

Government-funded students and courses

January to June 2021



National Centre for Vocational Education Research

Highlights

In the first six months to 30 June 2021, 937 000 students were enrolled in government-funded vocational education and training (VET). They included:

- 914 400 students enrolled in nationally recognised training
- 48 700 students enrolled in non-nationally recognised training.

Government-funded program enrolments comprised:

- 89.2% in nationally recognised programs
- 7.4% in locally developed programs
- 3.4% in non-nationally recognised programs.

84.4% of program enrolments were in qualifications:

- 77.1% of program enrolments were in training package qualifications
- 7.2% were in accredited qualifications
- 47.8% of these qualifications were at certificate III level
- 20.0% of these 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 30 June 2021. For comparative purposes it also examines these data against previously submitted data for 1 January to 30 June 2017 to 2020.

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

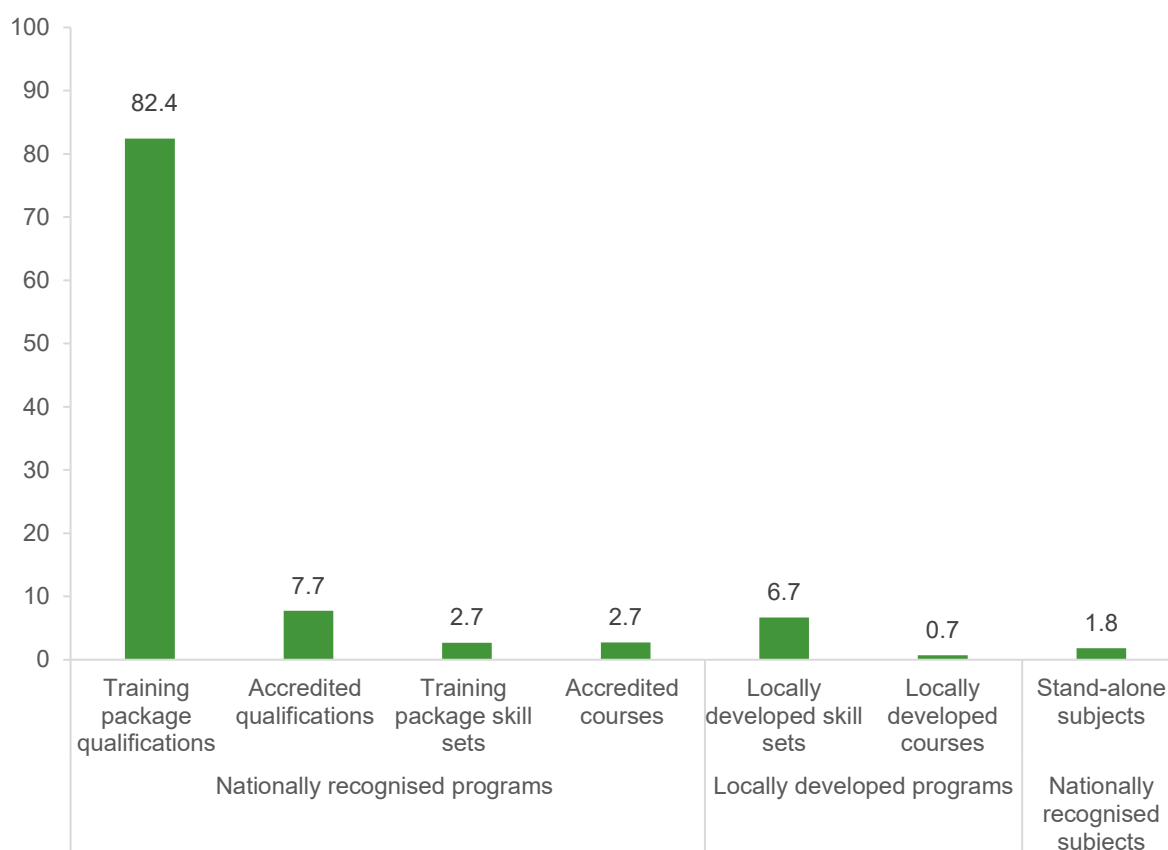
In the first six months to 30 June 2021, 937 000 students were enrolled in government-funded VET.

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

In the first six months to 30 June 2021, 914 400 government-funded students were enrolled in nationally recognised VET, consisting of:

- training package qualifications (753 900 students or 82.4%)
- accredited qualifications (70 800 students or 7.7%)
- training package skill sets (24 700 students or 2.7%)
- accredited courses (24 800 students or 2.7%)
- locally developed programs (67 300 students or 7.4%) comprised of at least one nationally recognised subject
- stand-alone nationally recognised subjects (16 900 students or 1.8%).

Figure 1 Government-funded students enrolled in nationally recognised training, January to June 2021 (%)



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 six months to 30 June 2021, 48 700 government-funded students were enrolled in non-nationally recognised VET, consisting of:

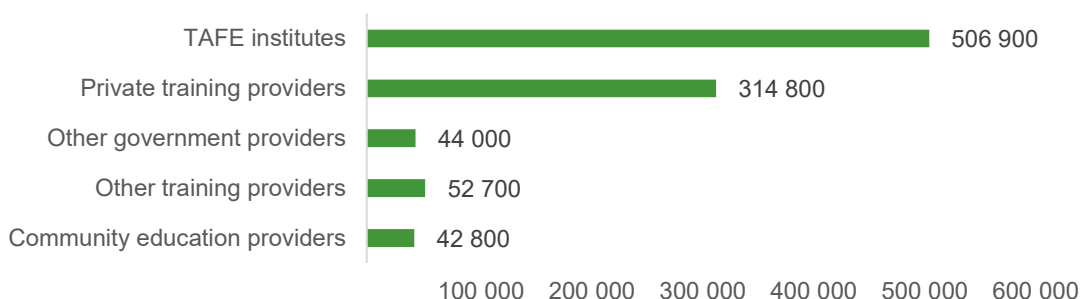
- non-nationally recognised programs (33 800 students)
- non-nationally recognised stand-alone subjects (14 800 students).

Students by training providers

In the first six months to 30 June 2021, 1418 training providers delivered government-funded VET. There were:

- 506 900 (54.1%) government-funded students at TAFE institutes
- 314 800 (33.6 %) government-funded students at private training providers.

