Australian vocational education and training statistics

Government-funded students and courses

January to June 2017

National Centre for Vocational Education Research

Highlights

In the first six months to 30 June 2017, there were 804 700 students enrolled in the government-funded vocational education and training (VET) system. This is defined as Commonwealth and state/territory government-funded training delivered by technical and further education (TAFE) institutes and other government, community education and other registered providers.

There was a 5.3% decrease in the number of students undertaking government-funded training in the first six months of 2017 compared with the corresponding period in 2016.

An additional 159 900 students were reported in the January to June 2017 period compared with the January to March 2017 period, which represents a 24.8% increase.

In the six months to 30 June 2017, students in the government-funded VET system comprised:

- 57.2% attending TAFE institutes and other government providers
- 88.2% enrolled in an Australian Qualifications Framework level program
- 44.3% studying certificate III programs
- 17.6% enrolled in engineering and related technologies.

A total of 1760 training providers delivered government-funded VET in the first six months of 2017, a decrease from 1787 reported in the first six months of 2016.

Quarterly data submissions are cumulative allowing additional data to be reported and previous data corrected. Quarterly data must be interpreted with caution.

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Introduction

This publication provides a summary of data relating to students, programs, subjects and training providers in Australia's government-funded vocational education and training (VET) system (defined as Commonwealth and state/territory government-funded training).

Data for the *Government-funded students and courses* series are received by the National Centre for Vocational Education Research (NCVER) in four cumulative data submissions:

- January to March, submitted in May
- January to June, submitted in August
- January to September, submitted in November
- January to December, submitted in March.

The quarterly data submissions are cumulative, which allows additional data to be reported and also corrections made to previously submitted data.

The data in this publication cover the period of 1 January to 30 June 2017. For comparative purposes, it also examines this data against previously submitted data for the 1 January to 30 June periods in 2015 and 2016, as well as against data for the 1 January to 31 March 2017 period.

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 programs that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of VET in Australia include technical and further education (TAFE) institutes, universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

Student participation can also be wide ranging, with some students receiving training from multiple training organisations within the same year. If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once, so government-funded student counts (and the participation rate based on these counts) may be inflated.

Data are presented by the state or territory that administered the funding of the training activity.

About this publication

This publication is prepared in accordance with scope definitions outlined in the Explanatory notes section on page 18. This publication includes only Commonwealth and state/territory government-funded training (Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding) from all training providers. All fee-for-service activity from training providers has been excluded, although it will be reported in *Total VET students and courses 2017*, to be released in 2018.

More information

As the collection and reporting of data on a quarterly basis is relatively new, caution must be used in the interpretation of these data, particularly as some training authorities did not report data for the first three quarters of 2015 or 2016, or the first two quarters of 2017 (see Data quality and comparability issues on page 19). It will most likely take a few years of quarterly reporting before data submissions stabilise and they can be used as reliable trend indicators of annual training activity.

Data in this publication may be revised for a number of reasons. For the latest data, please visit NCVER's Portal at <https://www.ncver.edu.au/data/collection/students-and-courses-collection/government-funded-students-and-courses>.

Students and participation

Training providers

In the January to June 2017 period:
- A total of 1760 training providers delivered government-funded VET. They consisted of:
  - 40 TAFE institutes
  - 10 other government providers
  - 314 community education providers
  - 1451 other registered providers.

Students by training provider

In the January to June 2017 period:
- there were 804 700 students enrolled in the government-funded VET system. This represents a 5.3% decrease compared with the same period in 2016.
- the government-funded VET system comprised:
  - 57.2% of students enrolled at TAFE institutes and other government providers
  - 5.0% at community education providers
  - 36.7% at other registered providers
  - 1.1% students attending more than one provider type.

In the January to June 2017 period, compared with the January to June 2016 period, students attending:
- TAFE institutes and other government providers decreased by 6.1%
- community education providers decreased by 10.1%
- other registered providers decreased by 4.4%.

Students by state/territory

In the January to June 2017 period:
- New South Wales, with 264 200 students, was the major provider of government-funded VET in Australia, closely followed by Victoria, with 230 500 students, Queensland (145 000), Western Australia (75 000), South Australia (42 800), Tasmania (19 200), the Northern Territory (15 800) and the Australian Capital Territory (12 300).

