

2009

STUDENTS & COURSES

Australian vocational
education & training statistics



Australian Government
Department of Education, Employment
and Workplace Relations

Australian vocational education and training statistics

Students and courses

2009

Highlights

- There were 1.7 million students enrolled in the public vocational education and training (VET) system in 2009.
- In 2009, compared with 2008:
 - Student numbers increased by 0.4%.
 - Subject enrolments increased by 4.9%.
 - Hours of delivery increased by 7.3%.
 - Full-year training equivalents (FYTEs) increased by 7.3%.
 - Students aged 15 to 24 years increased by 1.6%.
 - Indigenous students increased by 1.1%.
 - Students from non-English speaking backgrounds increased by 2.5%.
 - Apprentices and trainees undertaking off-the-job training declined by 2.8%.
 - Students enrolled in diploma and above qualifications increased by 16.2%.
- Around one in nine people aged 15 to 64 years participated in the publicly funded VET system in Australia in 2009.
- In 2009, students in the public VET system comprised:
 - 43.8% aged 24 years and under
 - 52.5% males
 - 85.9% studying part-time.
- The number of qualifications completed in 2008 was 351 600. Most qualifications completed were at certificate III (40.4%).



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Introduction

This publication provides a summary of 2009 data relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The Australian VET system provides training across a wide range of subject areas and is delivered through a variety of training institutions and enterprises (including to apprentices and trainees).

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

Funding is provided by the Australian Government, state and territory governments, industry bodies, employers and individual students through fees.

Scope

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 Statistical Standard (AVETMISS), Release 6.0. For further information go to: <<http://www.ncver.edu.au/avetmiss/21055.html>>.

Activity covered in this publication includes VET delivered by:

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

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

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

More information

Data in this publication may be revised for a variety of reasons. For the latest data, please visit the NCVER website <<http://www.ncver.edu.au>>.

For additional data tables and cubes on students and courses, please refer to <<http://www.ncver.edu.au/publications/2264.html>>. These data tables include state and territory breakdowns of information contained in this publication and data cubes to allow further manipulation of the data.

Technical notes

'Not known' information

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 supplied.

Caution should be taken when using data with a large number of 'not known' responses, as illustrated in the table below.

Proportion of students with 'not known' data	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)
Indigenous status	17.6	15.4	10.7	10.0	9.8
Disability status	19.0	18.7	15.1	13.4	13.2
Non-English speaking background	19.6	16.4	11.6	10.7	10.5

Sub-contracted VET activity

From 2007, activity where revenue was earned from another registered organisation in terms of sub-contracted, auspicing, partnership arrangements or similar arrangements can be identified and has not been replicated in reporting. In previous years, reporting this type of activity may have been reported in duplicate as fee-for-service. This may contribute to the decline of domestic fee-for-service activity between 2006 and 2007.

Improved identification of offshore activity

Activity from overseas campuses is out of the scope of this publication. From 2007, this activity is better identified and reported than in previous years. As a consequence, this activity is excluded in reporting for 2007 onwards, whereas in previous years it may have inadvertently been included.

Changes to previously published data

Some of the data in this publication differ from data reported in previous publications due to the following:

- New South Wales agricultural colleges were unable to report data on the 2008 year in time for inclusion in the *Students and courses 2008* publication. These data are now included for 2008 activity.
- Qualifications completed have been revised due to:
 - data quality improvements in NSW Workplace Training resulting in the removal of some qualifications completed in 2007 and 2008
 - data quality improvements in Queensland for 2004–07 rectifying the under-reporting of qualifications completed
 - changes in the reporting scope for qualifications completed, which involved the removal of qualifications completed by fee-for-service students at private providers. This ensures data on qualifications completed aligns more closely with data in the student and VET activity tables. Data has been backdated for the years 2005 to 2008.
- The derivation of highest funding source for Commonwealth and state government funding was changed in 2009 to include activity associated with subject outcome '53—Recognition of current competency granted'. Data has been backdated to 2007 when '53—Recognition of current competency granted' was first implemented.
- The Automotive Industry Retail, Service and Repair (AUR) and Automotive Industry Manufacturing (AUM) training packages were previously not assigned to any industry skills council. In 2009 the two training packages are reported as part of Manufacturing Skills Australia and have been backdated to this council for the years 2005 to 2008.

Students and participation

In 2009, compared with 2008:

■ The number of students enrolled in public VET increased by 0.4% (or 6900 students) to 1.7 million.	Table 1
■ Total subject enrolments increased by 4.9%, from 13.0 million to 13.6 million enrolments.	Table 18
■ Total hours of delivery increased by 7.3%, from 409.2 million to 438.9 million hours.	Table 18
■ Full-year training equivalents (FYTEs) increased by 7.3%, from 568 400 to 609 600.	Table 18
■ Growth in student numbers, subject enrolments, hours and FYTEs varied between states:	
Students:	Table 18
– Australian Capital Territory (+7.3%), Northern Territory (+6.4%), Western Australia (+5.4%), Victoria (+0.9%), New South Wales (-0.2%), Queensland (-0.4%), South Australia (-2.7%) and Tasmania (-6.5%).	
Subject enrolments:	Table 18
– Australian Capital Territory (+26.1%), Western Australia (+14.4%), Victoria (+6.4%), Queensland (+5.7%), South Australia (+5.5%), Northern Territory (+5.0%), New South Wales (+0.6%) and Tasmania (-9.4%).	
Hours and FYTEs:	Table 18
– Western Australia (+13.8%), Australian Capital Territory (+13.0%), South Australia (+11.4%), Queensland (+8.3%), Victoria (+7.7%), Northern Territory (+6.9%), New South Wales (+4.6%) and Tasmania (-9.5%).	
■ The participation rate for persons aged 15 to 64 years shows a marginal decline to 11.2%.	Table 2
■ Students aged 15 to 24 years increased by 1.6%, from 723 200 to 734 900 students.	Table 3
■ Indigenous students increased by 1.1%, from 73 900 to 74 800 students.	Table 3
■ Students whose main language spoken at home was a language other than English increased by 2.5%, from 248 100 to 254 300 students.	Table 3
■ Students with a disability increased by 1.4%, from 99 500 to 100 900 students.	Table 3
■ The number of apprentices and trainees undertaking off-the-job training declined by 2.8%, from 355 700 to 345 800.	Table 3
■ International full-fee paying students increased by 21.2%, from 39 300 to 47 600 students.	Table 13
Selected students' characteristics for 2009 show:	
■ Males made up more than half of the student population (52.5%).	Table 3
■ Students aged 24 years and under represented 43.8% of all students.	Table 3
■ Part-time students accounted for almost nine in every ten students (85.9%).	Table 3
■ Approximately one in five (20.3%) students enrolled in public VET was an apprentice or trainee undertaking off-the-job training.	Table 3

Courses and qualifications

In 2009, compared with 2008:

- Students undertaking Australian Qualifications Framework (AQF) qualifications increased by 5.5% to 1.3 million students. Students studying diploma and above qualifications increased by 16.2% and students studying certificate IV qualifications increased by 14.9%. *Table 4*
- Students undertaking non-AQF qualifications—which comprise non-award courses, bridging and enabling courses, statements of attainment etc.—declined by 14.2% to 376 700 students. *Table 4*
- The number of students enrolled in national training package qualifications increased by 6.7% to 1.1 million students. *Table 4*

