



Total VET students and courses 2021: explanatory notes

National Centre for Vocational
Education Research

This document was produced by NCVER based on *Total VET students and courses 2021*, and is an added resource for further information. The report is available on NCVER's Portal:
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Explanatory notes

Scope

- 1 Activity covered in this publication includes nationally recognised VET delivered by Australian registered training organisations (RTOs):
 - TAFE institutes
 - universities
 - community education providers
 - enterprise providers
 - private training providers
 - schools
 - Australian RTOs delivering VET at overseas campuses.
- 2 This publication does not cover the following types of training:
 - non-nationally recognised training
 - credit transfer
 - superseded training (reported with national outcome identifier '61 - superseded training')
 - not yet started training (reported with national outcome identifier '85 - not yet started')
 - any activity where revenue was earned from another RTO in terms of sub-contracting, auspicing, partnership or similar arrangements.

Data sources

- 3 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 NCVET 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 NCVET. 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>>.
- 4 NCVET applies 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. For more information, refer to the fact sheet De-duplication of training activity 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>>.

This publication also makes use of data and classification information from the Australian Bureau of Statistics (ABS). For more information, refer to the fact sheet Use of Australian Bureau of Statistics

(ABS) data 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>>.

Student counts

- 5 NCVET applies a methodology to distinctly count students who may be enrolled at multiple training providers. For further information, refer to the fact sheet 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>.

Comparison to other collections

- 6 This publication reports a higher number of government-funded students and full-year training equivalents than *Government-funded students and courses 2021* 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.
- 7 In this publication, the number of apprentices and trainees undertaking off-the-job training in 2021 exceeds the number of apprentices and trainees in-training as at 31 December 2021, derived from the National Apprentice and Trainee Collection. The key reason for differences between the collections are that data in this publication is based on a count of students enrolled in VET at any time during the calendar year, while in-training data derived from the National Apprentice and Trainee Collection is a point-in-time snapshot of training.
- 8 For further information on the differences between data in this publication and other reports produced by NCVET, refer to the fact sheet Comparing data from other national VET collections with 'total VET activity' located at <<https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets>>.

Training provider counts

- 9 The number of training providers is a distinct count of providers in the National VET Provider and National VET in Schools Collections who delivered nationally recognised training and had an active registration in the calendar year as per the National Register of VET (training.gov.au). It is possible for a training provider to have more than one provider type in a given year. For example, a training provider initially classified as a community education provider could be reclassified as a private provider part way through the year.
- 10 Some training providers deliver VET in multiple state/territory and offshore locations. In table 2, training providers are counted distinctly for each delivery location and within the total.
- 11 'Provider type' 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 further information refer to <<https://www.ncver.edu.au/data/collection/government-funded-students-and-courses>>.

Table 1 Provider type by state/territory of head office, 2021

Training providers	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	1	12	1	1	6	1	1	1	24
Universities	1	7	4	-	2	1	1	-	16
Schools	18	48	263	4	20	2	3	11	369
Community education providers	69	72	24	8	10	5	3	6	197
Enterprise providers	36	21	21	14	16	5	6	3	122
Private training providers	819	626	784	140	305	39	30	58	2 801
Total	944	786	1 097	167	359	53	44	79	3 529

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

Table 2 Provider type by state/territory of delivery location, 2021

Training providers	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Other ¹	Aust.	Offshore	Total
TAFE institutes	10	16	2	8	8	4	3	1	-	24	11	24
Universities	3	8	5	3	5	2	3	-	-	15	2	16
Schools	20	51	264	13	22	3	5	11	-	369	-	369
Community education providers	77	85	40	21	18	8	10	14	-	197	1	197
Enterprise providers	51	37	44	34	42	16	20	11	-	122	3	122
Private training providers	1 191	951	1 113	476	572	242	195	230	9	2 796	44	2 801
Total	1 352	1 148	1 468	555	667	275	236	267	9	3 523	61	3 529

¹ Refers to 'Other Australian territories and dependencies' (for example, Christmas Island) and where the delivery location is not known. The sum of training providers across state/territory and offshore delivery locations will not add to 'Aust.' or 'Total' as a training provider may deliver in multiple locations in a calendar year.

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

Table 3 Provider type, 2017 to 2021

Training providers	2017	2018	2019	2020	2021
TAFE institutes	41	36	25	24	24
Universities	15	15	16	16	16
Schools	398	395	389	383	369
Community education providers	249	238	220	207	197
Enterprise providers	143	140	136	127	122
Private training providers	3 104	3 019	2 898	2 769	2 801
Total	3 943	3 838	3 681	3 524	3 529

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 individual numbers might not add to the rounded totals.

Data revisions

- 13 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', NCVER will adjust the previously reported provider type to match that of the current year. Improvements to the student counting methodology may also lead to minor variations in data reported between years.
- 14 In addition to the above, a small amount of data can be submitted to NCVER 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.
- 15 NCVER has improved the method used to calculate program completions resulting in a slight increase compared with previously published data. Prior to 2020, NCVER calculated program completions using data from two collection years only. For example, completions reported for 2016 used data from the 2016 and 2017 National VET Provider and National VET in Schools Collections. The new method now includes data from all collection years.
- 16 Registered training organisations who delivered nationally recognised training in 2021, 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. 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> >.
 - not operating at the time of data submission.
- 17 The current collection coverage issues are outlined below:
- It is estimated 200 registered training organisations did not report data on 2021 training activity.
 - Of the 3529 training providers who reported data on 2021 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. NCVER is unable to estimate the completeness of the data reported or estimate the size of the missing activity.

Data quality and comparability issues

- 18 The COVID-19 pandemic, and states and territories' economic responses, may have impacted training data, particularly from March 2020 onwards. Any comparison with previous years should be made with caution.

South Australia

19 The number of apprentices and trainees undertaking off the job training in 2021 in South Australia has been underreported. As a result, comparisons with previous periods should be made with caution until the data are rectified in future reporting.

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.

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

Table 4 Proportion of students with 'not known' data, 2017 to 2021 (%)

	2017	2018	2019	2020	2021
Gender	2.7	4.2	3.5	2.6	2.9
Age	1.8	1.1	0.5	0.2	0.2
Indigenous status	11.9	11.8	10.1	9.5	9.1
Disability (including impairment or long-term condition)	14.8	15.0	11.9	12.7	11.8
Student remoteness region	3.5	5.1	5.8	5.0	4.8
SEIFA (IRSD)	10.9	12.2	13.8	12.5	11.4
School status	12.8	13.0	11.7	10.7	10.5
Language other than English spoken at home	18.6	19.9	19.1	18.1	17.6
Labour force status	23.7	23.7	21.9	20.3	19.4