

Australian vocational education and training statistics

# Government-funded students and courses 2019



National Centre for Vocational Education Research

## Highlights

In 2019, 1.2 million students were enrolled in government-funded vocational education and training (VET). They included:

- 1.1 million students enrolled in nationally recognised training
- 113 400 students enrolled in non-nationally recognised training.

In 2019, compared with 2018:

- student numbers increased by 3.3% to 1.2 million
- full-year training equivalents (FYTEs) increased by 4.9% to 490 500
- students enrolled in nationally recognised programs increased by 4.8% to 993 100
- students enrolled in stand-alone nationally recognised subjects decreased by 36.1% to 34 800
- students enrolled in non-nationally recognised training decreased by 10.6% to 113 400.

An estimated 6.8% of the Australian resident population aged 15 to 64 years participated in government-funded VET in Australia in 2019.

From 2015 to 2019:

- student numbers have decreased by 3.1% to 1.2 million.

## Publisher's note

For clarity in interpreting the figures presented in this publication, please print in colour.

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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 student numbers and participation rates, program and subject enrolments, full year training equivalents (FYTEs) and qualification completions.

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. Fee-for-service activity will be reported in *Total VET students and courses 2019*, to be released in August 2020.

The number of government-funded students reported in this publication will be different from the number reported in the forthcoming *Total VET students and courses 2019* publication, as the latter includes data from the National VET in Schools Collection and a small amount of Commonwealth-specific funding program activity that is submitted directly to NCVET by registered training organisations (RTOs).

Data for the *Government-funded students and courses* series are received by NCVET 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 December 2019. For comparative purposes it also examines these data against previously submitted data for the period of 1 January to 31 December 2015 to 2018.

## More information

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

The DataBuilder <<https://www.ncver.edu.au/research-and-statistics/data/databuilder>> can be used to create customised data tables from *the Government-funded VET students and courses 2019* publication.

Access to this data is governed by the National VET Data Policy (2017 and can be viewed at <<https://docs.education.gov.au/node/46116>>.

# Summary

## Students and participation

In 2019, 1 150 700 students were enrolled in government-funded VET, an increase of 3.3% from 2018.

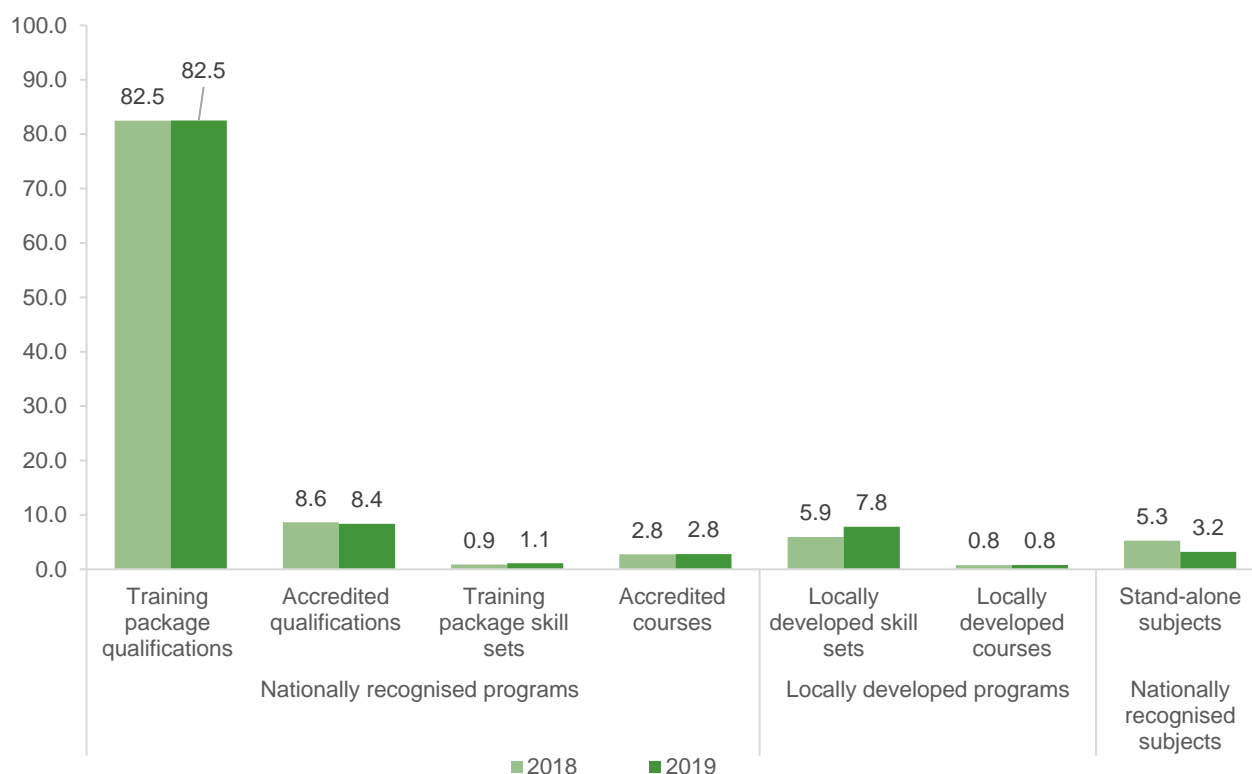
An estimated 6.8% of the Australian resident population aged 15 to 64 years participated in government-funded VET in 2019. Participation was highest among those aged 15 to 19 years (at 18.9%).

