

Australian vocational education and training statistics

Government-funded students and courses

January to March 2020



National Centre for Vocational Education Research

Highlights

In the first three months to 31 March 2020, 674 500 students were enrolled in government-funded vocational education and training (VET). They included:

- 658 700 students enrolled in nationally recognised training
- 33 200 students enrolled in non-nationally recognised training.

Government-funded program enrolments comprised:

- 93.1% in nationally recognised programs
- 3.6% in locally developed programs
- 3.3% in non-nationally recognised programs.

90.2% of program enrolments were in qualifications:

- 81.9% of program enrolments were in training package qualifications
- 8.3% were in accredited qualifications
- 48.8% of qualifications were at certificate III level
- 18.6% of qualifications were at certificate IV level.

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Introduction

This publication provides a summary of data on domestic government-funded vocational education and training (VET) activity delivered in Australia. It contains information on students, programs, subjects and training providers.

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

Data are sourced from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

About this publication

This publication covers Commonwealth and state/territory government-funded training (Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding). No fee-for-service activity is included.

Data for the *Government-funded students and courses* series are received by NCVER in four cumulative 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.

This allows additional data to be reported and corrections made to previously submitted data.

The data in this publication cover the period of 1 January to 31 March 2020. For comparative purposes it also examines these data against previously submitted data for 1 January to 31 March 2016 to 2019.

More information

Caution must be used for quarter to quarter comparisons as several jurisdictions have experienced implementation and system issues in different quarterly submissions. Furthermore, some training authorities do not report data for the first three quarters, which affects the comparison of quarterly data with annual data. Refer to the *Data quality and comparability issues* section in the explanatory notes (pages 20 to 22) for details of the issues affecting this publication.

Data in this publication may be revised for a variety of reasons. For the latest and additional data on government-funded training activity, please visit the National Centre for Vocational Education Research (NCVER) Portal <<https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection>>.

Summary

Students

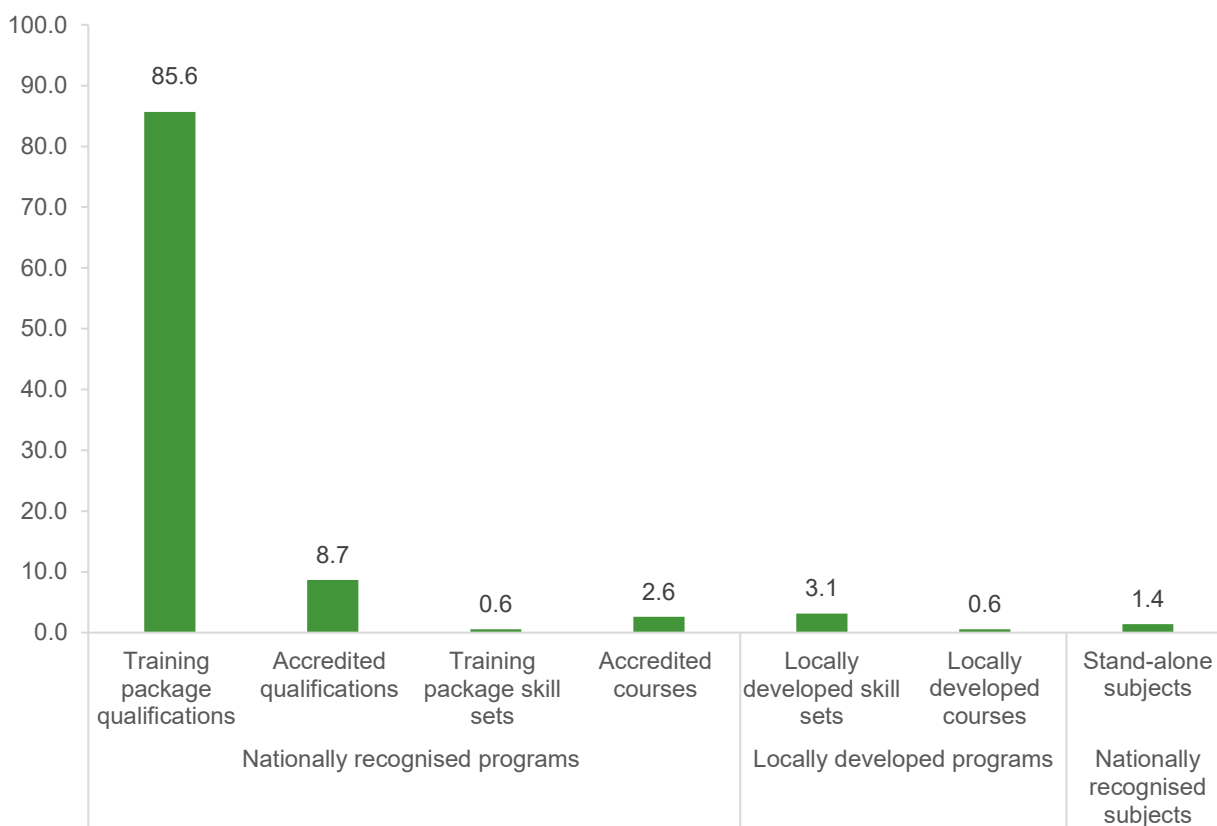
In the first three months to 31 March 2020, 674 500 students were enrolled in government-funded VET.

Some students enrolled in one or more programs, others in stand-alone subjects, and some in a combination of both.

In the first three months to 31 March 2020, 658 700 government-funded students were enrolled in nationally recognised VET, consisting of:

- training package qualifications (564 200 students or 85.6%)
- accredited qualifications (57 100 students or 8.7%)
- training package skill sets (3 700 students or 0.6%)
- accredited courses (17 100 students or 2.6%)
- locally developed skill sets and courses (24 300 students or 3.7%) comprised of at least one nationally recognised subject
- stand-alone nationally recognised subjects (9 400 students or 1.4%).

Figure 1 Government-funded students enrolled in nationally recognised training, January to March 2020 (%)



Note: The sum of students will not add to 100% as a student may have enrolled in multiple programs and/or subjects in the reporting period.

