.0	434.9	16.6	-4.4
Creative arts	80.3	79.3	73.1	66.8	2.5	-8.7
Food, hospitality and personal services	241.9	246.6	238.9	205.1	7.8	-14.2
Mixed field programmes	229.4	225.6	235.1	223.7	8.5	-4.8
Not assigned ¹	58.1	85.9	88.6	96.2	3.7	8.6
Total	3 080.0	3 017.0	2 868.5	2 622.5	100.0	-8.6

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

1 Skill sets are not assigned a field of education.

Table 18 Program enrolments by field of education and type of training, 2018 ('000)

Program enrolments	Training package qualifications	Accredited qualifications	Training package skill sets	Accredited courses	Total
Field of education					
Natural and physical sciences	11.8	0.5	-	-	12.3
Information technology	61.2	1.3	-	-	62.4
Engineering and related technologies	367.7	8.7	-	1.2	377.6
Architecture and building	176.2	20.5	-	11.3	208.0
Agriculture, environmental and related studies	60.1	1.7	-	0.1	61.9
Health	120.3	6.7	-	43.4	170.4
Education	125.2	4.6	-	0.5	130.3
Management and commerce	567.0	5.1	-	0.7	572.8
Society and culture	400.4	25.8	-	8.8	434.9
Creative arts	62.6	4.2	-	-	66.8
Food, hospitality and personal services	201.6	0.1	-	3.4	205.1
Mixed field programmes	61.1	125.1	-	37.5	223.7
Not assigned ¹	-	0.0	96.2	0.0	96.2
Total	2 215.0	204.4	96.2	106.9	2 622.5

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

1 Skill sets are not assigned a field of education.

Table 19 Top 20 training package qualification enrolments, 2015–18

Training package qualification enrolments	2015	2016	2017	2018		2017–18
	('000)	('000)	('000)	('000)	%	% change
Parent training package qualifications						
Business Services (BSA, BSB)	453.9	414.2	355.3	343.0	15.5	-3.4
Community Services (CHC)	361.8	366.8	333.9	332.9	15.0	-0.3
Tourism, Travel and Hospitality (SIT, THH, THT)	214.9	223.9	213.7	188.3	8.5	-11.9
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	197.2	188.1	187.7	164.7	7.4	-12.3
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	126.0	118.2	112.4	102.6	4.6	-8.7
Health (HLT)	107.5	101.8	95.5	91.2	4.1	-4.5
Transport and Logistics (TDT, TLI)	118.4	99.0	98.4	81.1	3.7	-17.5
Financial Services (FNA, FNB, FNS)	106.3	103.0	92.8	75.3	3.4	-18.9
Property Services (CPP, PRD, PRM, PRS)	82.9	74.4	79.3	69.8	3.2	-11.9
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	106.3	92.7	85.1	68.5	3.1	-19.5
Information and Communications Technology (ICA, ICT)	97.0	97.1	78.9	65.1	2.9	-17.4
Creative Arts and Culture (CUA, CUE, CUV)	39.2	40.6	65.5	63.2	2.9	-3.5
Automotive Industry Retail, Service and Repair (AUR)	57.3	54.5	68.3	60.3	2.7	-11.7
Electrotechnology (JEE, UTE, UTL)	59.1	58.4	63.2	60.3	2.7	-4.5
Foundation Skills (FSK)	20.1	29.6	56.4	57.9	2.6	2.6
Agriculture, Horticulture and Conservation and Land Management (AGF, AGR, AHC, RTD, RTE, RTF, RUA, RUH)	70.1	70.8	69.3	53.5	2.4	-22.8
Retail Services (SIR, WRP, WRR, WRW)	47.2	50.3	55.0	48.6	2.2	-11.7
Metal and Engineering (MEM)	56.9	52.6	52.5	47.7	2.2	-9.2
Hairdressing and Beauty Services (SHB, SIB, SIH, WRB, WRH)	65.5	61.1	55.1	44.6	2.0	-19.1
Training and Education (BSZ, TAA, TAE)	61.8	49.1	42.2	41.3	1.9	-2.2
Enrolments in top 20 parent training package qualifications	2 449.3	2 346.3	2 260.2	2 059.8	93.0	-8.9
Enrolments in other training package qualifications	224.7	217.3	190.2	155.2	7.0	-18.4
Total	2 674.0	2 563.6	2 450.4	2 215.0	100.0	-9.6

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Note: Data in the table above is based on training package qualifications. It does not include other programs such as accredited qualifications, training package skill sets, or accredited courses.