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

In 2019, 1 083 300 government-funded students were enrolled in nationally recognised VET, consisting of:

- training package qualifications (893 900 students or 82.5% of students undertaking nationally recognised VET)
- accredited qualifications (90 500 students or 8.4%)
- training package skill sets (12 100 students or 1.1%)
- accredited courses (30 300 students or 2.8%)
- locally developed skill sets and courses comprised of at least one nationally recognised subject (92 800 students or 8.6%)
- stand-alone nationally recognised subjects (34 800 students or 3.2%).

**Figure 1 Government-funded students enrolled in nationally recognised training, 2018 and 2019 (%)**



Note: The sum of proportions will not add to 100% as a student may have enrolled in multiple types of training in a calendar year.

In 2019, 113 400 government-funded students were enrolled in non-nationally recognised VET, consisting of:

- non-nationally recognised programs (80 100 students)
- non-nationally recognised stand-alone subjects (33 700 students).

In 2019, compared with 2018, the number of government-funded full-year training equivalents (FYTEs) increased by 23 000 to 490 500 (up 4.9%).

## Students by state/territory

In 2019, compared with 2018, the number of government-funded students increased in all jurisdictions except in the Northern Territory and Tasmania.

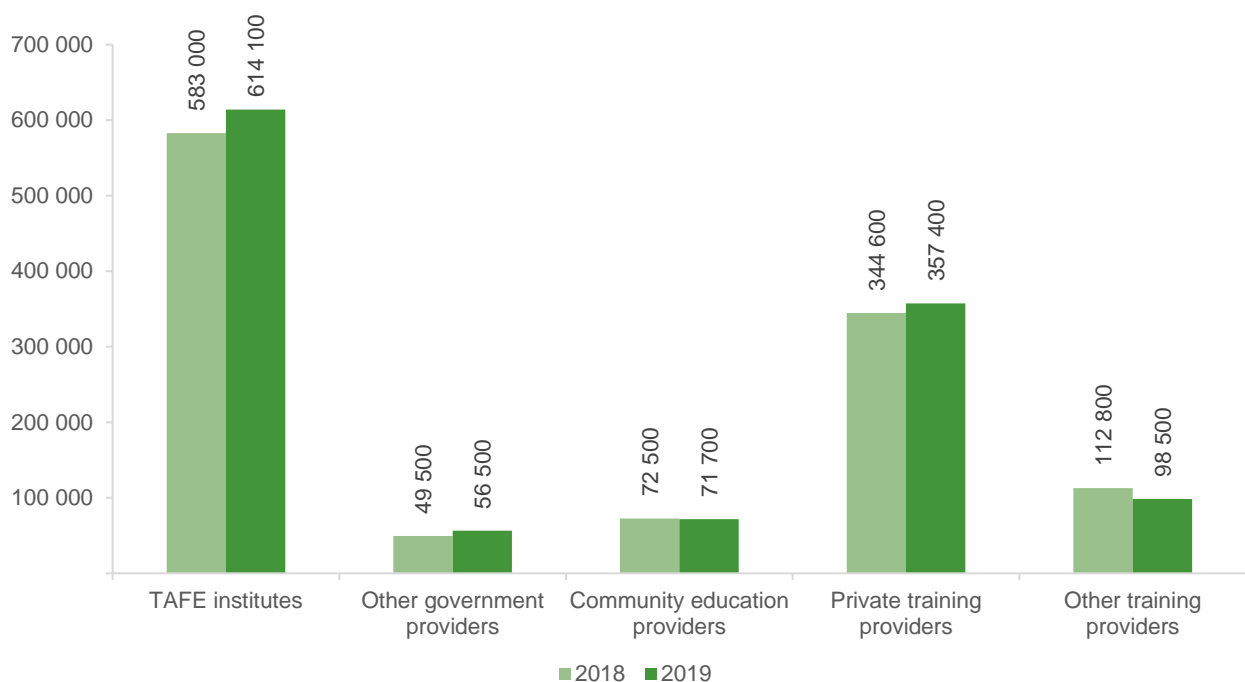
**Figure 2 Government-funded students by state/territory, 2018 and 2019**



## Students by training providers

In 2019, 614 100 government-funded students (53.4%) were enrolled at TAFE institutes, 56 500 (4.9%) at other government providers, 71 700 (6.2%) at community education providers, 357 400 (31.1%) at private training providers, and 98 500 (8.6%) at other training providers.

