



**High-use training package**

**qualifications: specialised providers**

Patrick Korbel

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

**INTRODUCTION**

This report investigates specialised providers operating in the Australian vocational education and training (VET) system in 2016. Specialised providers are defined here as providers who had more than 50% of their total program enrolments within a single qualification in 2016.

Of the 20 training package qualifications with the most enrolments in 2016, the Diploma of Early Childhood Education and Care had the highest percentage of specialised providers (23%). Specialised providers made up at least 10%

of providers delivering the Certificate III in Civil Construction Plant Operations, the Certificate IV in Training and Assessment, the Certificate III in Early Childhood Education and Care, the Certificate IV in Building and Construction (Building), the Diploma of Nursing and the Certificate III in Electrotechnology Electrician.

This report examines two qualifications with high proportions of specialised providers: the Diploma of Early Childhood Education and Care and the Certificate IV in Training and Assessment. It compares the characteristics of these providers with non-specialised providers who also deliver these qualifications. The characteristics examined include enrolments, student demographics, funding sources and delivery types.

**HIGHLIGHTS**

* Since 2014, program enrolments in the Diploma of Early Childhood Education and Care at specialised providers have increased. The share of total enrolments in this diploma at specialised providers has also more than tripled. This increase in enrolments appears to have largely been driven by the availability of VET FEE-HELP student loans.
* For providers specialising in the Certificate IV in Training and Assessment, total program enrolments and enrolments in the certificate IV have fallen since 2014. However, the enrolment share of the certificate IV at specialised providers has increased.
* The potential difficulties faced by providers when changes are made to the qualifications in which they specialise are demonstrated by the updating of the Certificate IV in Training and Assessment and the policy changes (such as changes to the VET FEE-HELP scheme) affecting the Diploma of Early Childhood Education and Care.

# DIPLOMA OF EARLY CHILDHOOD EDUCATION AND CARE

As shown in table 1, the average number of enrolments in the Diploma of Early Childhood Education and Care were roughly similar at both specialised and non-specialised providers. Non-specialised providers were larger overall than specialised providers, which is to be expected considering that the

non-specialised group includes providers such as TAFE (technical and further education) institutes. Thirteen providers only had program enrolments in the Diploma of Early Childhood Education and Care, and a further seven had more than 90% of their program enrolments in that qualification (not shown).

**Table 1 Number of providers of the Diploma of Early Childhood Education and Care and their average enrolments, 2016**

|  |  |  |
| --- | --- | --- |
|  | **Specialised providers** | **Non-specialised****providers** |
| Number of providers | 79 | 268 |
| Average number of program enrolments in the diploma | 234 | 210 |
| Average number of program enrolments in total | 332 | 6041 |

Source: NCVER (2017a, 2017b).

## Most common qualifications

The Diploma of Early Childhood Education and Care was the most common qualification studied at both specialised (18 503 enrolments or 71% of total) and non-specialised providers (56 493 or 3% of total). The related Certificate III in Early Childhood Education and Care was the second most common qualification, with 3938 enrolments at specialised providers (15% of total) and 47 395 enrolments at non-specialised providers (3% of total).

The Diploma and Certificate III in Early Childhood Education and Care represented 86% of total program enrolments at specialised providers (22 441 enrolments). By contrast, the same two qualifications only represented 6% of total program enrolments at non-specialised providers (103 888 enrolments).



**Table 2 Ten most common training package qualifications for providers of the Diploma of Early Childhood Education and Care, 2016**