Selected course and qualification characteristics for 2009 show:

- Students undertaking AQF qualifications accounted for 77.9% of students. *Table 4*
- Management and commerce was the most popular field of education, with 19.2% of all students, followed by Engineering and related technologies, with 16.6% of students. *Table 4*
- Students enrolled in training packages within the Innovation and Business Industry Skills Council accounted for 17.9% of students. *Table 7*

Training providers

In 2009, compared with 2008:

- Students enrolled at 'TAFE and other government providers' and 'Community education providers' declined by 1.3% and 2.9% respectively and increased at 'Other registered providers' (12.8%). *Table 11*
- Hours of delivery and FYTEs increased for 'TAFE and other government providers', 'Community education providers' and 'Other registered providers' (6.7%, 6.4% and 11.7% respectively). *Table 11*

Selected training provider characteristics for 2009 show:

- Over three-quarters (78.5%) of students enrolled at 'TAFE and other government providers' undertook AQF qualifications. *Table 12*
- Almost half (45.8%) of students enrolled at 'Community education providers' and 94.9% of students enrolled at 'Other registered providers' undertook AQF qualifications. *Table 12*

Tables

Table 1 Number of students in VET ('000) by states or territories, 2000–09

Year	NSW ^{1,2,3}	Vic. ⁴	Qld	SA ⁵	WA	Tas. ⁶	NT	ACT	Australia ^{1,2,3,4,5,6}
2000	638.0	468.2	266.5	146.1	128.7	32.0	21.7	20.2	1721.4
2001	570.5	471.1	298.3	143.9	135.4	32.6	21.8	20.7	1694.4
2002	553.3	496.8	298.6	140.1	131.9	32.6	22.4	19.7	1695.4
2003	588.4	511.2	297.6	122.4	130.4	35.8	19.9	21.8	1727.6
2004	517.5	480.7	278.8	122.4	126.5	38.5	19.7	22.3	1606.4
2005	562.1	459.1	290.4	125.2	130.1	39.7	21.3	23.0	1650.8
2006	565.3	471.1	293.3	121.7	137.2	41.8	21.9	23.6	1676.0
2007	549.0	472.9	287.1	123.0	142.3	43.9	22.8	24.0	1665.0
2008	550.9	490.0	291.3	125.3	149.1	46.3	22.2	24.7	1699.7
2009	549.9	494.3	290.1	121.9	157.2	43.2	23.6	26.5	1706.7
2008–09 % change	-0.2	0.9	-0.4	-2.7	5.4	-6.5	6.4	7.3	0.4

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 2 Participation rate⁷ (%) of Australians aged 15 years and older in VET, 2005–09

Age group	2005 %	2006 %	2007 %	2008 %	2009 %
15 to 19 years	27.3	30.2	29.9	30.2	30.0
20 to 24 years	19.0	18.8	18.3	18.3	18.2
25 to 44 years	10.2	9.9	9.7	9.8	9.7
45 to 64 years	6.3	5.9	5.9	6.0	5.7
65 years and over	1.1	1.0	1.0	1.0	0.9
15 to 64 years	11.4	11.4	11.3	11.3	11.2

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Sources: NCVER National VET Provider Collection, 2005–09; ABS, *Population by age and sex, Australian states and territories*, June 2009, table 9, cat.no.3201.0.

Table 3 Student characteristics, 2005–09

	2005	2006 ¹	2007 ²	2008 ³	2009 ^{5,6}		2008–09 ^{5,6}
	('000)	('000)	('000)	('000)	('000)	%	% change
Sex							
Males	851.9	878.2	868.0	889.9	896.2	52.5	0.7
Females	794.7	795.7	794.2	807.6	805.6	47.2	-0.2
Not known	4.1	2.1	2.8	2.3	4.8	0.3	107.4
Age							
14 years and under	10.8	10.8	11.0	13.2	12.9	0.8	-2.2
15 to 19 years	382.5	427.9	433.2	443.8	447.4	26.2	0.8
20 to 24 years	273.0	277.1	275.6	279.4	287.4	16.8	2.9
25 to 44 years	602.6	589.2	586.1	596.0	601.4	35.2	0.9
45 to 64 years	311.8	302.5	310.4	319.8	312.7	18.3	-2.2
65 years and over	28.5	25.9	26.5	28.1	25.9	1.5	-7.8
Not known	41.6	42.5	22.1	19.4	18.9	1.1	-2.9
Student remoteness (ARIA+) region⁸							
Major cities	898.0	909.8	891.6	914.9	917.7	53.8	0.3
Inner regional	380.4	387.5	386.9	400.3	394.9	23.1	-1.3
Outer regional	248.8	252.8	251.4	252.2	249.9	14.6	-0.9
Remote	42.3	44.1	44.2	42.0	41.1	2.4	-2.2
Very remote	31.0	33.6	35.4	36.0	34.8	2.0	-3.3
Outside Australia ⁹	28.8	32.1	38.9	42.8	50.0	2.9	16.7
Not known	21.4	16.1	16.6	11.6	18.3	1.1	58.3
Indigenous status							
Indigenous students	62.9	67.8	70.9	73.9	74.8	4.4	1.1
Others ¹⁰	1587.9	1608.1	1594.1	1625.8	1631.9	95.6	0.4
Disability (including impairment or long-term condition)							
Students with a disability	96.9	102.4	102.1	99.5	100.9	5.9	1.4
Others ¹⁰	1553.9	1573.6	1562.9	1600.3	1605.8	94.1	0.3
English (main language spoken at home)							
Non-English	203.6	219.5	230.7	248.1	254.3	14.9	2.5
Others ¹⁰	1447.2	1456.4	1434.3	1451.6	1452.4	85.1	0.1
Study mode¹¹							
Part-time students	1474.5	1491.3	1466.8	1487.0	1466.5	85.9	-1.4
Full-time students	176.3	184.7	198.2	212.7	240.1	14.1	12.9
Apprentice/trainee status							
Apprentices and trainees undertaking off-the-job training ¹²	299.7	320.0	333.7	355.7	345.8	20.3	-2.8
Not apprentices and trainees	1351.0	1356.0	1331.3	1344.0	1360.9	79.7	1.3
Total students	1650.8	1676.0	1665.0	1699.7	1706.7	100.0	0.4

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 4 Students by major courses and qualifications, 2005–09