In the first three months to 31 March 2020, 33 200 government-funded students were enrolled in non-nationally recognised VET, consisting of:

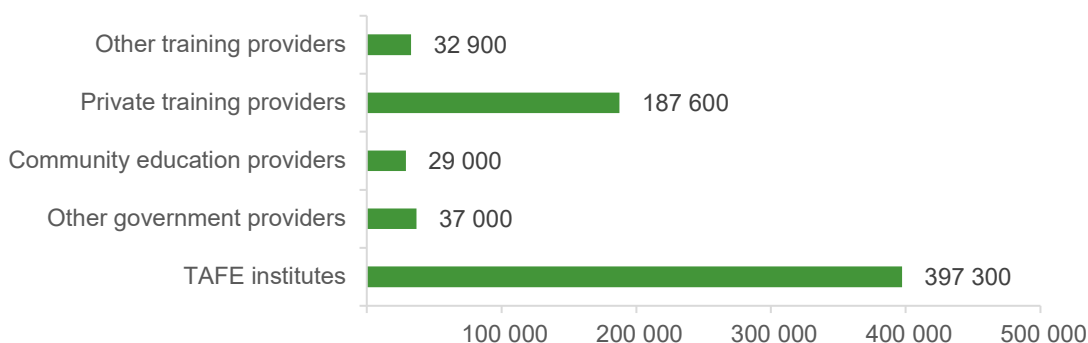
- non-nationally recognised programs (23 100 students)
- non-nationally recognised stand-alone subjects (10 100 students).

Students by training providers

In the first three months to 31 March 2020, 1 380 training providers delivered government-funded VET. There were:

- 397 300 (58.9%) government-funded students at TAFE institutes
- 187 600 (27.8%) government-funded students at private training providers.

Figure 2 Government-funded students by provider reporting type, January to March 2020



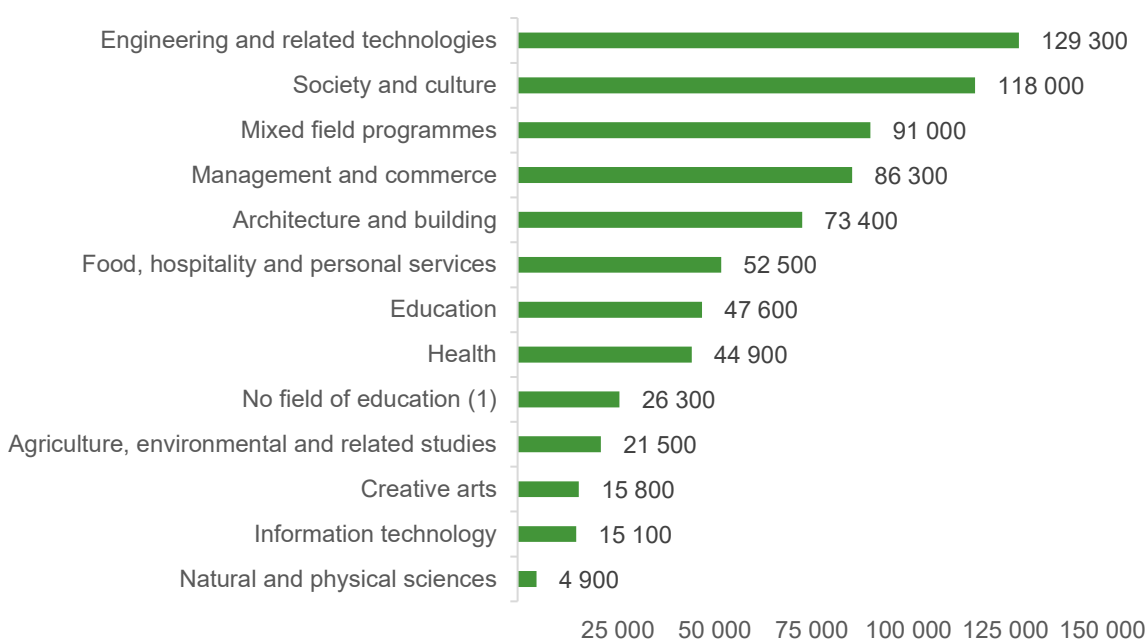
Note: The sum of students does not add to the total (674 500) as some students have enrolled in more than one training provider type in the reporting period.

Program enrolments

In the first three months to 31 March 2020, there were 726 400 government-funded program enrolments.

- 90.2% were in qualifications, including training package qualifications (81.9%) and accredited qualifications (8.3%)
- 2.9% were in training package skill sets and accredited courses
- 3.6% were in locally developed programs comprised of at least one nationally recognised subject
- 3.3% were in non-nationally recognised programs
- Engineering and related technologies was the most popular field of education, with 17.8% of government-funded program enrolments, followed by society and culture with 16.2%
- The most qualification enrolments were in certificate III level qualifications (48.8%), followed by certificate IV (18.6%).

Figure 3 Government-funded program enrolments by field of education, January to March 2020



Note: (1) Training package skill sets and locally developed skill sets are not assigned a field of education.

Tables

Table 1 Summary of government-funded training by state/territory, January to March 2016–20 ('000)

	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2019 to Jan-Mar 2020 % change
Students						
Australia	620.0	631.9	608.4	657.3	674.5	2.6
New South Wales	195.8	218.1	234.3	247.1	237.1	-4.1
Victoria	179.8	175.4	164.0	174.0	178.1	2.4
Queensland	111.3	117.8	117.9	122.8	138.9	13.0
South Australia	37.4	30.6	15.5	38.3	39.2	2.5
Western Australia	59.7	54.5	41.9	46.4	53.0	14.2
Tasmania	15.2	13.3	13.6	13.7	14.2	3.2
Northern Territory	11.0	11.2	9.7	7.9	7.2	-8.7
Australian Capital Territory	9.9	10.8	11.7	7.1	7.0	-1.8
Program enrolments						
Australia	676.8	689.2	648.1	693.6	726.4	4.7
New South Wales	215.8	242.8	253.1	265.3	263.8	-0.6
Victoria	195.7	191.6	171.5	183.4	186.6	1.7
Queensland	117.7	123.8	124.3	130.0	146.5	12.7
South Australia	37.7	29.2	13.7	36.6	38.8	5.7
Western Australia	72.3	66.2	50.2	50.1	63.0	25.8
Tasmania	15.6	13.0	13.6	13.7	14.0	1.7
Northern Territory	10.8	10.6	8.9	7.1	6.5	-8.6
Australian Capital Territory	11.2	12.1	12.8	7.3	7.3	-0.3
Subject enrolments						
Australia	4 760.0	4 888.5	4 533.1	4 674.9	4 603.0	-1.5
New South Wales	1 808.1	1 999.0	2 032.8	2 043.8	1 873.5	-8.3
Victoria	1 277.0	1 213.2	1 092.9	1 106.8	1 111.0	0.4
Queensland	852.9	954.0	910.8	961.0	998.3	3.9
South Australia	181.5	149.1	57.0	160.9	168.8	4.9
Western Australia	423.2	379.0	252.7	260.0	312.6	20.2
Tasmania	104.0	68.0	70.4	71.7	71.8	0.1
Northern Territory	54.1	60.7	50.2	38.5	36.2	-5.9
Australian Capital Territory	59.2	65.4	66.4	32.3	30.8	-4.7