Figure 2 Government-funded students by provider reporting type, January to June 2021



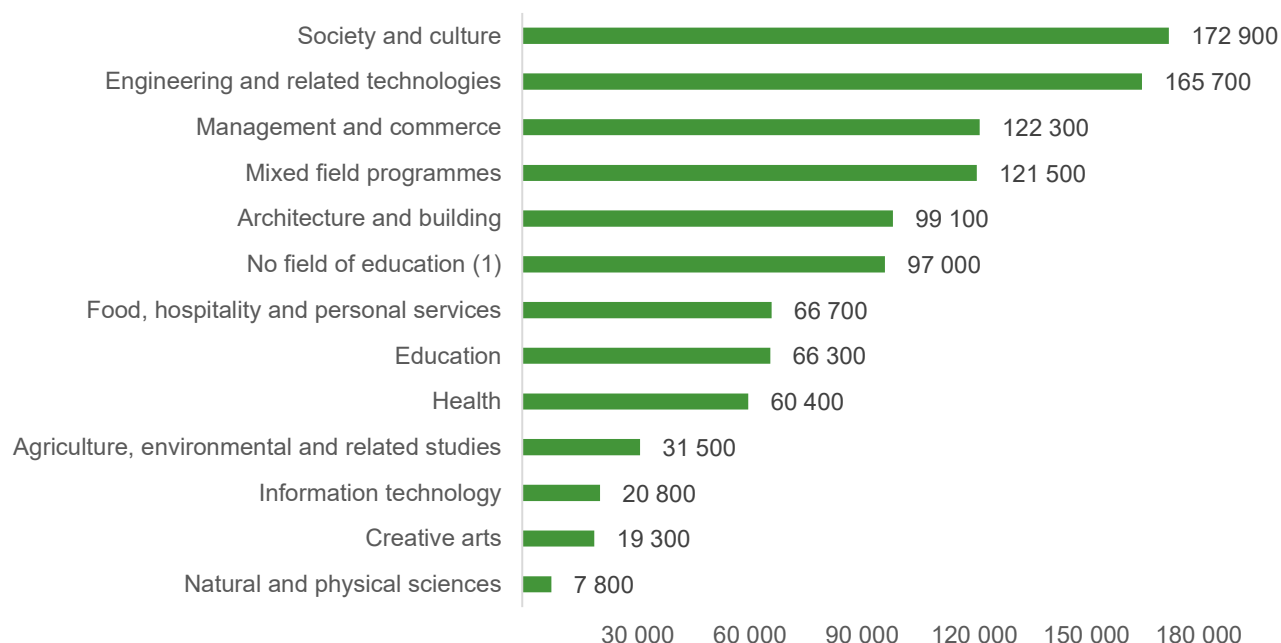
Note: The sum of students does not add to the total (937 000) as some students have enrolled in more than one training provider type in the reporting period.

Program enrolments

In the first six months to 30 June 2021, there were 1 051 200 government-funded program enrolments.

- 84.4% were in qualifications, including training package qualifications (77.1%) and accredited qualifications (7.2%).
- 4.9% were in training package skill sets and accredited courses.
- 7.4% were in locally developed programs comprised of at least one nationally recognised subject.
- 3.4% were in non-nationally recognised programs.
- The highest proportion of enrolments were in Society and culture (at 16.4%), followed by Engineering and related technologies (at 15.8%).
- Most qualification enrolments were at certificate III level (47.8%), followed by certificate IV (20.0%).

Figure 3 Government-funded program enrolments by field of education, January to June 2021



Note: (1) Training package skill sets and locally developed skill sets are not assigned a field of education. Refer to the explanatory notes on pages 20-22 for more information.

Tables

Table 1 Summary of government-funded training by state/territory, January to June 2017 - 2021 ('000)

| | Jan-Jun 2017 | Jan-Jun 2018 | Jan-Jun 2019 | Jan-Jun 2020 | Jan-Jun 2021 | Jan-Jun 2020 to Jan-Jun 2021 % change |
|------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|---|
| Students | | | | | | |
| Australia | 782.7 | 773.1 | 826.5 | 853.2 | 937.0 | 9.8 |
| New South Wales | 253.2 | 277.3 | 292.4 | 333.3 | 333.7 | 0.1 |
| Victoria | 222.6 | 208.6 | 216.0 | 202.3 | 234.4 | 15.9 |
| Queensland | 144.9 | 152.8 | 159.5 | 169.6 | 190.2 | 12.1 |
| South Australia | 42.7 | 39.6 | 48.4 | 44.8 | 51.5 | 15.2 |
| Western Australia | 73.1 | 50.7 | 66.8 | 67.1 | 82.2 | 22.5 |
| Tasmania | 18.6 | 18.1 | 18.1 | 16.4 | 19.9 | 21.4 |
| Northern Territory | 15.3 | 13.2 | 11.5 | 9.6 | 11.0 | 15.0 |
| Australian Capital Territory | 12.2 | 12.9 | 13.8 | 10.1 | 14.1 | 39.0 |
| Program enrolments | | | | | | |
| Australia | 872.2 | 835.7 | 898.9 | 951.3 | 1 051.2 | 10.5 |
| New South Wales | 286.6 | 303.6 | 320.3 | 392.1 | 391.0 | -0.3 |
| Victoria | 247.8 | 224.4 | 233.9 | 212.7 | 249.6 | 17.3 |
| Queensland | 157.1 | 166.3 | 175.1 | 182.5 | 209.4 | 14.7 |
| South Australia | 40.3 | 36.5 | 45.8 | 44.4 | 52.4 | 18.1 |
| Western Australia | 92.9 | 60.0 | 79.9 | 83.9 | 104.0 | 23.8 |
| Tasmania | 19.2 | 18.8 | 18.2 | 16.4 | 18.8 | 15.0 |
| Northern Territory | 14.2 | 11.9 | 10.3 | 8.5 | 10.3 | 21.9 |
| Australian Capital Territory | 14.0 | 14.3 | 15.3 | 10.9 | 15.7 | 44.7 |
| Subject enrolments | | | | | | |
| Australia | 6 459.5 | 6 229.9 | 6 464.3 | 6 074.4 | 7 097.9 | 16.8 |
| New South Wales | 2 269.5 | 2 436.7 | 2 455.9 | 2 335.8 | 2 670.1 | 14.3 |
| Victoria | 1 847.7 | 1 683.2 | 1 676.0 | 1 533.1 | 1 854.3 | 21.0 |
| Queensland | 1 243.9 | 1 333.9 | 1 360.9 | 1 329.4 | 1 456.7 | 9.6 |
| South Australia | 240.3 | 192.2 | 242.2 | 212.0 | 280.5 | 32.3 |
| Western Australia | 555.0 | 308.6 | 466.2 | 461.2 | 564.6 | 22.4 |
| Tasmania | 119.9 | 117.5 | 112.9 | 98.5 | 123.6 | 25.5 |
| Northern Territory | 98.7 | 80.3 | 68.4 | 55.5 | 66.0 | 18.8 |
| Australian Capital Territory | 84.6 | 77.6 | 81.8 | 48.9 | 82.2 | 68.0 |

