

Australian vocational education and training statistics

# Government-funded students and courses

## 2018



National Centre for Vocational Education Research

### Highlights

In 2018 an estimated 1.1 million students were enrolled in the government-funded vocational education and training (VET) system.

- In 2018, compared with 2017:
  - estimated student numbers decreased by 1.9%
  - subject enrolments decreased by 5.7%
  - hours and full-year training equivalents (FYTEs) decreased by 6.4%.
- An estimated 6.7% of the Australian population aged 15 to 64 years participated in the government-funded VET system in Australia in 2018.
- An estimated 19.4% of the Australian population aged between 15 and 19 years participated in the government-funded VET system in 2018.
- In 2018, estimated students in the government-funded VET system comprised:
  - 45.4% aged 24 years and under
  - 50.8% males
- The preliminary count of the number of Australian Qualifications Framework (AQF) programs completed in 2018 was 333 800, with 46.2% of AQF programs completed at certificate III level and 16.2% at certificate IV level.
- In the past six years, government-funded FYTEs have decreased by 30.6%, from 673 600 FYTEs in 2012 to 467 200 FYTEs in 2018.

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This document should be attributed as NCVER 2018, *Australian vocational education and training statistics: government-funded 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 136.03

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

Published by NCVER, ABN 87 007 967 311

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## Introduction

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

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

For further information, please refer to the terms on pages 19–20 and the explanatory notes on pages 21–25.

## About this publication

This publication covers Commonwealth and state/territory government-funded training (Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding). No fee-for-service activity is included. Fee-for-service activity will be reported in *Total VET students and courses 2018*, to be released in August 2019.

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

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

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

The data in this publication cover the period of 1 January to 31 December 2018. For comparative purposes it also examines these data against previously submitted data for the 1 January to 31 December 2015–17.

## De-duplication of student counts

NCVER has applied a de-duplication methodology to better estimate counts of government-funded students. The methodology uses the unique student identifier (USI) to derive more accurate estimates of distinct student counts and is similar to the method used to estimate total VET student counts. The only difference is that government-funded student counts are de-duplicated within each state/territory that administered the funding of the training activity, and not across states as done in *Total VET students and courses*.

This de-duplication methodology was first applied in the *Government-funded students and courses: January–March 2018* publication. *Government-funded students and courses 2018* is the first annual publication to present de-duplicated student counts to data going back to 2015, the first year that the USI was introduced.

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

## More information

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

# Students and estimated participation

## Training providers

In 2018:

Table 1

- A total of 1747 training organisations delivered government-funded VET. They consisted of:
  - 35 TAFE institutes
  - 10 other government providers
  - 357 community education providers
  - 1403 other providers.

## Estimated students by training providers

In 2018:

Table 2

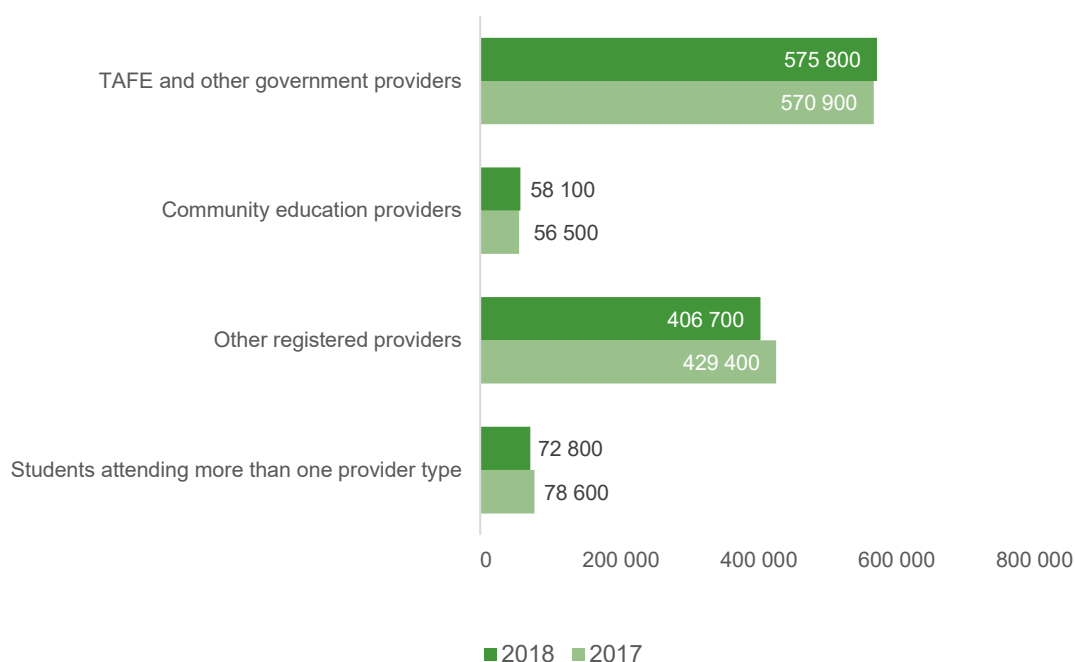
- 1.1 million students were enrolled in government-funded VET, a decrease of 1.9% from 2017
- the government-funded VET system comprised:
  - 575 800 (51.7%) students at TAFE and other government providers
  - 58 100 (5.2%) students at community education providers
  - 406 700 (36.5%) students at other providers
  - 72 800 students (6.5%) attending more than one type of provider.

In 2018, compared with 2017:

Table 2

- students attending TAFE and other government providers increased by 0.9%
- students attending community education providers increased by 2.8%
- students attending other providers decreased by 5.3%.

**Figure 1 Government-funded students by provider type, 2017–18**



## Estimated students by state/territory

In 2018:

Table 3

- New South Wales, with 400 900 estimated students, was the largest provider of government-funded VET in Australia, with 36.0% of the national government-funded student numbers. They were followed by Victoria (271 000 or 24.3%), Queensland (211 800 or 19.0%), Western Australia (102 300 or 9.2%), South Australia (66 200 or 5.9%), Tasmania (25 700 or 2.3%), Northern Territory (17 800 or 1.6%) and the Australian Capital Territory (17 700 or 1.6%).

In 2018, compared with 2017:

Table 3

- student numbers increased in New South Wales (up 9900 or 2.5%) and the Australian Capital Territory (up 1200 or 7.0%)
- Victoria experienced the largest decline in student numbers (down 25 300 or 8.5%)
- student numbers also decreased in Western Australia (down 3800 or 3.6%), the Northern Territory (down 2400 or 12.1%), Tasmania (down 600 or 2.5%), Queensland (down 500 or 0.3%) and South Australia (down 400 or 0.6%)