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Table 2 Government-funded students by type of training and state/territory, January to March 2020 ('000)

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Nationally recognised programs¹	217.7	165.3	135.6	37.0	50.8	13.0	5.9	6.8	632.0
Training package qualifications	191.5	143.7	128.5	33.5	42.5	12.4	5.6	6.6	564.2
Accredited qualifications	20.9	20.4	4.2	2.6	8.2	0.4	0.2	0.2	57.1
Training package skill sets	1.9	-	1.2	0.0	0.2	0.2	0.0	0.1	3.7
Accredited courses	5.7	3.5	2.5	1.0	4.2	0.0	0.0	-	17.1
Locally developed programs	16.7	2.9	2.2	0.2	1.9	0.1	0.1	0.1	24.2
Locally developed skill sets	16.1	0.0	2.2	0.2	1.7	0.1	0.1	0.1	20.6
Locally developed courses	0.6	2.9	-	-	0.2	-	-	-	3.7
Stand-alone nationally recognised subjects	3.4	2.1	0.3	1.1	0.3	1.0	1.2	-	9.4
Nationally recognised training total	233.8	168.7	137.8	38.1	52.4	14.0	6.9	6.9	658.7
Non-nationally recognised training total²	14.4	11.1	1.1	1.3	4.5	0.6	0.3	0.1	33.2
Programs	13.6	3.0	1.1	0.1	4.5	0.6	0.3	0.1	23.1
Higher education qualifications	-	-	-	-	-	-	-	-	-
Stand-alone subjects	0.8	8.1	0.0	1.2	-	-	-	-	10.1
Total	237.1	178.1	138.9	39.2	53.0	14.2	7.2	7.0	674.5

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

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.
2. Non-nationally recognised training is either programs comprised entirely of non-nationally recognised subjects or non-nationally recognised stand-alone subjects, or subjects submitted by non-registered providers.

Note: The sum of students does not add to the total (674 500) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

Table 3 Government-funded students by type of training, January to March 2016–20 ('000)

Students	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2019 to Jan-Mar 2020 % change
Nationally recognised¹ programs	565.2	582.9	563.1	604.8	632.0	4.5
Training package qualifications	502.9	524.9	506.7	543.7	564.2	3.8
Accredited qualifications	55.3	52.0	49.5	53.3	57.1	7.1
Training package skill sets	6.1	5.3	2.8	3.5	3.7	4.2
Accredited courses	13.7	11.0	12.8	10.7	17.1	58.9
Locally developed programs	31.2	33.1	23.1	23.1	24.2	4.7
Locally developed skill sets	27.8	29.1	22.5	20.2	20.6	1.8
Locally developed courses	3.4	3.9	0.7	2.9	3.7	26.5
Stand-alone nationally recognised subjects	14.5	13.7	15.0	19.1	9.4	-50.9
Nationally recognised training total	599.1	617.7	593.5	638.9	658.7	3.1
Non-nationally recognised training² total	30.7	26.6	27.1	32.8	33.2	1.1
Programs	21.0	16.5	17.2	21.2	23.1	9.3
Higher education qualifications	0.3	0.3	-	-	-	-
Stand-alone subjects	9.6	9.9	9.9	11.7	10.1	-13.5
Total	620.0	631.9	608.4	657.3	674.5	2.6

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

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.
2. Non-nationally recognised training is either programs comprised entirely of non-nationally recognised subjects or non-nationally recognised stand-alone subjects, or subjects submitted by non-registered providers.

Note: The sum of students does not add to the total (674 500) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

Table 4 Provider reporting type by state/territory, January to March 2020

Training providers	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	1	12	1	1	5	1	2	1	24
Other government providers	1	4	3	-	2	-	-	-	10
Community education providers	33	168	16	26	6	-	-	-	249
Private training providers	239	171	396	78	125	50	45	57	908
Other training providers	99	42	49	36	15	33	30	20	240
Total	340	397	465	141	153	84	77	78	1 380

A dash (-) represents a true zero figure, with no data reported in this category.
Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Table 5 Provider reporting type, January to March 2016–20

Training providers	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020
TAFE institutes	46	40	35	25	24
Other government providers	12	10	10	10	10
Community education providers	251	247	239	260	249
Private training providers	1 097	1 081	1 031	948	908
Other training providers	258	245	253	239	240
Total	1 612	1 573	1 515	1 434	1 380

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Table 6 Government-funded students by provider reporting type and state/territory, January to March 2020 ('000)

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	192.8	77.1	49.9	27.0	34.2	8.2	4.4	3.7	397.3
Other government providers	1.3	28.6	4.2	-	2.9	-	-	-	37.0
Community education providers	6.7	18.6	2.4	1.1	0.1	-	-	-	29.0
Private training providers	28.9	48.3	79.6	8.3	14.8	3.6	1.5	2.6	187.6
Other training providers	11.8	7.6	4.2	3.4	1.5	2.4	1.3	0.7	32.9
Total	237.1	178.1	138.9	39.2	53.0	14.2	7.2	7.0	674.5

A dash (-) represents a true zero figure, with no data reported in this category.
Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Note: The sum of students does not add to the total (674 500) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

Table 7 Government-funded students by provider reporting type, January to March 2016–20 ('000)

Students	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2019 to Jan-Mar 2020 % change
TAFE institutes	343.6	369.5	341.1	380.3	397.3	4.5
Other government providers	27.3	28.8	29.3	31.6	37.0	17.2
Community education providers	27.7	27.0	26.5	28.3	29.0	2.3
Private training providers	197.2	184.5	186.3	191.5	187.6	-2.0
Other training providers	30.9	30.6	34.6	35.5	32.9	-7.4
Total	620.0	631.9	608.4	657.3	674.5	2.6