Table 20 Qualification completions by type of training and level of education, 2015–18

Qualification completions	2015	2016	2017	2018 ¹	
	('000)	('000)	('000)	('000)	%
Training package qualifications	817.5	746.5	736.0	673.9	92.5
Graduate diploma	0.5	0.5	0.5	0.5	0.1
Graduate certificate	0.4	0.5	0.6	0.4	0.0
Advanced diploma	17.2	17.7	23.2	19.9	2.7
Diploma	117.0	120.7	117.6	102.9	14.1
Certificate IV	174.4	150.4	140.9	123.9	17.0
Certificate III	299.5	269.0	257.4	247.9	34.0
Certificate II	166.1	151.6	160.3	141.8	19.5
Certificate I	42.4	36.0	35.5	36.6	5.0
Accredited qualifications	74.2	72.1	65.1	54.3	7.5
Graduate diploma	0.1	0.3	0.5	0.3	0.0
Graduate certificate	1.1	1.3	1.1	1.2	0.2
Advanced diploma	3.4	3.3	3.0	2.3	0.3
Diploma	4.5	4.6	4.1	3.3	0.5
Certificate IV	12.2	11.7	11.6	9.6	1.3
Certificate III	11.5	11.6	11.1	10.7	1.5
Certificate II	26.4	25.2	20.9	17.4	2.4
Certificate I	15.0	14.2	12.7	9.5	1.3
Total²	891.6	818.6	801.1	728.2	100.0

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

- 1 Qualification completions for 2018 are preliminary only. The 2018 data will be revised upwards with the release of *Total VET students and courses 2019*.
- 2 Qualification completion rates cannot be derived from the qualification enrolments and completions reported in the tables above. For VET completion rates refer to the publication *VET qualification completion rates 2017* located at <https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-students-and-courses>.
- Note: Data in the table above is based on training package qualifications and accredited qualifications only. It does not include other programs such as training package skill sets or accredited courses.

Table 21 Qualification completions by field of education and type of training, 2018¹ ('000)

Qualification completions	Training package qualifications	Accredited qualifications	Total
Field of education			
Natural and physical sciences	4.8	0.1	4.9
Information technology	18.3	0.4	18.7
Engineering and related technologies	98.0	2.4	100.4
Architecture and building	40.7	3.3	44.1
Agriculture, environmental and related studies	15.3	0.4	15.6
Health	41.5	2.9	44.4
Education	32.8	1.0	33.8
Management and commerce	185.4	1.4	186.8
Society and culture	136.9	12.3	149.1
Creative arts	22.3	1.2	23.5
Food, hospitality and personal services	61.5	0.0	61.5
Mixed field programmes	16.4	28.9	45.3
Total²	673.9	54.3	728.2

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

- 1 Qualification completions for 2018 are preliminary only. The 2018 data will be revised upwards with the release of *Total VET students and courses 2019*.
- 2 Qualification completion rates cannot be derived from the qualification enrolments and completions reported in the tables above. For VET completion rates refer to the publication *VET qualification completion rates 2017* located at <https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-students-and-courses>.
- Note: Data in the table above are based on training package qualifications and accredited qualifications only. It does not include other programs such as training package skill sets or accredited courses.

Table 22 Subject enrolments by type of training, 2015–18

Subject enrolments	2015	2016	2017	2018		2017–18
	('000)	('000)	('000)	('000)	%	% change
Nationally recognised programs	24 974.8	24 063.5	22 523.4	20 532.1	77.0	-8.8
Training package qualifications	22 974.7	21 999.8	20 565.2	18 753.1	70.3	-8.8
Accredited qualifications	1 622.3	1 577.1	1 477.0	1 271.4	4.8	-13.9
Training package skill sets	105.4	178.2	209.9	241.9	0.9	15.3
Accredited courses	272.4	308.4	271.3	265.6	1.0	-2.1
Subjects not delivered as part of a nationally recognised program	3 706.7	5 231.2	5 767.9	6 145.5	23.0	6.5
Total	28 681.5	29 294.7	28 291.2	26 677.5	100.0	-5.7

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Note: Data in the table above are based on all subject enrolments i.e. subject enrolments within a nationally recognised program as well as stand-alone nationally recognised subject enrolments and enrolments in subjects that are delivered as part of a non-nationally recognised program.