**Enrolments in childcare qualifications have substantially increased since the introduction of the National**

**Quality Framework for children’s education and care.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specialised providers** |  |  | **Non-specialised providers** |  |
| Training package qualification | Program enrolments | Training package qualification | Program enrolments |
|  | *N* | *%* |  | *N* | *%* |
| CHC50113 - Diploma of EarlyChildhood Education and Care | 18 503 | 71 | CHC50113 - Diploma of EarlyChildhood Education and Care | 56 493 | 3 |
| CHC30113 - Certificate III in EarlyChildhood Education and Care | 3 938 | 15 | CHC30113 - Certificate III in EarlyChildhood Education and Care | 47 395 | 3 |
| CPP30411 - Certificate III inSecurity Operations | 471 | 2 | HLT51612 - Diploma of Nursing (Enrolled-Division 2 nursing) | 22 533 | 1 |
| CPP20212 - Certificate II inSecurity Operations | 405 | 2 | UEE30811 - Certificate III inElectrotechnology Electrician | 21 292 | 1 |
| FSK10213 - Certificate I in Skillsfor Vocational Pathways | 216 | 1 | CHC33015 - Certificate III inIndividual Support | 18 770 | 1 |
| CHC52015 - Diploma of Community Services | 165 | 1 | TAE40110 - Certificate IV inTraining and Assessment | 17 025 | 1 |
| SIT30813 - Certificate III inCommercial Cookery | 157 | 1 | CHC30213 - Certificate III inEducation Support | 15 426 | 1 |
| BSB51915 - Diploma of Leadership and Management | 127 | <1 | CPC30211 - Certificate III inCarpentry | 14 302 | 1 |
| CHC50213 - Diploma of School Age Education and Care | 115 | <1 | BSB50215 - Diploma of Business | 12 427 | 1 |
| CHC51308 - Diploma of Education Support | 105 | <1 | CPC32413 - Certificate III inPlumbing | 12 033 | 1 |
| **Total number of program enrolments** | **26 211** |  | **Total number of program enrolments** | **1 619 022** |  |

Source: NCVER (2017a, 2017b).

## Trends in enrolment

This section analyses the enrolment trends from 2014 to 2016 for providers who were identified as specialised providers of the Diploma of Early Childhood Education and Care in 2016.

Total program enrolments at these specialised providers increased by 39% between 2014 and 2016 (from 18 892 to 26 211) compared with an increase

of 22% for non-specialised providers (from 1 323 462 to 1 619 022). The group of non-specialised providers includes established providers such as TAFE institutes. By contrast, specialised providers tend to include providers who have recently entered the market. After an initial phase of growth, the increase in enrolments at specialised providers may slow down.

Growth in program enrolments between 2014 and 2016 at specialised providers was concentrated in the Diploma of Early Childhood Education and Care rather than in the related Certificate III in Early Childhood Education and Care.

**Specialised providers increased their enrolments**

**in the Diploma of Early Childhood Education and Care by 414% between**

**2014 and 2016, and had 25% of the total enrolments in this diploma in 2016.**

Enrolments in the certificate III grew by 59% at specialised providers (from 2472 to 3938) compared with 414% for the diploma (from 3597 to 18 503).

By comparison, at non-specialised providers, enrolments in the certificate III grew by 81% (from 26 199 to 47 395) and enrolments in the diploma grew by

106% (from 27 446 to 59 493).

The enrolment trends in childcare qualifications are further examined in

*High-use training package qualifications: childcare* (Korbel 2017). Enrolments in childcare qualifications have substantially increased since the introduction of the National Quality Framework for children’s education and care in 2012 (Australian Children’s Education and Care Quality Authority 2017). Since 2014, enrolments in the Diploma of Early Childhood Education and Care have

exceeded those in the Certificate III in Early Childhood Education and Care due to the availability of VET FEE-HELP loans for the diploma and the scaling-down of state-based training entitlement schemes.

The share of enrolments in early childhood education and care qualifications greatly increased among specialised providers between 2014 and 2016. The combined enrolment share for both qualifications at specialised providers increased from 32% in 2014 to 86% in 2016.

The share of the Diploma of Early Childhood Education and Care enrolments at specialised providers increased from 19% in 2014 to 71% in 2016 (while the share of Certificate III in Early Childhood Education and Care enrolments increased from 13% to 15%). By comparison, the share of enrolments in the diploma at non-specialised providers increased from 2% to 3%.

**Table 3 Program enrolments in early childhood education and care qualifications at providers delivering the Diploma of Early Childhood Education and Care, 2014–16**

|  |  |
| --- | --- |
| **Specialised providers** | **Non-specialised providers** |
|  |  | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| CHC30113 - Certificate III in Early Childhood Education and Care | N | 2472 | 4400 | 3938 | 26 199 | 43 048 | 47 395 |
| % | 13 | 19 | 15 | 2 | 3 | 3 |
| CHC50113 - Diploma of Early Childhood Education and Care | N | 3597 | 13 111 | 18 503 | 27 446 | 51 388 | 56 493 |
| % | 19 | 57 | 71 | 2 | 4 | 3 |
| **Total program enrolments across all qualifications** | **18 892** | **22 886** | **26 211** | **1 323 462** | **1 340 501** | **1 619 022** |

Source: NCVER (2017a, 2017b).