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Note: The sum of students does not add to the total (674 500) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

Table 8 Government-funded student characteristics by state/territory, January to March 2020 ('000)

Student characteristics	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Gender									
Males	112.5	89.3	70.7	19.3	27.1	7.8	4.1	3.5	334.2
Females	124.4	88.3	67.3	19.9	25.9	6.3	3.1	3.4	338.5
Not known	0.2	0.5	0.9	0.0	0.0	0.0	0.0	0.1	1.8
Age group									
14 years and under	0.1	0.0	0.0	0.0	0.0	-	0.0	0.0	0.2
15 to 19 years	52.8	29.6	46.7	8.4	15.4	2.1	1.5	1.0	157.5
20 to 24 years	50.3	45.0	29.8	9.1	12.1	3.7	1.4	1.8	153.2
25 to 44 years	89.9	70.1	44.2	15.2	18.3	5.8	3.1	3.1	249.7
45 to 64 years	38.8	30.4	17.4	5.9	6.8	2.4	1.1	1.0	103.8
65 years and over	5.2	3.0	0.7	0.6	0.4	0.1	0.0	0.0	10.1
Not known	0.0	0.0	0.0	0.0	0.0	-	0.0	-	0.0
Student remoteness region									
Major cities	154.6	129.4	80.3	26.8	38.4	0.0	0.0	6.3	435.8
Inner regional	58.0	38.7	31.0	5.6	5.6	9.0	0.0	0.6	148.5
Outer regional	20.8	7.9	21.1	5.2	4.6	4.7	4.1	0.1	68.4
Remote	2.0	0.1	3.1	1.1	1.9	0.3	1.4	0.0	9.9
Very remote	0.6	0.0	2.1	0.5	1.7	0.1	1.3	-	6.2
Offshore	0.0	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.5
Not known	1.0	2.0	1.2	0.1	0.6	0.0	0.4	0.0	5.3
Indigenous status									
Indigenous	23.2	3.6	10.1	1.9	4.2	0.9	2.5	0.3	46.7
Non-Indigenous	211.9	172.0	119.8	36.9	38.6	13.0	4.6	6.3	603.2
Not known	2.0	2.4	8.9	0.4	10.2	0.3	0.1	0.3	24.7
Disability (including impairment or long-term condition)									
With a disability	28.0	18.7	10.1	3.0	4.4	1.5	0.4	0.7	66.9
Without a disability	204.5	154.9	115.4	35.8	42.2	11.4	6.6	6.1	577.0
Not known	4.5	4.5	13.3	0.4	6.4	1.2	0.2	0.1	30.7
Is a language other than English spoken at home									
Yes	48.1	51.5	13.0	7.4	8.0	1.0	1.7	1.2	131.9
No	179.9	124.6	116.1	30.7	41.6	12.0	5.3	5.0	515.2
Not known	9.1	2.0	9.7	1.1	3.4	1.2	0.2	0.7	27.4
Labour force status									
Employed	137.9	103.9	74.6	22.4	17.4	10.9	5.3	5.7	378.2
Unemployed	53.0	36.3	28.1	8.6	8.3	2.0	1.0	0.6	137.9
Not in the labour force	35.6	28.8	17.7	7.2	6.9	0.8	0.5	0.2	97.6
Not known	10.6	9.1	18.4	1.0	20.4	0.6	0.4	0.4	60.8
School status									
At school	12.5	3.4	25.9	4.5	5.8	0.6	0.9	0.3	53.9
Not at school	221.0	174.4	108.0	34.4	45.6	12.8	6.1	6.0	608.2
Not known	3.6	0.3	5.0	0.3	1.6	0.7	0.2	0.6	12.4
Apprentice/trainee status									
Apprentices and trainees undertaking off-the-job training	63.1	45.7	42.4	8.5	15.6	7.4	2.6	3.5	188.8
Not apprentices and trainees	173.9	132.4	96.5	30.7	37.4	6.7	4.6	3.5	485.7
SEIFA (IRSD)									
Quintile 1 - Most disadvantaged	60.9	34.9	34.5	12.0	6.8	6.7	1.4	0.0	157.1
Quintile 2	59.4	35.6	25.4	11.6	10.7	2.6	0.9	0.2	146.3
Quintile 3	46.2	40.7	34.1	7.1	13.3	2.5	1.9	0.8	146.7
Quintile 4	33.5	34.9	29.7	6.0	13.1	2.0	1.1	2.1	122.3
Quintile 5 - Least disadvantaged	36.0	29.4	13.9	2.4	8.3	0.4	1.4	3.7	95.5
Not known	1.2	2.7	1.3	0.1	0.9	0.1	0.5	0.1	6.8
Total students	237.1	178.1	138.9	39.2	53.0	14.2	7.2	7.0	674.5

A dash (-) represents a true zero figure, with no data reported in this category. Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Table 9 Government-funded student characteristics, January to March 2016–20 ('000)