In the January to June 2017 period, compared with the January to June 2016 period:
- student numbers increased in the Australian Capital Territory (3.6%) and the Northern Territory (3.0%)
- student numbers decreased in South Australia (-19.6%)[1], Western Australia (-10.8%), Victoria (-5.2%), Queensland (-4.4%), Tasmania (-4.3%) and New South Wales (-2.2%).

As expected, student numbers increased in all jurisdictions during January to June 2017, compared with January to March 2017. The largest percentage increase was in South Australia (39.9%), while the smallest was in the Australian Capital Territory (13.1%).

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[1] Refer to South Australia Explanatory note 12 on page 19 for more information.

Student characteristics

In the January to June 2017 period, government-funded VET students comprised:
- 51.6% males
- 24.0% aged 15 to 19 years
- 20.9% aged 20 to 24 years
- 7.0% Indigenous students
- 9.5% students with a disability
- 18.7% of students from non-English speaking backgrounds
- 26.2% apprentices and trainees undertaking off-the-job training.

Table 7

Students by major program

In the January to June 2017 period:
- 88.2% of government-funded students were studying Australian Qualifications Framework (AQF) programs
- 80.0% were enrolled in a national training package program
- 44.3% were studying certificate III qualifications
- 14.9% were studying certificate IV qualifications
- 4.8% were studying nationally or locally recognised skill sets
- Engineering and related technologies was the most popular field of education, with 17.6% of government-funded students, followed by management and commerce, with 13.4%.

Table 10

Subjects

In the January to June 2017 period there were 6.5 million government-funded subject enrolments.
- This represents a 7.7% decline compared with the first six months of 2016.
- Subject enrolments increased by 32.1% from the January to March 2017 period.

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Australian vocational education and training statistics

Tables

Table 1   Provider type profile by state or territory, January–June 2017

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	11	12	7	1	5	1	2	1	40
Other government providers	1	4	3	-	2	-	-	-	10
Community education providers	34	245	20	7	8	-	-	-	314
Other registered providers	398	315	560	153	195	104	88	65	1 451
Total providers reporting	**412**	**576**	**590**	**161**	**210**	**105**	**90**	**66**	**1 760**

A dash (-) represents a true zero figure, with no data reported in this category.
Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 2   Provider type profile, January–June 2015 to 2017

	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017
TAFE institutes	53	40	40
Other government providers	14	13	10
Community education providers	362	349	314
Other registered providers	1 450	1 439	1 451
Total providers reporting	**1 827**	**1 787**	**1 760**

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 3   Provider type profile, January–March and January–June 2017

	Jan–Mar 2017	Jan–Jun 2017
TAFE institutes	40	40
Other government providers	10	10
Community education providers	225	314
Other registered providers	1 348	1 451
Total providers reporting	**1 573**	**1 760**

Table 4   Government-funded students by training provider type and state or territory, January–June 2017 ('000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes and other government providers	201.1	107.6	43.9	27.9	51.2	10.3	9.6	8.5	460.1
Community education providers	10.4	25.8	3.0	0.5	0.5	-	-	-	40.3
Other registered providers	52.7	97.1	91.6	12.1	23.0	8.9	6.2	3.8	295.4
Students attending more than one provider type	-	-	6.6	2.2	0.3	-	-	-	9.0
Total students	**264.2**	**230.5**	**145.0**	**42.8**	**75.0**	**19.2**	**15.8**	**12.3**	**804.7**

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

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 5   Government-funded students by training provider type, January–June 2015 to 2017 ('000)

	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2016 to Jan–Jun 2017 per cent change
TAFE institutes and other government providers	428.7	490.1	460.1	-6.1
Community education providers	46.4	44.8	40.3	-10.1
Other registered providers	339.3	308.8	295.4	-4.4
Students attending more than one provider type	6.0	6.0	9.0	51.5
Total students	**820.5**	**849.7**	**804.7**	**-5.3**

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 6   Government-funded students by training provider type, January–March and January–June 2017 ('000)

	Jan–Mar 2017	Jan–Jun 2017	Jan–Mar to Jan–Jun 2017 per cent change
TAFE institutes and other government providers	399.0	460.1	15.3
Community education providers	26.1	40.3	53.9
Other registered providers	215.3	295.4	37.2
Students attending more than one provider type	4.3	9.0	110.9
Total students	**644.8**	**804.7**	**24.8**