Table 23 Enrolments in the top 10 subjects not delivered as part of a nationally recognised program, 2015–18

Enrolments in subjects not delivered as part of a nationally recognised program	2015	2016	2017	2018		2017–18
	('000)	('000)	('000)	('000)	%	% change
Top 10 subjects						
HLTAID001 - Provide cardiopulmonary resuscitation	564.6	1 068.6	1 253.4	1 350.3	22.0	7.7
HLTAID003 - Provide first aid	441.5	699.3	776.6	837.2	13.6	7.8
HLTAID002 - Provide basic emergency life support	196.0	451.6	552.9	573.4	9.3	3.7
CPCCWHS1001 - Prepare to work safely in the construction industry	-	0.0	39.0	207.7	3.4	432.9
SITHFAB002 - Provide responsible service of alcohol	-	7.4	133.0	168.7	2.7	26.9
RIIWHS204D - Work safely at heights	72.2	72.1	97.9	120.9	2.0	23.5
HLTAID004 - Provide an emergency first aid response in an education and care setting	61.5	79.8	89.7	104.9	1.7	16.9
TLILIC2001 - Licence to operate a forklift truck	-	13.0	63.2	85.0	1.4	34.4
UETDRRF06B - Perform rescue from a live LV panel	38.5	50.1	62.0	74.7	1.2	20.5
RIIWHS202D - Enter and work in confined spaces	43.6	45.6	59.3	70.7	1.1	19.1
Subjects not delivered as part of a nationally recognised program	3 706.7	5 231.2	5 767.9	6 145.5	100.0	6.5

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

Note: Data in the table above are based on stand-alone nationally recognised subject enrolments and enrolments in subjects that are delivered as part of a non-nationally recognised program.

Table 24 Subject enrolments by subject result, 2015–18 (%)

Subject enrolments	2015	2016	2017	2018
Subject result				
Competency achieved/passed	63.4	64.7	67.5	68.7
Recognition of prior learning – granted	4.4	3.8	3.5	3.5
Recognition of prior learning – not granted	0.0	0.0	0.0	0.0
Competency not achieved/failed	4.0	3.7	3.5	3.1
Withdrawn/discontinued	8.2	8.3	7.6	6.9
Incomplete due to RTO closure ¹	-	-	-	0.1
Continuing enrolments	19.6	19.1	17.4	17.3
Non-assessable enrolment – satisfactorily completed	0.3	0.3	0.3	0.3
Non-assessable enrolment – withdrawn or not satisfactorily completed	0.1	0.1	0.1	0.1
Total	100.0	100.0	100.0	100.0

Refer to the explanatory notes on pages 29-33 for notes relevant to this table.

¹ Incomplete due to RTO closure was introduced for the 2018 collection.