Figure 2 Government-funded students by state/territory, 2017–18

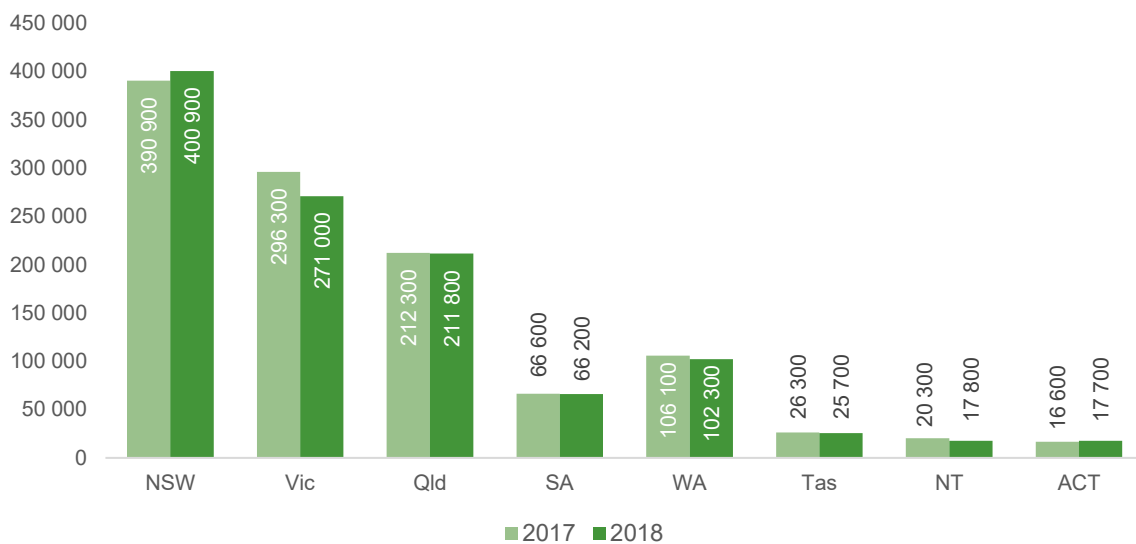


Table 5

## Student estimated participation and characteristics

In 2018, compared with 2017:

- Estimated participation in the government-funded VET system by students aged 15 to 64 years decreased from 6.9% to 6.7%.
- The changes in estimated participation rates are due to declines in student numbers in the following age groups:
  - 15 to 19-year-olds decreased by 3.1% to 289 200 students
  - 20 to 24-year-olds decreased by 0.1% to 214 000 students
  - 25 to 44-year-olds decreased by 1.5% to 405 200 students
  - 45 to 64-year-olds decreased by 2.9% to 186 300 students
  - students 65 years and older decreased by 3.0% to 16 100 students.
- The number of males decreased by 3.3% to 565 300 students, to comprise 50.8% of the government-funded student population. Table 7
- The number of females decreased by 0.5% to 545 200 students, to comprise 49.0% of the government-funded student population. Table 7

- Indigenous students increased by 1.8% to 79 000 students. *Table 7*
- Students with a disability increased by 0.4% to 100 800 students. *Table 7*
- The number of apprentices and trainees undertaking off-the-job training increased by 1.8%, to 284 100 students. Apprentices and trainees undertaking off-the-job training comprised 25.5% of the government-funded VET student population in 2018, up from 24.6% in 2017. *Table 7*
- The number of students undertaking training on a part-time basis declined by 0.4% to 912 600 students. Full-time students declined by 8.5% to 200 800 students. *Table 7*

## Programs

### Australian Qualifications Framework (AQF) programs

In 2018, compared with 2017:

- The number of enrolments in Australian Qualifications Framework (AQF) programs at certificate I or higher levels declined by 6.3% to 1.14 million program enrolments. *Table 8*
- The number of enrolments in non-AQF programs also decreased by 3.5% to 165 800. This was led by a 9.1% decrease in ‘other recognised programs’, particularly in statements of attainment (down 8.8%) and *Table 8*
- Preliminary estimates indicate there were 333 800 AQF program completions reported in 2018. This preliminary number will be revised upwards following the submission of additional data to the 2019 National VET Provider Collection.

In 2017, compared with 2016:

- The number of AQF program completions at certificate I or higher level declined by 4.8% to 368 900 programs. The decline was widespread, with completions in certificate IV (down 10.9%), Diploma or higher (down 7.2%), certificate I (down 4.6%), certificate III (down 3.0%) and certificate II (down 2.5%) all declining. *Table 12*
- The majority (45.8%) of AQF program completions in 2017 were at the certificate III level. *Table 12*

### Training package programs

- The number of enrolments in national training package programs declined by 6.3% to 1.03 million in 2018. These represent 78.7% of all government-funded program enrolments. *Table 8*
- Community Services (CHC) remained the most popular training package in 2018, accounting for 19.4% of all program enrolments in training packages. *Table 9*
- The Community Services (CHC) training package accounted for 18.2% of all training package program completions in 2017. In the preliminary 2018 program completion data, Community Services (CHC) accounted for 20.5% of training package program completions. *Table 10*

### Skill sets

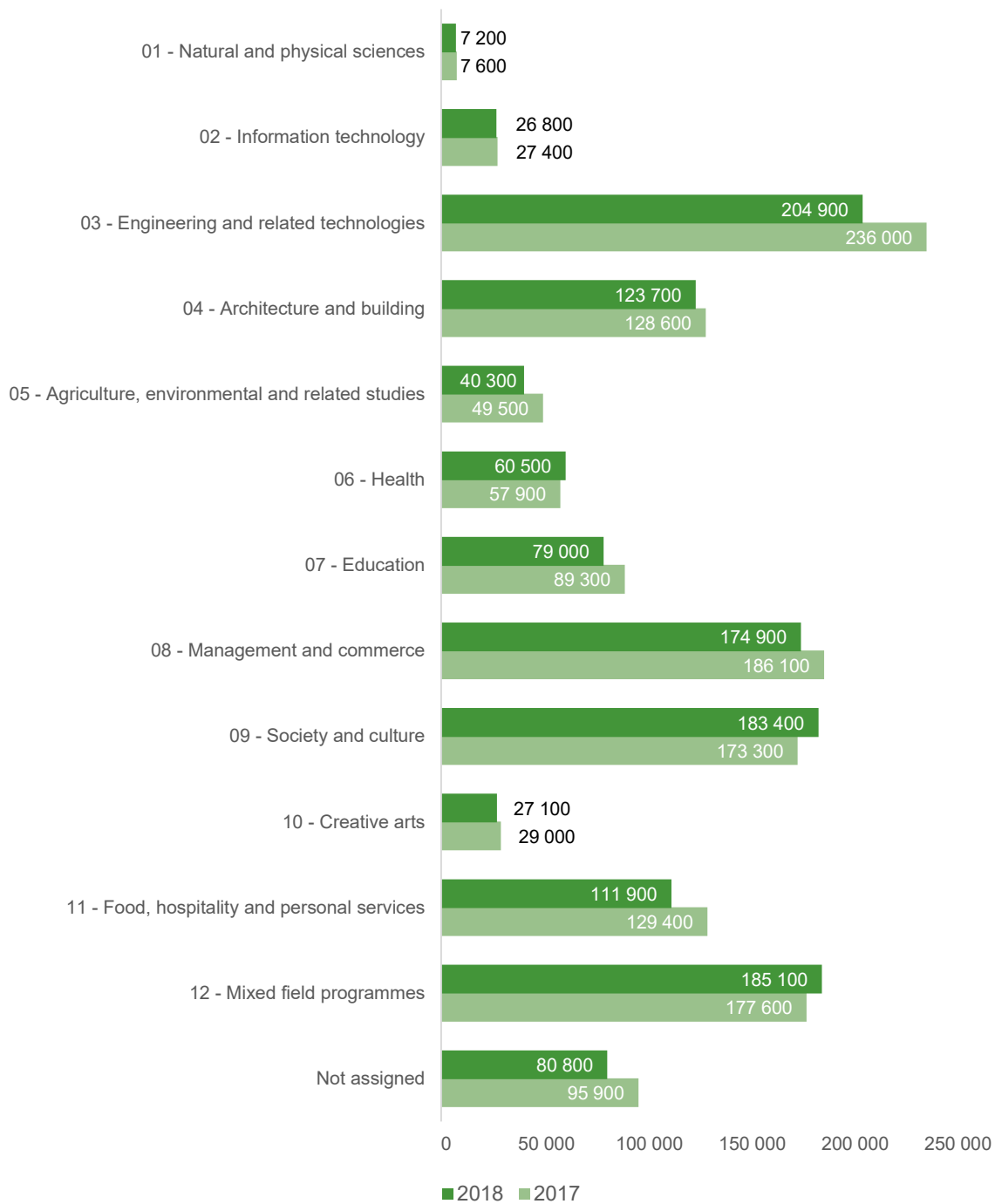
- The number of enrolments in nationally and locally developed skill sets decreased by 15.7% to 80 800 in 2018. These now represent 6.2% of all government-funded program enrolments. *Table 8*

## Field of education

- Engineering and related technologies was the most popular field of education in 2018, with 15.7% of all government-funded program enrolments.
- The only fields of education to experience growth between 2017 and 2018 were Society and culture (up 5.8%), Health (up 4.6%) and Mixed field programmes (up 4.2%)

Table 8

Figure 3 Government-funded program enrolments by field of education, 2017–18





# Subjects

- The number of subject enrolments declined by 5.7% to 10.3 million subjects in 2018.
- 67.3% of subject enrolments were successfully completed (competency achieved/pass; recognition of prior learning – granted; non-assessable enrolment – satisfactorily completed) in 2018.