Table 7   Government-funded student characteristics by state or territory, January–June 2017 ('000)

Student characteristic	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Sex									
Males	128.9	119.2	80.5	21.6	41.0	9.9	8.3	6.2	415.6
Females	135.1	110.8	63.7	21.1	34.0	9.3	7.4	6.0	387.4
Not known	0.1	0.5	0.8	0.0	0.0	0.0	0.0	0.2	1.7
Age									
14 years and under	0.3	0.0	0.1	0.0	0.1	0.0	0.3	0.0	0.9
15–19 years	63.2	40.0	49.8	9.4	22.5	3.3	2.9	2.3	193.4
20–24 years	52.9	52.8	28.5	8.7	14.6	4.5	2.6	3.3	167.9
25–44 years	97.3	89.2	47.0	16.1	27.1	7.4	7.1	5.0	296.1
45–64 years	46.3	43.8	19.1	7.7	10.1	3.8	2.8	1.7	135.3
65 years and over	4.2	4.7	0.5	0.7	0.5	0.2	0.1	0.1	11.0
Not known	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.1
Indigenous status									
Indigenous	24.7	4.4	10.5	2.2	7.0	1.0	5.7	0.5	56.0
Non-Indigenous	235.7	224.7	124.9	39.8	60.5	17.9	9.8	11.1	724.5
Not known	3.7	1.4	9.7	0.7	7.5	0.2	0.3	0.7	24.2
Disability (including impairment or long-term condition)									
With a disability	31.6	24.4	9.1	2.8	4.8	1.9	0.9	1.4	76.8
Without a disability	228.2	203.7	105.4	39.9	61.8	16.4	14.1	10.9	680.4
Not known	4.4	2.5	30.6	-	8.3	0.9	0.8	0.1	47.6
Language (main language spoken at home)									
Non-English	43.6	67.4	11.2	7.7	12.5	1.2	4.5	2.2	150.3
English	199.6	161.2	120.2	33.6	52.7	17.0	10.5	9.0	603.9
Not known	21.0	2.0	13.7	1.4	9.7	0.9	0.7	1.2	50.5
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	64.1	52.2	47.7	7.9	23.5	7.5	3.1	4.6	210.7
Not apprentices and trainees	200.1	178.4	97.3	34.9	51.4	11.6	12.7	7.7	594.0
Total students	**264.2**	**230.5**	**145.0**	**42.8**	**75.0**	**19.2**	**15.8**	**12.3**	**804.7**

A dash (-) represents a true zero figure, with no data reported in this category.
Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 8   Government-funded student characteristics, January–June 2015 to 2017 ('000)

Student characteristic	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2016 to Jan–Jun 2017 per cent change
Sex				
Males	436.5	445.8	415.6	-6.8
Females	382.5	402.2	387.4	-3.7
Not known	1.5	1.7	1.7	-2.5
Age				
14 years and under	1.2	1.4	0.9	-37.5
15–19 years	203.6	200.3	193.4	-3.5
20–24 years	169.5	172.4	167.9	-2.6
25–44 years	293.2	314.1	296.1	-5.7
45–64 years	139.3	148.7	135.3	-9.0
65 years and over	12.8	12.5	11.0	-12.1
Not known	0.7	0.3	0.1	-68.6
Indigenous status				
Indigenous	47.8	53.5	56.0	4.7
Non-Indigenous	745.2	767.5	724.5	-5.6
Not known	27.4	28.7	24.2	-15.7
Disability (including impairment or long-term condition)				
With a disability	73.6	78.1	76.8	-1.7
Without a disability	696.7	721.4	680.4	-5.7
Not known	50.2	50.1	47.6	-5.1
Language (main language spoken at home)				
Non-English	153.8	158.1	150.3	-4.9
English	613.9	631.1	603.9	-4.3
Not known	52.8	60.5	50.5	-16.6
Apprentice/trainee status				
Apprentices and trainees undertaking off-the-job training	203.2	206.8	210.7	1.9
Not apprentices and trainees	617.2	642.9	594.0	-7.6
Total students	**820.5**	**849.7**	**804.7**	**-5.3**

