Highlights

In 2019, 4.2 million students were enrolled in nationally recognised vocational education and training (VET).

In 2019, compared with 2018:
• student numbers increased by 3.2% to 4.2 million
• full-year training equivalents (FYTEs) increased by 0.9% to 1.1 million
• students enrolled in nationally recognised programs increased by 3.0% to 2.1 million
• students enrolled in subjects not delivered as part of a nationally recognised program increased by 4.0% to 2.6 million.

An estimated 23.4% of the Australian resident population aged 15 to 64 years participated in nationally recognised VET in Australia in 2019.

From 2018 to 2019:
• government-funded students increased by 4.2% to 1.2 million and FYTEs increased by 4.3% to 548 900
• domestic fee-for-service students increased by 2.8% to 3.1 million and FYTEs decreased by 6.9% to 396 700
• international fee-for-service students increased by 15.3% to 224 400 and FYTEs increased by 13.9% to 137 500.
Students and full year training equivalents (FYTEs)

In 2019, 4.2 million students were enrolled in nationally recognised VET.

An estimated 23.4% of the Australian resident population aged 15 to 64 years participated in nationally recognised training in 2019. Participation was highest among those aged 15 to 19 years (at 43.2%) followed by those aged 20 to 24 years (at 32.2%).

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. Recent years have seen a decrease in the number of students enrolled in programs, although with a slight recovery in 2019, and the number enrolled in shorter, stand-alone subjects has increased steadily over the past several years.

Figure 1 Students enrolled in nationally recognised training, 2015–19 ('000)

In 2019, compared with 2018, the number of FYTEs enrolled in:

- nationally recognised programs increased by 1.2% to 925 900
- subjects not delivered as part of a nationally recognised program decreased by 0.6% to 157 200.

Notes: The increase in the number of students enrolled in subjects not delivered as part of a nationally recognised program from 2015 to 2019 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= 4.7 million in 2019) will not add to the 2019 total (4.2 million) as a student may have enrolled in multiple types of training in a calendar year.
In 2019, 2.1 million students (50.1%) were enrolled in nationally recognised programs, consisting of:
- training package qualifications (1.9 million students)
- accredited qualifications (159 900 students)
- training package skill sets (76 600 students)
- accredited courses (93 600 students).

In 2019, 2.6 million students (62.7%) enrolled in subjects that were not delivered as part of a nationally recognised program. These students enrolled in a total of 6.4 million subjects (23.2% of all subject enrolments), of which the top three were within the Health training package.
Funding source

Students

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

From 2018 to 2019, the number of government-funded students increased by 4.2% to 1.2 million. Domestic fee-for-service students increased by 2.8% to 3.1 million and international fee-for-service students increased by 15.3% to 224 400.

Figure 5 Students by funding source, 2015–19 (’000)

Note: The sum of students (n=4.6 million in 2019) will not add to the 2019 total (4.2 million) as a student may have multiple sources of funding in a calendar year.
**FYTs**

From 2018 to 2019, government-funded FYTs increased by 4.3% to 548,900, domestic fee-for-service FYTs decreased by 6.9% to 396,700 and international fee-for-service FYTs increased by 13.9% to 137,500.

**Figure 6** Full-year training equivalents (FYTs) by funding source, 2015–19 ('000)

---

**Students in nationally recognised programs**

From 2018 to 2019, the number of students enrolled in nationally recognised programs increased by 3.0% to 2.1 million. Government-funded students increased by 4.6% to 1.2 million and international fee-for-service students increased by 15.7% to 212,800. In contrast, domestic fee-for-service students decreased by 0.7% to 853,600.

**Figure 7** Students enrolled in nationally recognised programs by funding source, 2015–19 ('000)

Note: The sum of students (n=2.2 million in 2019) will not add to the 2019 total (2.1 million) as a student may have multiple sources of funding in a calendar year.
Students in subjects not delivered as part of a nationally recognised program

From 2018 to 2019, the number of students enrolled in subjects not delivered as part of a nationally recognised program increased by 4.0% to 2.6 million. Government-funded students increased by 0.6% to 132 400 and domestic fee-for-service students increased by 4.1% to 2.5 million. International fee-for-service students increased by 13.2% to 15 000.

Figure 8 Students enrolled in subjects not delivered as part of a nationally recognised program by funding source, 2015–19 (‘000)

Note: The sum of students (n=2.7 million in 2019) will not add to the 2019 total (2.6 million) as a student may have multiple sources of funding in a calendar year.