	2005	2006 ¹	2007 ²	2008 ³	2009 ^{5,6}		2008–09 ^{5,6}
	('000)	('000)	('000)	('000)	('000)	%	% change
AQF qualifications¹³							
Diploma or higher	173.1	167.7	166.0	172.1	200.0	11.7	16.2
Graduate diploma	0.1	0.1	0.1	0.1	0.1	0.0	148.3
Graduate certificate	1.4	0.9	1.1	1.3	1.8	0.1	35.3
Bachelor degree (Honours and Pass)	1.4	1.4	0.4	0.4	2.0	0.1	373.3
Advanced diploma	40.5	38.2	34.9	35.0	38.1	2.2	8.8
Associate degree	-	0.2	0.3	-	0.2	0.0	<i>na</i>
Diploma	129.8	127.0	129.2	135.3	157.8	9.2	16.7
Certificate IV	179.1	177.6	188.7	190.2	218.5	12.8	14.9
Certificate III	437.7	463.5	476.8	520.1	525.8	30.8	1.1
Certificate II	249.3	292.6	281.6	287.0	295.6	17.3	3.0
Certificate I	96.7	98.3	100.1	91.4	90.1	5.3	-1.4
<i>AQF sub-total</i>	<i>1135.9</i>	<i>1199.7</i>	<i>1213.1</i>	<i>1260.8</i>	<i>1330.0</i>	<i>77.9</i>	<i>5.5</i>
Non-AQF qualifications^{13,36}							
Other recognised courses	277.5	279.9	251.1	228.7	209.5	12.3	-8.4
Non-award courses	94.7	90.7	87.4	94.9	59.7	3.5	-37.1
Subject only—no qualification	142.7	105.6	113.4	115.4	107.5	6.3	-6.9
<i>Non-AQF sub-total</i>	<i>514.9</i>	<i>476.2</i>	<i>451.9</i>	<i>439.0</i>	<i>376.7</i>	<i>22.1</i>	<i>-14.2</i>
Field of education							
Natural and physical sciences	5.7	5.5	5.9	6.0	6.3	0.4	4.4
Information technology	57.9	57.0	36.6	32.9	33.2	1.9	1.1
Engineering and related technologies	263.5	284.8	278.8	282.4	283.6	16.6	0.4
Architecture and building	104.4	112.0	111.9	120.2	126.1	7.4	4.9
Agriculture, environmental and related studies	81.0	77.4	70.6	71.0	71.0	4.2	-0.0
Health	78.1	80.2	85.2	80.3	89.3	5.2	11.1
Education	47.8	46.7	51.4	49.7	57.2	3.4	15.2
Management and commerce	316.1	324.5	337.8	345.3	328.4	19.2	-4.9
Society and culture	163.3	170.6	162.0	176.7	176.4	10.3	-0.2
Creative arts	44.2	44.4	44.1	43.6	49.4	2.9	13.2
Food, hospitality and personal services	151.9	166.5	169.2	181.8	183.4	10.7	0.9
Mixed field programs	194.2	200.9	198.1	194.5	195.0	11.4	0.2
Subject only—no field of education	142.7	105.6	113.4	115.4	107.5	6.3	-6.9
Type of accreditation							
National training package ¹⁴ qualifications	866.6	956.2	985.7	1059.1	1130.0	66.2	6.7
Nationally accredited courses	345.7	332.5	287.6	244.9	233.3	13.7	-4.8
Other courses	295.9	281.6	278.2	280.3	235.9	13.8	-15.8
Subject only—no accreditation	142.7	105.6	113.4	115.4	107.5	6.3	-6.9
Total students	1650.8	1676.0	1665.0	1699.7	1706.7	100.0	0.4

A dash (-) represents a true zero figure, with no data reported in this category; *na* is not applicable to this category.

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 5 Number of students by courses and qualifications, by selected demographic characteristics, 2009

	Total	Female	Male	Aged 24 years and below	Aged 25 to 44 years	Aged 45 to 64 years	Indigenous students
	('000)	%	%	%	%	%	%
AQF qualifications¹³							
Diploma or higher	200.0	14.2	9.6	11.0	14.1	10.0	4.0
Graduate diploma	0.1	0.0	0.0	0.0	0.0	0.0	-
Graduate certificate	1.8	0.1	0.1	0.0	0.2	0.2	0.0
Bachelor degree (Honours and Pass)	2.0	0.1	0.1	0.2	0.1	0.0	0.0
Advanced diploma	38.1	2.2	2.3	2.4	2.5	1.5	0.4
Associate degree	0.2	0.0	0.0	0.0	0.0	0.0	-
Diploma	157.8	11.7	7.1	8.4	11.3	8.2	3.6
Certificate IV	218.5	14.6	11.2	8.4	17.0	16.2	7.8
Certificate III	525.8	27.0	34.3	38.3	27.9	21.8	26.0
Certificate II	295.6	17.7	17.0	22.6	13.2	13.3	26.2
Certificate I	90.1	4.9	5.6	6.1	4.3	4.9	15.6
<i>AQF sub-total</i>	<i>1330.0</i>	<i>78.3</i>	<i>77.7</i>	<i>86.5</i>	<i>76.5</i>	<i>66.2</i>	<i>79.7</i>
Non-AQF qualifications^{13,36}							
Other recognised courses	209.5	11.4	13.1	8.8	13.2	17.3	11.5
Non-award courses	59.7	2.7	4.2	2.1	4.3	5.4	3.9
Subject only—no qualification	107.5	7.6	5.0	2.6	6.1	11.1	4.9
<i>Non-AQF sub-total</i>	<i>376.7</i>	<i>21.7</i>	<i>22.3</i>	<i>13.5</i>	<i>23.5</i>	<i>33.8</i>	<i>20.3</i>
Field of education							
Natural and physical sciences	6.3	0.5	0.3	0.3	0.4	0.3	0.1
Information technology	33.2	1.2	2.6	2.2	1.7	1.8	0.9
Engineering and related technologies	283.6	3.0	28.8	19.2	16.4	12.6	12.2
Architecture and building	126.1	1.1	13.1	10.5	5.8	3.7	5.8
Agriculture, environmental and related studies	71.0	2.1	6.0	3.5	4.7	4.9	8.5
Health	89.3	7.2	3.5	3.7	6.0	7.8	5.0
Education	57.2	4.1	2.6	1.1	4.6	6.4	5.0
Management and commerce	328.4	26.3	12.9	20.4	19.7	17.2	13.9
Society and culture	176.4	16.2	5.1	8.2	12.3	12.7	10.8
Creative arts	49.4	3.6	2.2	3.8	2.0	2.4	5.1
Food, hospitality and personal services	183.4	13.7	8.1	15.0	7.7	6.3	7.9
Mixed field programs	195.0	13.3	9.8	9.5	12.7	13.0	19.9
Subject only—no field of education	107.5	7.6	5.0	2.6	6.1	11.1	4.9
Type of accreditation							
National training package ¹⁴ qualifications	1130.0	65.7	66.7	75.2	63.1	56.1	63.7
Nationally accredited courses	233.3	14.1	13.3	12.4	15.6	13.4	20.2
Other courses	235.9	12.6	15.0	9.9	15.2	19.4	11.1
Subject only—no accreditation	107.5	7.6	5.0	2.6	6.1	11.1	4.9
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total students ('000)	1706.7	805.6	896.2	747.7	601.4	312.7	74.8

A dash (-) represents a true zero figure, with no data reported in this category; *na* is not applicable to this category.