Table 3  
Table 11

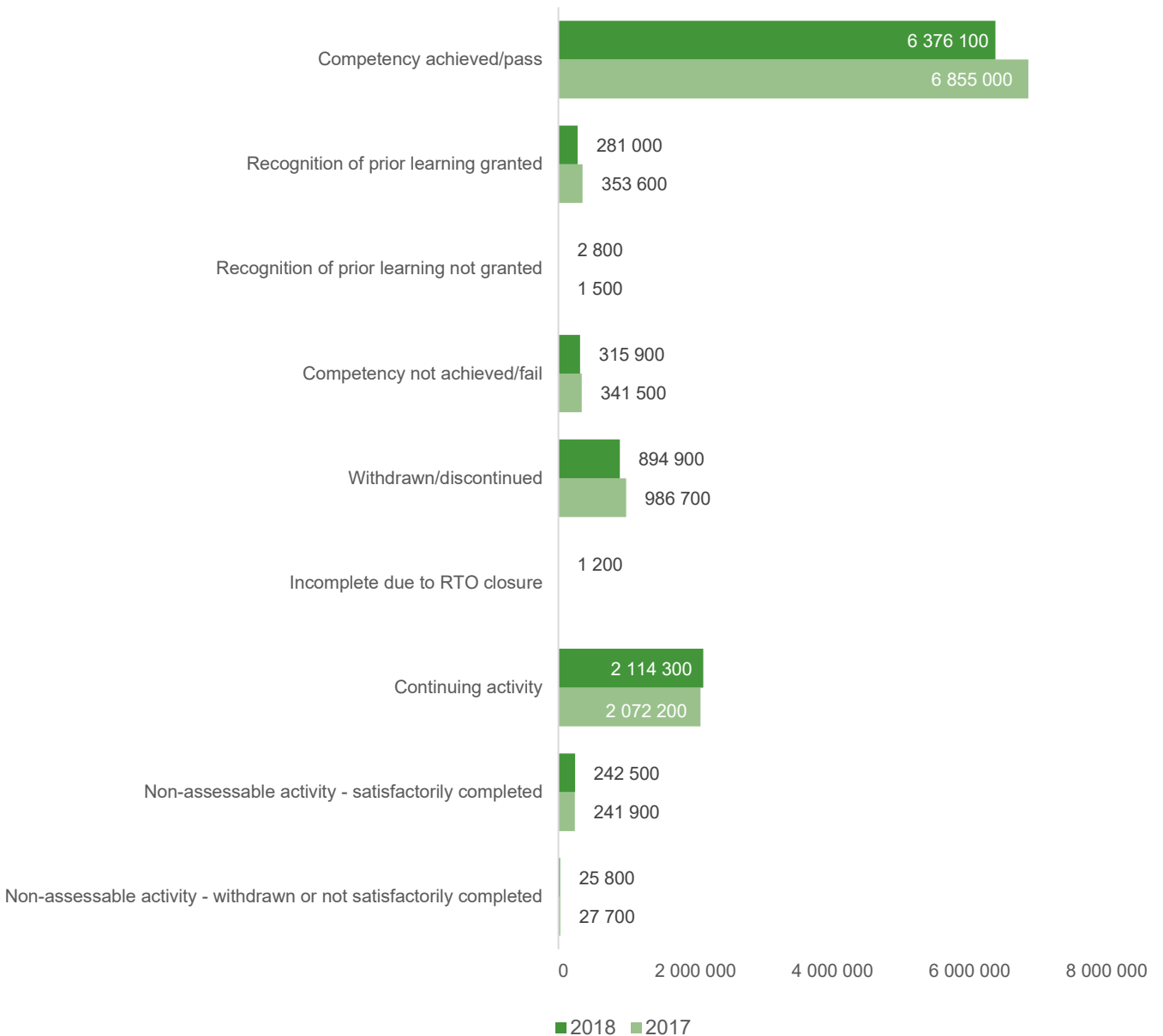
## Hours of delivery and full-year training equivalents (FYTEs)

In 2018, compared with 2017:

- Total hours of delivery decreased by 6.4% to 336.4 million hours.
- Full-year training equivalents (FYTEs) decreased by 31 900 FYTEs to 467 200 FYTEs

Tables 3  
and 11

Figure 4 Government-funded subject enrolments by subject result, 2017–18



# Tables

**Table 1 Provider type profile, 2018**

	Training providers				Training providers reporting
	TAFE institutes	Other government providers	Community education providers	Other providers	
New South Wales	11	1	34	427	439
Victoria	12	4	245	279	540
Queensland	2	3	21	527	553
South Australia	1	-	48	134	183
Western Australia	5	2	9	186	202
Tasmania	1	-	-	106	107
Northern Territory	2	-	-	93	95
Australian Capital Territory	1	-	-	82	83
<b>Total training providers</b>	<b>35</b>	<b>10</b>	<b>357</b>	<b>1 403</b>	<b>1 747</b>

A dash (-) represents a true zero figure, with no data reported in this category.  
Refer to explanatory notes on pages 21–25 for notes relevant to this table.

**Table 2 Government-funded students, hours of delivery and full-year training equivalents, by provider type, 2015–18**

	2015	2016	2017	2018	%	2017–18 % change
	('000)	('000)	('000)	('000)		
<b>Students</b>						
TAFE and other government providers	542.9	602.5	570.9	575.8	51.7	0.9
Community education providers	71.8	60.6	56.5	58.1	5.2	2.8
Other providers	523.1	468.1	429.4	406.7	36.5	-5.3
Students attending more than one provider type	49.3	72.2	78.6	72.8	6.5	-7.5
<b>Total students</b>	<b>1 187.1</b>	<b>1 203.5</b>	<b>1 135.3</b>	<b>1 113.4</b>	<b>100.0</b>	<b>-1.9</b>
<b>Full-year training equivalents</b>						
TAFE and other government providers	275.4	283.5	286.4	276.7	59.2	-3.4
Community education providers	21.0	21.8	20.7	19.7	4.2	-4.6
Other providers	250.6	218.8	191.9	170.8	36.6	-11.0
<b>Total full-year training equivalents</b>	<b>547.0</b>	<b>524.1</b>	<b>499.0</b>	<b>467.2</b>	<b>100.0</b>	<b>-6.4</b>
<b>Hours of delivery</b>						
TAFE and other government providers	198 271.7	204 091.9	206 233.2	199 205.5	59.2	-3.4
Community education providers	15 122.6	15 701.4	14 890.7	14 212.6	4.2	-4.6
Other providers	180 458.0	157 570.4	138 185.9	122 945.5	36.6	-11.0
<b>Total hours of delivery</b>	<b>393 852.4</b>	<b>377 363.7</b>	<b>359 309.9</b>	<b>336 363.6</b>	<b>100.0</b>	<b>-6.4</b>

Refer to explanatory notes on pages 21–25 for notes relevant to this table.