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 June 2021 ('000)

| Students | NSW | Vic. | Qld | SA | WA | Tas. | NT | ACT | Aust. |
|---|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Nationally recognised programs¹ | 287.8 | 217.2 | 184.3 | 48.9 | 74.5 | 17.1 | 8.9 | 13.5 | 852.2 |
| Training package qualifications | 250.3 | 187.4 | 172.0 | 43.8 | 63.7 | 16.0 | 8.2 | 12.5 | 753.9 |
| Accredited qualifications | 24.8 | 25.5 | 6.5 | 3.9 | 8.7 | 0.5 | 0.4 | 0.6 | 70.8 |
| Training package skill sets | 13.0 | 2.3 | 4.5 | 0.7 | 2.8 | 0.7 | 0.3 | 0.5 | 24.7 |
| Accredited courses | 6.2 | 6.4 | 3.6 | 1.2 | 7.1 | 0.1 | 0.2 | - | 24.8 |
| Locally developed programs | 45.1 | 5.3 | 6.5 | 0.9 | 8.3 | 0.4 | 0.3 | 0.5 | 67.3 |
| Locally developed skill sets | 44.5 | 0.0 | 6.5 | 0.9 | 8.0 | 0.4 | 0.3 | 0.5 | 61.1 |
| Locally developed courses | 0.6 | 5.3 | - | - | 0.3 | 0.0 | - | - | 6.3 |
| Stand-alone nationally recognised subjects | 5.9 | 3.7 | 0.8 | 1.3 | 0.0 | 2.9 | 2.2 | 0.0 | 16.9 |
| Nationally recognised training total | 325.8 | 222.8 | 190.0 | 50.5 | 80.7 | 19.9 | 10.7 | 13.9 | 914.4 |
| Non-nationally recognised training total² | 24.2 | 13.4 | 0.2 | 1.4 | 8.4 | 0.5 | 0.3 | 0.2 | 48.7 |
| Programs | 21.6 | 2.5 | 0.2 | 0.0 | 8.4 | 0.5 | 0.3 | 0.2 | 33.8 |
| Higher education qualifications | - | 0.2 | - | - | - | - | - | - | 0.2 |
| Stand-alone subjects | 2.7 | 10.7 | 0.0 | 1.4 | - | - | 0.0 | - | 14.8 |
| Total | 333.7 | 234.4 | 190.2 | 51.5 | 82.2 | 19.9 | 11.0 | 14.1 | 937.0 |

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.

Note: The sum of students does not add to the total (937 000) 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 June 2017 - 2021 ('000)

| Students | Jan-Jun 2017 | Jan-Jun 2018 | Jan-Jun 2019 | Jan-Jun 2020 | Jan-Jun 2021 | Jan-Jun 2020 to Jan-Jun 2021 % change |
|---|--------------|--------------|--------------|--------------|--------------|---------------------------------------|
| Nationally recognised¹ programs | 704.2 | 692.6 | 742.1 | 721.3 | 852.2 | 18.1 |
| Training package qualifications | 632.0 | 622.6 | 666.7 | 640.0 | 753.9 | 17.8 |
| Accredited qualifications | 65.4 | 62.4 | 65.1 | 61.2 | 70.8 | 15.8 |
| Training package skill sets | 7.7 | 4.3 | 7.0 | 14.7 | 24.7 | 68.1 |
| Accredited courses | 15.4 | 16.7 | 17.3 | 19.5 | 24.8 | 27.1 |
| Locally developed programs | 47.7 | 40.7 | 40.1 | 117.8 | 67.3 | -42.9 |
| Locally developed skill sets | 42.2 | 35.0 | 35.3 | 113.9 | 61.1 | -46.3 |
| Locally developed courses | 5.6 | 5.7 | 4.9 | 3.9 | 6.3 | 59.7 |
| Stand-alone nationally recognised subjects | 25.9 | 28.2 | 34.4 | 12.6 | 16.9 | 34.0 |
| Nationally recognised training total | 757.1 | 744.1 | 799.0 | 833.7 | 914.4 | 9.7 |
| Non-nationally recognised training² total | 44.1 | 46.9 | 52.2 | 42.8 | 48.7 | 13.8 |
| Programs | 23.9 | 26.5 | 33.2 | 29.3 | 33.8 | 15.3 |
| Higher education qualifications | 0.3 | - | - | - | 0.2 | - |
| Stand-alone subjects | 20.1 | 20.4 | 19.2 | 13.5 | 14.8 | 9.1 |
| Total | 782.7 | 773.1 | 826.5 | 853.2 | 937.0 | 9.8 |

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 (937 000) 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 June 2021

| 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 | 203 | 13 | 29 | 6 | - | - | - | 284 |
| Private training providers | 259 | 164 | 394 | 111 | 140 | 57 | 48 | 45 | 928 |
| Other training providers | 99 | 44 | 38 | 41 | 18 | 30 | 28 | 11 | 223 |
| Total | 360 | 427 | 449 | 182 | 171 | 88 | 78 | 57 | 1 418 |

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 June 2017 - 2021

| Training providers | Jan-Jun 2017 | Jan-Jun 2018 | Jan-Jun 2019 | Jan-Jun 2020 | Jan-Jun 2021 |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| TAFE institutes | 40 | 35 | 25 | 24 | 24 |
| Other government providers | 10 | 10 | 10 | 10 | 10 |
| Community education providers | 340 | 329 | 316 | 281 | 284 |
| Private training providers | 1 161 | 1 053 | 987 | 925 | 928 |
| Other training providers | 264 | 258 | 244 | 238 | 223 |
| Total | 1 760 | 1 630 | 1 531 | 1 427 | 1 418 |

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 June 2021 ('000)

| Students | NSW | Vic. | Qld | SA | WA | Tas. | NT | ACT | Aust. |
|-------------------------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|--------------|
| TAFE institutes | 229.7 | 101.3 | 68.7 | 28.7 | 51.9 | 10.1 | 6.6 | 9.8 | 506.9 |
| Other government providers | 1.4 | 33.5 | 5.5 | - | 3.5 | - | - | - | 44.0 |
| Community education providers | 11.9 | 26.0 | 3.0 | 1.4 | 0.5 | - | - | - | 42.8 |
| Private training providers | 80.3 | 70.0 | 109.5 | 16.6 | 25.9 | 6.4 | 2.3 | 3.7 | 314.8 |
| Other training providers | 23.2 | 8.2 | 6.5 | 5.8 | 2.1 | 3.8 | 2.3 | 0.7 | 52.7 |
| Total | 333.7 | 234.4 | 190.2 | 51.5 | 82.2 | 19.9 | 11.0 | 14.1 | 937.0 |

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.