**Figure 3 Government-funded students by provider reporting type, 2018 and 2019**



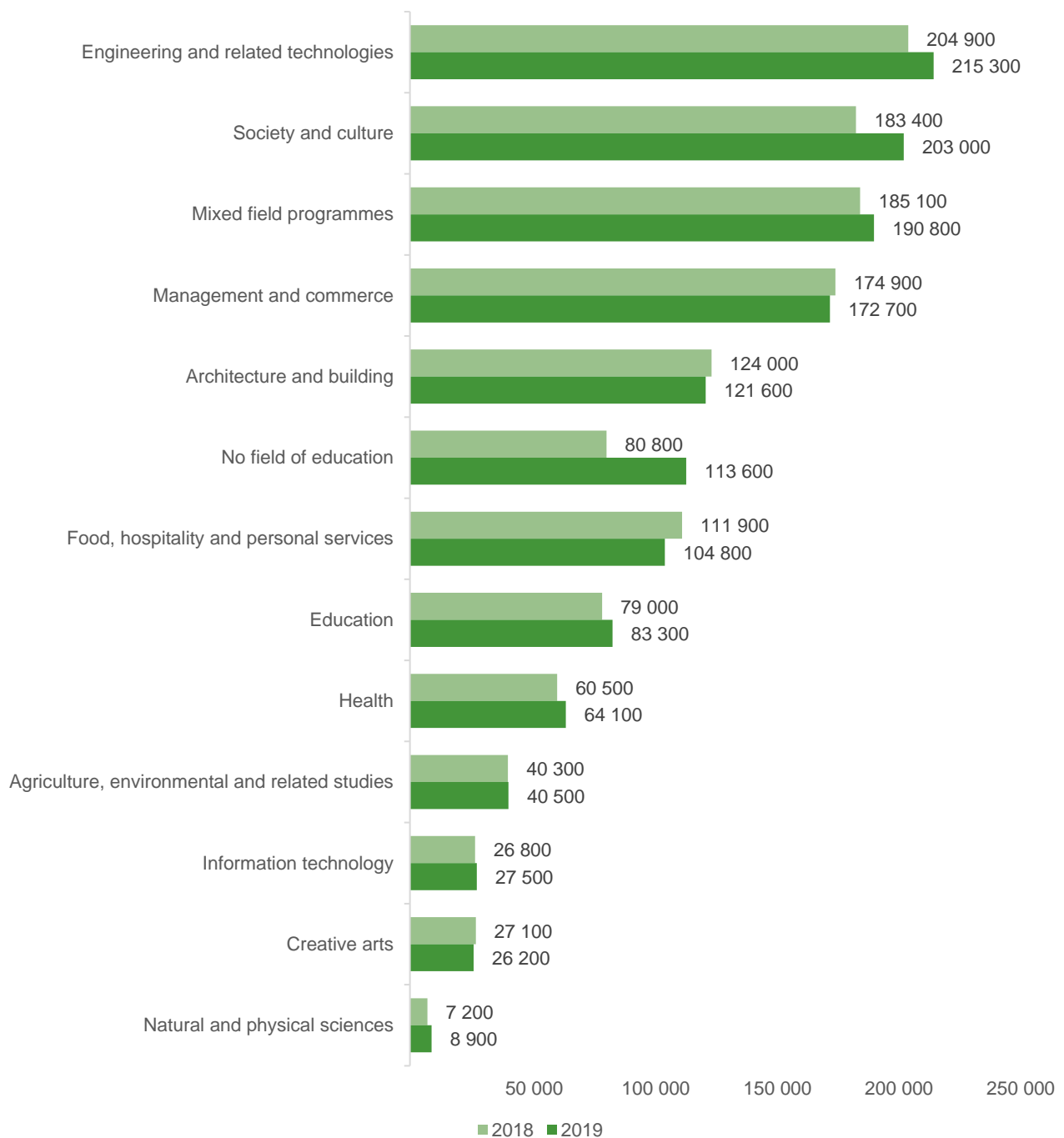
## Program enrolments

In 2019, there were 1.4 million enrolments in government-funded programs, an increase of 5.1% from 2018. Of these:

- 82.3% were in qualifications, including training package qualifications (74.4%) and accredited qualifications (7.9%)
- 3.3% were in training package skill sets and accredited courses