**Table 3 Summaries of government-funded training by state and territory, 2015–18**

	2015 (‘000)	2016 (‘000)	2017 (‘000)	2018 (‘000)	2017–18 % change
<b>Students</b>					
<b>Australia</b>	<b>1 187.1</b>	<b>1 203.5</b>	<b>1 135.3</b>	<b>1 113.4</b>	<b>-1.9</b>
New South Wales	318.4	421.1	390.9	400.9	2.5
Victoria	373.0	318.6	296.3	271.0	-8.5
Queensland	223.3	216.4	212.3	211.8	-0.3
South Australia	84.5	69.5	66.6	66.2	-0.6
Western Australia	121.9	113.2	106.1	102.3	-3.6
Tasmania	28.7	27.7	26.3	25.7	-2.5
Northern Territory	21.1	21.4	20.3	17.8	-12.1
Australian Capital Territory	16.3	15.6	16.6	17.7	7.0
<b>Full-year training equivalents</b>					
<b>Australia</b>	<b>547.0</b>	<b>524.1</b>	<b>499.0</b>	<b>467.2</b>	<b>-6.4</b>
New South Wales	111.7	141.9	141.0	142.1	0.8
Victoria	218.8	180.3	163.5	141.6	-13.4
Queensland	103.7	97.7	93.2	89.9	-3.5
South Australia	32.3	26.3	24.8	21.7	-12.6
Western Australia	56.5	53.8	53.0	48.7	-8.0
Tasmania	10.3	9.8	9.8	8.8	-10.4
Northern Territory	6.0	7.0	7.1	6.0	-15.7
Australian Capital Territory	7.7	7.2	6.8	8.4	23.8
<b>Subject enrolments</b>					
<b>Australia</b>	<b>11 893.3</b>	<b>11 522.1</b>	<b>10 880.0</b>	<b>10 254.5</b>	<b>-5.7</b>
New South Wales	2 830.8	3 681.7	3 508.3	3 541.5	0.9
Victoria	4 210.8	3 362.4	3 038.7	2 635.4	-13.3
Queensland	2 469.2	2 333.1	2 265.4	2 169.4	-4.2
South Australia	642.5	499.6	498.3	447.3	-10.2
Western Australia	1 205.1	1 110.3	1 039.3	965.8	-7.1
Tasmania	238.1	233.2	227.3	208.8	-8.1
Northern Territory	146.9	160.5	154.1	132.5	-14.0
Australian Capital Territory	149.8	141.2	148.7	153.9	3.5
<b>Hours of delivery</b>					
<b>Australia</b>	<b>393 852.4</b>	<b>377 363.7</b>	<b>359 309.9</b>	<b>336 363.6</b>	<b>-6.4</b>
New South Wales	80 400.1	102 138.0	101 505.8	102 327.8	0.8
Victoria	157 565.5	129 813.2	117 689.0	101 951.0	-13.4
Queensland	74 657.1	70 373.0	67 079.3	64 727.4	-3.5
South Australia	23 268.5	18 965.6	17 861.1	15 618.4	-12.6
Western Australia	40 661.0	38 749.0	38 135.0	35 076.2	-8.0
Tasmania	7 420.8	7 056.9	7 056.7	6 320.2	-10.4
Northern Territory	4 353.5	5 061.1	5 114.3	4 313.7	-15.7
Australian Capital Territory	5 525.9	5 206.9	4 868.6	6 029.0	23.8

Refer to explanatory notes on pages 21–25 for notes relevant to this table.

**Table 4 Government-funded students by states and territories, 2003–18 ('000)**

Year	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
2003	483.2	322.2	196.3	89.5	109.7	26.8	19.2	19.5	1 266.3
2004	410.7	305.4	182.1	93.5	105.6	26.8	19.1	19.9	1 163.0
2005	455.5	292.2	196.2	95.6	108.3	28.4	20.3	20.1	1 216.6
2006	469.1	300.8	204.6	91.5	110.2	29.5	21.0	21.2	1 247.9
2007	454.7	294.2	206.0	94.3	121.3	30.2	21.4	21.8	1 243.9
2008	447.2	301.7	210.1	95.4	126.2	31.2	20.8	21.6	1 254.2
2009	446.9	306.2	214.3	98.5	135.7	30.0	21.1	22.5	1 275.1
2010	467.1	342.9	230.4	99.3	143.4	30.7	21.1	25.0	1 360.1
2011	464.9	436.0	253.8	101.6	146.7	31.6	21.9	23.9	1 480.3
2012	466.0	494.3	236.9	123.3	145.2	31.7	21.7	23.8	1 542.8
2013	422.9	498.0	198.2	150.3	141.3	29.8	20.2	21.9	1 482.6
2014	407.9	460.5	209.4	107.9	132.0	34.1	21.8	19.6	1 393.2
2015	318.4	373.0	223.3	84.5	121.9	28.7	21.1	16.3	1 187.1
2016	421.1	318.6	216.4	69.5	113.2	27.7	21.4	15.6	1 203.5
2017	390.9	296.3	212.3	66.6	106.1	26.3	20.3	16.6	1 135.3
2018	400.9	271.0	211.8	66.2	102.3	25.7	17.8	17.7	1 113.4
2017–18 % change	2.5	-8.5	-0.3	-0.6	-3.6	-2.5	-12.1	7.0	-1.9

Student numbers prior to 2015 have not been de-duplicated. The student de-duplication methodology has only been applied since 2015. This represents a break-in-series. Refer to explanatory notes on pages 21–25 for notes relevant to this table.

**Table 5 Government-funded FYTEs by state and territories, 2003–18 ('000)**

Year	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
2003	153.2	111.9	63.8	25.9	42.0	8.7	5.2	7.6	418.2
2004	144.8	111.3	59.5	26.7	42.5	8.6	5.2	8.2	406.9
2005	159.5	110.6	63.8	27.5	43.6	8.7	5.3	7.7	426.6
2006	158.5	113.4	67.9	26.8	44.7	9.2	5.4	8.2	434.1
2007	160.8	123.8	67.9	29.6	46.8	9.7	5.4	7.8	451.8
2008	165.9	128.3	71.2	29.2	49.4	10.6	5.4	7.5	467.5
2009	171.8	137.2	75.8	32.8	55.9	10.3	5.7	8.5	498.0
2010	180.9	158.7	86.1	33.5	60.4	11.1	6.0	9.0	545.8
2011	185.0	204.6	96.7	36.5	61.9	12.0	6.1	9.2	612.0
2012	188.8	261.1	89.7	44.7	61.7	12.4	6.3	8.9	673.6
2013	170.8	258.0	78.2	58.6	61.4	10.7	5.7	8.5	651.8
2014	173.6	256.7	93.4	40.4	57.7	11.5	6.9	8.1	648.4
2015	111.7	218.8	103.7	32.3	56.5	10.3	6.0	7.7	547.0
2016	141.9	180.3	97.7	26.3	53.8	9.8	7.0	7.2	524.1
2017	141.0	163.5	93.2	24.8	53.0	9.8	7.1	6.8	499.0
2018	142.1	141.6	89.9	21.7	48.7	8.8	6.0	8.4	467.2
2017–18 % change	0.8	-13.4	-3.5	-12.6	-8.0	-10.4	-15.7	23.8	-6.4

**Table 6 Estimated participation rate (%) of Australians aged 15 years and older in government-funded VET, 2015–18**

Age group	2015	2016	2017	2018
15 to 19 years	21.1	20.2	20.1	19.4
20 to 24 years	13.3	13.1	12.5	12.3
25 to 44 years	6.2	6.5	5.9	5.7
45 to 64 years	3.5	3.7	3.2	3.1
65 years and over	0.6	0.5	0.4	0.4
<b>15 to 64 years</b>	<b>7.4</b>	<b>7.4</b>	<b>6.9</b>	<b>6.7</b>

Refer to explanatory notes on pages 21–25 for notes relevant to this table.