Student characteristics	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2019 to Jan-Mar 2020 % change
Gender						
Males	322.3	322.8	308.1	327.1	334.2	2.2
Females	296.3	307.6	299.0	328.7	338.5	3.0
Not known	1.5	1.4	1.3	1.5	1.8	16.4
Age group						
14 years and under	0.5	0.4	0.4	0.2	0.2	-22.1
15 to 19 years	147.2	149.7	141.6	150.5	157.5	4.7
20 to 24 years	134.0	138.4	137.7	147.4	153.2	4.0
25 to 44 years	225.7	232.5	223.7	244.6	249.7	2.1
45 to 64 years	104.2	103.1	96.9	105.1	103.8	-1.3
65 years and over	8.2	7.8	8.2	9.4	10.1	7.5
Not known	0.3	0.1	0.1	0.0	0.0	2.8
Student remoteness region						
Major cities	397.8	404.2	391.0	425.0	435.8	2.5
Inner regional	132.3	139.3	137.0	145.9	148.5	1.8
Outer regional	64.7	65.9	60.5	64.9	68.4	5.4
Remote	11.2	10.9	9.7	9.6	9.9	2.7
Very remote	6.3	6.6	5.5	6.1	6.2	0.6
Offshore	0.4	0.3	0.4	0.8	0.5	-45.5
Not known	7.4	4.6	4.4	4.9	5.3	8.7
Indigenous status						
Indigenous	37.1	40.4	41.4	44.4	46.7	5.1
Non-Indigenous	561.7	572.8	550.8	589.6	603.2	2.3
Not known	21.2	18.6	16.3	23.3	24.7	5.7
Disability (including impairment or long-term condition)						
With a disability	56.3	59.1	58.0	62.6	66.9	6.8
Without a disability	524.7	531.6	509.6	556.2	577.0	3.7
Not known	39.1	41.1	40.8	38.5	30.7	-20.4
Is a language other than English spoken at home						
Yes	116.0	114.2	113.8	125.8	131.9	4.8
No	453.4	478.1	458.7	500.8	515.2	2.9
Not known	50.7	39.5	36.0	30.7	27.4	-10.5
Labour force status						
Employed	360.7	363.7	346.1	367.2	378.2	3.0
Unemployed	135.2	138.3	123.8	129.1	137.9	6.8
Not in the labour force	76.5	83.9	80.6	89.9	97.6	8.6
Not known	47.6	45.9	57.9	71.1	60.8	-14.5
School status						
At school	51.9	52.3	45.6	35.4	53.9	52.5
Not at school	549.0	562.9	545.6	424.4	608.2	43.3
Not known	19.1	16.6	17.2	197.5	12.4	-93.7
Apprentice/trainee status						
Apprentices and trainees undertaking off-the-job training	158.2	167.9	180.1	186.7	188.8	1.1
Not apprentices and trainees	461.8	463.9	428.3	470.6	485.7	3.2
SEIFA (IRSD)						
Quintile 1 - Most disadvantaged	145.8	147.0	143.0	155.1	157.1	1.3
Quintile 2	136.5	138.1	131.7	144.5	146.3	1.3
Quintile 3	133.3	138.2	132.9	141.4	146.7	3.7
Quintile 4	110.1	113.1	107.6	116.5	122.3	5.0
Quintile 5 - Least disadvantaged	85.7	89.6	87.5	93.1	95.5	2.6
Not known	8.6	5.9	5.7	6.8	6.8	-0.1
Total students	620.0	631.9	608.4	657.3	674.5	2.6

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Table 10 Government-funded program enrolments by type of training and state/territory, January to March 2020 ('000)

Program enrolments	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Nationally recognised programs¹	231.4	180.5	143.1	38.5	56.3	13.3	6.1	7.1	676.2
Training package qualifications	201.1	155.4	134.9	34.7	43.4	12.6	5.9	6.9	594.8
Accredited qualifications	22.5	21.5	4.3	2.7	8.5	0.5	0.2	0.2	60.4
Training package skill sets	2.0	-	1.3	0.0	0.2	0.2	0.0	0.1	3.8
Accredited courses	5.7	3.6	2.6	1.0	4.2	0.0	0.0	-	17.2
Locally developed programs	18.3	2.9	2.3	0.2	2.1	0.1	0.1	0.1	26.1
Locally developed skill sets	17.7	0.0	2.3	0.2	1.9	0.1	0.1	0.1	22.4
Locally developed courses	0.6	2.9	-	-	0.2	-	-	-	3.7
Non-nationally recognised programs²	14.1	3.2	1.2	0.1	4.6	0.6	0.3	0.1	24.1
Programs	14.1	3.2	1.2	0.1	4.6	0.6	0.3	0.1	24.1
Higher education qualifications	-	-	-	-	-	-	-	-	-
Total	263.8	186.6	146.5	38.8	63.0	14.0	6.5	7.3	726.4

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

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.
2. Non-nationally recognised training is either programs comprised entirely of non-nationally recognised subjects or non-nationally recognised stand-alone subjects, or subjects submitted by non-registered providers.

Table 11 Government-funded program enrolments by type of training, January to March 2016–20 ('000)

Program enrolments	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2019 to Jan-Mar 2020 % change
Nationally recognised programs¹	618.4	632.6	605.4	646.9	676.2	4.5
Training package qualifications	539.6	560.8	537.4	574.6	594.8	3.5
Accredited qualifications	57.8	54.9	52.1	57.4	60.4	5.2
Training package skill sets	6.6	5.9	2.9	3.7	3.8	3.0
Accredited courses	14.4	11.0	12.9	11.2	17.2	54.1
Locally developed programs	36.2	38.7	25.2	24.7	26.1	5.9
Locally developed skill sets	32.8	34.7	24.6	21.7	22.4	3.0
Locally developed courses	3.4	4.0	0.7	2.9	3.7	27.6
Non-nationally recognised programs²	22.2	17.9	17.5	22.0	24.1	9.2
Programs	22.0	17.6	17.5	22.0	24.1	9.2
Higher education qualifications	0.3	0.3	-	-	-	-
Total	676.8	689.2	648.1	693.6	726.4	4.7

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

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.
2. Non-nationally recognised training is either programs comprised entirely of non-nationally recognised subjects or non-nationally recognised stand-alone subjects, or subjects submitted by non-registered providers.

Table 12 Government-funded program enrolments by field of education and state/territory, January to March 2020 ('000)

Program enrolments	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Field of education									
Natural and physical sciences	1.6	1.0	1.3	0.4	0.4	0.1	0.0	0.0	4.9
Information technology	6.1	4.3	1.6	1.1	1.3	0.3	0.1	0.3	15.1
Engineering and related technologies	39.1	28.6	35.4	7.6	12.6	2.8	1.9	1.2	129.3
Architecture and building	23.6	27.0	13.0	3.6	3.1	1.7	0.6	0.8	73.4
Agriculture, environmental and related studies	7.7	5.8	4.3	1.5	1.2	0.6	0.3	0.1	21.5
Health	14.3	13.4	9.6	2.3	3.9	0.7	0.3	0.3	44.9
Education	10.7	15.7	10.5	2.1	7.1	0.4	0.4	0.7	47.6
Management and commerce	40.1	16.0	16.1	3.4	6.2	2.5	0.9	1.1	86.3
Society and culture	40.9	31.3	24.5	7.8	8.1	2.1	1.3	1.9	118.0
Creative arts	6.0	5.0	1.5	0.8	2.2	0.2	0.1	0.0	15.8
Food, hospitality and personal services	14.5	13.2	15.0	3.4	4.5	1.1	0.4	0.5	52.5
Mixed field programmes	39.8	25.3	10.0	4.5	10.3	1.2	0.1	0.0	91.0
No field of education ¹	19.7	0.0	3.6	0.2	2.0	0.4	0.2	0.2	26.3
Total	263.8	186.6	146.5	38.8	63.0	14.0	6.5	7.3	726.4

