



Government-funded students and courses 2020: explanatory notes

National Centre for Vocational Education Research

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Explanatory notes

Scope

- 1 The data are sourced from the administrative records held by the state training authorities and other relevant bodies. The tables provide information on the government-funded VET delivered by:
 - TAFE institutes and other government VET providers
 - community education providers
 - private training providers
 - other training providers.
- 2 This publication does not cover the following types of training activity:
 - fee-for-service training activity
 - delivery undertaken at overseas campuses of Australian VET institutions
 - 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 - superseded training (reported with national outcome identifier '61 - superseded training')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')
 - VET delivered in schools, where the training activity was undertaken as part of a senior secondary certificate
 - any activity where revenue was earned from another training provider in terms of subcontracting, auspicing, partnership or similar arrangements.
- 3 This publication reports a lower number of government-funded students (1.2 million) and full-year training equivalents (433 300) than *Total VET students and courses 2020* as it does not include data from the National VET in Schools Collection nor a small amount of Commonwealth-specific funding program activity that is submitted directly to NCVET by RTOs.

Student counts and participation

- 4 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>>.

Reporting derivations

- 5 Students undertaking nationally recognised training have undertaken at least one nationally recognised subject delivered by a registered training organisation. Because students may enrol in multiple programs and/or subjects in a calendar year, the sum of students will not add to the total (1 191 400 students).
- 6 *Government-funded students and courses* reports training activity according to the state/territory that administered the funding of that training. NCVET applies a number of derivations to the data in scope of the government-funded collection, submitted by state training authorities so that the data are reported from a state/territory perspective.

One of the other major derivations is *provider reporting type*, which determines how training organisations are reported in the various *Government-funded students and courses* resources. A matrix was developed by NCVET – in consultation with the state training authorities in each

jurisdiction – which determines how different types of training providers are reported in each state/territory. The *provider reporting type* derived field is based on the combination of the submitter identifier and training organisation type identifier. For example, training delivered by a TAFE 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 training provider’ in that jurisdiction.

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

- 7 For 2020 reporting, NCVER has improved the method used to calculate qualification completions resulting in a slight increase compared with previously published data. Previously, NCVER calculated qualification completions using data from two collection years only. For example, completions reported for 2016 used data from the 2016 and 2017 National VET Provider Collections. The improved method includes data from all collection years.

Data quality and comparability issues

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

New South Wales

- 9 The increase in training activity for New South Wales in 2020 is due to the introduction of fee-free online short courses by TAFE NSW to people wanting to upskill during the COVID-19 pandemic. The majority of these fee-free short courses are locally developed skill sets.
- 10 NSW Private Providers reported locally developed skill sets for the first time in 2020. This training activity was previously reported as subject only enrolments.

South Australia

- 11 Training activity in South Australia for 2015 and 2016 is under-reported due to an omission of some VET in Schools data that was corrected for 2017 and beyond.

Northern Territory

- 12 The decline in training activity in the Northern Territory between 2018 and 2019 was partly due to improvements in reporting practices in 2019. Previously, some students were enrolled in their training activity prior to commencing the actual training component, and their participation was reported as ‘continuing’. Using the ‘70 - continuing’ outcome identifier meant that the student and their training activity were ‘in scope’ for reporting purposes. This practice changed in the January-March 2019 period, and their participation was reported as ‘not yet started’. This ‘85 - not yet started’ outcome identifier was introduced in AVETMISS release 8.0, for reporting from 2018 onwards. Subjects with an outcome identifier of ‘85 - not yet started’ are not in scope of this publication.

Qualification completions

- 13 Qualifications completed are considered government-funded if one or more subjects undertaken as part of the qualification was government-funded.

Australian Bureau of Statistics data

- 14 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 as at June 2020, available from <https://www.abs.gov.au/statistics/people/population/national-state-and-territory-population/latest-release>
- 15 Socio-Economic Indexes for Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socio-economic advantage and disadvantage. This publication uses the Index of Relative Socio-Economic Disadvantage (IRSD). Further information on SEIFA can be found at <http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>.
- 16 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), produced by the Hugo Centre for Population and Housing, the standard ABS-endorsed measure of remoteness. For more details of ARIA+ refer to <https://arts.adelaide.edu.au/hugo-centre/services/aria>.

Training providers

- 17 There have been reductions in the number of TAFE institutes reported in New South Wales, Western Australia and Queensland in recent years due to the implementation of reform measures in those jurisdictions. For example, from 1 January 2019 the number of TAFEs reported in New South Wales declined from 11 to one as part of the One TAFE consolidation program.
- 18 Training providers submit data via state training authorities as part of their funding agreement. Consequently, some training providers may be reported in more than one state/territory. In New South Wales and South Australia (up to 2016), some training providers may be reported both as a 'Community education provider' and 'Other provider'. However, they are only reported once in the total.
- 19 The total is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore, they are counted in each state/territory's figures, but only counted once in the total.

Provider reporting type by state/territory, 2020

Training providers	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	1	12	1	1	5	1	2	1	24
Other government providers	1	4	3	-	2	-	-	-	10
Community education providers	33	222	18	35	7	-	-	-	315
Private training providers	266	173	422	103	136	60	60	63	968
Other training providers	120	45	45	46	17	36	32	21	263
Total	387	456	489	185	167	97	94	85	1 527

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

Provider reporting type, 2016 to 2020

Training providers	2016	2017	2018	2019	2020
TAFE institutes	40	40	35	25	24
Other government providers	13	10	10	10	10
Community education providers	380	360	358	337	315
Private training providers	1248	1215	1107	1028	968
Other training providers	313	309	296	273	263
Total	1 931	1 874	1 747	1 620	1 527

Field of education

20 Government-funded skill sets (both training package and locally developed) and stand-alone subjects (both nationally and non-nationally recognised subjects) are reported without a field of education.

'Not known' information

21 Caution should be taken when using data with a large number of 'not known' responses. The extent of 'Not known' data nationally for selected variables is illustrated in the table below.

22 Data are reported as 'not known' are due 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.

Government-funded students with 'not known' data, 2016 to 2020 (%)

	2016	2017	2018	2019	2020
Indigenous status	3.2	3.3	3.6	4.0	3.7
Disability status	9.2	10.2	11.1	7.7	6.3
Is a language other than English spoken at home	6.6	6.3	5.7	4.9	4.4
Labour force status	11.1	11.7	14.1	11.8	11.0
School status	3.2	3.1	2.6	2.4	2.0

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

Credit transfer

23 Credit transfer is not reported in this publication (as the training effort occurred in previous years). Data on credit transfer by state/territory for 2016 to 2020 are presented in the table below.

Government-funded subject enrolments by credit transfer and state/territory, 2016 to 2020 ('000)

Credit transfer subject Enrolments	2016	2017	2018	2019	2020
New South Wales	374.1	370.8	314.3	302.0	300.9
Victoria	421.1	507.4	334.3	338.6	293.2
Queensland	307.8	393.1	337.7	407.0	378.8
South Australia	57.0	110.1	75.2	73.9	79.5
Western Australia	79.4	106.2	117.5	129.8	122.9
Tasmania	37.5	40.2	28.4	26.2	18.1
Northern Territory	18.2	21.6	18.0	19.7	17.4
Australian Capital Territory	10.5	13.8	25.2	32.4	20.8
Australia	1305.6	1563.3	1250.7	1329.6	1231.5

Miscellaneous

24 In tables containing student remoteness, 'offshore' refers to the overseas postal addresses of students studying in Australia.