Table 25 Summary by state/territory of delivery location, 2015–18

	2015 (’000)	2016 (’000)	2017 (’000)	2018 (’000)	2017–18 % change
Students					
Australia (onshore)	3 824.9	4 049.7	4 093.0	4 040.0	-1.3
New South Wales	1 109.8	1 253.9	1 289.5	1 240.8	-3.8
Victoria	926.5	910.9	963.5	945.0	-1.9
Queensland	925.1	949.9	894.5	898.6	0.5
South Australia	205.6	225.7	223.3	222.4	-0.4
Western Australia	356.8	363.9	366.1	372.2	1.7
Tasmania	62.1	63.0	52.9	55.7	5.1
Northern Territory	47.1	44.0	45.5	42.1	-7.4
Australian Capital Territory	66.3	72.3	74.3	70.5	-5.0
Other ¹	125.5	166.1	183.5	192.8	5.1
Offshore	29.8	27.7	29.6	21.8	-26.3
Total	3 854.7	4 077.4	4 122.7	4 061.9	-1.5
Program enrolments					
Australia (onshore)	3 047.4	2 986.7	2 839.3	2 600.1	-8.4
New South Wales	822.4	862.7	810.0	779.0	-3.8
Victoria	789.3	728.5	731.3	693.3	-5.2
Queensland	821.0	804.7	753.5	631.1	-16.2
South Australia	177.9	149.4	128.6	120.5	-6.3
Western Australia	300.6	306.2	293.7	260.0	-11.5
Tasmania	51.9	53.3	44.3	42.0	-5.2
Northern Territory	30.2	31.7	29.6	24.4	-17.8
Australian Capital Territory	50.9	46.7	45.3	48.7	7.7
Other ¹	3.1	3.6	3.0	1.1	-63.8
Offshore	32.6	30.3	29.2	22.4	-23.2
Total	3 080.0	3 017.0	2 868.5	2 622.5	-8.6
Qualification completions					
Australia (onshore)	891.6	818.6	801.1	728.2	-9.1
New South Wales	226.7	224.9	219.6	210.0	-4.4
Victoria	254.9	212.3	207.8	191.0	-8.1
Queensland	237.9	225.7	224.6	196.7	-12.4
South Australia	45.3	38.3	36.1	25.9	-28.0
Western Australia	89.1	83.6	81.0	75.3	-7.0
Tasmania	11.3	10.8	10.6	9.9	-6.8
Northern Territory	6.4	6.5	7.5	5.6	-24.7
Australian Capital Territory	19.9	16.5	13.9	13.7	-1.4
Other ¹	0.0	0.0	-	-	-
Offshore	-	-	-	-	-
Total	891.6	818.6	801.1	728.2	-9.1
Full-year training equivalents (FYTEs)					
Australia (onshore)	1 143.0	1 157.0	1 126.7	1 059.9	-5.9
New South Wales	311.8	352.7	347.5	331.6	-4.6
Victoria	346.6	310.9	304.5	279.1	-8.3
Queensland	266.5	271.1	254.3	241.9	-4.9
South Australia	60.5	60.1	55.2	50.4	-8.8
Western Australia	114.4	118.2	120.8	114.6	-5.1
Tasmania	15.2	14.9	15.5	15.3	-1.2
Northern Territory	9.5	10.8	11.0	9.6	-13.1
Australian Capital Territory	17.9	17.4	17.1	17.0	-0.6
Other ¹	0.6	0.9	0.8	0.3	-56.5
Offshore	17.5	16.9	15.9	10.8	-31.7
Total	1 160.5	1 173.9	1 142.5	1 070.7	-6.3

Refer to the explanatory notes on pages 29–33 for notes relevant to this table.

 1 Refer to the definition in the terms on page 27. If a student has activity delivered in *Other Australian territories and dependencies* and where the state/territory is *Not known* the student will only be counted once against *Other*.

Qualification completions in the table above is based on training package qualifications and accredited qualifications only. It does not include other programs such as training package skill sets or accredited courses.

Qualification completion rates cannot be derived from the qualification enrolments and completions reported in the tables above. For VET completion rates refer to the publication *VET qualification completion rates 2017* located at <https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-students-and-courses>.

Terms

The information included in this publication is, unless stated otherwise, derived from the National VET Provider Collection and the National VET in Schools Collection. These collections are 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 publication download page:

<<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/total-vet-students-and-courses-2018>>.

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.

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.

Competency achieved/passed indicates the student has been assessed and satisfies all the requirements for the unit of competency or module.

Competency not achieved/failed indicates the student has attempted all of the requirements for the assessment and has been assessed as not competent, or as not satisfying one or more of the requirements for the unit of competency or module.

Continuing enrolments refer to when a student has engaged in learning activity but has not completed all of the training and assessment criteria by the end of the collection period.

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.

Domestic fee-for-service funding is the revenue provided by a student whose citizenship status is Australian, New Zealand or permanent resident for the purpose of undertaking education and training.

English (main language spoken at home) whether the student speaks a language other than English at home.

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

Enterprise providers are registered training organisations whose primary business is not the delivery of training and development.

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

Full-year training equivalents (FYTEs) measures the training activity undertaken by a student on a full-time basis for one year. It is calculated based on reporting hours (1 FYTE = 720 hours).