- 7.9% were in locally developed programs comprised of at least one nationally recognised subject
- 6.5% were in non-nationally recognised programs.

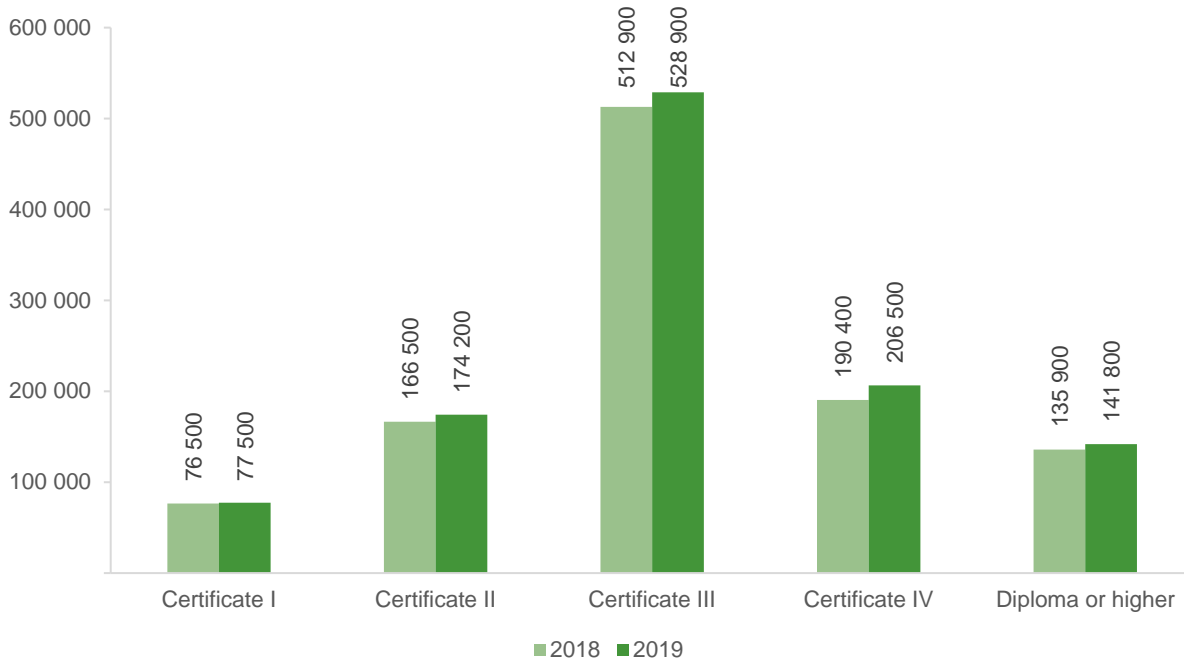
In 2019, Engineering and related technologies was the most popular field of education with 215 300 (15.7%) government-funded program enrolments followed by Society and culture with 203 000 (14.8%).