Sources: NCVET, National VET Provider Collections 2013–17; Australian Bureau of Statistics (ABS), *Australian Demographic Statistics*, June 2018, table 59, cat.no.3101.0.

**Table 7 Government-funded student characteristics, 2015–18**

Student characteristic	2015	2016	2017	2018	2017–18	
	('000)	('000)	('000)	('000)	%	% change
<b>Gender</b>						
Males	633.7	631.3	584.4	565.3	50.8	-3.3
Females	550.4	569.1	548.0	545.2	49.0	-0.5
Not known	3.0	3.0	3.0	2.9	0.3	-0.6
<b>Age</b>						
14 years and under	3.6	3.4	2.8	2.5	0.2	-11.1
15 to 19 years	309.6	297.3	298.4	289.2	26.0	-3.1
20 to 24 years	223.8	222.4	214.3	214.0	19.2	-0.1
25 to 44 years	422.7	445.0	411.2	405.2	36.4	-1.5
45 to 64 years	206.3	216.6	191.9	186.3	16.7	-2.9
65 years and over	19.9	18.3	16.6	16.1	1.4	-3.0
Not known	1.3	0.4	0.2	0.1	0.0	-31.4
<b>Student remoteness (ARIA+) region</b>						
Major cities	745.3	758.5	718.4	704.5	63.3	-1.9
Inner regional	255.4	259.6	245.0	241.0	21.6	-1.6
Outer regional	131.5	128.9	121.4	117.3	10.5	-3.3
Remote	24.5	23.4	22.1	21.3	1.9	-3.9
Very remote	15.6	15.8	15.7	15.2	1.4	-3.0
Overseas	1.3	1.0	1.1	1.5	0.1	38.4
Not known	13.5	16.1	11.7	12.6	1.1	7.8
<b>Indigenous status</b>						
Indigenous	70.7	76.5	77.6	79.0	7.1	1.8
Non-Indigenous	1 078.2	1 088.2	1 020.0	993.8	89.3	-2.6
Not known	38.3	38.7	37.7	40.6	3.6	7.6
<b>Disability (including impairment or long-term condition)</b>						
With a disability	100.4	104.3	100.4	100.8	9.1	0.4
Without a disability	976.9	987.9	919.6	889.4	79.9	-3.3
Not known	109.8	111.2	115.4	123.2	11.1	6.8
<b>English (Main language spoken at home)</b>						
Non-English	217.0	212.4	204.4	198.5	17.8	-2.9
English	895.8	912.2	858.9	851.5	76.5	-0.9
Not known	74.3	78.8	72.0	63.3	5.7	-12.1
<b>Study mode</b>						
Full-time	237.1	226.7	219.3	200.8	18.0	-8.5
Part-time	950.0	976.8	916.0	912.6	82.0	-0.4
<b>Apprentice/trainee status</b>						
Apprentices and trainees undertaking off-the-job training	283.3	275.7	279.1	284.1	25.5	1.8
Not apprentices and trainees	903.8	927.7	856.2	829.2	74.5	-3.2
<b>Student SEIFA IRSD</b>						
Quintile 1 (Most disadvantaged)	283.8	286.3	274.3	268.7	24.1	-2.0
Quintile 2	266.7	266.9	249.6	243.1	21.8	-2.6
Quintile 3	249.6	258.9	244.5	237.6	21.3	-2.8
Quintile 4	211.8	207.3	195.4	193.7	17.4	-0.9
Quintile 5 (Least disadvantaged)	156.5	161.4	152.9	150.5	13.5	-1.6
Not known	18.7	22.6	18.6	19.7	1.8	5.8
<b>Total students</b>	<b>1 187.1</b>	<b>1 203.5</b>	<b>1 135.3</b>	<b>1 113.4</b>	<b>100.0</b>	<b>-1.9</b>

Refer to explanatory notes on pages 21–25 for notes relevant to this table.

**Table 8 Government-funded program enrolments by level of education, field of education and type of accreditation, 2015–18**

	2015	2016	2017	2018	2017–18	
	('000)	('000)	('000)	('000)	%	% change
<b>AQF programs</b>						
Diploma or higher	142.8	155.6	143.3	136.0	10.4	-5.1
Graduate diploma	0.1	0.2	0.2	0.0	0.0	-86.9
Graduate certificate	0.2	0.1	0.0	0.0	0.0	7.0
Bachelor degree (Honours and Pass)	0.5	0.4	-	-	-	-
Advanced diploma	16.4	14.6	12.5	11.6	0.9	-7.5
Associate degree	0.0	0.0	-	-	-	-
Diploma	125.7	140.4	130.6	124.3	9.5	-4.8
Certificate IV	229.8	203.6	189.0	190.4	14.6	0.7
Certificate III	574.7	545.6	563.3	523.6	40.1	-7.0
Certificate II	230.1	225.2	228.7	205.7	15.8	-10.0
Certificate I	88.0	90.0	91.4	83.9	6.4	-8.2
<i>AQF sub-total</i>	<i>1 265.4</i>	<i>1 219.9</i>	<i>1 215.6</i>	<i>1 139.7</i>	<i>87.3</i>	<i>-6.3</i>
<b>Non-AQF programs</b>						
Other recognised programs	92.0	219.2	148.6	135.1	10.3	-9.1
Non-award programs	13.8	12.8	23.3	30.8	2.4	32.1
<i>Non-AQF sub-total</i>	<i>105.8</i>	<i>232.0</i>	<i>171.9</i>	<i>165.8</i>	<i>12.7</i>	<i>-3.5</i>
<b>Field of education</b>						
Natural and physical sciences	9.7	8.2	7.6	7.2	0.6	-4.4
Information technology	30.1	26.6	27.4	26.8	2.1	-2.2
Engineering and related technologies	260.7	233.8	236.0	204.9	15.7	-13.2
Architecture and building	122.7	125.3	128.6	123.7	9.5	-3.9
Agriculture, environmental and related studies	50.1	50.4	49.5	40.3	3.1	-18.6
Health	60.7	59.7	57.9	60.5	4.6	4.6
Education	81.5	91.9	89.3	79.0	6.0	-11.6
Management and commerce	206.5	205.0	186.1	174.9	13.4	-6.0
Society and culture	180.5	174.2	173.3	183.4	14.1	5.8
Creative arts	27.8	27.3	29.0	27.1	2.1	-6.6
Food, hospitality and personal services	128.9	123.8	129.4	111.9	8.6	-13.5
Mixed field programmes	176.7	169.7	177.6	185.1	14.2	4.2
Not assigned	35.2	156.1	95.9	80.8	6.2	-15.7
<b>Type of accreditation</b>						
Training package qualifications	1 125.6	1 091.8	1 095.8	1 027.2	78.7	-6.3
Nationally accredited qualifications	179.0	174.4	158.8	152.4	11.7	-4.0
Higher level programs	0.5	0.4	-	-	-	-
Locally developed programs	30.9	29.3	37.0	45.0	3.4	21.5
Skill sets—nationally and locally developed	35.2	156.0	95.9	80.8	6.2	-15.7
<b>Total program enrolments</b>	<b>1 371.2</b>	<b>1 451.9</b>	<b>1 387.5</b>	<b>1 305.5</b>	<b>100.0</b>	<b>-5.9</b>

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

Refer to explanatory notes on pages 21–25 for notes relevant to this table.