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 6 Number of students by courses and qualifications, by additional student characteristics, 2009

	Total	Students from rural/remote localities ¹⁵	Students reporting a disability	Students whose main language spoken at home is non-English	Full-time students ¹¹	Part-time students ¹¹	Apprentices and trainees (off-the-job) ¹²
	('000)	%	%	%	%	%	%
AQF qualifications¹³							
Diploma or higher	200.0	5.5	8.9	18.6	34.3	8.0	1.8
Graduate diploma	0.1	0.0	0.0	0.0	0.0	0.0	-
Graduate certificate	1.8	0.0	0.0	0.1	0.1	0.1	-
Bachelor degree (Honours and Pass)	2.0	0.0	0.1	0.3	0.3	0.1	0.0
Advanced diploma	38.1	0.6	1.7	4.2	7.6	1.4	0.1
Associate degree	0.2	0.0	0.0	0.0	0.0	0.0	-
Diploma	157.8	4.9	7.1	14.0	26.2	6.5	1.7
Certificate IV	218.5	10.2	11.0	13.3	20.6	11.5	7.8
Certificate III	525.8	33.6	23.7	24.0	30.1	30.9	78.9
Certificate II	295.6	21.5	20.0	15.2	7.3	19.0	11.4
Certificate I	90.1	6.7	10.8	8.5	3.4	5.6	0.0
<i>AQF sub-total</i>	<i>1330.0</i>	<i>77.6</i>	<i>74.3</i>	<i>79.6</i>	<i>95.7</i>	<i>75.0</i>	<i>100.0</i>
Non-AQF qualifications^{13,36}							
Other recognised courses	209.5	11.8	13.4	13.0	3.3	13.7	<i>na</i>
Non-award courses	59.7	3.9	4.2	2.8	0.7	3.9	<i>na</i>
Subject only—no qualification	107.5	6.6	8.1	4.6	0.2	7.3	<i>na</i>
<i>Non-AQF sub-total</i>	<i>376.7</i>	<i>22.4</i>	<i>25.7</i>	<i>20.4</i>	<i>4.3</i>	<i>25.0</i>	<i>na</i>
Field of education							
Natural and physical sciences	6.3	0.2	0.4	0.7	0.9	0.3	0.3
Information technology	33.2	1.3	2.9	2.3	4.5	1.5	0.6
Engineering and related technologies	283.6	18.7	11.5	11.7	14.1	17.0	35.2
Architecture and building	126.1	6.5	4.1	4.0	6.2	7.6	14.8
Agriculture, environmental and related studies	71.0	8.6	4.4	1.5	4.6	4.1	3.4
Health	89.3	6.3	4.3	3.6	5.5	5.2	1.4
Education	57.2	3.7	2.6	2.6	1.1	3.7	0.2
Management and commerce	328.4	15.2	16.3	22.0	18.5	19.4	21.4
Society and culture	176.4	9.0	10.6	13.7	19.1	8.9	7.2
Creative arts	49.4	2.3	4.4	2.1	7.5	2.1	0.3
Food, hospitality and personal services	183.4	12.5	7.2	7.8	5.8	11.5	15.0
Mixed field programs	195.0	9.1	23.1	23.5	11.7	11.4	0.3
Subject only—no field of education	107.5	6.6	8.1	4.6	0.2	7.3	0.0
Type of accreditation							
National training package ¹⁴ qualifications	1130.0	70.1	57.7	54.6	75.5	64.7	97.6
Nationally accredited courses	233.3	10.7	20.6	27.0	20.2	12.6	2.4
Other courses	235.9	12.5	13.5	13.8	4.0	15.4	0.0
Subject only—no accreditation	107.5	6.6	8.1	4.6	0.2	7.3	0.0
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total students ('000)	1706.7	325.8	100.9	254.3	240.1	1466.5	345.8

A dash (-) represents a true zero figure, with no data reported in this category; *na* is not applicable to this category.

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 7 Students ('000) by industry skills councils¹⁶, 2005–09

Industry skills council ¹⁶	2005	2006	2007	2008	2009
Agri-Food	83.0	84.1	82.4	80.9	83.5
Community Services and Health	96.8	103.4	111.3	137.6	172.2
Construction and Property Services	54.5	65.1	72.2	84.1	97.8
Electrocomms and Energy Utilities	28.0	33.4	37.8	41.5	44.7
ForestWorks	5.8	4.9	4.1	5.1	5.1
Government	8.7	9.4	11.4	11.6	9.2
Innovation and Business	269.9	282.1	292.6	296.2	304.7
Manufacturing Skills Australia ¹⁷	101.1	117.2	117.7	121.1	119.8
Service Skills Australia	173.2	202.9	208.6	228.7	236.9
SkillsDMC	10.6	12.7	14.1	16.4	15.0
Transport and Logistics	34.9	41.1	33.5	35.9	41.1
Total training packages assigned to industry skills councils	866.5	956.2	985.7	1059.1	1130.0
Total training packages not assigned to industry skills councils¹⁷	0.0	-	0.0	-	-
Total training packages	866.6	956.2	985.7	1059.1	1130.0
Total non-training packages	784.2	719.8	679.3	640.6	576.7
Total students	1650.8	1676.0	1665.0	1699.7	1706.7

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

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 8 Students in top 20 parent training packages¹⁴, 2005–09

Training package	2005	2006	2007	2008	2009	
	('000)	('000)	('000)	('000)	('000)	%
Business Services (BSA, BSB)	124.7	132.6	136.9	138.0	145.4	12.9
Tourism, Hospitality and Events (SIT, THH, THT)	91.4	113.7	118.9	132.0	139.5	12.3
Community Services (CHC)	85.0	91.6	97.3	108.2	120.6	10.7
Construction, Plumbing & Services Integrated Framework (BCF,BCG,BCP)	36.5	46.5	54.2	65.5	75.6	6.7
Health (HLT)	11.8	11.8	13.9	29.4	51.6	4.6
Metal and Engineering (MEM)	40.5	48.7	50.6	52.4	50.8	4.5
Information and Communications Technology (ICA)	52.1	54.9	50.0	49.1	47.2	4.2
Retail Services (SIR, WRR, WRP, WRW)	40.6	45.1	46.3	50.6	47.0	4.2
Electrotechnology (UEE, UTE, UTL)	26.7	31.6	35.8	39.6	42.5	3.8
Financial Services (FNA, FNB, FNS)	33.6	33.7	34.9	36.0	39.9	3.5
Automotive Industry Retail, Service and Repair (AUR)	36.2	42.4	39.3	39.8	38.5	3.4
Transport and Logistics (TDT, TLI)	29.4	34.9	27.2	29.7	35.7	3.2
Training and Assessment (BSZ,TAA)	25.5	19.8	26.8	27.1	30.7	2.7
Rural Production (RTE, RUA)	18.3	20.9	19.2	20.1	20.7	1.8
Amenity Horticulture (RTF, RUH)	22.6	21.0	20.7	19.4	20.6	1.8
Hairdressing (WRH)	15.3	16.4	16.5	18.2	18.5	1.6
Visual Arts, Craft and Design (CUV)	5.1	9.3	10.9	11.3	12.7	1.1
Property Services (CPP, PRD, PRS)	9.0	8.8	8.5	9.1	12.5	1.1
Australian Meat Industry (MTM)	12.5	12.5	11.2	11.5	12.2	1.1
Food Processing Industry (FDF)	14.4	13.3	14.3	12.3	10.4	0.9
Students in top 20 training packages	731.3	809.5	833.7	899.2	972.5	86.1
<i>Other training packages</i>	<i>135.3</i>	<i>146.7</i>	<i>152.1</i>	<i>159.9</i>	<i>157.5</i>	<i>13.9</i>
Total training packages	866.6	956.2	985.7	1059.1	1130.0	100.0

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 9 Qualification completions^{18,19,20,21} ('000) by industry skills councils¹⁶, 2005–08