Note: The sum of students does not add to the total (937 000) as a student may have enrolled at multiple providers in a reporting period.

Table 7 Government-funded students by provider reporting type, January to June 2017 - 2021 ('000)

| Students | Jan-Jun 2017 | Jan-Jun 2018 | Jan-Jun 2019 | Jan-Jun 2020 | Jan-Jun 2021 | Jan-Jun 2020 to Jan-Jun 2021 % change |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|---|
| TAFE institutes | 426.9 | 421.8 | 461.2 | 526.3 | 506.9 | -3.7 |
| Other government providers | 34.3 | 35.1 | 41.2 | 42.4 | 44.0 | 3.8 |
| Community education providers | 48.8 | 44.9 | 43.8 | 35.9 | 42.8 | 19.2 |
| Private training providers | 248.4 | 244.0 | 252.2 | 226.8 | 314.8 | 38.8 |
| Other training providers | 40.6 | 44.2 | 46.9 | 35.2 | 52.7 | 49.6 |
| Total | 782.7 | 773.1 | 826.5 | 853.2 | 937.0 | 9.8 |

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 (937 000) as a student may have enrolled at multiple providers in a reporting period.

Table 8 Government-funded student characteristics by state/territory, January to June 2021 ('000)

| Student characteristics | NSW | Vic. | Qld | SA | WA | Tas. | NT | ACT | Aust. |
|---|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Gender | | | | | | | | | |
| Males | 157.1 | 113.8 | 94.8 | 25.9 | 41.8 | 11.2 | 5.9 | 7.1 | 457.5 |
| Females | 176.1 | 119.7 | 94.3 | 25.6 | 40.3 | 8.6 | 5.1 | 6.9 | 476.5 |
| Other | 0.1 | - | 0.1 | - | 0.1 | 0.0 | 0.0 | 0.0 | 0.3 |
| Not known | 0.4 | 1.0 | 0.9 | 0.1 | 0.1 | 0.2 | 0.0 | 0.2 | 2.8 |
| Age group | | | | | | | | | |
| 14 years and under | 0.2 | 0.0 | 0.1 | 0.0 | 0.0 | - | 0.2 | 0.0 | 0.6 |
| 15 to 19 years | 67.7 | 34.7 | 64.0 | 10.6 | 22.3 | 3.0 | 2.4 | 2.5 | 207.4 |
| 20 to 24 years | 68.0 | 55.7 | 37.2 | 11.5 | 17.4 | 4.9 | 1.9 | 3.6 | 200.3 |
| 25 to 44 years | 130.5 | 97.7 | 61.4 | 20.5 | 30.0 | 8.3 | 4.6 | 6.1 | 358.9 |
| 45 to 64 years | 59.3 | 41.8 | 26.2 | 8.2 | 11.9 | 3.5 | 1.8 | 1.9 | 154.6 |
| 65 years and over | 7.8 | 4.5 | 1.2 | 0.7 | 0.6 | 0.2 | 0.1 | 0.1 | 15.2 |
| Not known | 0.1 | 0.0 | 0.0 | - | 0.0 | 0.0 | 0.0 | - | 0.1 |
| Student remoteness region | | | | | | | | | |
| Major cities | 221.8 | 171.4 | 110.7 | 35.8 | 58.2 | 0.0 | 0.0 | 12.7 | 610.7 |
| Inner regional | 78.2 | 50.4 | 42.2 | 7.4 | 8.5 | 12.5 | 0.0 | 1.2 | 200.5 |
| Outer regional | 28.5 | 10.5 | 29.1 | 6.3 | 7.7 | 6.7 | 6.2 | 0.1 | 95.2 |
| Remote | 2.8 | 0.1 | 4.6 | 1.3 | 3.9 | 0.5 | 2.2 | 0.0 | 15.4 |
| Very remote | 0.8 | 0.0 | 3.0 | 0.5 | 3.1 | 0.1 | 2.2 | - | 9.7 |
| Offshore | 0.0 | 0.1 | 0.1 | 0.0 | 0.3 | 0.0 | 0.0 | 0.0 | 0.5 |
| Not known | 1.6 | 1.9 | 0.4 | 0.1 | 0.4 | 0.1 | 0.4 | 0.0 | 5.0 |
| Indigenous status | | | | | | | | | |
| Indigenous | 30.0 | 4.6 | 13.9 | 2.5 | 6.9 | 1.3 | 3.7 | 0.6 | 63.4 |
| Non-Indigenous | 298.3 | 227.3 | 165.6 | 48.4 | 63.0 | 18.4 | 7.2 | 12.7 | 840.9 |
| Not known | 5.4 | 2.5 | 10.6 | 0.7 | 12.3 | 0.3 | 0.1 | 0.8 | 32.8 |
| Disability (including impairment or long-term condition) | | | | | | | | | |
| With a disability | 32.6 | 21.5 | 14.5 | 3.9 | 6.1 | 1.9 | 0.7 | 1.9 | 83.3 |
| Without a disability | 290.3 | 206.8 | 159.5 | 46.8 | 68.8 | 16.8 | 9.6 | 12.1 | 810.6 |
| Not known | 10.7 | 6.1 | 16.2 | 0.8 | 7.3 | 1.2 | 0.7 | 0.2 | 43.2 |
| Is a language other than English spoken at home | | | | | | | | | |
| Yes | 66.7 | 68.1 | 18.4 | 10.0 | 11.4 | 1.3 | 2.7 | 2.8 | 181.5 |
| No | 248.4 | 163.8 | 157.0 | 40.0 | 65.2 | 16.8 | 7.9 | 9.6 | 708.9 |
| Not known | 18.5 | 2.5 | 14.7 | 1.5 | 5.6 | 1.8 | 0.4 | 1.6 | 46.6 |
| Labour force status | | | | | | | | | |
| Employed | 194.0 | 137.2 | 105.1 | 31.2 | 28.7 | 15.6 | 7.7 | 10.5 | 530.0 |
| Unemployed | 81.2 | 51.6 | 37.6 | 10.8 | 12.3 | 2.7 | 1.7 | 1.8 | 199.7 |
| Not in the labour force | 39.5 | 33.8 | 22.8 | 7.7 | 9.5 | 0.8 | 1.0 | 0.6 | 115.8 |
| Not known | 18.9 | 11.8 | 24.6 | 1.9 | 31.7 | 0.7 | 0.6 | 1.2 | 91.6 |
| School status | | | | | | | | | |
| At school | 17.0 | 4.3 | 38.8 | 6.3 | 7.3 | 0.8 | 1.6 | 0.7 | 76.8 |
| Not at school | 309.0 | 229.5 | 146.5 | 44.2 | 72.3 | 18.0 | 9.1 | 12.2 | 840.7 |
| Not known | 7.7 | 0.6 | 4.8 | 1.1 | 2.7 | 1.1 | 0.3 | 1.2 | 19.6 |
| Apprentice/trainee status | | | | | | | | | |
| Apprentices and trainees undertaking off-the-job training | 81.1 | 57.9 | 57.0 | 12.9 | 24.4 | 10.3 | 3.2 | 5.2 | 251.9 |
| Not apprentices and trainees | 252.6 | 176.5 | 133.2 | 38.6 | 57.8 | 9.7 | 7.8 | 8.9 | 685.2 |
| SEIFA (IRSDF) | | | | | | | | | |
| Quintile 1: most disadvantaged | 83.3 | 43.3 | 45.0 | 15.4 | 10.5 | 9.2 | 2.5 | 0.1 | 209.4 |
| Quintile 2 | 81.9 | 48.1 | 35.6 | 15.2 | 16.3 | 3.6 | 1.3 | 0.4 | 202.6 |
| Quintile 3 | 66.1 | 51.6 | 47.4 | 9.5 | 21.5 | 3.5 | 2.9 | 1.5 | 204.0 |
| Quintile 4 | 48.6 | 49.1 | 42.1 | 8.1 | 20.2 | 2.8 | 1.7 | 4.3 | 177.0 |
| Quintile 5: least disadvantaged | 51.5 | 39.1 | 19.5 | 3.2 | 12.9 | 0.5 | 1.9 | 7.4 | 136.1 |
| Not known | 2.2 | 3.2 | 0.5 | 0.1 | 0.9 | 0.2 | 0.7 | 0.3 | 7.9 |
| Total students | 333.7 | 234.4 | 190.2 | 51.5 | 82.2 | 19.9 | 11.0 | 14.1 | 937.0 |