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 funding relates to Commonwealth and state/territory funded activity delivered by registered training providers (RTOs).

Incomplete due to RTO closure is reported when the training organisation ceases operations while training activity is still in progress.

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

International fee-for-service funding is the revenue provided by a student who holds a student visa, or a temporary residency permit or who resides in an overseas country for the purpose of undertaking education and training.

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 developed to meet an identified training need.

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 accredited units of competency or modules that are listed on the National Training Register (training.gov.au).

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

Nominal hours are values assigned to a program or subject and nominally represents the anticipated hours of supervised training deemed necessary to conduct the training and assessment activities associated with the program or subject.

Non-assessable enrolment is reported when training activity in a program is designed so that the student is not required to undertake an assessment or has elected by agreement with the training organisation at enrolment not to be assessed.

Non-assessable enrolment - withdrawn or not successfully completed is reported when the client has not completed the program of study in a way that satisfies the requirements of the training organisation or the client has withdrawn after engaging in the program's activities.

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).

Parent training package refers to industry groupings of current and superseded training packages for the reporting of training package enrolments over time.

Participation rates are derived by calculating the number of VET students with a usual residential address in an Australian state or territory, *other Australian territories or dependencies* and where the state/territory is *Not known* as a percentage of the estimated Australian residential population in the corresponding age groups. Offshore international students are excluded from the calculation. Usual residential address refers to where the student usually resides rather than a temporary address a student relocates to for training, work, or other purposes. Figures are based on Australian Bureau of Statistics (ABS) estimated resident population figures (catalogue number 3201.0).

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.

Program funding source is the source of funding for a program enrolment. Where a program enrolment has subject enrolments in more than one funding category, funding source is assigned according to the following hierarchical order: government-funding, international fee-for-service funding, domestic fee-for-service funding.

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

Program level of education identifies the level and 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 type refers to the type of institution or organisation providing the training.

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

Qualification completions refer to the formal certification that is awarded by an accredited authority in recognition of the successful completion of the units of competency or modules that comprise an Australian Qualifications Framework (AQF) qualification, as specified by a nationally endorsed training package or an accredited course that provides training for that qualification.

Recognition of prior learning - granted is status or credit obtained for courses or subjects on the basis of recognised competencies gained previously through informal/formal training, experience in the workplace, voluntary work, social or domestic activity.

Recognition of prior learning - not granted refers to when status or credit for courses or subjects has not been granted following the assessment of previously undertaken training or experience.

Registered training organisations (RTOs) are training providers registered by the Australian Skills Quality Authority (ASQA) or, in some cases, 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.

Reporting hours are based on the nominal hour allocations for training package units of competency from the Victorian training package purchasing guides or the median value of nominal hours for accredited course units and modules submitted to NCVET.

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

Schools are established or recognised under an Act of parliament for the purpose of providing courses of instruction in preschool, primary or secondary education.

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.

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

State or territory of student residence is the state or territory in which the student usually resides.

State or territory of student – international where a student has provided an overseas address location as their usual place of residence.

State or territory of delivery location is the state or territory relating to the specific training location where the activity was delivered. For online delivery it must be the location from which the training delivery is coordinated.

State or territory of delivery location – offshore refers to training that was delivered by Australian providers to students located outside of Australia.

State or territory of delivery location – Australia (onshore) refers to training that was delivered by Australian providers to students located in Australia.

State or territory of delivery location – other refers to training that was delivered by Australian providers to students located in 'Other Australian territories and dependencies' (for example, Christmas Island) and where the delivery location is 'Not known'. 'Other' also includes instances where the student received training that was delivered in more than one state or territory.

State or territory of training provider's head office this is the state or territory of the training provider's head office.

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

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.

Subject funding source refers to the source of funding for a subject enrolment.

Subjects not delivered as part of a nationally recognised program includes stand-alone nationally recognised subject enrolments and enrolments in nationally recognised subjects that are delivered as part of a non-nationally recognised program.

Subject result refers to the outcome of a student's participation in a unit of competency or module at the time of data submission.

Superseded subject training outcome is where a subject is superseded by another before a student has completed it, the final outcome is reported against the subject that succeeded it.

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).