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 9   Government-funded student characteristics, January–March and January–June 2017 ('000)

Student characteristic	Jan–Mar 2017	Jan–Jun 2017	Jan−Mar 2017 to Jan−Jun 2017 per cent change
Sex			
Males	328.4	415.6	26.6
Females	315.2	387.4	22.9
Not known	1.2	1.7	36.0
Age			
14 years and under	0.4	0.9	94.3
15–19 years	151.8	193.4	27.4
20–24 years	141.1	167.9	19.1
25–44 years	238.0	296.1	24.5
45–64 years	105.6	135.3	28.2
65 years and over	7.9	11.0	39.4
Not known	0.1	0.1	2.5
Indigenous status			
Indigenous	41.9	56.0	33.7
Non-Indigenous	584.0	724.5	24.1
Not known	18.9	24.2	28.1
Disability (including impairment or long-term condition)			
With a disability	61.3	76.8	25.2
Without a disability	542.6	680.4	25.4
Not known	40.9	47.6	16.4
Language (main language spoken at home)			
Non-English	118.1	150.3	27.3
English	487.1	603.9	24.0
Not known	39.5	50.5	27.7
Apprentice/trainee status			
Apprentices and trainees undertaking off-the-job training	169.1	210.7	24.6
Not apprentices and trainees	475.7	594.0	24.9
Total students	**644.8**	**804.7**	**24.8**

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 10 Government-funded students by major programs and state or territory, January–June 2017 ('000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
AQF level									
Diploma or higher	23.3	47.1	15.0	5.7	9.2	1.5	1.1	2.6	105.6
Graduate diploma	-	0.0	0.0	0.1	-	-	0.0	-	0.1
Graduate certificate	-	0.0	0.0	-	-	0.0	-	-	0.1
Bachelor degree (Honours & Pass)	-	0.3	-	-	-	-	-	0.0	0.3
Advanced diploma	1.3	6.4	0.4	0.6	0.7	0.0	0.1	0.3	9.9
Associate degree	-	-	0.0	-	0.0	-	-	-	0.0
Diploma	22.0	40.4	14.6	5.0	8.5	1.4	1.0	2.3	95.3
Certificate IV	38.5	43.2	15.1	4.6	11.5	2.6	2.4	2.4	120.3
Certificate III	114.4	85.4	86.7	16.3	32.5	9.3	5.4	6.4	356.4
Certificate II	22.1	21.0	23.1	7.1	14.6	2.0	2.4	0.5	92.8
Certificate I	7.1	12.8	4.0	2.8	5.9	0.8	1.5	0.0	34.9
AQF sub-total	*205.4*	*209.6*	*143.8*	*36.6*	*73.7*	*16.2*	*12.8*	*11.9*	*710.0*
Non-AQF level									
Other recognised programs	40.3	7.2	0.8	1.4	1.3	0.9	0.2	0.2	52.3
Non-award programs	4.4	0.7	0.1	-	-	0.0	-	0.2	5.4
Subject only – no program	14.0	13.0	0.3	4.8	-	2.1	2.8	-	37.0
Non-AQF sub-total	*58.8*	*20.9*	*1.2*	*6.2*	*1.3*	*3.0*	*3.0*	*0.4*	*94.7*
Field of education									
Natural and physical sciences	1.2	1.5	0.9	0.3	0.5	0.1	0.0	0.1	4.6
Information technology	5.9	3.1	1.5	1.1	1.4	0.4	0.2	0.6	14.1
Engineering and related technologies	34.5	38.8	37.6	6.6	17.5	2.5	2.6	1.9	141.9
Architecture and building	23.5	29.0	15.3	3.9	5.9	1.5	0.7	1.3	81.1
Agriculture, environmental and related studies	7.9	7.4	6.3	1.9	3.0	0.8	1.0	0.3	28.6
Health	11.7	13.3	6.0	2.2	4.5	0.6	0.5	0.6	39.5
Education	8.5	19.5	11.8	1.9	5.4	0.8	0.9	0.9	49.8
Management and commerce	42.7	20.7	21.6	4.1	10.2	3.9	2.6	2.3	108.0
Society and culture	33.6	28.7	20.7	5.0	8.5	2.7	2.4	2.3	104.0
Creative arts	4.5	6.3	0.9	0.9	3.3	0.4	0.3	0.3	16.9
Food, hospitality and personal services	17.4	18.5	16.0	3.2	5.8	1.5	0.7	1.1	64.4
Mixed field programs	22.2	30.7	5.5	5.9	9.0	1.2	0.9	0.5	76.0
No field of education	50.5	13.0	0.9	5.7	-	2.7	2.8	0.2	75.9
Type of accreditation									
National training package qualifications	192.2	179.5	140.7	31.5	61.3	15.3	11.9	11.7	644.1
Nationally accredited courses	16.0	32.7	3.3	5.5	13.6	1.1	1.1	0.3	73.5
Higher level qualifications	-	0.3	0.0	-	0.0	-	-	0.0	0.3
Other programs	5.4	5.1	0.1	-	0.1	0.0	-	0.2	10.9
Skill sets – nationally and locally recognised	36.5	0.0	0.6	0.9	-	0.6	0.0	0.2	38.9
Subject only – no accreditation	14.0	13.0	0.3	4.8	-	2.1	2.8	-	37.0
Total students	**264.2**	**230.5**	**145.0**	**42.8**	**75.0**	**19.2**	**15.8**	**12.3**	**804.7**