## Student demographics

A higher proportion of students undertaking the Diploma of Early Childhood Education and Care at specialised providers resided in major cities compared with students studying the diploma at non-specialised providers (87% compared with 68%). This may indicate that more specialised providers cannot find a large enough market in which to operate in less densely populated areas, while non-specialised providers (such as TAFE institutes) offer a wide enough range of training in the same areas, making delivery more viable.

**Table 4 Program enrolments in the Diploma of Early Childhood Education and Care by student remoteness region (2011 ARIA+), 2016**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Major****cities** | **Inner****regional** | **Outer****regional** | **Remote** | **Very remote** | **Outside****Australia** | **Not known** | **Total number of enrolments** |
| Specialised | N | 16 149 | 1658 | 533 | 50 | 23 | 7 | 83 | **18 503** |
|  | % | 87 | 9 | 3 | <1 | <1 | <1 | <1 |  |
| Non- specialised | N | 38 141 | 10 216 | 4346 | 709 | 398 | 2408 | 275 | **56 493** |
| % | 68 | 18 | 8 | 1 | 1 | 4 | <1 |  |

ARIA = Accessibility/Remoteness Index of Australia. Source: NCVER (2017a, 2017b).

A higher proportion of enrolments at specialised providers were by students from the most disadvantaged quintile (39%) compared with non-specialised providers (25%). Research undertaken by Myconos et al. (2016) investigated the role of private training providers delivering training to young early school leavers (many of whom would be most disadvantaged) offers some additional insights into why this may be the case.

**Table 5 Enrolments in the Diploma of Early Childhood Education and Care by student socio-economic status (SEIFA IRSD 2011), 2016**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Quintile 1:****Most disadvantaged** | **Quintile****2** | **Quintile****3** | **Quintile****4** | **Quintile 5:****Least****disadvantaged** | **Not known** | **Total number of enrolments** |
| Specialised | N | 7144 | 3525 | 3158 | 3181 | 1383 | 112 | **18 503** |
|  | % | 39 | 19 | 17 | 17 | 7 | 1 |  |
| Non- specialised | N | 13 869 | 11 394 | 10 920 | 10 825 | 6755 | 2730 | **56 493** |
| % | 25 | 20 | 19 | 19 | 12 | 5 |  |

Note: Socio-economic status is calculated based on students’ residential address.

SEIFA = Socio-Economic Indexes for Australia; IRSD = Index of Relative Socio-economic Disadvantage. Source: NCVER (2017a, 2017b).

Myconos et al. (2016) found that small private training providers saw their small scale as something that appealed to school leavers who had previously struggled in larger institutions. These providers perceived their strengths

**Smaller specialised providers may**

**be better suited to providing assistance to disadvantaged students.**

to be their provision of mentoring and support staff and literacy and numeracy programs, as well as their access to strong employer and industry

connections. However, the report also noted that these providers’ physical and organisational infrastructure and economies of scale were potentially limited compared with other providers such as TAFE institutes.

Smaller specialised providers may be occupying an important niche in the training sector and may be better suited to providing assistance to these disadvantaged students.

## Funding and delivery

Specialised providers delivered a higher percentage of delivery hours as fee-for-service training compared with non-specialised providers (34% of

hours compared with 28%). This could indicate that specialised providers are more active in marketing their courses or they have less opportunity to access government funding than the non-specialised providers.

**Table 6 Hours of delivery by funding source for subjects enrolled in as part of the Diploma of Early Childhood Education and Care, 2016**

|  |  |
| --- | --- |
| **Specialised** | **Non-specialised** |
|  | N | % | N | % |
| Commonwealth and state funding | 11 055 516 | 66 | 44 658 960 | 72 |
| Domestic fee-for-service | 5 703 895 | 34 | 14 205 262 | 23 |
| International fee-for-service | 736 | <1 | 2 819 843 | 5 |
| **Total number of hours** | **16 760 147** |  | **61 684 065** |  |

Source: NCVER (2017a, 2017b).