Provider type

In 2019, 3.0 million students (72.1%) were enrolled in nationally recognised training at private training providers, 779 200 (18.6%) at TAFE institutes, 489 100 (11.6%) at community education providers, 124 400 (3.0%) at enterprise providers, 108 000 (2.6%) at schools and 77 600 (1.8%) at universities. Percentages add up to more than 100% as students may have enrolled in training with multiple provider types.
In 2019, 608 000 (56.1%) FYTEs were enrolled in nationally recognised training at private training providers, 328 000 (30.3%) at TAFE institutes, 48 700 (4.5%) at community education providers, 24 400 (2.3%) at enterprise providers, 36 700 (3.4%) at schools and 37 400 (3.5%) at universities.

Note: The sum of students (n=4.6 million in 2019) will not add to the 2019 total (4.2 million) as a student may have enrolled in training with multiple provider types in a calendar year.
Nationally recognised program enrolments and completions

In 2019, there were 2.7 million enrolments in nationally recognised programs. 92.3% of these were in qualifications; 85.5% in training package qualifications and 6.9% in accredited qualifications.

Qualification enrolments

In 2019, Management and commerce was the most popular field of education, comprising 22.6% of all qualification enrolments. This was followed by Society and culture (18.3%) and Engineering and related technologies (16.3%).

Figure 11 Qualification enrolments by field of education, 2019 (%)

Note: Data in the figure above are based on training package qualifications and accredited qualifications only. Other programs such as training package skill sets and accredited courses are excluded.

In 2019, the highest number of qualification enrolments were in certificate III level qualifications (38.2%), followed by certificate II (20.5%), and certificate IV (18.9%).
Preliminary numbers show 745,700 qualification completions in 2019. This number will be revised upwards with the release of Total VET students and courses 2020.

In 2019, the highest number of qualification completions were at certificate III level (34.3% of all qualification completions), followed by certificate II (22.0%), and certificate IV (21.2%).

Notes: Data in the figure above are based on training package qualifications and accredited qualifications only. Other programs such as training package skill sets or accredited courses are excluded.

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 located at [https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-students-and-courses].
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
   - superseded training (reported with national outcome identifier ‘61 - superseded training’)
   - any activity where revenue was earned from another training provider 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 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>.
4. NCVER 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>.

Student counts

Comparison to other collections
7. This publication reports a higher number of government funded students (1.25 million) and full-year training equivalents (548 900) than Government-funded students and courses 2019 (1.15 million and 490 500 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 NCVER by RTOs.
8. In this publication, the number of apprentices and trainees undertaking off-the-job training in 2019 (312,900) exceeds the number of apprentices and trainees in-training as at 31 December 2019, 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.


**Training provider 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 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 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 de-duplication and 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.

**Missing training activity**

15. Registered training organisations who delivered nationally recognised training in 2019, 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.

16. The current collection coverage issues are outlined below:

   - It is estimated 175 registered training organisations did not report data on 2019 training activity.
   - Of the 3,671 training providers who reported data on 2019 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.

**Not known information**

17. 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.

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

<table>
<thead>
<tr>
<th>Table 1 Proportion of students with 'not known' data, 2015–19 (%)</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>4.0</td>
<td>3.7</td>
<td>2.7</td>
<td>4.2</td>
<td>3.5</td>
</tr>
<tr>
<td>Age</td>
<td>1.6</td>
<td>2.3</td>
<td>1.7</td>
<td>1.1</td>
<td>0.5</td>
</tr>
<tr>
<td>Indigenous status</td>
<td>15.2</td>
<td>13.7</td>
<td>11.9</td>
<td>11.8</td>
<td>10.1</td>
</tr>
<tr>
<td>Disability (including impairment or long-term condition)</td>
<td>16.0</td>
<td>15.6</td>
<td>14.8</td>
<td>15.0</td>
<td>11.9</td>
</tr>
<tr>
<td>Student remoteness region</td>
<td>4.1</td>
<td>6.1</td>
<td>5.8</td>
<td>6.4</td>
<td>8.0</td>
</tr>
<tr>
<td>SEIFA (IRSD)</td>
<td>8.9</td>
<td>11.0</td>
<td>11.1</td>
<td>12.4</td>
<td>14.0</td>
</tr>
<tr>
<td>School status</td>
<td>14.7</td>
<td>14.4</td>
<td>12.8</td>
<td>13.0</td>
<td>11.8</td>
</tr>
<tr>
<td>Language other than English spoken at home</td>
<td>23.0</td>
<td>19.8</td>
<td>18.6</td>
<td>19.9</td>
<td>19.1</td>
</tr>
<tr>
<td>Labour force status</td>
<td>26.0</td>
<td>23.0</td>
<td>23.6</td>
<td>23.7</td>
<td>21.8</td>
</tr>
</tbody>
</table>

© Commonwealth of Australia, 2020

For details and exceptions visit the NCVER Portal.

This document should be attributed as NCVER 2020, *Total VET students and courses 2019*, 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 Education, Skills and Employment.

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 2206-5156
TD/TNC 140.12

Published by NCVER, ABN 87 007 967 311