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

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

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Table 11   Government-funded students by major programs, January–June, 2015 to 2017 ('000)

	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2016 to Jan–Jun 2017 per cent change
AQF level				
Diploma or higher	106.0	114.4	105.6	-7.7
Graduate diploma	0.1	0.1	0.1	-8.0
Graduate certificate	0.1	0.1	0.1	-35.9
Bachelor degree (Honours & Pass)	0.5	0.2	0.3	14.2
Advanced diploma	12.6	11.3	9.9	-12.4
Associate degree	0.1	0.0	0.0	-60.0
Diploma	92.6	102.7	95.3	-7.2
Certificate IV	146.5	128.8	120.3	-6.6
Certificate III	367.8	354.1	356.4	0.6
Certificate II	101.6	100.0	92.8	-7.2
Certificate I	40.1	38.3	34.9	-8.8
AQF sub-total	*762.1*	*735.5*	*710.0*	*-3.5*
Non-AQF level				
Other recognised programs	19.6	66.7	52.3	-21.6
Non-award programs	7.6	10.3	5.4	-47.6
Subject only – no program	31.2	37.1	37.0	-0.2
Non-AQF sub-total	*58.4*	*114.1*	*94.7*	*-17.0*
Field of education				
Natural and physical sciences	6.5	5.1	4.6	-10.4
Information technology	17.1	14.3	14.1	-1.3
Engineering and related technologies	164.7	152.7	141.9	-7.1
Architecture and building	75.5	80.2	81.1	1.1
Agriculture, environmental and related studies	29.0	28.9	28.6	-1.0
Health	40.7	42.6	39.5	-7.3
Education	42.8	50.7	49.8	-1.8
Management and commerce	123.7	115.1	108.0	-6.2
Society and culture	113.3	105.6	104.0	-1.6
Creative arts	17.7	17.0	16.9	-0.4
Food, hospitality and personal services	68.8	64.7	64.4	-0.5
Mixed field programs	84.0	84.5	76.0	-10.0
No field of education	36.5	88.3	75.9	-14.0
Type of accreditation				
National training package programs	686.1	663.5	644.1	-2.9
Nationally accredited programs	82.6	80.7	73.5	-8.9
Higher level programs	0.5	0.3	0.3	4.3
Other programs	14.9	17.0	10.9	-35.9
Skill set – nationally and locally recognised	5.2	51.1	38.9	-23.9
Subject only – no accreditation	31.2	37.1	37.0	-0.2
Total students	**820.5**	**849.7**	**804.7**	**-5.3**

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 12   Government-funded students by major programs, January–March and January–June 2017 ('000)