Industry skills council ¹⁶	2005	2006	2007	2008
Agri-Food	18.4	18.8	20.1	20.8
Community Services and Health	32.2	35.7	38.6	44.6
Construction and Property Services	12.7	14.1	15.2	19.5
Electrocomms and Energy Utilities	4.2	5.1	6.3	7.3
ForestWorks	0.6	0.4	0.3	0.4
Government	3.2	2.6	3.0	4.2
Innovation and Business	84.6	77.4	90.1	97.5
Manufacturing Skills Australia ¹⁷	20.7	25.4	26.3	28.9
Service Skills Australia	48.8	47.9	53.2	60.6
SkillsDMC	1.3	1.4	1.9	3.9
Transport and Logistics	8.6	6.3	7.3	8.1
Total training packages assigned to industry skills councils	235.4	235.2	262.2	295.6
Total training packages not assigned to industry skills councils¹⁷	-	-	0.0	-
Total training packages	235.4	235.2	262.3	295.6
Total non-training packages	61.0	57.0	56.9	55.9
Total qualification completions	296.4	292.1	319.2	351.6

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

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 10 Qualification completions^{18,19,20,21} in top 20 parent training packages¹⁴, 2005–08

Training package	2005 (‘000)	2006 (‘000)	2007 (‘000)	2008 (‘000)	%
Business Services (BSA, BSB)	37.5	38.5	42.8	46.9	15.9
Community Services (CHC)	28.1	31.4	33.4	37.3	12.6
Tourism, Hospitality and Events (SIT, THH, THT)	22.6	21.9	25.0	26.9	9.1
Retail Services (SIR, WRR, WRP, WRW)	14.3	12.8	14.3	17.8	6.0
Training and Assessment (BSZ, TAA)	14.5	8.2	13.2	14.0	4.7
Information and Communications Technology (ICA)	12.8	11.8	12.7	13.6	4.6
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP)	6.3	7.7	9.6	12.7	4.3
Automotive Industry Retail, Service and Repair (AUR)	8.2	12.1	10.5	11.1	3.8
Financial Services (FNA, FNB, FNS)	8.3	8.2	9.5	10.4	3.5
Metal and Engineering (MEM)	6.5	7.4	8.1	9.7	3.3
Health (HLT)	4.2	4.4	5.2	7.3	2.5
Electrotechnology (UEE, UTE, UTL)	3.8	5.0	6.1	7.0	2.4
Transport and Logistics (TDT, TLI)	7.5	4.9	5.6	6.5	2.2
Hairdressing (WRH)	3.6	4.4	4.5	5.4	1.8
Amenity Horticulture (RTF, RUH)	4.9	4.6	4.9	5.3	1.8
Telecommunications (ICT)	4.3	2.9	3.2	4.1	1.4
Rural Production (RTE, RUA)	3.3	3.6	3.7	4.1	1.4
Property Services (CPP, PRD, PRS)	3.2	3.6	2.9	3.9	1.3
Australian Meat Industry (MTM)	3.1	3.9	4.0	3.8	1.3
Fitness Industry (SRF)	3.2	3.4	3.3	3.7	1.3
Qualification completions in top 20 training packages	200.1	200.6	222.4	251.4	85.0
<i>Other training packages</i>	<i>35.3</i>	<i>34.5</i>	<i>39.8</i>	<i>44.3</i>	<i>15.0</i>
Total training package completions	235.4	235.2	262.3	295.6	100.0

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 11 Provider type profile by number of students, hours of delivery and full-year training equivalents, 2005–09

	2005 (‘000)	2006 ¹ (‘000)	2007 ^{2,22} (‘000)	2008 ³ (‘000)	2009 ^{4,5,6} (‘000)	%	2008–09 % change
Number of students							
TAFE and other government providers	1267.2	1325.1	1312.8	1329.1	1312.3	76.9	-1.3
Community education providers ⁴	199.7	164.8	164.7	156.3	151.9	8.9	-2.9
Other registered providers ⁴	177.5	179.6	179.6	204.0	230.2	13.5	12.8
Students attending various providers	6.4	6.5	7.9	10.3	12.3	0.7	20.2
Total students	1650.8	1676.0	1665.0	1699.7	1706.7	100.0	0.4
Number of full-year training equivalents²⁴							
TAFE and other government providers	430.0	442.2	462.7	479.3	511.3	83.9	6.7
Community education providers ⁴	20.4	20.2	24.5	24.0	25.5	4.2	6.4
Other registered providers ⁴	52.4	54.3	54.6	65.1	72.7	11.9	11.7
Total full-year training equivalents	502.8	516.8	541.8	568.4	609.6	100.0	7.3
Number of hours of delivery²²							
TAFE and other government providers	309620.7	318411.5	333131.3	345075.2	368160.1	83.9	6.7
Community education providers ⁴	14654.9	14579.4	17606.3	17277.8	18388.1	4.2	6.4
Other registered providers ⁴	37736.2	39109.2	39333.6	46864.3	52351.7	11.9	11.7
Total hours of delivery	362011.9	372100.2	390071.2	409217.3	438900.0	100.0	7.3

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 12 Students by type of qualifications by provider type profile, 2005–09

	2005 (‘000)	2006 ¹ (‘000)	2007 ² (‘000)	2008 ³ (‘000)	2009 ^{4,5,6} (‘000)	%	2008–09 % change
AQF qualifications¹³							
TAFE and other government providers	909.4	970.2	977.3	999.2	1029.8	60.3	3.1
Community education providers ⁴	62.4	62.3	66.1	62.6	69.5	4.1	11.0
Other registered providers ⁴	157.7	161.1	162.4	188.9	218.5	12.8	15.7
Students attending various providers	6.3	6.1	7.3	10.0	12.1	0.7	20.7
Total AQF students	1135.9	1199.7	1213.1	1260.8	1330.0	77.9	5.5
Non-AQF qualifications^{13,25}							
TAFE and other government providers	357.7	354.9	335.6	329.9	282.4	16.5	-14.4
Community education providers ⁴	137.2	102.4	98.6	93.7	82.3	4.8	-12.1
Other registered providers ⁴	19.7	18.6	17.2	15.1	11.7	0.7	-22.8
Students attending various providers	0.2	0.4	0.6	0.2	0.2	0.0	-3.2
Total non-AQF students	514.9	476.2	451.9	439.0	376.7	22.1	-14.2
Total students	1650.8	1676.0	1665.0	1699.7	1706.7	100.0	0.4

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 13 Major funding^{26,27} of VET training, 2005–09

	2005 (‘000)	2006 ^{1,28} (‘000)	2007 ^{2,22} (‘000)	2008 ³ (‘000)	2009 ^{4,5,6} (‘000)	%	2008–09 % change
Number of students							
Commonwealth and state funding	1216.7	1247.9	1244.0	1254.4	1275.2	74.7	1.7
Domestic full-fee paying	412.6	403.4	386.7	406.1	383.8	22.5	-5.5
International full-fee paying	21.4	24.7	34.4	39.3	47.6	2.8	21.2
Total students	1650.8	1676.0	1665.0	1699.7	1706.7	100.0	0.4
Number of full-year training equivalents²⁴							
Commonwealth and state funding	427.0	434.5	452.3	467.6	498.5	81.8	6.6
Domestic full-fee paying	58.5	62.6	63.5	68.7	71.4	11.7	3.9
International full-fee paying	17.3	19.7	26.0	32.1	39.8	6.5	24.0
Total hours of delivery	502.8	516.8	541.8	568.4	609.6	100.0	7.3
Number of hours of delivery²²							
Commonwealth and state funding	307439.4	312844.5	325626.9	336668.1	358892.0	81.8	6.6
Domestic full-fee paying	42094.8	45073.8	45718.5	49462.2	51379.5	11.7	3.9
International full-fee paying	12477.6	14181.9	18725.7	23086.9	28628.5	6.5	24.0
Total students	362011.9	372100.2	390071.2	409217.3	438900.0	100.0	7.3