Total VET activity from 1 January 2014, all registered training organisations, including private providers, unless granted an exemption, are required to collect and report full AVETMISS data on all nationally recognised training, in accordance with the National VET Provider Collection Data Requirements Policy.

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 levels of education 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 or modules 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.

Withdrawn/discontinued is reported for students that have engaged in some learning activity and have then notified the training organisation of their withdrawal before completing all of the assessment criteria or for students that have engaged in some learning activity and then stopped attending or submitting assessments (i.e. discontinues) without notifying the training organisation.

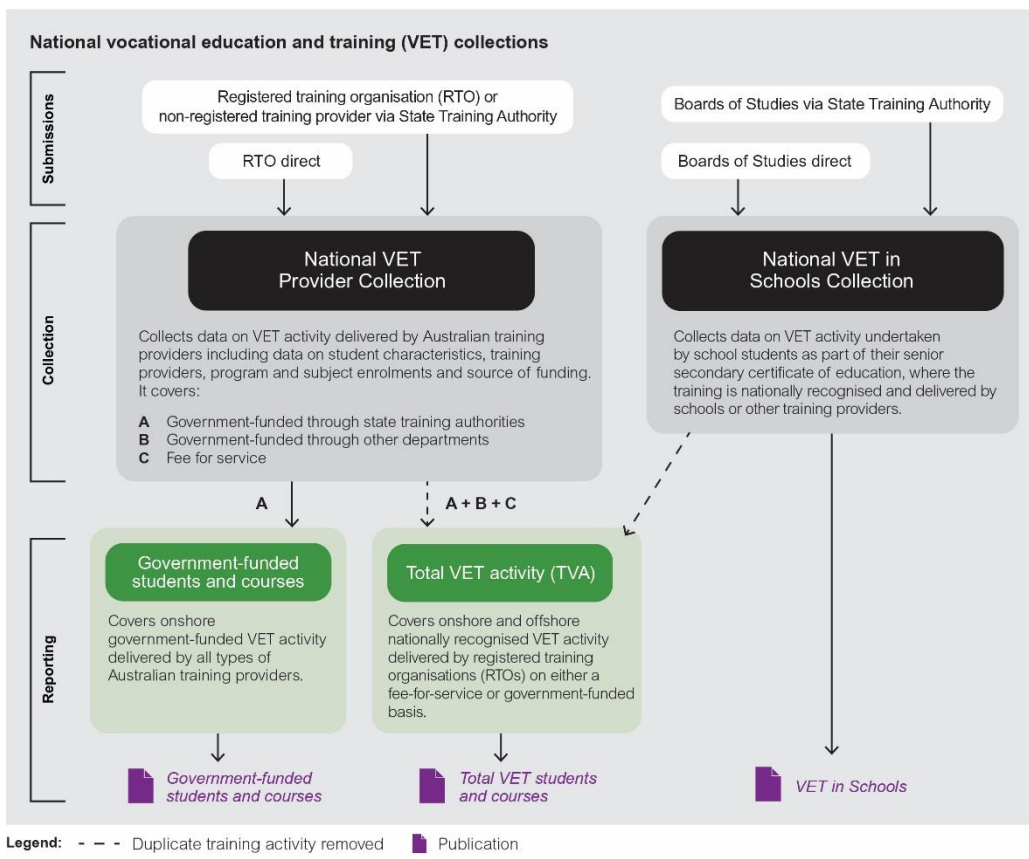
Explanatory notes

Scope

- 1 Activity covered in this publication includes nationally recognised VET delivered by registered training providers (RTOs):
 - TAFE institutes
 - universities
 - community education providers
 - enterprise providers
 - private training providers
 - schools
 - Australian training providers delivering VET at overseas campuses.
- 2 This publication does not cover the following types of training:
 - non-nationally recognised training
 - credit transfer
 - any activity where revenue was earned from another training provider in terms of sub-contracting, auspicing, partnership or similar arrangements.
 - superseded training reported with national outcome identifier '61 – superseded training'.