	Jan–Mar 2017	Jan–Jun 2017	Jan–Mar to Jan–Jun 2017 per cent change
AQF level			
Diploma or higher	100.3	105.6	5.3
Graduate diploma	0.1	0.1	17.9
Graduate certificate	0.0	0.1	13.6
Bachelor degree (Honours & Pass)	0.3	0.3	-4.7
Advanced diploma	9.1	9.9	8.6
Associate degree	0.0	0.0	-20.0
Diploma	90.7	95.3	5.0
Certificate IV	101.5	120.3	18.5
Certificate III	287.5	356.4	23.9
Certificate II	69.9	92.8	32.8
Certificate I	25.7	34.9	35.8
AQF sub-total	*585.0*	*710.0*	*21.4*
Non-AQF level			
Other recognised programs	38.7	52.3	35.1
Non-award programs	2.2	5.4	147.1
Subject only – no program	18.9	37.0	96.0
Non-AQF sub-total	*59.8*	*94.7*	*58.4*
Field of education			
Natural and physical sciences	3.6	4.6	27.3
Information technology	12.7	14.1	11.3
Engineering and related technologies	114.4	141.9	24.0
Architecture and building	68.8	81.1	17.9
Agriculture, environmental and related studies	22.0	28.6	29.9
Health	34.8	39.5	13.4
Education	43.0	49.8	15.7
Management and commerce	90.7	108.0	19.1
Society and culture	84.5	104.0	23.1
Creative arts	15.0	16.9	12.8
Food, hospitality and personal services	51.6	64.4	24.7
Mixed field programs	57.2	76.0	32.8
No field of education	46.4	75.9	63.7
Type of accreditation			
National training package programs	532.6	644.1	20.9
Nationally accredited programs	58.2	73.5	26.3
Higher level programs	0.3	0.3	-4.9
Other programs	7.3	10.9	50.3
Skill set – nationally and locally recognised	27.5	38.9	41.5
Subject only – no accreditation	18.9	37.0	96.0
Total students	**644.8**	**804.7**	**24.8**

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 13   Summaries of government-funded students and subjects, January–June, 2015 to 2017 ('000)

	Jan–Jun 2015	Jan–Jun 2016	Jan–Jun 2017	Jan–Jun 2016 to Jan–Jun 2017 per cent change
Students				
Australia	820.5	849.7	804.7	-5.3
New South Wales	193.8	270.1	264.2	-2.2
Victoria	281.6	243.3	230.5	-5.2
Queensland	147.9	151.8	145.0	-4.4
South Australia	62.1	53.2	42.8	-19.6
Western Australia	84.5	84.1	75.0	-10.8
Tasmania	22.7	20.0	19.2	-4.3
Northern Territory	14.0	15.3	15.8	3.0
Australian Capital Territory	13.9	11.9	12.3	3.6
Subjects				
Australia	7 101.4	6 997.1	6 459.5	-7.7
New South Wales	1 832.5	2 344.5	2 269.5	-3.2
Victoria	2 550.7	2 052.0	1 847.7	-10.0
Queensland	1 366.8	1 346.9	1 243.9	-7.6
South Australia	355.9	307.3	240.3	-21.8
Western Australia	652.1	631.2	555.0	-12.1
Tasmania	160.9	144.6	119.9	-17.1
Northern Territory	85.3	89.6	98.7	10.1
Australian Capital Territory	97.3	81.1	84.6	4.4

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

Table 14   Summaries of government-funded students and subjects, January–March and January–June 2017 ('000)

	Jan–Mar 2017	Jan–Jun 2017	Jan–Mar to Jan–Jun 2017 per cent change
Students			
Australia	644.8	804.7	24.8
New South Wales	225.2	264.2	17.3
Victoria	179.8	230.5	28.2
Queensland	117.9	145.0	23.0
South Australia	30.6	42.8	39.9
Western Australia	55.2	75.0	35.7
Tasmania	13.7	19.2	39.8
Northern Territory	11.4	15.8	37.8
Australian Capital Territory	10.9	12.3	13.1
Subjects			
Australia	4 888.5	6 459.5	32.1
New South Wales	1 999.0	2 269.5	13.5
Victoria	1 213.2	1 847.7	52.3
Queensland	954.0	1 243.9	30.4
South Australia	149.1	240.3	61.2
Western Australia	379.0	555.0	46.4
Tasmania	68.0	119.9	76.4
Northern Territory	60.7	98.7	62.5
Australian Capital Territory	65.4	84.6	29.4

Refer to the explanatory notes on pages 18–21 for notes relevant to this table.

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 supporting document available from the publication page at <https://www.ncver.edu.au/data/collection/students-and-courses-collection/government-funded-students-and-courses>.