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 14 Major funding^{26,27} of VET training by provider type profile, 2005–09

	2005 (‘000)	2006 ^{1,28} (‘000)	2007 ² (‘000)	2008 ³ (‘000)	2009 ^{4,5,6} (‘000)	%	2008–09 % change
Number of students²⁹							
TAFE and other government providers							
Commonwealth and state funding	880.1	936.3	927.9	916.8	911.3	53.4	-0.6
Domestic full-fee paying	365.7	364.2	350.7	373.1	353.3	20.7	-5.3
International full-fee paying	21.4	24.6	34.3	39.2	47.6	2.8	21.3
<i>Sub-total TAFE and other government providers</i>	<i>1267.2</i>	<i>1325.1</i>	<i>1312.8</i>	<i>1329.1</i>	<i>1312.3</i>	<i>76.9</i>	<i>-1.3</i>
Community education providers ⁴							
Commonwealth and state funding	152.8	125.8	128.9	124.0	122.6	7.2	-1.2
Domestic full-fee paying	46.8	38.9	35.7	32.3	29.3	1.7	-9.3
International full-fee paying	0.1	0.1	0.1	0.0	-	-	na
<i>Sub-total community education providers</i>	<i>199.7</i>	<i>164.8</i>	<i>164.7</i>	<i>156.3</i>	<i>151.9</i>	<i>8.9</i>	<i>-2.9</i>
Other registered providers ⁴							
Commonwealth and state funding	177.5	179.6	179.6	204.0	230.2	13.5	12.8
Domestic full-fee paying							
International full-fee paying							
<i>Sub-total other registered providers</i>	<i>177.5</i>	<i>179.6</i>	<i>179.6</i>	<i>204.0</i>	<i>230.2</i>	<i>13.5</i>	<i>12.8</i>
Total students	1650.8	1676.0	1665.0	1699.7	1706.7	100.0	0.4
Number of full-year training equivalents²⁴							
TAFE and other government providers							
Commonwealth and state funding	357.9	363.9	377.5	382.5	404.4	66.3	5.7
Domestic full-fee paying	54.8	58.7	59.2	64.8	67.1	11.0	3.7
International full-fee paying	17.3	19.6	26.0	32.0	39.8	6.5	24.1
<i>Sub-total TAFE and other government providers</i>	<i>430.0</i>	<i>442.2</i>	<i>462.7</i>	<i>479.3</i>	<i>511.3</i>	<i>83.9</i>	<i>6.7</i>
Community education providers ⁴							
Commonwealth and state funding	16.7	16.3	20.1	20.0	21.3	3.5	6.3
Domestic full-fee paying	3.6	3.9	4.3	3.9	4.2	0.7	7.3
International full-fee paying	0.1	0.1	0.0	0.0	-	-	na
<i>Sub-total community education providers</i>	<i>20.4</i>	<i>20.2</i>	<i>24.5</i>	<i>24.0</i>	<i>25.5</i>	<i>4.2</i>	<i>6.4</i>
Other registered providers ⁴							
Commonwealth and state funding	52.4	54.3	54.6	65.1	72.7	11.9	11.7
Domestic full-fee paying							
International full-fee paying							
<i>Sub-total other registered providers</i>	<i>52.4</i>	<i>54.3</i>	<i>54.6</i>	<i>65.1</i>	<i>72.7</i>	<i>11.9</i>	<i>11.7</i>
Total full-year training equivalents	502.8	516.8	541.8	568.4	609.6	100.0	7.3

A dash (-) represents a true zero figure, with no data reported in this category; na is not applicable to this category.

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 15 Full-year training equivalents²⁴ by subject result, 2005–09

Subject result ³⁰	2005	2006 ¹	2007 ²	2008 ³	2009 ^{5,6}		2008–09
	('000)	('000)	('000)	('000)	('000)	%	% change
Assessed—passed	352.5	360.9	388.3	407.1	436.1	71.5	7.1
Recognition of prior learning	13.5	17.1	19.9	26.2	34.4	5.6	31.1
Recognition of current competency	-	-	0.4	0.4	0.7	0.1	94.1
Recognition of prior learning/current competency—not granted	-	-	0.3	0.6	1.0	0.2	72.2
Assessed—failed	41.1	40.7	45.1	46.4	52.7	8.6	13.5
Withdrawn	56.8	58.8	60.8	60.9	60.7	10.0	-0.4
Continuing studies ²²	12.5	13.3	-	-	-	-	<i>na</i>
Not assessed—completed	23.8	22.6	24.4	24.3	21.3	3.5	-12.5
Not assessed—not completed	2.7	3.5	2.5	2.4	2.7	0.4	15.9
Total full-year training equivalents²⁴	502.8	516.8	541.8	568.4	609.6	100.0	7.3

A dash (-) represents a true zero figure, with no data reported in this category; *na* is not applicable to this category.

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 16 Number of qualification completions, 2005–08^{18,19,20,21}

	2005	2006	2007	2008	2007–08
	('000)	('000)	('000)	('000)	% change
AQF qualifications¹³					
Diploma or higher	42.0	43.1	47.0	49.0	4.2
Graduate diploma	0.0	0.0	0.0	0.0	65.0
Graduate certificate	0.5	0.4	0.4	0.7	75.6
Bachelor degree (Honours and Pass)	0.2	0.2	0.2	0.1	-24.7
Advanced diploma	8.9	8.6	8.9	8.4	-5.7
Associate degree	-	-	0.0	-	<i>na</i>
Diploma	32.3	33.9	37.5	39.7	5.9
Certificate IV	57.0	49.6	59.5	63.8	7.3
Certificate III	112.6	112.7	122.6	142.0	15.8
Certificate II	64.7	64.8	65.6	70.9	8.1
Certificate I	20.0	21.9	24.4	25.8	5.6
Type of accreditation					
National training package ¹⁴ qualifications	235.4	235.2	262.3	295.6	12.7
Nationally and locally accredited courses	61.0	57.0	56.9	55.9	-1.7
Total qualification completions^{18,19,20,21}	296.4	292.1	319.2	351.6	10.1

A dash (-) represents a true zero figure, with no data reported in this category; *na* is not applicable to this category.

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 17 Number of qualification equivalents³¹, 2005–09

	2005 (‘000)	2006 ¹ (‘000)	2007 ² (‘000)	2008 ³ (‘000)	2009 ^{5,6} (‘000)	2008–09 % change
AQF qualifications¹³						
Diploma or higher	52.8	53.3	57.2	61.5	70.2	14.2
Graduate diploma	0.0	0.0	0.0	0.0	0.0	94.7
Graduate certificate	0.5	0.4	0.5	0.6	0.9	44.5
Bachelor degree (Honours and Pass)	0.3	0.3	0.1	0.1	0.3	152.9
Advanced diploma	9.8	9.1	9.0	9.0	10.6	18.1
Associate degree	-	0.0	0.1	-	0.0	<i>na</i>
Diploma	42.2	43.4	47.5	51.7	58.3	12.7
Certificate IV	66.0	65.7	74.7	76.9	93.0	20.9
Certificate III	154.0	163.4	181.4	200.1	210.5	5.2
Certificate II	95.3	96.9	103.4	107.8	114.0	5.8
Certificate I	48.2	48.4	53.3	50.2	50.0	-0.4
Type of accreditation						
National training package ¹⁴ qualifications	325.5	341.0	378.0	411.2	446.3	8.5
Nationally and locally accredited courses	90.8	86.8	91.9	85.3	91.5	7.2
Total qualification equivalents³¹	416.3	427.8	469.9	496.5	537.8	8.3

A dash (-) represents a true zero figure, with no data reported in this category; *na* is not applicable to this category.