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.

Table 9 Government-funded student characteristics, January to June 2017 - 2021 ('000)

| Student characteristics | Jan-Jun 2017 | Jan-Jun 2018 | Jan-Jun 2019 | Jan-Jun 2020 | Jan-Jun 2021 | Jan-Jun 2020 to Jan-Jun 2021 % change |
|---|--------------|--------------|--------------|--------------|--------------|---------------------------------------|
| Gender | | | | | | |
| Males | 405.7 | 393.0 | 416.5 | 406.8 | 457.5 | 12.5 |
| Females | 375.0 | 378.3 | 408.0 | 444.3 | 476.5 | 7.3 |
| Other | - | - | 0.0 | 0.1 | 0.3 | ** |
| Not known | 1.9 | 1.8 | 1.9 | 2.0 | 2.8 | 35.1 |
| Age group | | | | | | |
| 14 years and under | 0.9 | 0.8 | 0.8 | 0.4 | 0.6 | 36.9 |
| 15 to 19 years | 189.3 | 182.3 | 193.1 | 185.4 | 207.4 | 11.9 |
| 20 to 24 years | 163.5 | 165.6 | 176.0 | 180.7 | 200.3 | 10.8 |
| 25 to 44 years | 286.9 | 285.3 | 308.5 | 333.7 | 358.9 | 7.6 |
| 45 to 64 years | 131.2 | 127.7 | 135.9 | 140.7 | 154.6 | 9.9 |
| 65 years and over | 10.8 | 11.3 | 12.2 | 12.3 | 15.2 | 23.4 |
| Not known | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | ** |
| Student remoteness region | | | | | | |
| Major cities | 496.8 | 492.6 | 528.4 | 557.3 | 610.7 | 9.6 |
| Inner regional | 170.9 | 172.4 | 182.5 | 184.7 | 200.5 | 8.6 |
| Outer regional | 83.9 | 80.3 | 85.3 | 85.1 | 95.2 | 11.9 |
| Remote | 14.9 | 13.9 | 14.2 | 13.3 | 15.4 | 15.8 |
| Very remote | 10.4 | 9.1 | 9.8 | 8.2 | 9.7 | 18.6 |
| Offshore | 0.7 | 0.5 | 1.0 | 0.9 | 0.5 | -41.2 |
| Not known | 5.1 | 4.4 | 5.2 | 3.7 | 5.0 | 33.9 |
| Indigenous status | | | | | | |
| Indigenous | 53.1 | 54.0 | 58.0 | 54.7 | 63.4 | 15.9 |
| Non-Indigenous | 705.8 | 697.4 | 736.3 | 770.3 | 840.9 | 9.2 |
| Not known | 23.8 | 21.8 | 32.1 | 28.2 | 32.8 | 16.3 |
| Disability (including impairment or long-term condition) | | | | | | |
| With a disability | 72.8 | 72.6 | 78.6 | 72.6 | 83.3 | 14.6 |
| Without a disability | 661.5 | 650.1 | 700.8 | 746.8 | 810.6 | 8.5 |
| Not known | 48.3 | 50.4 | 47.1 | 33.8 | 43.2 | 27.8 |
| Is a language other than English spoken at home | | | | | | |
| Yes | 143.8 | 145.3 | 154.6 | 162.6 | 181.5 | 11.6 |
| No | 588.2 | 583.8 | 631.0 | 658.5 | 708.9 | 7.7 |
| Not known | 50.7 | 44.1 | 40.9 | 32.1 | 46.6 | 45.1 |
| Labour force status | | | | | | |
| Employed | 443.0 | 433.0 | 471.5 | 487.7 | 530.0 | 8.7 |
| Unemployed | 173.2 | 160.1 | 166.0 | 182.7 | 199.7 | 9.3 |
| Not in the labour force | 104.0 | 104.6 | 113.4 | 110.2 | 115.8 | 5.1 |
| Not known | 62.5 | 75.5 | 75.6 | 72.6 | 91.6 | 26.1 |
| School status | | | | | | |
| At school | 63.1 | 58.8 | 65.1 | 64.5 | 76.8 | 19.0 |
| Not at school | 698.9 | 692.3 | 743.3 | 775.4 | 840.7 | 8.4 |
| Not known | 20.6 | 22.0 | 18.1 | 13.3 | 19.6 | 47.0 |
| Apprentice/trainee status | | | | | | |
| Apprentices and trainees undertaking off-the-job training | 208.6 | 219.2 | 230.3 | 210.5 | 251.9 | 19.7 |
| Not apprentices and trainees | 574.0 | 553.9 | 596.2 | 642.7 | 685.2 | 6.6 |
| SEIFA (IRSD) | | | | | | |
| Quintile 1: most disadvantaged | 185.4 | 186.5 | 195.0 | 190.6 | 209.4 | 9.9 |
| Quintile 2 | 174.2 | 171.6 | 182.6 | 184.2 | 202.6 | 10.0 |
| Quintile 3 | 167.8 | 164.6 | 175.7 | 184.8 | 204.0 | 10.4 |
| Quintile 4 | 139.2 | 136.4 | 148.6 | 158.6 | 177.0 | 11.7 |
| Quintile 5: least disadvantaged | 108.3 | 107.2 | 116.2 | 128.9 | 136.1 | 5.5 |
| Not known | 7.8 | 6.9 | 8.5 | 6.1 | 7.9 | 28.9 |
| Total students | 782.7 | 773.1 | 826.5 | 853.2 | 937.0 | 9.8 |