Data sources

- 3 In November 2012, the then COAG Standing Council on Tertiary Education Skills and Employment (SCOTESE) agreed to the introduction of mandatory reporting of nationally recognised training activity from 2014 onwards. This is referred to as 'total VET activity', to reflect that the information reports on students who undertook government-subsidised training and those who undertook training on a fee-for-service basis.
- 4 The information contained in this publication is, unless otherwise stated, derived from the National VET Provider Collection and the National VET in Schools Collection, with duplicated activity removed. For the National VET Provider Collection, data can be reported to NCVER directly by the training providers or via state training authorities. For the National VET in Schools Collection, data are reported directly by the boards of studies and via the state training authorities to NCVER. These collections are compiled under the Australian Vocational Education and Training Management Information Statistical Standard, release 8.0. For further information on AVETMISS go to <<https://www.ncver.edu.au/rto-hub/statistical-standard-software/avetmiss-vet-provider-collection-specifications-release-8.0>>.
- 5 The below diagram illustrates how data are sourced and where duplicate training activity is removed.



Student counts and training activity counts

- Since the introduction of ‘total VET activity’, NCVER has applied a process to identify and remove duplicate training activity where the same activity is reported for the same training provider in the same collection period via different submission pathways.
- When duplicate training activity is identified, the following hierarchy is applied, whereby only the training activity at the highest hierarchy level is reported:
 - data submitted by a state training authority
 - data submitted by a Board of Study (or state training authority on behalf of a Board of Study)
 - data submitted directly to the NCVER by a registered training organisation.
- Prior to 2015, if a student was enrolled with more than one training provider during a collection period, it was possible for them to be counted more than once. 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 has used a two-step process to de-duplicate student counts in *Total VET students and courses 2018*, which uses the USI where available and a count of distinct client identifiers within each submission for the residual data.

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

For further information on the de-duplication of student counts in *Total VET students and courses 2018*, refer to the fact sheet *De-duplication of training activity and student counts in ‘total VET activity’* located at <<https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets>> or 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>.

Government-funded students and courses

- 9 The diagram above highlights the differences in scope between *Government-funded students and courses* and *Total VET students and courses*. This publication reports a higher number of government funded students (1.2 million) and full-year training equivalents (526 100) than *Government-funded students and courses 2018* (1.1 million and 467 200 respectively) as it includes data from the National VET in Schools Collection and a small amount of Commonwealth specific funding program activity that is submitted directly to NCVET by RTOs.

Training providers counts

- 10 The number of training providers is a distinct count of training providers who submitted data within each state or territory and training provider category. Some training providers deliver VET in more than one state or territory and/or report data under more than one provider type. Therefore, the training providers are counted in each state/territory category and provider type category but are only counted once in the total.
- 11 'Provider type' in this publication is based on a valid national code listed on the National Training Register (training.gov.au). This may be different from that reported in *Government-funded students and courses* as provider reporting type is a derived field 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. For further information refer to <<https://www.ncver.edu.au/data/collection/government-funded-students-and-courses>>.

Data treatment

- 12 Note that the percentages presented in this publication are reported to one decimal place. Other numbers have been rounded after aggregation to the nearest hundred. Rounding can lead to situations where the numbers in the body of a given table might not add to the rounded totals.
- 13 A dash (-) represents a true zero figure, with no activity reported in these categories, whereas zero (0.0) is a rounded value.

Data revisions

- 14 The data in this publication may be revised for several reasons. For consistency of reporting, some previously reported data are rebased using data collected for the current year. For example, if a training provider was reported in the current year with provider type of 'school' but in the previous year the same provider was reported as 'community education provider', NCVET will adjust the previously reported provider type to match that of the current year.
- 15 The estimated student counts presented in this publication for 2015 will be different to the estimated student counts presented in *Total VET students and courses 2015*, due to the de-duplication method applied. In this publication, improvements to the de-duplication of training activity process were implemented, making better use of submitted USIs. As a result, the estimated student counts reported in this publication may not match those reported in previous years.
- 16 In addition to the above, a small amount of data can be submitted to NCVET after the reporting window has closed. These data will not be included in the current publication. However, they will be included in the following year's publication resulting in minor variations in the data.

Data quality and comparability issues

17 Year-on-year training activity comparisons within the *Total VET students and courses 2018* publication are presented for 2015 onwards. 2014 was both the first and a transition year, whereby a number of training providers were granted exemptions from reporting, while others did not report their training activity. Many training providers also reported data for the first time.

