NCVER

Government-funded students and courses: explanatory notes

National Centre for Vocational Education Research

Publisher's note

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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- superseded training (reported with national outcome identifier '61 - superseded training')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.

Student counts and participation

3   NCVER 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

4   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 (708 450 students for January to March 2022).

5   *Government-funded students and courses* reports training activity according to the state/territory that administered the funding of that training. NCVER 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 NCVER — 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.

Data quality and comparability issues

6   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.

7   Caution must be used for quarter-to-quarter comparisons as several jurisdictions have experienced implementation and system issues in different quarterly submissions. Furthermore, some training providers do not report data for the first three quarters to training authorities, which affects the completeness of data provided to NCVER. This limits comparisons that can be made from this publication to annual publications.

New South Wales

8   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.

9   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

10 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

11 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.

12 Types of training reported by NT may be different in 2021 compared with previous years due to further reporting and policy changes.

Western Australia

13   The increase in training activity for Western Australia in 2020 and 2021 is due to the introduction, by the Department of Training and Workforce Development, of a wide range of initiatives during the COVID-19 pandemic to encourage people to enrol fee-free or at much reduced rates in targeted areas of training both at the qualification and skill set level.

Australian Bureau of Statistics data

14 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>.

15 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

16 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.

17 Victorian funded training provider types are subject to differing reporting schedules. This can result in fluctuations in provider numbers when comparing against the same period for previous years. For example, TAFE institutes are required to report monthly, while community education providers supply data on a quarterly basis.

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, January to March 2022

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	3	3	-	2	-	-	-	9
Community education providers	33	50	11	14	5	-	-	-	113
Private training providers	259	147	336	121	135	54	36	49	865
Other training providers	101	38	31	34	17	28	23	14	205
Total	**362**	**250**	**382**	**170**	**164**	**83**	**61**	**64**	**1 166**

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

Provider reporting type, January to March 2018 - 2022

Training providers	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2021	Jan-Mar 2022
TAFE institutes	35	25	24	24	24
Other government providers	10	10	10	10	9
Community education providers	239	260	248	233	113
Private training providers	1 038	957	917	897	865
Other training providers	247	231	232	214	205
Total	**1 515**	**1 434**	**1 380**	**1 329**	**1 166**

'Not known' information

20 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.

21 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, January to March 2018 – 2022 (%)

	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2021	Jan-Mar 2022
Indigenous status	2.7	3.5	3.7	3.3	2.7
Disability status	6.7	5.9	4.5	4.4	3.7
Is a language other than English spoken at home	5.9	4.7	4.1	4.6	4.9
Labour force status	9.5	10.8	9.0	9.3	10.0
School status	2.8	30.0	1.8	1.9	2.1

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

Miscellaneous

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