Compared with non-specialised providers, specialised providers delivered more classroom-based training as a percentage of the total hours delivered (66% of hours compared with 47%) and undertook more recognition of prior learning (RPL; 12% of hours compared with 8%). This may indicate that the smaller specialised providers lack the resources, infrastructure or staff to conduct electronic or employment-based training, or, alternatively, that they made a deliberate choice to focus on classroom-based teaching.

**Table 7 Hours of delivery by delivery type for subjects enrolled in as part of the Diploma of Early Childhood Education and Care, 2016**

**Specialised providers may be highly sensitive or vulnerable**

**to fluctuations in the market and the funding of particular qualifications.**

|  |  |
| --- | --- |
| **Specialised** | **Non-specialised** |
|  | N | % | N | % |
| Classroom | 11 110 226 | 66 | 28 952 065 | 47 |
| Electronic | 1 182 602 | 7 | 7 054 646 | 11 |
| Employment | 1 833 443 | 11 | 10 641 793 | 17 |
| Other | 607 799 | 4 | 9 845 138 | 16 |
| Not applicable – recognition of prior learning | 2 026 077 | 12 | 5 190 423 | 8 |
| **Total number of hours** | **16 760 147** |  | **61 684 065** |  |

Source: NCVER (2017a, 2017b).

## Summary

In 2016, specialised providers accounted for 25% of the 74 996 program enrolments in the Diploma of Early Childhood Education and Care. These providers are serving a significant portion of the market for this qualification and, in turn, this qualification represents a significant portion of their business. These specialised providers may be highly sensitive or vulnerable to fluctuations in the market and the funding of particular qualifications.

Specialised providers have increased their enrolments in the diploma significantly, which may be related to the availability of VET FEE-HELP student loans and other policy initiatives. While the diploma is currently on the approved list for VET Student Loans (VSL) (Australian Government 2017), and some specialised providers are approved as VSL providers, this may change going forward. This represents a potential risk to these providers and it is unknown how well prepared they are for such change.

# CERTIFICATE IV IN TRAINING AND ASSESSMENT

As shown in table 8, the average number of enrolments in the Certificate IV in Training and Assessment was higher at specialised providers than at

**Enrolments in Certificate IV in Training and Assessment at specialised providers have**

**fallen since 2014: possibly due**

**to difficulties transitioning to the latest version of the qualification.**

non-specialised providers. Non-specialised providers were larger overall, as with the Diploma of Early Childhood Education and Care. In 2016, 22 providers only had program enrolments in the Certificate IV in Training and Assessment, while a further eight had more than 90% of their program enrolments in that qualification (not shown).

**Table 8 Number of specialised providers of the Certificate IV in Training and Assessment and average enrolments, 2016**

|  |  |
| --- | --- |
| **Specialised providers** | **Non-specialised****providers** |
| Number of providers | 63 | 447 |
| Average number of program enrolments in the certificate IV | 147 | 80 |
| Average number of program enrolments in total | 202 | 4219 |

Source: NCVER (2017a, 2017b).

## Most common qualifications

The Certificate IV in Training and Assessment was the most common qualification studied at both specialised providers (9250 enrolments, or 73% of total) and non-specialised providers (35 965, or 2% of total). Specialised providers had a further 6% of their enrolments in the Diploma of Vocational Education and Training and the Diploma of Training Design and Development.



**Table 9 Ten most common training package qualifications for providers of the Certificate IV in Training and Assessment, 2016**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specialised providers** |  |  | **Non-specialised providers** |  |
| Training package qualification | Program enrolments | Training package qualification | Program enrolments |
|  | *N* | *%* |  | *N* | *%* |
| TAE40110 - Certificate IV inTraining and Assessment | 9250 | 73 | TAE40110 - Certificate IV inTraining and Assessment | 35 965 | 2 |
| TAE50111 - Diploma of Vocational Education and Training | 494 | 4 | CHC50113 - Diploma of Early Childhood Education and Care | 34 279 | 2 |
| BSB41415 - Certificate IV in WorkHealth and Safety | 391 | 3 | CHC30113 - Certificate III in EarlyChildhood Education and Care | 28 016 | 1 |
| TAE50211 - Diploma of Training Design and Development | 309 | 2 | UEE30811 - Certificate III inElectrotechnology Electrician | 24 969 | 1 |
| BSB51915 - Diploma of Leadership and Management | 274 | 2 | CHC33015 - Certificate III inIndividual Support | 18 765 | 1 |
| BSB41412 - Certificate IV in WorkHealth and Safety | 208 | 2 | HLT51612 - Diploma of Nursing (Enrolled-Division 2 nursing) | 18 694 | 1 |
| BSB40515 - Certificate IV inBusiness Administration | 189 | 1 | CPC30211 - Certificate III inCarpentry | 16 708 | 1 |
| BSB40812 - Certificate IV inFrontline Management | 162 | 1 | BSB51915 - Diploma of Leadership and Management | 16 656 | 1 |
| BSB42015 - Certificate IV inLeadership and Management | 145 | 1 | BSB20115 - Certificate II inBusiness | 15 624 | 1 |
| BSB51107 - Diploma of Management | 142 | 1 | CPC32413 - Certificate III inPlumbing | 13 318 | 1 |
| **Total number of program enrolments** | **12 751** |  | **Total number of program enrolments** | **1 885 951** |  |