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

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

Table 10 Government-funded program enrolments by type of training and state/territory, January to June 2021 ('000)

| Program enrolments | NSW | Vic. | Qld | SA | WA | Tas. | NT | ACT | Aust. |
|---|--------------|--------------|--------------|-------------|--------------|-------------|-------------|-------------|----------------|
| Nationally recognised programs¹ | 314.9 | 241.1 | 202.4 | 51.4 | 85.6 | 17.9 | 9.8 | 15.0 | 938.1 |
| Training package qualifications | 267.7 | 205.1 | 186.8 | 45.5 | 66.4 | 16.5 | 8.8 | 13.9 | 810.6 |
| Accredited qualifications | 27.3 | 27.2 | 6.8 | 4.0 | 9.3 | 0.6 | 0.4 | 0.6 | 76.1 |
| Training package skill sets | 13.7 | 2.3 | 4.9 | 0.7 | 2.8 | 0.7 | 0.3 | 0.5 | 26.1 |
| Accredited courses | 6.2 | 6.6 | 3.9 | 1.2 | 7.1 | 0.1 | 0.2 | - | 25.3 |
| Locally developed programs | 53.4 | 5.5 | 6.7 | 1.0 | 9.4 | 0.4 | 0.3 | 0.6 | 77.3 |
| Locally developed skill sets | 52.8 | 0.0 | 6.7 | 1.0 | 9.1 | 0.4 | 0.3 | 0.6 | 70.8 |
| Locally developed courses | 0.7 | 5.5 | - | - | 0.3 | 0.0 | - | - | 6.5 |
| Non-nationally recognised programs² | 22.7 | 2.9 | 0.3 | 0.0 | 8.9 | 0.5 | 0.3 | 0.2 | 35.8 |
| Programs | 22.7 | 2.7 | 0.3 | 0.0 | 8.9 | 0.5 | 0.3 | 0.2 | 35.6 |
| Higher education qualifications | - | 0.2 | - | - | - | - | - | - | 0.2 |
| Total | 391.0 | 249.6 | 209.4 | 52.4 | 104.0 | 18.8 | 10.3 | 15.7 | 1 051.2 |

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 June 2017 - 2021 ('000)

| Program enrolments | Jan-Jun 2017 | Jan-Jun 2018 | Jan-Jun 2019 | Jan-Jun 2020 | Jan-Jun 2021 | Jan-Jun 2020 to Jan-Jun 2021 % change |
|---|--------------|--------------|--------------|--------------|----------------|---------------------------------------|
| Nationally recognised programs¹ | 789.0 | 763.4 | 819.5 | 781.0 | 938.1 | 20.1 |
| Training package qualifications | 694.5 | 674.6 | 722.3 | 680.9 | 810.6 | 19.0 |
| Accredited qualifications | 70.4 | 67.3 | 71.6 | 65.2 | 76.1 | 16.6 |
| Training package skill sets | 8.6 | 4.6 | 7.6 | 15.1 | 26.1 | 72.9 |
| Accredited courses | 15.5 | 17.0 | 18.0 | 19.7 | 25.3 | 28.1 |
| Locally developed programs | 57.0 | 45.0 | 44.3 | 139.3 | 77.3 | -44.5 |
| Locally developed skill sets | 51.2 | 39.2 | 39.4 | 135.4 | 70.8 | -47.7 |
| Locally developed courses | 5.7 | 5.8 | 4.9 | 3.9 | 6.5 | 64.5 |
| Non-nationally recognised programs² | 26.2 | 27.3 | 35.1 | 31.0 | 35.8 | 15.7 |
| Programs | 26.0 | 27.3 | 35.1 | 31.0 | 35.6 | 15.0 |
| Higher education qualifications | 0.3 | - | - | - | 0.2 | - |
| Total | 872.2 | 835.7 | 898.9 | 951.3 | 1 051.2 | 10.5 |

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.

Table 12 Government-funded program enrolments by field of education and state/territory, January to June 2021 ('000)

| Program enrolments | NSW | Vic. | Qld | SA | WA | Tas. | NT | ACT | Aust. |
|--|--------------|--------------|--------------|-------------|--------------|-------------|-------------|-------------|----------------|
| Field of education | | | | | | | | | |
| Natural and physical sciences | 2.2 | 1.9 | 2.3 | 0.5 | 0.7 | 0.1 | 0.0 | 0.1 | 7.8 |
| Information technology | 8.8 | 5.6 | 2.0 | 1.1 | 1.9 | 0.4 | 0.1 | 0.9 | 20.8 |
| Engineering and related technologies | 44.8 | 34.3 | 47.2 | 10.2 | 21.1 | 3.5 | 2.4 | 2.1 | 165.7 |
| Architecture and building | 28.1 | 37.7 | 18.0 | 5.4 | 4.8 | 2.7 | 0.7 | 1.5 | 99.1 |
| Agriculture, environmental and related studies | 10.6 | 8.2 | 5.9 | 2.5 | 2.3 | 0.8 | 0.8 | 0.5 | 31.5 |
| Health | 17.6 | 18.9 | 14.0 | 2.4 | 5.5 | 0.7 | 0.4 | 0.7 | 60.4 |
| Education | 16.3 | 20.2 | 13.5 | 2.5 | 11.9 | 0.5 | 0.4 | 1.0 | 66.3 |
| Management and commerce | 61.0 | 19.8 | 21.3 | 4.4 | 8.2 | 3.7 | 1.5 | 2.3 | 122.3 |
| Society and culture | 56.6 | 46.9 | 36.9 | 11.5 | 13.0 | 2.5 | 2.0 | 3.5 | 172.9 |
| Creative arts | 7.3 | 5.6 | 2.0 | 0.9 | 2.7 | 0.2 | 0.2 | 0.4 | 19.3 |
| Food, hospitality and personal services | 17.5 | 17.3 | 19.4 | 3.7 | 5.9 | 1.4 | 0.6 | 1.0 | 66.7 |
| Mixed field programmes | 53.7 | 30.8 | 15.1 | 5.5 | 14.1 | 1.2 | 0.5 | 0.6 | 121.5 |
| No field of education ¹ | 66.5 | 2.3 | 11.7 | 1.7 | 11.9 | 1.1 | 0.6 | 1.1 | 97.0 |
| Total | 391.0 | 249.6 | 209.4 | 52.4 | 104.0 | 18.8 | 10.3 | 15.7 | 1 051.2 |