Missing training activity

18 Registered training organisations who delivered nationally recognised training in 2018, but were not expected to submit data, include those training organisations who:

- were exempt from reporting enrolment/completion level data to the National VET Provider Collection as the training was part of a vital community service or the training could not be reported as it would conflict with defence and national security legislation and/or could jeopardise the personal safety of border protection, customs, and national security or police personnel
- were not operating at the time of data submission.

19 The current collection coverage issues are outlined below:

- It is estimated 101 registered training organisations did not report data on 2018 training activity.
- Of the 3 830 training providers who reported data on 2018 training activity, it is not known whether they reported all their training activity. For example, some training providers may have only reported their government funded activity and not their fee-for-service activity. Furthermore, some data on training activity delivered in offshore locations are likely to be missing. NCVET is unable to estimate the completeness of the data reported or estimate the size of the missing activity.

Not known information

20 Caution should be taken when using data with a large number of 'not known' responses. Data are reported as 'not known' for the following reasons:

- information was not collected
- a student has not responded to a question on the enrolment form
- invalid information was supplied
- where duplicate student records have conflicting demographic information; for example, where the same student is reported as both Indigenous and non-Indigenous.

The extent of the 'not known' data for selected student characteristics is illustrated in the following table.

Table 26 Proportion of estimated students with 'not known' data, 2015–18 (%)

	2015	2016	2017	2018
Gender	4.0	3.7	2.7	4.2
Age	1.6	2.3	1.7	1.1
Indigenous status	15.2	13.7	11.9	11.7
Disability (including impairment or long-term condition)	16.0	15.6	14.8	15.0
Student remoteness region	4.1	6.1	5.8	6.5
SEIFA (IRSD)	8.9	11.1	11.1	12.5
School status	14.7	14.4	12.8	12.9
English (main language spoken at home)	23.0	19.8	18.6	19.9
Labour force status	26.0	23.0	23.7	23.7

Apprentices and trainees

21 In this publication, the number of apprentices and trainees undertaking off-the-job training in 2018 (311 200) exceeds the number of apprentices and trainees in-training as at 31 December 2018, derived from the National Apprentice and Trainee Collection. The key reasons for differences between the collections include:

- The data in this publication are based on an estimated count of students enrolled in VET at any time during the 2018 calendar year. This figure can include apprentices and trainees who later cancelled or

withdrew from their training contract. 'In-training' data derived from the National Apprentice and Trainee Collection refer to apprentices and trainees who are actively training under the terms of their training contract at a point in time (such as 31 December 2018). For example, there were 278 000 apprentices and trainees in-training as at March 31, 2018. However, the number had declined to 259 400 by 31 December 2018 due to the cancellation/withdrawal, expiry and completion of contracts (source: Apprentice and Trainee Collection, December 2018).

- The data in this publication comprise apprentices and trainees undertaking nationally recognised training at a training provider within the calendar year, whereas data derived from the National Apprentice and Trainee Collection comprise all apprentices and trainees, including those without any off-the-job training in the calendar year.

Australian Bureau of Statistics data

22 Participation rates are derived by calculating the number of VET students with a usual residential address in an Australian state or territory, *other Australian territories or dependencies* and where the state/territory is *Not known* as a percentage of the estimated Australian residential population in the corresponding age groups.

Usual residential address of VET students refers to where the student usually resides rather than a temporary address a student relocates to for training, work, or other purposes. Offshore international students are excluded from this definition.

Estimated resident population is based on the concept of usual residence. It refers to all people, regardless of nationality, citizenship or legal status, who usually live in Australia, with the exception of foreign diplomatic personnel and their families. It includes usual residents who are overseas for less than 12 months over a 16-month period. It excludes overseas visitors who are in Australia for less than 12 months over a 16-month period. The figures for all years are based on ABS population figures (cat.no.3101.0, June 2018).

23 Socio-Economic Indexes for Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socioeconomic advantage and disadvantage. The Index of Relative Socio-Economic Disadvantage (IRSD) is one of four indexes in the SEIFA suite. Further information on SEIFA can be found at <<http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>>.

24 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. For more details of ARIA+ refer to <http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

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



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