Source: NCVER (2017a, 2017b).

## Trends in enrolment

This section analyses the enrolment trends from 2014 to 2016 for providers who were identified as specialised providers of the Certificate IV in Training and Assessment in 2016.

Overall, total program enrolments decreased by 46% at specialised providers between 2014 and 2016 (from 23 768 to 12 751) compared with a rise of 23% at

non-specialised providers (from 1 536 371 to 1 885 951). Enrolments in the certificate IV fell by 29% at specialised providers (from 13 005 to 9250), compared with a 19% decline at non-specialised providers (from 44 511 to 35 965).

This decline occurred around the time of the release of the revised Certificate IV in Training and Assessment (TAE40116). Concerns have been expressed about the time taken for the Australian Skills Quality Authority (ASQA) to assess applications from providers who wish to add the new qualification to their scope of delivery

(Australian Skills Quality Authority 2017c). The introduction of higher standards and requirements have caused the delays in processing (Australian Skills Quality Authority 2017a). As of 18 April 2016, there were no providers with the new qualification on their scope (Australian Skills Quality Authority 2017b).

The enrolment share of the Certificate IV in Training and Assessment at specialised providers increased from 55% in 2014 to 73% in 2016. By

comparison, the enrolment share of the certificate IV at non-specialised providers decreased from 3% to 2%.

**Table 10 Enrolments in vocational education qualifications at providers delivering the Certificate IV in Training and Assessment, 2014–16**

|  |  |
| --- | --- |
| **Specialised providers** | **Non-specialised providers** |
|  |  | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| TAE40110 - Certificate IV in Training and Assessment | N | 13 005 | 11 471 | 9 250 | 44 511 | 41 259 | 35 965 |
| % | 55 | 70 | 73 | 3 | 3 | 2 |
| TAE50111 - Diploma of Vocational Education and Training | N | 563 | 637 | 494 | 1160 | 1398 | 1530 |
| % | 2 | 4 | 4 | <1 | <1 | <1 |
| **Total program enrolments across all qualifications** |  | **23 768** | **16 385** | **12 751** | **1 536 371** | **1 524 249** | **1 885 951** |

Source: NCVER (2017a, 2017b).

While enrolments in the Certificate IV in Training and Assessment have declined at specialised providers, the share of enrolments they represent has increased. The total enrolments at specialised providers have declined alongside enrolments in the certificate IV. Specialised providers may have downsized or left the market altogether, although enrolments may recover once more providers gain approval to deliver the revised qualification.

## Student demographics

A higher proportion of students studying the Certificate IV in Training and Assessment at specialised providers resided in major cities, compared with students at non-specialised providers (64% compared with 59%). Although the difference was not as large as for the Diploma of Early Childhood Education and Care, it may still indicate that specialised providers need to seek larger markets to remain viable.

**Table 11 Enrolments in the Certificate IV in Training and Assessment by student remoteness region (2011 ARIA+), 2016**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Major****cities** | **Inner****regional** | **Outer****regional** | **Remote** | **Very remote** | **Outside****Australia** | **Not known** | **Total number of enrolments** |
| Specialised | N | 5891 | 1796 | 763 | 152 | 91 | 183 | 374 | **9250** |
|  | % | 64 | 19 | 8 | 2 | 1 | 2 | 4 |  |
| Non- specialised | N | 21 048 | 6761 | 3834 | 831 | 444 | 1708 | 1339 | **35 965** |
| % | 59 | 19 | 11 | 2 | 1 | 5 | 4 |  |

ARIA = Accessibility/Remoteness Index of Australia. Source: NCVER (2017a, 2017b).