1. Training package skill sets and locally developed 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 June 2017 - 2021 ('000)

| Program enrolments | Jan-Jun 2017 | Jan-Jun 2018 | Jan-Jun 2019 | Jan-Jun 2020 | Jan-Jun 2021 | Jan-Jun 2020 to Jan-Jun 2021 % change |
|--|--------------|--------------|--------------|--------------|----------------|--|
| Field of education | | | | | | |
| Natural and physical sciences | 4.8 | 4.4 | 5.4 | 5.6 | 7.8 | 38.6 |
| Information technology | 15.9 | 15.9 | 17.2 | 16.4 | 20.8 | 26.7 |
| Engineering and related technologies | 153.6 | 144.7 | 154.9 | 147.5 | 165.7 | 12.3 |
| Architecture and building | 86.2 | 86.5 | 89.6 | 81.3 | 99.1 | 21.8 |
| Agriculture, environmental and related studies | 31.3 | 24.2 | 27.4 | 25.7 | 31.5 | 22.9 |
| Health | 40.8 | 42.9 | 47.3 | 49.9 | 60.4 | 21.0 |
| Education | 63.2 | 51.2 | 56.8 | 56.3 | 66.3 | 17.8 |
| Management and commerce | 113.6 | 112.3 | 115.0 | 99.7 | 122.3 | 22.7 |
| Society and culture | 108.9 | 119.8 | 135.6 | 138.3 | 172.9 | 25.0 |
| Creative arts | 18.1 | 16.2 | 17.0 | 16.5 | 19.3 | 16.8 |
| Food, hospitality and personal services | 72.6 | 63.9 | 65.3 | 58.0 | 66.7 | 15.0 |
| Mixed field programmes | 103.2 | 109.9 | 120.2 | 105.4 | 121.5 | 15.2 |
| No field of education ¹ | 59.9 | 43.9 | 47.0 | 150.6 | 97.0 | -35.6 |
| Total | 872.2 | 835.7 | 898.9 | 951.3 | 1 051.2 | 10.5 |

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 June 2021 ('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 | 1.4 | 5.4 | 0.4 | 0.6 | 0.7 | 0.0 | 0.0 | 0.2 | 8.8 |
| Diploma | 31.2 | 45.1 | 18.9 | 5.2 | 8.4 | 1.3 | 0.8 | 2.8 | 113.9 |
| Certificate IV | 70.6 | 58.8 | 17.8 | 8.2 | 12.9 | 3.7 | 1.3 | 3.8 | 177.2 |
| Certificate III | 150.9 | 91.2 | 98.4 | 25.9 | 36.7 | 10.1 | 3.9 | 6.9 | 424.1 |
| Certificate II | 29.4 | 21.0 | 46.3 | 6.9 | 13.5 | 1.4 | 2.2 | 0.7 | 121.3 |
| Certificate I | 11.4 | 10.5 | 11.8 | 2.6 | 3.5 | 0.5 | 0.9 | 0.0 | 41.3 |
| Total | 294.9 | 232.3 | 193.6 | 49.5 | 75.7 | 17.1 | 9.2 | 14.4 | 886.7 |

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 June 2017 - 2021 ('000)

| Qualification enrolments | Jan- Jun 2017 | Jan- Jun 2018 | Jan- Jun 2019 | Jan- Jun 2020 | Jan- Jun 2021 | Jan- Jun 2020 to Jan- Jun 2021 % change |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|---|
| Level of education | | | | | | |
| Graduate diploma | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | ** |
| Graduate certificate | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | ** |
| Bachelor degree (honours and pass) | - | - | - | - | - | - |
| Advanced diploma | 9.9 | 9.2 | 9.6 | 8.3 | 8.8 | 5.6 |
| Diploma | 95.6 | 94.9 | 97.5 | 95.1 | 113.9 | 19.7 |
| Certificate IV | 127.4 | 130.5 | 145.9 | 137.7 | 177.2 | 28.7 |
| Certificate III | 372.2 | 362.2 | 382.9 | 363.0 | 424.1 | 16.8 |
| Certificate II | 114.1 | 102.5 | 112.0 | 104.4 | 121.3 | 16.3 |
| Certificate I | 45.6 | 42.5 | 45.7 | 37.6 | 41.3 | 10.0 |
| Total | 764.9 | 741.9 | 793.9 | 746.2 | 886.7 | 18.8 |

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

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

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 16 Government-funded subject enrolments by type of training and state/territory, January to June 2021 ('000)

| Subject enrolments | NSW | Vic. | Qld. | SA | WA | Tas. | NT | ACT | Aust. |
|---|----------------|----------------|----------------|--------------|--------------|--------------|-------------|-------------|----------------|
| Nationally recognised programs¹ | 2 485.1 | 1 787.5 | 1 442.3 | 272.4 | 524.2 | 114.3 | 56.6 | 80.2 | 6 762.6 |
| Training package qualifications | 2 285.7 | 1 614.6 | 1 402.7 | 256.9 | 445.0 | 110.0 | 54.4 | 77.3 | 6 246.6 |
| Accredited qualifications | 154.3 | 147.5 | 24.5 | 12.2 | 47.9 | 2.7 | 1.2 | 2.1 | 392.3 |
| Training package skill sets | 22.2 | 2.3 | 9.7 | 1.3 | 4.6 | 1.3 | 0.7 | 0.8 | 43.1 |
| Accredited courses | 22.8 | 23.1 | 5.4 | 2.0 | 26.7 | 0.3 | 0.3 | - | 80.6 |
| Locally developed programs | 115.0 | 18.3 | 11.5 | 3.4 | 21.2 | 0.7 | 0.8 | 1.1 | 171.9 |
| Locally developed skill sets | 113.8 | 0.1 | 11.5 | 3.4 | 20.7 | 0.6 | 0.8 | 1.1 | 151.9 |
| Locally developed courses | 1.2 | 18.2 | - | - | 0.5 | 0.1 | - | - | 20.0 |
| Stand-alone nationally recognised subjects | 16.0 | 12.2 | 1.7 | 2.7 | 0.2 | 7.4 | 5.1 | 0.0 | 45.3 |
| Nationally recognised training total | 2 616.1 | 1 817.9 | 1 455.5 | 278.5 | 545.6 | 122.4 | 62.4 | 81.3 | 6 979.8 |
| Non-nationally recognised training total² | 54.0 | 36.3 | 1.1 | 2.0 | 19.0 | 1.2 | 3.6 | 0.9 | 118.1 |
| Programs | 49.1 | 19.6 | 1.1 | 0.0 | 19.0 | 1.2 | 3.6 | 0.9 | 94.5 |
| Higher education qualifications | - | 0.8 | - | - | - | - | - | - | 0.8 |
| Stand-alone non-nationally recognised subjects | 4.9 | 16.0 | 0.0 | 2.0 | - | - | 0.0 | - | 22.9 |
| Total | 2 670.1 | 1 854.3 | 1 456.7 | 280.5 | 564.6 | 123.6 | 66.0 | 82.2 | 7 097.9 |