**Table 9 Government-funded program enrolments in top 20 parent training packages, 2015–18**

Parent training packages	2015	2016	2017	2018	
	('000)	('000)	('000)	('000)	%
Community Services (CHC)	190.3	195.7	195.2	198.9	19.4
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	108.9	111.9	114.9	110.7	10.8
Business Services (BSA, BSB)	108.1	104.3	99.0	97.9	9.5
Tourism, Travel and Hospitality (SIT, THH, THT)	105.4	99.5	98.8	85.3	8.3
Electrotechnology (UEE, UTE, UTL)	45.4	45.4	50.5	49.1	4.8
Health (HLT)	45.2	47.7	45.7	48.1	4.7
Automotive Industry Retail, Service and Repair (AUR)	41.7	38.8	48.2	38.8	3.8
Agriculture, Horticulture and Conservation and Land Management (AGF, AGR, AHC, RTD, RTE, RTF, RUA, RUH)	46.2	46.1	45.6	36.4	3.5
Metal and Engineering (MEM)	39.1	35.9	37.4	34.0	3.3
Foundation Skills (FSK)	12.8	16.8	30.7	29.9	2.9
Information and Communications Technology (ICA, ICT)	34.4	31.2	30.4	28.1	2.7
Hairdressing and Beauty Services (SHB, SIB, SIH, WRB, WRH)	27.6	27.8	30.0	26.8	2.6
Transport and Logistics (TDT, TLI)	59.9	41.9	30.7	25.3	2.5
Retail Services (SIR, WRP, WRR, WRW)	27.1	26.7	27.2	23.6	2.3
Creative Arts and Culture (CUA, CUE, CUV)	14.8	15.5	23.9	23.3	2.3
Property Services (CPP, PRD, PRM, PRS)	23.4	26.1	25.7	23.0	2.2
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	38.6	35.1	31.2	22.7	2.2
Financial Services (FNA, FNB, FNS)	24.4	26.5	23.8	21.5	2.1
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	22.3	18.5	17.5	17.4	1.7
Food, Beverage and Pharmaceutical (FBP, FDF)	15.4	15.1	12.1	12.2	1.2
<b>Program enrolments in top 20 training packages</b>	<b>1 031.0</b>	<b>1 006.5</b>	<b>1 018.4</b>	<b>953.1</b>	<b>92.8</b>
<b>Other training packages</b>	<b>94.5</b>	<b>85.3</b>	<b>77.4</b>	<b>74.2</b>	<b>7.2</b>
<b>Total training package enrolments</b>	<b>1 125.6</b>	<b>1 091.8</b>	<b>1 095.8</b>	<b>1 027.2</b>	<b>100.0</b>

Refer to explanatory notes on pages 21–25 for notes relevant to this table.

**Table 10 Government-funded AQF program completions in top 20 parent training packages, 2015–18 (preliminary)**

Parent training packages	2015	2016	2017	2018 (preliminary)	
	('000)	('000)	('000)	('000)	%
Community Services (CHC)	67.7	65.7	61.8	63.4	20.5
Business Services (BSA, BSB)	46.5	35.5	35.9	32.2	10.4
Tourism, Travel and Hospitality (SIT, THH, THT)	35.6	33.3	32.0	25.7	8.3
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	28.4	24.8	24.3	24.1	7.8
Health (HLT)	17.7	17.1	16.6	16.7	5.4
Electrotechnology (UEE, UTE, UTL)	11.7	10.8	10.5	10.3	3.3
Agriculture, Horticulture and Conservation and Land Management (AGF, AGR, AHC, RTD, RTE, RTF, RUA, RUH)	13.1	13.2	13.5	9.8	3.2
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	11.4	10.0	9.3	9.6	3.1
Property Services (CPP, PRD, PRM, PRS)	12.9	12.8	12.0	9.5	3.1
Automotive Industry Retail, Service and Repair (AUR)	12.2	11.3	10.8	9.1	2.9
Hairdressing and Beauty Services (SHB, SIB, SIH, WRB, WRH)	9.4	9.1	9.4	8.9	2.9
Transport and Logistics (TDT, TLI)	28.9	16.4	9.8	8.5	2.7
Retail Services (SIR, WRP, WRR, WRW)	11.0	9.8	10.9	8.4	2.7
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	16.6	13.9	11.5	8.3	2.7
Creative Arts and Culture (CUA, CUE, CUV)	5.7	5.0	9.2	8.1	2.6
Information and Communications Technology (ICA, ICT)	10.7	9.0	8.9	7.8	2.5
Metal and Engineering (MEM)	11.1	9.4	9.3	7.5	2.4
Financial Services (FNA, FNB, FNS)	7.9	6.1	6.6	7.3	2.4
Foundation Skills (FSK)	2.9	4.5	5.5	4.9	1.6
Animal Care and Management (ACM, RUV)	3.6	3.9	4.5	4.6	1.5
<b>Qualification completions in top 20 training packages</b>	<b>365.1</b>	<b>321.8</b>	<b>312.2</b>	<b>284.7</b>	<b>92.1</b>
<b>Other training packages</b>	<b>38.3</b>	<b>33.0</b>	<b>27.5</b>	<b>24.3</b>	<b>7.9</b>
<b>Total training package completions</b>	<b>403.4</b>	<b>354.8</b>	<b>339.8</b>	<b>309.0</b>	<b>100.0</b>

Refer to explanatory notes on pages 21–25 for notes relevant to this table.



**Table 11 Government-funded subject enrolments, hours of delivery and full-year training equivalents by subject result, 2015–18**

Subject result	2015 ('000)	2016 ('000)	2017 ('000)	2018 ('000)	%	2017–18 % change
<b>Subject enrolments</b>						
Competency achieved/pass	7 728.9	7 277.2	6 855.0	6 376.1	62.2	-7.0
Recognition of prior learning granted	574.8	417.8	353.6	281.0	2.7	-20.5
Recognition of prior learning not granted	3.2	1.8	1.5	2.8	0.0	86.1
Competency not achieved/failed	459.6	416.0	341.5	315.9	3.1	-7.5
Withdrawn/discontinued	1 029.5	999.0	986.7	894.9	8.7	-9.3
Incomplete due to RTO closure	-	-	-	1.2	0.0	-
Continuing enrolment	1 869.8	2 169.4	2 072.2	2 114.3	20.6	2.0
Non-assessable enrolment — satisfactorily completed	207.5	226.8	241.9	242.5	2.4	0.2
Non-assessable enrolment — withdrawn or not satisfactorily completed	20.0	14.1	27.7	25.8	0.3	-6.7
<b>Total</b>	<b>11 893.3</b>	<b>11 522.1</b>	<b>10 880.0</b>	<b>10 254.5</b>	<b>100.0</b>	<b>-5.7</b>
<b>Hours of delivery</b>						
Competency assessed/passed	299 849.2	287 882.9	275 949.0	260 488.8	77.4	-5.6
Recognition of prior learning granted	22 028.0	17 360.1	14 635.5	11 933.9	3.5	-18.5
Recognition of prior learning not granted	136.1	81.3	64.6	131.5	0.0	103.5
Competency not achieved/failed	20 404.0	19 061.3	15 826.0	14 882.4	4.4	-6.0
Withdrawn/discontinued	45 482.1	46 536.1	46 430.1	42 765.5	12.7	-7.9
Incomplete due to RTO closure	-	-	-	0.0	0.0	-
Continuing enrolment	-	-	-	-	-	-
Non-assessable enrolment — satisfactorily completed	5 154.2	5 795.8	5 297.4	5 182.4	1.5	-2.2
Non-assessable enrolment — withdrawn or not satisfactorily completed	798.8	646.2	1 107.2	979.1	0.3	-11.6
<b>Total</b>	<b>393 852.4</b>	<b>377 363.7</b>	<b>359 309.9</b>	<b>336 363.6</b>	<b>100.0</b>	<b>-6.4</b>
<b>Full-year training equivalents</b>						
Competency assessed/passed	416.5	399.8	383.3	361.8	77.4	-5.6
Recognition of prior learning granted	30.6	24.1	20.3	16.6	3.5	-18.5
Recognition of prior learning not granted	0.2	0.1	0.1	0.2	0.0	103.5
Competency not achieved/failed	28.3	26.5	22.0	20.7	4.4	-6.0
Withdrawn/discontinued	63.2	64.6	64.5	59.4	12.7	-7.9
Incomplete due to RTO closure	-	-	-	0.0	0.0	-
Continuing enrolment	-	-	-	-	-	-
Non-assessable enrolment — satisfactorily completed	7.2	8.0	7.4	7.2	1.5	-2.2
Non-assessable enrolment — withdrawn or not satisfactorily completed	1.1	0.9	1.5	1.4	0.3	-11.6
<b>Total</b>	<b>547.0</b>	<b>524.1</b>	<b>499.0</b>	<b>467.2</b>	<b>100.0</b>	<b>-6.4</b>