1. Skill sets are not assigned a field of education.

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Table 13 Government-funded program enrolments by field of education, January to March 2016–20 ('000)

Program enrolments	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2019 to Jan-Mar 2020 % change
Field of education						
Natural and physical sciences	4.3	3.7	3.4	4.2	4.9	17.7
Information technology	13.2	13.9	13.2	14.4	15.1	5.1
Engineering and related technologies	121.8	120.6	115.4	121.3	129.3	6.5
Architecture and building	64.9	71.9	70.6	73.6	73.4	-0.3
Agriculture, environmental and related studies	21.3	23.3	18.7	20.6	21.5	4.2
Health	36.9	35.7	36.6	41.1	44.9	9.3
Education	49.7	51.8	43.8	44.0	47.6	8.2
Management and commerce	91.1	94.8	87.3	90.6	86.3	-4.8
Society and culture	85.9	87.6	94.7	108.4	118.0	8.8
Creative arts	14.2	15.7	14.0	14.8	15.8	6.6
Food, hospitality and personal services	54.0	55.9	50.1	52.2	52.5	0.5
Mixed field programmes	80.3	73.6	72.7	82.9	91.0	9.8
No field of education ¹	39.4	40.6	27.5	25.5	26.3	3.3
Total	676.8	689.2	648.1	693.6	726.4	4.7

1. Skill sets are not assigned a field of education.

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Table 14 Government-funded qualification enrolments by level of education and state/territory, January to March 2020 ('000)

Qualification enrolments	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Level of education									
Graduate diploma	-	-	-	-	-	-	0.0	-	0.0
Graduate certificate	-	0.1	-	-	-	-	-	0.0	0.1
Bachelor degree (honours and pass)	-	-	-	-	-	-	-	-	-
Advanced diploma	1.2	5.0	0.3	0.6	0.5	0.0	0.0	0.1	7.8
Diploma	23.3	33.9	14.3	4.7	5.8	1.1	0.5	1.7	85.4
Certificate IV	46.4	43.3	13.2	5.8	8.1	2.3	0.8	1.7	121.6
Certificate III	117.9	68.2	75.9	18.2	25.1	8.0	3.1	3.3	319.7
Certificate II	24.7	17.0	29.1	6.0	8.5	1.0	1.1	0.2	87.7
Certificate I	10.2	9.4	6.3	2.1	3.9	0.5	0.4	-	33.0
Total	223.7	176.9	139.2	37.4	51.9	13.0	6.1	7.0	655.2

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

This table consists of training package qualifications and accredited qualifications with at least one nationally recognised subject, delivered by a registered training organisation.

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Table 15 Government-funded qualification enrolments by level of education, January to March 2016–20 ('000)

Qualification enrolments	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2019 to Jan-Mar 2020 % change
Level of education						
Graduate diploma	0.1	0.1	0.0	0.0	0.0	**
Graduate certificate	0.1	0.0	0.0	0.1	0.1	**
Bachelor degree (honours and pass)	-	-	-	-	-	-
Advanced diploma	10.0	9.1	7.7	8.5	7.8	-8.7
Diploma	82.6	91.5	81.4	83.9	85.4	1.8
Certificate IV	110.6	107.0	105.5	120.7	121.6	0.7
Certificate III	282.4	296.2	293.3	308.0	319.7	3.8
Certificate II	80.7	80.8	72.8	79.3	87.7	10.6
Certificate I	30.9	31.1	28.8	31.5	33.0	4.6
Total	597.4	615.7	589.5	632.0	655.2	3.7

This table consists of training package qualifications and accredited qualifications with at least one nationally recognised subject, delivered by a registered training organisation.

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

** Percentage change not calculated due to small base numbers.

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

Table 16 Government-funded subject enrolments by type of training and state/territory, January to March 2020 ('000)

Subject enrolments	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Nationally recognised programs¹	1 780.4	1 060.3	984.5	164.1	296.2	67.7	32.1	29.9	4 415.3
Training package qualifications	1 623.9	939.7	961.3	151.5	242.4	65.2	31.4	29.5	4 045.0
Accredited qualifications	130.0	105.8	15.2	10.5	36.2	1.8	0.6	0.2	300.3
Training package skill sets	4.9	-	4.4	0.0	0.4	0.5	0.1	0.2	10.6
Accredited courses	21.6	14.8	3.6	2.1	17.2	0.1	0.0	-	59.4
Locally developed programs	51.8	11.0	3.7	1.0	3.7	0.3	0.3	0.2	72.1
Locally developed skill sets	50.3	0.0	3.7	1.0	3.4	0.3	0.3	0.2	59.3
Locally developed courses	1.5	11.0	-	-	0.3	-	-	-	12.8
Stand-alone nationally recognised subjects	9.1	7.7	0.6	2.0	2.2	2.4	2.5	-	26.6
Nationally recognised training total	1 841.4	1 079.0	988.8	167.1	302.2	70.5	34.9	30.1	4 513.9
Non-nationally recognised training total²	32.1	31.9	9.5	1.7	10.4	1.3	1.4	0.7	89.1
Programs	30.7	21.1	9.5	0.2	10.4	1.3	1.4	0.7	75.3
Higher education qualifications	-	-	-	-	-	-	-	-	-
Stand-alone non-nationally recognised subjects'	1.4	10.8	0.0	1.5	-	-	-	-	13.8
Total	1 873.5	1 111.0	998.3	168.8	312.6	71.8	36.2	30.8	4 603.0

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

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.
2. Non-nationally recognised training is either programs comprised entirely of non-nationally recognised subjects or non-nationally recognised stand-alone subjects, or subjects submitted by non-registered providers.