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 June 2017 - 2021 ('000)

| Subject enrolments | Jan-Jun 2017 | Jan-Jun 2018 | Jan-Jun 2019 | Jan-Jun 2020 | Jan-Jun 2021 | Jan-Jun 2020 to Jan- Jun 2021 change (%) |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|---|
| Nationally recognised programs¹ | 6 095.1 | 5 887.3 | 6 106.8 | 5 610.3 | 6 762.6 | 20.5 |
| Training package qualifications | 5 624.5 | 5 372.2 | 5 620.5 | 5 143.7 | 6 246.6 | 21.4 |
| Accredited qualifications | 388.4 | 420.2 | 391.0 | 350.7 | 392.3 | 11.9 |
| Training package skill sets | 20.9 | 12.1 | 20.0 | 46.0 | 43.1 | -6.3 |
| Accredited courses | 61.3 | 82.7 | 75.3 | 69.9 | 80.6 | 15.3 |
| Locally developed programs | 173.9 | 136.5 | 123.6 | 325.0 | 171.9 | -47.1 |
| Locally developed skill sets | 145.5 | 112.0 | 103.2 | 309.2 | 151.9 | -50.9 |
| Locally developed courses | 28.4 | 24.5 | 20.4 | 15.8 | 20.0 | 26.5 |
| Stand-alone nationally recognised subjects | 76.6 | 85.5 | 102.9 | 35.5 | 45.3 | 27.6 |
| Nationally recognised training total | 6 345.6 | 6 109.3 | 6 333.2 | 5 970.7 | 6 979.8 | 16.9 |
| Non-nationally recognised training total² | 113.9 | 120.6 | 131.1 | 103.7 | 118.1 | 13.9 |
| Programs | 82.3 | 90.4 | 102.4 | 83.1 | 94.5 | 13.7 |
| Higher education qualifications | 1.0 | - | - | - | 0.8 | - |
| Stand-alone non-nationally recognised subjects | 30.6 | 30.2 | 28.7 | 20.5 | 22.9 | 11.3 |
| Total subject enrolments | 6 459.5 | 6 229.9 | 6 464.3 | 6 074.4 | 7 097.9 | 16.8 |

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. Other gender includes 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 institutes 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 nationally recognised skill set, which are endorsed in a national training package, 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.

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 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 (937 000 students for January to June 2021).
- 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 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

- 5 The COVID-19 pandemic, and states and territories' economic responses, may have impacted training data, particularly from March 2020 onwards. Any comparison with previous years should be made with caution.

New South Wales

- 6 Training activity for New South Wales increased in 2020 due the introduction of fee-free online short courses by TAFE NSW to people wanting to upskill during the COVID-19 pandemic. The majority of these fee-free short courses are locally developed skill sets.
- 7 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.
- 8 NSW Workplace Training and the NSW Education Standards Authority (NESA) do not submit data for the January to March, January to June or January to September submissions. However, they do submit data for January to December. Consequently, caution should be used when comparing data from the first three quarters with annual data.

Western Australia

- 9 The increase in training activity for Western Australia in 2020 and 2021 is due to the introduction, by the Department of Training and Workforce Development, of a wide range of initiatives during the COVID-19 pandemic to encourage people to enrol fee-free or at much reduced rates in targeted areas of training both at the qualification and skill set level.

Australian Bureau of Statistics data

- 10 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>>.
- 11 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://arts.adelaide.edu.au/hugo-centre/services/aria>>.

Training packages

- 12 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

- 13 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.
- 14 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.

- 15 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

- 16 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

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

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

Students with 'not known' data, January to June 2017 - 2021 (%)

| | Jan- Jun 2017 | Jan- Jun 2018 | Jan- Jun 2019 | Jan- Jun 2020 | Jan- Jun 2021 |
|------------------------------|------------------|------------------|------------------|------------------|------------------|
| Indigenous status | 3.0 | 2.8 | 3.9 | 3.3 | 3.5 |
| Disability status | 6.2 | 6.5 | 5.7 | 4.0 | 4.6 |
| Main language spoken at home | 6.5 | 5.7 | 4.9 | 3.8 | 5.0 |
| Labour force status | 8.0 | 9.8 | 9.1 | 8.5 | 9.8 |
| School status | 2.6 | 2.8 | 2.2 | 1.6 | 2.1 |

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

Credit transfer

- 18 Credit transfer is not reported in this publication (as the training effort occurred in previous years). Data on credit transfer by state/territory for 2017 to 2021 are presented in the table below.

Government-funded subject enrolments by credit transfer and state/territory, January to June 2017 - 2021 ('000)

| Credit transfer subject Enrolments | Jan- Jun 2017 | Jan- Jun 2018 | Jan- Jun 2019 | Jan- Jun 2020 | Jan- Jun 2021 |
|---------------------------------------|------------------|------------------|------------------|------------------|------------------|
| New South Wales | 165.5 | 149.1 | 163.1 | 130.8 | 65.5 |
| Victoria | 226.9 | 155.3 | 154.4 | 145.9 | 126.2 |
| Queensland | 155.9 | 135.6 | 182.3 | 161.8 | 185.9 |
| South Australia | 43.5 | 32.0 | 31.0 | 33.1 | 39.7 |
| Western Australia | 38.4 | 27.1 | 64.3 | 56.6 | 68.0 |
| Tasmania | 14.9 | 14.5 | 13.3 | 10.5 | 11.9 |
| Northern Territory | 9.9 | 8.8 | 9.6 | 7.2 | 8.7 |
| Australian Capital Territory | 7.1 | 5.7 | 12.2 | 7.9 | 8.5 |
| Australia | 662.1 | 528.0 | 630.2 | 553.7 | 514.4 |

Miscellaneous

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



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