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

Refer to explanatory notes on pages 21–25 for notes relevant to this table.

**Table 12 Government-funded AQF program completions, 2015–18 (preliminary)**

	2015 (’000)	2016 (’000)	2017 (’000)	2018 (Preliminary) (’000)
<b>AQF programs</b>				
Diploma or higher	46.5	45.7	42.4	37.9
Graduate diploma	0.1	0.1	0.1	0.0
Graduate certificate	0.2	0.1	0.1	0.0
Bachelor degree (Honours and Pass)	0.1	0.1	0.1	-
Advanced diploma	6.2	5.0	4.2	3.2
Associate degree	0.0	0.0	0.0	-
Diploma	40.0	40.4	37.9	34.6
Certificate IV	80.2	65.0	58.0	53.9
Certificate III	205.1	174.1	168.9	154.3
Certificate II	86.0	81.6	79.5	69.2
Certificate I	21.0	21.1	20.2	18.4
<b>Type of accreditation</b>				
National training package qualifications	403.4	354.8	339.8	309.0
Nationally accredited and higher level programs	35.4	32.7	29.2	24.8
<b>Total program completions</b>	<b>438.8</b>	<b>387.5</b>	<b>368.9</b>	<b>333.8</b>

Refer to Explanatory notes on pages 21–25 for notes relevant to this table.

## Terms

Information included in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For other terms and definitions, refer to the terms and definitions supporting document at <<http://www.ncver.edu.au/publications/2803.html>>.

**AQF (Australian Qualifications Framework)** is a nationally consistent framework of credentials offered in post-compulsory education and training that covers qualifications from certificate I through to a doctoral degree. For more details of the AQF, go to <<http://www.aqf.edu.au>>.

**Commonwealth and state funding** is revenue provided by either the Commonwealth or state and territory governments for the delivery of vocational education and training programs. The funding can be provided either for recurrent purposes, or for the delivery of specific programs.

**Community education providers** have a primary focus on education and training for personal and community development.

**Credit transfer** refers to status or credit obtained on the basis of prior agreements between institutions or organisations in relation to the credit value of a specific course/subject.

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

**End date reporting** counts the hours of delivery on the finalisation of an enrolment. Consequently, the hours for an enrolment associated with 'continuing studies' are shown only for the year in which the final outcome is reported.

**Enrolment** (unit/module/subject) is the registration of a student at a training delivery location for the purpose of undertaking a module, unit of competency or subject.

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

**Full-time students** are those students whose program of study constitutes at least 75% of the normal full-time study load. The former Department of Education, Employment and Workplace Relations (DEEWR) previously defined a full-time study load as 720 contact hours in a year. Therefore, any student undertaking 540 hours or more is regarded as a full-time student.

**Full-year training equivalents (FYTEs)** measure the training activity undertaken by a student on a full-time basis for one year. Calculations are based on hours of delivery (720 hours = 1 FYTE).

**Higher level programs** are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority in line with the Protocols for Higher Education Approval Processes. The level of education for these qualifications range from '211 – Graduate diploma' to '421 – Diploma'.

**Hours of delivery** for national reporting are the agreed hours for each subject and represent the hours of supervised training under a traditional delivery strategy. Agreed hours are calculated from the standard nominal hour values collected in the *Nominal hours* field in the *Subject* file.

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

**Locally developed programs** include local courses and skill sets developed by training providers, industry, enterprise, community education or professional bodies to meet an identified training need.

**Nationally accredited programs** are programs, other than a qualification specified in a national training package, that is endorsed by state or territory recognition authorities or registered training organisations with delegated authority to self-manage accreditation.

**Non-award program** is study that does not lead to formal certification.

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

**Other government providers** are government-owned and managed education facilities/organisations, other than TAFE institutes, that deliver VET (for example, agricultural colleges).

**Other recognised programs** include junior secondary (year 10), senior secondary (years 11 and 12), statements of attainment, bridging and enabling courses, and other education not elsewhere classified.

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

**Program** is a qualification, course or skill set.

**Program completion** indicates that a student has completed a structured and integrated program of education or training.

**Qualification** is the formal certification that is awarded by an accredited authority in recognition of the successful completion of an educational program. In the vocational education and training (VET) sector, qualifications are awarded when a person has satisfied all requirements 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** is the acknowledgment of a person's skills and knowledge acquired previously through informal/formal training, experience in the workplace, voluntary work, and social or domestic activity. From 2012, this includes recognition of current competencies.

**Skill sets** are groupings of units of competency which are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement. They may be either a training package skill set or a locally developed skill set.

**Standard nominal hour values** are the notional hours for common subjects (units of competency/modules) delivered by training organisations as collected in the *Nominal hours* field in the *Subject* file.

**Students** are individuals who were enrolled in a subject or completed a qualification during the reporting period.

**Students attending more than one provider type** is when a student attends more than one training provider type (for example, TAFE and other government providers; community education providers and other providers).

**Training packages** are a set of nationally endorsed standards, guidelines and qualifications for training and for recognising and assessing skills. They are developed by industry with the aim of meeting the needs of an industry or group of industries. For more details of training packages, go to <<http://www.training.gov.au>>.

**Type of accreditation** distinguishes a qualification, course or skill set by its level of recognition and accreditation in the VET sector.

**Vocational education and training (VET)** is that education (excluding higher education) which gives people work-related knowledge and skills.

# Explanatory notes

## Scope

- 1 Information contained in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS). In 2018, Release 8.0 came into effect. For further information go to <http://www.ncver.edu.au/avetmiss/21055.html>.

The data are sourced from the administrative records held by the state training authorities and other relevant bodies. The tables provide information on all Commonwealth and state/territory government-funded vocational education and training delivered by:

- TAFE institutes and other government VET providers
- multi-sector higher education institutions
- community education
- other providers.

This publication does not cover the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by TAFE institutes, other government, community education and private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- superseded training reported with national outcome identifier '61 – superseded training'
- VET delivered in schools, where the training activity was undertaken as part of a senior secondary certificate
- any activity where revenue was earned from another registered training organisation in terms of subcontracted, auspicing, partnership or similar arrangements.

### Scope matrix

	TAFE and other government providers*	Community education providers	Other providers
Commonwealth and state funding	✓	✓	✓
Domestic fee-for-service	✗	✗	✗
International fee-for-service	✗	✗	✗

\* Multi-sector higher education providers are reported as TAFE and other government providers.