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 are not-for-profit, community-based organisations with a primary focus on adult education. Community-based adult education delivers programs relating to leisure, personal and community development, employment skills, preparation for VET and nationally recognised programs of study.

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.

Locally recognised training includes local courses and skill sets developed by training organisations, industry, enterprise, community education or professional bodies to meet an identified training need.

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

Non-award programs are training programs that do not lead to a formal certification (for example AQF qualification) which denotes that the student has achieved learning outcomes or competencies stipulated in the course rules. Non-award programs are often developed where a training need cannot be met through the delivery of available nationally recognised programs and/or subjects.

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 institutes, that deliver VET (for example, agricultural colleges and higher education institutes).

Other recognised programs may include junior secondary education (Year 10), senior secondary education (Years 11 and 12), statements of attainment, bridging and enabling courses, and other education not elsewhere classified.

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.

Skill sets are groupings of units of competency which are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement. They may be either a nationally recognised skill set, which are endorsed in a national training package, or a locally recognised skill set.

State or territory is the state or territory that administered the funding of the training activity.

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

Students attending more than one training provider type is used when a student attends more than one training provider type (for example, TAFE and other government providers, community education providers and other registered providers).

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.training.gov.au>.

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

Explanatory notes

Scope

1   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 and Statistical Standard (AVETMISS). In 2014, release 7.0 came into effect. For further information go to <http://www.ncver.edu.au/avetmiss/21055.html>.

The data are sourced from the administrative records held by the state training authorities and other relevant bodies. The tables provide information on VET delivery that covers the government-funded component of VET delivered by:

* TAFE institutes and other government VET providers
* universities
* community education providers
* other registered providers.

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

* recreation, leisure and personal enrichment
* fee-for-service VET
* delivery undertaken at overseas campuses of Australian VET institutions
* credit transfer
* VET delivered in schools, where the training activity was undertaken as part of a senior secondary certificate
* any activity where revenue was earned from another registered training organisation in terms of subcontracting, auspicing, partnership or similar arrangements.

2   In interpreting data within this publication, it should be noted that funding for government-funded training activity is set by jurisdictional policy. The extent of funding (full or any level of part subsidy) for training programs, skill sets or subjects is not nationally consistent across jurisdictions and may vary from time to time as funding for training priorities are amended by jurisdictions.

Student counts and participation

3   VET by nature is diverse, spanning a wide range of learning engagements from full time programs across multiple years, short 'skill set' programs, to single subject enrolments. Student participation can also be wide ranging, with some students receiving training from multiple training organisations within the same year.

If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once, so government-funded student counts may be inflated. No de-duplication has been applied to student numbers by NCVER in *Government-funded students and courses*. The possibility for the same student to enrol in more than one government-funded program is subject of local jurisdictional policy.

Reporting derivations

4   *Government-funded students and courses* reports training activity according to the state or territory that administered the funding of that training. A number of scope derivations are applied to the data submitted to NCVER by the state training authorities to accommodate this reporting scope.

One of the other major derivations is reporting type. A classification table developed by NCVER — in consultation with the state training authorities — determines how government-funded training providers are reported. Using this classification, training delivered by a TAFE provider in its own jurisdiction is reported as being delivered by a TAFE provider. However, if the TAFE provider successfully contests funding contracts in other jurisdictions, then any training delivery is reported as being delivered by an 'other registered provider' in that jurisdiction.

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

Changes to reporting scope derivations

Scope change

5   From 2016, beginning with the *Government-funded students and courses — January to March 2016* publication, all fee-for-service activity from TAFE and other government providers has been excluded from the scope of government-funded activity. The revised reporting scope has been applied to the January to June 2015 data.

6   No fee-for-service activity is reported in *Government-funded students and courses — January to June 2017*, but will be reported in *Total VET students and courses 2017* to be released in 2018.

Data quality and comparability issues

National reporting

7   Nationally and locally recognised skill sets were introduced in AVETMISS release 7.0 from 2014. Because skill sets can be comprised of subjects from different levels, they are not reported at an AQF level. Instead, they are reported as non-AQF.

8   Some fields of education are reported as blank because they are associated with 'Subject only enrolments — no program', 'Skill sets — no program' or are 'Missing data'.