The socio-economic profile of the certificate IV students at specialised and non-specialised providers was similar. Specialised providers had a slightly higher percentage of students in quintile 4 (23% compared with 22%) and quintile 5 (20% compared with 19%), which contrasts with the different profiles among specialised and non-specialised providers delivering the Diploma of Early Childhood Education and Care, presented earlier.

**Table 12 Enrolments in the Certificate IV in Training and Assessment by student socio-economic status (SEIFA IRSD 2011), 2016**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Quintile 1: Most dis- advantaged** | **Quintile****2** | **Quintile****3** | **Quintile****4** | **Quintile 5: Least dis- advantaged** | **Not known** | **Total number of enrolments** |
| Specialised | N | 1306 | 1667 | 1790 | 2082 | 1820 | 585 | **9250** |
|  | % | 14 | 18 | 19 | 23 | 20 | 6 |  |
| Non- specialised | N | 4887 | 6474 | 7040 | 7800 | 6677 | 3087 | **35 965** |
| % | 14 | 18 | 20 | 22 | 19 | 9 |  |

Note: Socio-economic status is calculated based on students’ residential address. Source: NCVER (2017a, 2017b).

## Funding and delivery

Specialised providers delivered a higher percentage of delivery hours as fee-for-service compared with non-specialised providers (95% of hours compared with 83%). This is similar to the situation in the Diploma of Early Childhood Education and Care.

**Table 13 Hours of delivery by funding source for subjects enrolled in as part of the Certificate IV in Training and Assessment, 2016**

|  |  |
| --- | --- |
| **Specialised** | **Non-specialised** |
|  | N | % | N | % |
| Commonwealth and state funding | 210 043 | 5 | 2 757 785 | 17 |
| Domestic fee-for-service | 4 371 259 | 95 | 12 983 976 | 79 |
| International fee-for-service | 14 600 | <1 | 706 840 | 4 |
| **Total number of hours** | **4 595 902** |  | **16 448 601** |  |

Source: NCVER (2017a, 2017b).

Compared with non-specialised providers, specialised providers delivered more electronic-based training as a percentage of the total hours delivered (25% of hours compared with 9%). This is in contrast to the situation for the Diploma of Early Childhood Education and Care, where specialised providers delivered a lower proportion of training electronically compared with

non-specialised providers.

**Table 14 Hours of delivery by delivery type for subjects enrolled in as part of the Certificate IV of Training and Assessment, 2016**

|  |  |
| --- | --- |
| **Specialised** | **Non-specialised** |
|  | N | % | N | % |
| Classroom | 2 338 705 | 51 | 10 439 339 | 63 |
| Electronic | 1 128 880 | 25 | 1 446 440 | 9 |
| Employment | 31 765 | 1 | 635 951 | 4 |
| Other | 430 689 | 9 | 1 507 018 | 9 |
| Not applicable – recognition of prior learning | 665 863 | 14 | 2 419 853 | 15 |
| **Total number of hours** | **4 595 902** |  | **16 448 601** |  |

Source: NCVER (2017a, 2017b).

## Summary

The case of the Certificate IV of Training and Assessment is exceptional, in that its transition from the 2010 version to the 2016 version received particular attention from the Australian Skills Quality Authority. Providers who had been delivering the 2010 version also experienced delays in gaining approval to deliver the 2016 version due to higher standards and requirements. Despite being released in April 2016, there were only 11 enrolments in the revised version across the entire sector in 2016. The transition period for the 2010 version (during which it could still be issued as a qualification) was 18 months and finished in October 2017 (Australian Skills Quality Authority 2017d).

The decline in enrolments in the 2010 version between 2014 and 2016 may have been due to students waiting for the release of the latest version, or providers choosing to focus on other training, given the delays and difficulties with the release of the new version. This provides a demonstration of the potential risks faced by specialised providers in a tightly regulated market and the difficulties that could be encountered by the specialised providers of the Diploma of Early Childhood Education and Care (and of any qualifications that benefit from substantial government funding, subsidies or assistance).