## Estimated student counts and participation

- 2 Until now, 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 Government-funded students and courses – January to December 2018*, which uses the USI where available and a count of distinct client identifiers within each submission for the residual data. This is similar to the process used to estimate total VET student counts, the only difference is that government-funded student counts are de-duplicated

within each state, that is by the state/territory that administered the funding of the training activity, and not across states as is done in *Total VET students and courses*. Where comparisons of student counts are made within the publication, the same de-duplication process has been applied to all periods.

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

For further information on the de-duplication of student counts refer to:

<[https://www.ncver.edu.au/\\_\\_data/assets/pdf\\_file/0028/796213/Technical-paper-Counting-students-in-Total-VET-students-and-courses.pdf](https://www.ncver.edu.au/__data/assets/pdf_file/0028/796213/Technical-paper-Counting-students-in-Total-VET-students-and-courses.pdf)>.

## Reporting derivations

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

One of the other major derivations is the reporting type, which determines how training organisations are reported in the various *Government-funded students and courses* resources. A matrix was developed by NCVER – in consultation with the state training authorities in each jurisdiction – which determines how different types of training providers are reported in each state and territory. The *reporting type* derived field is based on the combination of the submitter identifier and training organisation type identifier. For example, training delivered by a TAFE institute in its own jurisdiction is reported as being delivered by a TAFE institute. However, if the TAFE institute successfully contests funding contracts in other jurisdictions, then any training delivery is reported as being delivered by ‘other provider’ in that jurisdiction.

In South Australia (up to and including 2016) and New South Wales there are separate data submissions for adult and community education training. Training submitted through these submitters is all reported as being delivered by community education providers (*Contestable funding — ACE*), irrespective of the actual training organisation type identifier of the training providers. A consequence of this approach is that in these two states, a training provider that submits ACE and other activity may be reported as having two different training provider types.

## Changes to reporting scope derivations

- 4 From 2016, all fee-for-service activity (including that delivered by TAFE and other government providers) has been excluded from the scope of government-funded activity, so that *Government-funded students and courses* now only reports Commonwealth and state/territory government-funded training activity. The new scope has been backdated to 2003 in all NCVER resources. Fee-for-service activity from TAFE and other government, adult and community education and other training providers is reported in the *Total VET students and courses* publication.
- 5 In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, program and training organisation (in combination). Data have been backdated to 2003.

## Data quality and comparability issues

### National reporting

- 6 Nationally and locally accredited skills sets were introduced in AVETMISS release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- 7 Some field of education fields are reported as blank because they are associated with ‘subject only enrolments – no program’, ‘skill sets – no program’ or are ‘missing data’.

- 8 In 2015, NCVET migrated National VET Provider Collection data into a new database. As part of the migration process, some duplicate enrolment activity was identified as having previously been inadvertently processed into the old database. This duplicated training activity has now been removed. Consequently, some subject enrolment, hours of delivery and full-year training equivalents reported in this publication may not match what was reported in previous years.

## New South Wales

- 9 There was an initial spike in part qualification activity in 2016 due to the introduction of the Smart and Skilled Part Qualifications program in September 2015. The decrease in the number of students undertaking skills sets training in 2017 may in part be due to a natural drop in activity as initial demand was met. Also in 2017, student demand moved away from short courses and skill sets to higher level full qualifications. Between 2017 and 2018, there was a 3.4% increase in program enrolments at certificate III level, 17.9% increase at certificate IV level and 10.0% increase for diploma and higher qualifications.
- 10 From 2015, the NSW Education Standards Authority has submitted VET in Schools activity that falls outside the scope of the National VET in Schools Collection (that is, does not contribute towards a student's senior secondary school certificate) to the National VET Provider Collection.

## Queensland

- 11 The number of TAFE institutes reported in Queensland declined from 13 in 2015 to 7 in 2016 following an overhaul of the state's TAFE system.

## South Australia

- 12 Training activity in South Australia has been under-reported since 2014. In *Government-funded students and courses 2017*, data for 2017 was under-reported by about 3700 students, 54 400 subjects, 2400 FYTEs and 1.7 million hours. In this year's release of information, data on 2017 training activity has been corrected, but data for 2014 to 2016 remains under-reported.

## Western Australia

- 13 The number of TAFE institutes reported in Western Australia declined from 12 in 2015 to 5 in 2016 following an overhaul of the state's TAFE system.

## Programs completed

- 14 Programs completed are considered government-funded if one or more subjects undertaken as part of the program was government-funded.
- 15 Preliminary program completion data for the current year are reported in *Government-funded students and courses 2018*. Data for programs completed in 2018 will be revised upwards with the reporting of additional programs completed to the 2019 VET Provider Collection.

## Australian Bureau of Statistics data

- 16 Estimated participation rates are derived by calculating student numbers in the age group as a percentage of the estimated residential population in the corresponding age groups. Figures for all years are based on ABS population figures (cat.no.3101.0). Refer to explanatory note 2 for further information on student counts and participation.
- 17 Socio-Economic Indexes For Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socio-economic 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>>.

- 18 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. Data between 2009 and 2010 is based on ABS postal areas and ARIA+. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[http://www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- 19 Rural/remote localities comprise ‘outer regional’, ‘remote’ and ‘very remote’ categories of the ARIA+ classification.

## Training packages

- 20 The coverage of training packages is constantly changing, as new training packages are developed and existing training packages are reviewed, to meet emerging requirements across industries.

## Qualification level

- 21 From 2012, type of accreditation also includes higher level qualifications that are not a training package qualification or nationally recognised accredited course, that are accredited by higher education institutions with a self-accrediting authority or state or territory accreditation authorities.
- 22 Senior secondary education is excluded from AQF programs in *Government-funded students and courses 2018*. It is included as part of ‘Other recognised courses’ in the non-AQF qualifications grouping. ‘Other recognised courses’ also include foundation, bridging and enabling courses plus other courses that do not lead to a qualification under the AQF.

## Training provider profile

- 23 Training provider type is defined by the training organisation identifier reported to the National VET Provider Collection. Training organisations submit data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory. In New South Wales some training providers may be reported both as a community education provider and other provider. However, they are only reported once in the provider type profile (table 1).
- 24 Distinct number of training providers is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore, they are counted in each state/territory figures, but only counted once in the total.

## Not known information

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

Caution should be taken when using data with a large number of ‘not known’ responses. The extent of ‘not known’ data for some student characteristics is illustrated below.

### Proportion of students with ‘not known’ data, 2015–18

	2015 (%)	2016 (%)	2017 (%)	2018 (%)
Indigenous status	3.2	3.2	3.3	3.6



Disability status	9.3	9.2	10.2	11.1
Non-English-speaking background	6.3	6.6	6.3	5.7

## Credit transfer

- 26 While credit transfer is not reported in this publication (as the training effort occurred in previous years), it is an important component of the VET system. Data on credit transfer by state and territory for 2015–18 are presented below.

### Subject enrolments by credit transfer and state/territory 2015–18

State/territory	Subject enrolments ('000)			
	2015	2016	2017	2018
New South Wales	407.4	374.1	370.8	314.3
Victoria	482.3	421.1	507.4	334.3
Queensland	312.5	307.8	393.1	336.0
South Australia	39.8	57.0	110.1	75.2
Western Australia	82.3	79.4	106.2	117.5
Tasmania	37.9	37.5	40.2	28.4
Northern Territory	15.9	18.2	21.6	18.0
Australian Capital Territory	14.2	10.5	13.8	25.2
<b>Australia</b>	<b>1 392.4</b>	<b>1 305.6</b>	<b>1 563.3</b>	<b>1 248.9</b>

## Miscellaneous

- 27 In tables containing student remoteness, 'overseas' refers to the overseas postal addresses of students studying in Australia



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