New South Wales

9   NSW Workplace Training did not submit training activity data for the first three quarters of 2015 and 2016 or the first two quarters of 2017. However, they did submit data for the January to December 2016 period and are expected to submit data for January to December 2017 period.

10 The NSW Education Standards Authority (NESA) (formerly the Board of Studies, Teaching and Educational Standards NSW) submitted data to the National VET Provider Collection for the first time in the January to December 2015 collection. These data are VET in Schools activity that falls outside the scope of the National VET in Schools Collection (that is, does not contribute towards a student's senior secondary school certificate). They have not submitted data in any quarterly reporting periods. Please note that this will affect any comparisons of quarterly data with annual (January to December) data.

11 From the January to December 2015 reporting period, TAFE NSW ceased reporting higher education activity to the National VET Provider Collection. This activity is now reported to the Higher Education Statistics Collection in the Department of Education and Training. In *Government-funded students and courses — January to September 2015*, NSW reported 1031 students undertaking bachelor degrees to the National VET Provider Collection. The majority of this activity (1013 students) was fee-for-service activity delivered by TAFE NSW. As a result of the change of reporting scope (which has been backdated to previous reporting periods), most of these qualifications are no longer reported for the January to September 2015 period.

South Australia

12 From 2017, South Australia submitted one consolidated submission, in place of the four previous submissions (TAFE, SA ACE, SA Private Providers, SA VISA). Due to the way that NCVER counts students (which is based on a distinct count of training authority identifier, client identifier and collection year), together with the South Australian Department of State Development's efforts to remove duplicate students, the consolidated submission has contributed to a decline in student numbers in that state.

13 SA VISA (VET in Schools assessed by TAFE institutes) did not submit training activity data for the first three quarters of 2015 or 2016. However, they did submit data for the January to December 2015 and 2016 collections. Data from SA VISA are now incorporated into the consolidated submission.

Training packages

14 The coverage of training packages is constantly changing as new training packages are developed and existing training packages are reviewed, to meet emerging requirements across industries.

15 For students enrolled in more than one qualification, the parent training packages are allocated by their highest (major) qualification level.

Qualifications

16 For consistency of reporting, senior secondary education is excluded from AQF qualifications. It has been included as part of 'Other recognised courses' in the non-AQF qualifications grouping. Other recognised courses also includes foundation, bridging and enabling courses, plus other courses that do not lead to a qualification under the AQF.

Training provider profile

17 Data for the training provider profile is extracted by the training organisation identifier used in data submission. This represents the number of training providers reporting in the National VET Provider Collection where the data was within publication scope. Training providers submit via state training authorities as part of their funding agreement. Consequently, some training providers may be reported in more than one state/territory. In New South Wales some training providers may be reported both as a 'Community education provider' and 'Other registered provider'. However, they are only reported once in the training provider profile.

18 'Distinct number of training providers' is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore, they are counted in each state/territory figures, but only counted once in the total.

Field of education

19 Government-funded students undertaking 'Skill sets — nationally and locally recognised' and 'Subject only — no accreditation' enrolments are not reported with a major program field of education.

'Not known' information

20 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.

There were high levels of 'Not known' data for some student characteristics in some jurisdictions. The extent of these 'Not known' data is illustrated in the table below.

Proportion of students (%) with 'Not known' data

State/territory	Indigenous status		Disability status		Main language spoken at home	
	Jan – Jun 2016	Jan – Jun 2017	Jan – Jun 2016	Jan – Jun 2017	Jan – Jun 2016	Jan – Jun 2017
New South Wales	1.0	1.4	1.3	1.7	9.0	7.9
Victoria	1.1	0.6	1.3	1.1	1.1	0.9
Queensland	8.6	6.7	21.4	21.1	11.5	9.4
South Australia	1.8	1.7	0.0	0.0	3.2	3.2
Western Australia	9.8	10.0	11.7	11.1	14.4	12.9
Tasmania	1.4	1.2	2.3	4.9	2.3	4.9
Northern Territory	0.7	1.7	3.5	5.1	4.5	4.4
Australian Capital Territory	5.6	5.6	0.5	0.8	9.5	9.4
Australia	**3.4**	**3.0**	**5.9**	**5.9**	**7.1**	**6.3**

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