Table 17 Government-funded subject enrolments by type of training, January to March 2016–20 ('000)

Subject enrolments	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020	Jan-Mar 2019 to Jan-Mar 2020 % change
Nationally recognised programs¹	4 523.2	4 654.7	4 349.2	4 461.2	4 415.3	-1.0
Training package qualifications	4 136.7	4 287.1	3 966.8	4 113.3	4 045.0	-1.7
Accredited qualifications	319.1	303.8	315.1	291.6	300.3	3.0
Training package skill sets	16.2	14.7	7.4	9.9	10.6	7.5
Accredited courses	51.2	49.2	59.8	46.4	59.4	28.2
Locally developed programs	113.1	123.2	74.2	71.9	72.1	0.3
Locally developed skill sets	96.5	104.8	72.8	60.8	59.3	-2.4
Locally developed courses	16.6	18.4	1.4	11.1	12.8	15.1
Stand-alone nationally recognised subjects	45.2	39.4	45.1	53.5	26.6	-50.4
Nationally recognised training total	4 681.4	4 817.2	4 468.5	4 586.6	4 513.9	-1.6
Non-nationally recognised training total²	78.6	71.2	64.6	88.4	89.1	0.8
Programs	65.2	56.5	51.4	72.0	75.3	4.5
Higher education qualifications	0.8	1.0	-	-	-	-
Stand-alone non-nationally recognised subjects	12.6	13.7	13.2	16.3	13.8	-15.6
Total subject enrolments	4 760.0	4 888.5	4 533.1	4 674.9	4 603.0	-1.5

Refer to the explanatory notes on pages 20–22 for notes relevant to this table.

1. Nationally recognised programs are comprised of programs with at least one nationally recognised subject, delivered by a registered training organisation.
2. Non-nationally recognised training is either programs comprised entirely of non-nationally recognised subjects or non-nationally recognised stand-alone subjects, or subjects submitted by non-registered providers.

Terms

The information included in this publication is, unless stated otherwise, derived from the National VET Provider Collection. This collection is governed by the Australian Vocational Education and Training Management Information Statistical Standard VET Provider Collection specifications: release 8.0 (AVETMISS Release 8.0).

For other terms and definitions, refer to the resource at <<https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/government-funded-students-and-courses>> under More information.

Accredited courses refer to nationally recognised courses accredited by VET regulators. They are courses that result in a statement of attainment outcome. The title of such courses commences with the words 'Course in'.

Accredited qualifications refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package.

Age of the student as at 30 June of the collection year. It is generally reported in age ranges.

Apprentice/trainee status identifies whether a student is undertaking some training under an apprenticeship/traineeship training contract.

Commonwealth and state funding is expenditure by Commonwealth or state/territory governments for the delivery of vocational education and training.

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

Credit transfer refers to status or credit obtained on the basis of prior agreements between institutions or organisations in relation to the credit value of a specific course/subject.

Delivery mode identifies whether or not a subject comprises internal, external or workplace-based delivery - or a combination of these modes.

Disability refers to whether the student self-identifies as having a disability, impairment or long-term condition.

Enrolment (program/subject) is the registration of a student for the purpose of undertaking a program or subject.

Field of education describes the broad area of study related to a program or subject in which a student is enrolled.

Gender refers to whether the student identifies as male, female or other. Not known gender includes not specified responses as well as individuals who may have mixed or non-binary sexual characteristics; identify as gender diverse; or identify as neither male nor female.

Government-funded VET relates to Commonwealth and state/territory funded activity delivered by TAFE and other government providers, community education providers, and other providers.

Higher education qualifications are accredited by higher education institutions with self-accrediting authority or state or territory accreditation authorities.

Indigenous status indicates whether a student self-identifies as being of Aboriginal or Torres Strait Islander descent.

Labour force status describes a student's employment status.

Locally developed programs include non-nationally recognised courses and skill sets to meet an identified training need.

Nationally recognised programs include training package qualifications, accredited qualifications, training package skill sets and accredited courses that are listed on the National Training Register (training.gov.au).

Nationally recognised subjects include accredited units of competency or modules that are listed on the National Training Register (training.gov.au).

Nationally recognised training leads to vocational qualifications and credentials that are recognised across Australia, that are delivered by registered training organisations (RTOs). Nationally recognised training is listed on the National Training Register (training.gov.au).

Non-nationally recognised training includes locally developed courses, higher level qualifications and locally developed skill sets. Non-nationally recognised training is not listed on the National Training Register (training.gov.au).

Other government providers are government-owned and managed education facilities/organisations, other than TAFE institutes, that deliver VET (for example, agricultural colleges).

Other training providers refer to secondary schools, non-government enterprises, education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, and other training providers not elsewhere classified.

Private training providers refer to privately-owned and operated training providers that are registered by the Australian Skills Quality Authority, or a state/territory accrediting body.

Programs refer to structured study where associated subjects are grouped together as qualifications, courses or skill sets.

Provider reporting type refers to the type of institution or organisation providing the training.

Qualifications in the VET sector refer to the Australian Qualifications Framework (AQF) levels of education from certificate I through to graduate diploma.

Registered training organisations (RTOs) are training providers registered by the Australian Skills Quality Authority (ASQA) or a state or territory registering and accrediting body, to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.

School status indicates whether a student is still at school or not.

SEIFA Index of Relative Disadvantage (IRSD) is a general socio-economic index that summarises information about the economic and social resources of people and households within an area. This index focuses on disadvantage. A high score (or quintile) reflects a relative lack of disadvantage rather than relative advantage.

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 training package skill set or a locally developed skill set.

Stand-alone nationally recognised subjects are enrolments in nationally recognised subjects that are not delivered as part of a nationally recognised program.

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

Students are individuals who were enrolled in a stand-alone subject and/or program.

Student remoteness region (ARIA+) is the degree of remoteness of a location in terms of the ease or difficulty people face in accessing services in non-metropolitan Australia.

TAFE (technical and further education) institutes are created by an Act of parliament and have responsibilities specified in that and other legislation and via ministerial directions. These institutes are public bodies in receipt of government funding and provide a range of technical and VET courses and other programs (for example, entry and bridging courses, language and literacy courses, adult basic education courses, senior secondary certificate of education courses, personal enrichment courses, and small business courses).

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry, or a group of industries. Each training package is made up of three components; units of competency, qualifications framework and assessment guidelines. For further information refer to <http://www.training.gov.au>.

Training package qualifications are nationally endorsed qualifications specified in a national training package.

Training package skill sets are nationally recognised skill sets, specified in a national training package, based on 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.

Unique student identifier (USI) uniquely identifies an individual who accesses vocational education and training over his or her lifetime.

Universities include Australia's universities, which have been established or recognised under state or territory legislation, except the Australian National University, which is constituted under an Act of the federal parliament.

Vocational education and training (VET) refer to post-compulsory education and training that provides people with occupational or work-related knowledge and skills.