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Table 18 State and territory summaries, 2005–09

	2005	2006 ¹	2007 2,22,23	2008 ³	2009 ^{5,6}	2008–09
	('000)	('000)	('000)	('000)	('000)	% change
Number of students						
Australia ^{1–6}	1650.8	1676.0	1665.0	1699.7	1706.7	0.4
New South Wales ^{1,2,3}	562.1	565.3	549.0	550.9	549.9	-0.2
Victoria ⁴	459.1	471.1	472.9	490.0	494.3	0.9
Queensland	290.4	293.3	287.1	291.3	290.1	-0.4
South Australia ⁵	125.2	121.7	123.0	125.3	121.9	-2.7
Western Australia	130.1	137.2	142.3	149.1	157.2	5.4
Tasmania ⁶	39.7	41.8	43.9	46.3	43.2	-6.5
Northern Territory	21.3	21.9	22.8	22.2	23.6	6.4
Australian Capital Territory	23.0	23.6	24.0	24.7	26.5	7.3
Number of full-year training equivalents²⁴						
Australia ^{1–6}	502.8	516.8	541.8	568.4	609.6	7.3
New South Wales ^{1,2,3}	172.8	173.8	178.4	186.5	195.1	4.6
Victoria ⁴	145.2	150.8	166.9	175.3	188.7	7.7
Queensland	78.7	83.0	83.8	88.5	95.9	8.3
South Australia ⁵	32.1	32.2	34.7	34.9	38.9	11.4
Western Australia	48.7	50.7	51.3	55.0	62.6	13.8
Tasmania ⁶	10.8	11.3	12.3	13.6	12.3	-9.5
Northern Territory	5.5	5.7	5.7	5.7	6.1	6.9
Australian Capital Territory	8.9	9.3	8.7	8.9	10.0	13.0
Number of subject enrolments						
Australia ^{1–6}	11714.3	12031.2	12340.7	12965.1	13596.1	4.9
New South Wales ^{1,2,3}	4127.2	4121.1	4149.1	4327.8	4353.2	0.6
Victoria ⁴	3226.2	3344.0	3440.2	3690.3	3925.5	6.4
Queensland	1973.1	2118.1	2167.1	2228.7	2355.7	5.7
South Australia ^{5,23}	765.2	737.9	832.3	825.2	870.2	5.5
Western Australia	1045.9	1093.3	1103.6	1210.2	1384.1	14.4
Tasmania ⁶	271.0	299.4	323.6	345.7	313.1	-9.4
Northern Territory	135.5	141.1	146.0	146.6	153.9	5.0
Australian Capital Territory	170.2	176.4	178.7	190.5	240.4	26.1
Number of hours of delivery²²						
Australia ^{1–6}	362011.9	372100.2	390071.2	409217.3	438900.0	7.3
New South Wales ^{1,2,3}	124420.4	125133.7	128434.2	134272.0	140450.9	4.6
Victoria ²²	104535.2	108576.4	120201.2	126196.2	135894.4	7.7
Queensland	56639.7	59745.2	60325.5	63714.5	69018.5	8.3
South Australia ⁵	23130.8	23178.0	25018.7	25133.9	27990.4	11.4
Western Australia	35065.0	36506.1	36908.3	39595.7	45058.6	13.8
Tasmania ⁶	7797.6	8171.0	8857.3	9781.7	8848.1	-9.5
Northern Territory	3985.0	4105.4	4088.4	4137.0	4422.7	6.9
Australian Capital Territory	6438.3	6684.4	6237.5	6386.3	7216.4	13.0

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Supplementary table

Table 19 Overseas visa students studying onshore in VET and other education sectors, 2005–09³²

Education or training sector	2005	2006	2007	2008	2009		2008–09
	('000)	('000)	('000)	('000)	('000)	%	% change
Higher education ³²	162.7	169.6	174.4	181.5	202.6	32.1	11.6
Vocational education and training							
Public sector ³³	17.2	20.5	27.8	31.8	39.7	6.3	24.5
Private sector ³⁴	48.4	62.0	92.0	142.7	192.3	30.5	34.7
<i>VET sub-total</i> ³²	65.6	82.5	119.7	174.6	232.0	36.8	32.9
School education ³²	25.1	24.5	26.8	28.3	27.5	4.4	-3.1
English language intensive courses for overseas students ³²	64.3	76.5	101.5	126.3	135.9	21.6	7.6
Other ³⁵	26.6	26.8	27.7	30.6	32.6	5.2	6.4
Total³²	344.2	380.0	450.1	541.3	630.5	100.0	16.5

For notes on tables, see page 23, or <http://www.ncver.edu.au/statistics/vet/ann09/table_notes.pdf>.

Sources: Australian Education International (AEI) statistics: Basic pivot table 2010 (Jan. 2002 – Mar. 2010), viewed 12 May 2010, <<http://www.aei.dest.gov.au>>; NCVET National VET Provider Collection.

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 paper at <http://www.ncver.edu.au/statistics/vet/ann09/terms_definitions.pdf>.

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>>.

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 as to the credit value of a specific course/subject.

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 when the final outcome is reported.

Enrolment (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.

Full-time students are those students whose program of study constitutes at least 75% of the normal full-time study load. The Department of Education, Employment and Workplace Relations (DEEWR) regards 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 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).

Hours of delivery are based on the standard nominal hour values for each subject and represent the hours of supervised training under a traditional delivery strategy.

Major course relates to the highest qualification attempted by a student in the reporting year.

Major funding indicates the highest funding source for student enrolments undertaken in the reporting year. It is assigned in the following hierarchical order: Commonwealth and state general purpose recurrent funding, Commonwealth specific purpose program funding, state specific purpose program funding, international full-fee paying funding and domestic full-fee paying funding.

Major qualification is the qualification category of the major course undertaken by the student.

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) 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, that deliver VET (for example, agricultural colleges).

Other registered 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.

Publicly funded VET relates to all activity (which includes publicly funded and fee-for-service) delivered by TAFE, other government providers and community providers, as well as publicly funded VET delivered by private providers.

Qualification equivalents express skill outputs in terms of equivalent qualifications within each AQF level and field of education. Qualification equivalents are based on training activity (annual hours) associated with completions of modules and units of competency, divided by the agreed value of training representing a qualification.

Recognition of current competency is reassessment of previous training that was successfully completed, to ensure that competence is being maintained.

Recognition of prior learning is status or credit obtained for courses or subjects on the basis of recognised competencies gained previously through informal/formal training, experience in the workplace, voluntary work, social or domestic activity.

Standard nominal hour values are the agreed notional hours for common units of competency/modules delivered by training organisations.

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

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.ntis.gov.au>>.