Specialised providers tend to be smaller overall than non-specialised providers, with their size being potentially a strength or weakness. If their smaller size means that specialised providers are able to pivot and react more quickly to conditions in the market, then it would be advantageous. However, if specialised providers are dependent on certain qualifications and are not sufficiently diversified to cope with fluctuations in the market, then it could be detrimental.

# REFERENCES

Australian Children’s Education and Care Quality Authority 2017, ‘National Quality Framework’, ACECQA, Sydney, viewed November 2017,

[<http://ww](http://www.acecqa.gov.au/national-quality-framework)w[.acecqa.gov.au/national-quality-framework>.](http://www.acecqa.gov.au/national-quality-framework)

Australian Government 2017, ‘VET Student Loans (Courses and Loan Caps) Determination 2016’, Australian Government, Canberra, viewed November 2017, [<https://ww](http://www.legislation.gov.au/Series/F2016L02016)w[.legislation.go](http://www.legislation.gov.au/Series/F2016L02016)v[.au/Series/F2016L02016>.](http://www.legislation.gov.au/Series/F2016L02016)

Australian Skills Quality Authority 2017a, ‘Deliver training and assessment qualifications’, Australian Government, Canberra, viewed November 2017, [<https://ww](http://www.asqa.gov.au/vet-registration/deliver-training-and-)w.asqa.go[v.au/vet-registration/deliver-training-and-](http://www.asqa.gov.au/vet-registration/deliver-training-and-) assessment-qualifications>.

——2017b, ‘Requirement to upgrade TAE qualification’, Australian Government, Canberra, viewed November 2017, [<https://ww](http://www.asqa.gov/)w.asqa.go[v.](http://www.asqa.gov/) au/news-publications/news/requirement-upgrade-tae-qualification>.

——2017c, ‘Upcoming webcast — applying for the TAE40116 Certificate IV in Training and Assessment’, Australian Government, Canberra, viewed November 2017, [<https://ww](http://www.asqa.gov.au/news-publications/news/)w.asqa.go[v.au/news-publications/news/](http://www.asqa.gov.au/news-publications/news/) upcoming-webcast-applying-tae40116-certificate-iv-training-and- assessment>.

——2017d, ‘TAE’, Australian Government, Canberra, viewed November 2017,

[<https://ww](http://www.asqa.gov.au/news-publications/news/tae)w.asqa.go[v.au/news-publications/news/tae>.](http://www.asqa.gov.au/news-publications/news/tae)

Myconos, G, Clarke, K & te Riele, K 2016, *Shedding light: private ‘for profit’ training providers and young early school leavers*, NCVER, Adelaide, viewed November 2017, [<https://ww](http://www.ncver.edu.au/publications/publications/)w.ncver[.edu.au/publications/publications/](http://www.ncver.edu.au/publications/publications/) all-publications/shedding-light-private-for-profit-training-providers-and- young-early-school-leavers>.

NCVER (National Centre for Vocational Education Research) 2017a, *National VET in Schools Collection*, NCVER, Adelaide.

——2017b, *National VET Provider Collection*, NCVER, Adelaide.

twitter.com/ncver

[www.linkedin.com/company/ncver](http://www.linkedin.com/company/ncver)

Published by NCVER ABN 87 007 967 311

Level 5, 60 Light Sqaure, Adelaide SA 5000

PO Box 8288, Station Arcade, Adelaide SA 5000, Australia

**P** +61 8 8230 8400 **E** ncver@ncver.edu.au

**W** [www.ncver.edu.au](http://www.ncver.edu.au/)

This document should be attributed as Korbel, P 2018, *High-use training package*

*qualifications: specialised providers*, 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 and Training.

TD/TNC 131.03

978 1 925717 15 0

ISBN

IMAGES: GETTY IMAGES/ISTOCK

With the exception of the Commonwealth Coat of Arms, the Department’s logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia

[<http://creativecommons.org/licenses/by/3.0/au>](http://creativecommons.org/licenses/by/3.0/au) licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence [<http://creativecommons.org/licenses/by/3.0/legalcode>.](http://creativecommons.org/licenses/by/3.0/legalcode)

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian Government, or state

and territory governments.

**© Commonwealth of Australia, 2018**