Explanatory notes

Scope

- 1 The data are sourced from the administrative records held by the state training authorities and other relevant bodies. The tables provide information on the government-funded VET delivered by:
 - TAFE institutes and other government VET providers
 - community education providers
 - private training providers
 - other training providers.

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

- fee-for-service training activity
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- superseded training (reported with national outcome identifier '61 - superseded training').
- VET delivered in schools, where the training activity was undertaken as part of a senior secondary certificate
- any activity where revenue was earned from another training provider in terms of subcontracting, auspicing, partnership or similar arrangements.

Student counts

- 2 NCVER applies a methodology to distinctly count students who may be enrolled at multiple training providers. For further information, refer to the fact sheet Student counts in 'total VET activity' located at <<https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets>> or the technical paper Counting students in Total VET students and courses located at <https://www.ncver.edu.au/__data/assets/pdf_file/0028/796213/Technical-paper-Counting-students-in-Total-VET-students-and-courses.pdf>.

Reporting derivations

- 3 In 2019, NCVER introduced new tables presenting training activity by nationally recognised training and non-nationally recognised training. Students undertaking nationally recognised training have undertaken at least one nationally recognised subject delivered by a registered training organisation. Because students may enrol in multiple programs and/or subjects in a calendar year, the sum of students will not add to the total (674 500 students for January to March 2020).
- 4 *Government-funded students and courses* reports training activity according to the state/territory that administered the funding of that training. NCVER apply a number of derivations to the data submitted by state training authorities so that the data are reported from a state/territory perspective.

One of the other major derivations is *provider reporting type*, which determines how training organisations are reported in the various *Government-funded students and courses* resources. A matrix was developed by NCVER – in consultation with the state training authorities in each jurisdiction – which determines how different types of training providers are reported in each state/territory. The *provider reporting type* derived field is based on the combination of the submitter identifier and training organisation type identifier. For example, training delivered by a TAFE institute in its own jurisdiction is reported as being delivered by a TAFE institute. However, if the TAFE institute successfully contests funding contracts in other jurisdictions, then any training delivery is reported as being delivered by 'other training provider' in that jurisdiction.

In South Australia (for 2016) and New South Wales, there are separate data submissions for adult and community education (ACE) training. Training submitted through these submitters are all reported as being delivered by community education providers, irrespective of the actual training organisation type identifier of the training providers. A consequence of this approach is that in these two states, a training provider that submits ACE and other activity may be reported as having two different training provider types.

Data quality and comparability issues

New South Wales

- 5 NSW Private Providers reported locally developed skill sets for the first time in their January to March 2020 data submission. This training activity was previously reported as subject only enrolments.
- 6 NSW Workplace Training and NESAs do not submit data for the January to March, January to June or January to September data submissions. However, they do submit data for January to December. Consequently, caution should be used when comparing data from the first three quarters with the annual data.

Western Australia

- 7 The increase in training activity in Western Australia between January-March 2018 and January-March 2020 is due to improvements in reporting practices. This growth indicates a return to normal levels of reported training activity.

Australian Bureau of Statistics data

- 8 Socio-Economic Indexes for Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socio-economic advantage and disadvantage. This publication uses the Index of Relative Socio-Economic Disadvantage (IRSD). Further information on SEIFA can be found at <<http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>>.
- 9 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), produced by the Hugo Centre for Population and Housing, the standard ABS-endorsed measure of remoteness. For more details of ARIA+ refer to <<https://www.adelaide.edu.au/hugo-centre/news/list/2018/11/21/accessibilityremoteness-index-of-australia-plus-aria-2016>>.

Training packages

- 10 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.

Training providers

- 11 There have been reductions in the number of TAFE institutes reported in New South Wales, Western Australia and Queensland in recent years due to the implementation of reform measures in those jurisdictions. For example, from 1 January 2019 the number of TAFEs reported in New South Wales declined from 11 to one as part of the One TAFE consolidation program.
- 12 Training providers submit data via state training authorities as part of their funding agreement. Consequently, some training providers may be reported in more than one state/territory. In New South Wales and South Australia (up to 2016), some training providers may be reported both as a 'Community education provider' and 'Other provider'. However, they are only reported once in the total.
- 13 The total is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore, they are counted in each state/territory's figures, but only counted once in the total.

Field of education

- 14 Government-funded students undertaking *Skill sets – training package and locally developed* and *Subject only – stand-alone nationally recognised subject* enrolments are not reported with a program field of education.

‘Not known’ information

- 15 Caution should be taken when using data with a large number of ‘not known’ responses. Data are reported as ‘Not known’ for the following reasons:
- information was not collected
 - a student has not responded to a question on the enrolment form
 - invalid information was supplied
 - where duplicate student records have conflicting demographic information; for example, where the same student is reported as both Indigenous and non-Indigenous.

The extent of ‘Not known’ data nationally for selected variables is illustrated in the table below.

Students with ‘not known’ data, January to March 2016–20 (%)

	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020
Indigenous status	3.4	2.9	2.7	3.5	3.7
Disability status	6.3	6.5	6.7	5.9	4.5
Main language spoken at home	8.2	6.3	5.9	4.7	4.1
Labour force status	7.7	7.3	9.5	10.8	9.0
School status	3.1	2.6	2.8	30.0	1.8

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

Credit transfer

- 16 Credit transfer is not reported in this publication (as the training effort occurred in previous years). Data on credit transfer by state/territory for 2016–2020 are presented in the table below.

Government-funded subject enrolments by credit transfer and state/territory Jan-Mar 2016–20 (‘000)

Credit transfer subject Enrolments	Jan-Mar 2016	Jan-Mar 2017	Jan-Mar 2018	Jan-Mar 2019	Jan-Mar 2020
New South Wales	115.7	93.0	88.6	100.1	89.0
Victoria	88.9	95.8	73.2	80.4	70.3
Queensland	62.4	63.0	67.7	88.1	80.7
South Australia	9.3	21.4	15.5	14.5	17.1
Western Australia	17.1	14.3	17.9	31.4	35.7
Tasmania	7.2	8.4	8.7	7.2	6.8
Northern Territory	4.5	5.3	4.4	4.7	4.2
Australian Capital Territory	2.5	3.6	2.9	6.4	4.3
Australia	307.7	304.8	279.0	332.9	308.0

Miscellaneous

- 17 In tables containing student remoteness, ‘offshore’ refers to the overseas postal addresses of students studying in Australia.



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