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

Notes on tables

1. In 2006 New South Wales reported activity for workplace learning and the NSW Adult Migrant English Service (AMES) Skillmax Program for the first time.
2. In 2007 the decline in student numbers in New South Wales can be partly attributed to new and better defined exclusions from reporting scopes. New South Wales excluded sub-contracted VET activity for 2600 students, 29 200 subject enrolments and 892 100 nominal hours. In addition, 3400 students, 47 300 subject enrolments and 1 706 600 nominal hours were excluded because it was activity undertaken at overseas campuses.
3. Data from the New South Wales agricultural colleges were unable to be reported for 2008 at the time of the release of the *Students and courses 2008* publication. These data have subsequently been reported and included in the 2009 publication.
4. Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and private providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared with previous years.
5. Data from the Workers Education Association (WEA) of South Australia were unable to be included in the 2009 National VET Provider Collection. In 2008 WEA reported 6397 students, 7993 subject enrolments and 135 312 nationally agreed nominal hours and 188 full-time training equivalents.
6. Data from Tasmania for 2009 are not necessarily comparable with previous years due to changes in training arrangements implemented in the *Tasmania Tomorrow* initiatives. These initiatives included some senior secondary colleges and TAFE being replaced by the Tasmanian Academy, the Tasmanian Polytechnic and the Tasmanian Skills Institute.
7. 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, catalogue number 3201.0.
8. Access/Remoteness Index of Australia (ARIA+) was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA) based on ARIA. ARIA+ is now the standard ABS-endorsed measure of remoteness. It is an index of remoteness derived from measures of road distances between populated localities and service centres. These road distances are then used to generate a remoteness score for any location in Australia. ARIA+ forms the basis for the ABS 'Remoteness Structure' component of the Australian Standard Geographical Classification. ARIA+ was updated in 2008 from data contained in the 2006 Census of Population and Housing. The index has been backdated to apply to all years reported in this publication. As a consequence, ARIA+ data in this publication may not match previously reported data. For more details refer to http://gisca.adelaide.edu.au/projects/category/about_aria.html.
9. 'Outside Australia' refers to overseas postal addresses of students studying in Australia.
10. 'Others' includes students for whom this characteristic is 'not known'. Caution should be taken when using data with a large number of 'not known' responses. Variables with high proportions of 'not known' include Indigenous status (10.7%), disability status (15.1%) and non-English speaking background (11.6%).
11. Full-time and part-time study modes are based on hours of delivery. For 2005 and 2006, this excluded hours associated with continuing enrolments in all states and territories, except Victoria. From 2007 onwards, continuing enrolments are excluded for all states and territories.
12. Apprentices and trainees enrolled in the public VET system for off-the-job training.
13. For consistency of reporting, senior secondary education is excluded from AQF qualifications in *Students and courses 2007* and subsequent years. It has been included as part of 'Other recognised courses' in the non-AQF qualifications grouping. As a result, the number of qualifications in AQF and non-AQF qualifications may not match those previously reported in earlier publications.
14. These numbers refer to students undertaking training packages. The coverage of training packages is constantly changing, as new training packages are developed and existing training packages reviewed, to meet emerging requirements across industries.
15. Rural/remote localities comprise 'outer regional', 'remote' and 'very remote' ARIA+ categories.
16. Industry skills councils represent particular industries and groups of training packages. For more information on how training packages are grouped by industry skills councils, go to appendix A in the Terms and definitions document available at http://www.ncver.edu.au/statistics/vet/ann09/terms_definitions.pdf.
17. The Automotive Industry Retail, Service and Repair (AUR) and Automotive Industry Manufacturing (AUM) training packages were previously not assigned to any industry skills council. In 2009 the two training packages were reported as part of Manufacturing Skills Australia and have been backdated to this council for the years 2005 to 2008.
18. Data for qualifications completed in 2009 are based on preliminary data submissions. Consequently they are not presented in detail in this publication. Preliminary estimates indicate that there was a total of 336 200 qualifications completed in 2009 (compared with a preliminary estimate of 314 300 qualifications completed in 2008). The 2009 data will be revised upwards in the 2010 VET Provider Collection to accommodate further notification of qualifications completed.

19. Due to improvements in data quality, Queensland has submitted additional qualifications completed between 2004 and 2007 rectifying the under-reporting of qualifications previously identified over this period. This affects both Queensland and Australia reporting.
20. Improvements in data quality resulted in the removal of some qualifications completed for NSW Workplace Training in 2007 and 2008. This affects both New South Wales and Australian reporting.
21. In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
22. In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.
23. In 2007 a section of the TAFE SA data was submitted at an element level, which resulted in an increase in enrolment numbers over the previous year. This was rectified in the 2008 data submission, and resulted in a decline in enrolments over the previous year.
24. Full-year training equivalents (FYTE) measure the training activity undertaken by a student on a full-time basis for one year. Calculations are based on hours of training (720 hours = 1 FYTE).
25. Includes subjects only.
26. For students with subject enrolments in more than one funding category, the major funding source is assigned in hierarchical order (Commonwealth and state general purpose recurrent funding, Commonwealth specific purpose program funding, state specific purpose program funding, international full-fee paying funding and domestic full-fee paying funding).
27. For consistency of reporting, highest funding source for Commonwealth and state government funding includes activity that is associated with a subject outcome of '53—Recognition of Current Competency granted'.
28. In 2007, TAFE SA amended the funding source of some data previously reported in 2006.
29. The number of students includes students who were attending various providers. Students attending more than one provider are included in the total but not assigned to provider or major funding type.
30. In 2007, the identification of recognition of prior learning (RPL) and recognition of current competency (RCC) can be reported as one of four values:
 - 51—Recognition of prior learning granted
 - 52—Recognition of prior learning not granted
 - 53—Recognition of current competency granted
 - 54—Recognition of current competency not granted.

In previous years, only recognition of prior learning—granted was identified. As a consequence of the introduction of the new reporting values, this represents a break in series for reporting purposes.

In this publication, 52—Recognition of prior learning not granted and 54—Recognition of current competency not granted have been grouped together.
31. Qualification equivalents express skill outputs in terms of equivalent qualifications within each AQF level and field of education. Qualification equivalents are based on training activity (annual hours) associated with completions of modules and units of competency, divided by the agreed value of training representing a qualification.
32. Australian Education International (AEI) statistics represent student course enrolments and may be greater than the actual number of students. AEI statistics reported for previous years were revised in 2009. For further information, refer to <<http://www.aei.gov.au>>.
33. These figures refer to the actual number of international full-fee paying students in the NCVER National VET Provider Collection who undertook training in a major AQF qualification category (certificate I and above). For information on all overseas students, refer to tables 13 and 14 of *Students and courses 2009*.
34. Students in the private sector were derived by sub-contracting students from the public sector from the VET sub-total.
35. 'Other' includes foundation, bridging and enabling courses plus other courses that do not lead to a qualification under the AQF.
36. In 2009 there was a change in the method of reporting TAFE 'Other recognised courses' and subject only enrolments in South Australia. This represents a break in series, as these students can no longer be counted in course enrolments. If the previous reporting method is applied to the 2009 data, the number of students in 'Other recognised courses' would be 30 375 rather than 5393 and subject only would be 11 721 rather than 36 703. Likewise, student numbers for Australia would be 234 135 rather than 209 153 (for other recognised courses) and 82 538 rather than 107 520 (for subject only).



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