**Figure 4 Government-funded program enrolments by field of education, 2018 and 2019**



In 2019, the highest number of government-funded nationally recognised qualification enrolments were in certificate III level qualifications at 528 900 (46.8%), followed by certificate IV (18.3%) and certificate II (15.4%).

**Figure 5 Government-funded nationally recognised qualification enrolments by level of education, 2018 and 2019**



### Qualification completions

Preliminary numbers show 328 900 government-funded qualification completions in 2019. This number will be revised upwards with the release of *Government-funded students and courses 2020*.

In 2019, the highest number of government-funded qualification completions were at certificate III level (46.8% of all qualification completions), followed by certificate II (19.1%), and certificate IV (16.8%).

**Figure 6 Government-funded qualification completions by level of education, 2018 and 2019**



# Tables

**Table 1 Summary of government-funded training by state/territory, 2015–19 ('000)**

	2015	2016	2017	2018	2019	2018–19	
						%	% change
<b>Students</b>							
<b>Australia</b>	<b>1 187.1</b>	<b>1 203.5</b>	<b>1 135.3</b>	<b>1 113.8</b>	<b>1 150.7</b>	<b>100.0</b>	<b>3.3</b>
New South Wales	318.4	421.1	390.9	400.9	403.6	35.1	0.7
Victoria	373.0	318.6	296.3	271.0	288.8	25.1	6.6
Queensland	223.3	216.4	212.3	212.2	227.4	19.8	7.2
South Australia	84.5	69.5	66.6	66.2	68.4	5.9	3.3
Western Australia	121.9	113.2	106.1	102.3	102.5	8.9	0.2
Tasmania	28.7	27.7	26.3	25.7	24.8	2.2	-3.3
Northern Territory	21.1	21.4	20.3	17.8	16.4	1.4	-7.7
Australian Capital Territory	16.3	15.6	16.6	17.7	18.6	1.6	5.0
<b>Program enrolments</b>							
<b>Australia</b>	<b>1 371.2</b>	<b>1 451.9</b>	<b>1 387.5</b>	<b>1 305.9</b>	<b>1 372.1</b>	<b>100.0</b>	<b>5.1</b>
New South Wales	352.9	524.8	484.5	482.5	507.3	37.0	5.1
Victoria	439.5	376.2	349.4	308.5	328.5	23.9	6.5
Queensland	250.6	247.1	264.3	240.2	262.1	19.1	9.1
South Australia	90.2	72.8	67.5	64.5	66.1	4.8	2.5
Western Australia	165.5	159.1	152.9	144.7	144.6	10.5	-0.1
Tasmania	32.1	31.5	29.6	28.3	26.2	1.9	-7.5
Northern Territory	20.4	21.1	19.1	16.0	15.0	1.1	-6.2
Australian Capital Territory	19.9	19.3	20.1	21.3	22.4	1.6	5.4
<b>Qualification completions</b>							
<b>Australia</b>	<b>425.3</b>	<b>375.5</b>	<b>355.6</b>	<b>343.9</b>	<b>328.9</b>	<b>100.0</b>	<b>**</b>
New South Wales	88.7	93.6	96.6	101.9	99.7	30.3	**
Victoria	133.5	96.9	87.6	81.8	75.2	22.9	**
Queensland	108.0	105.2	96.1	93.2	90.6	27.6	**
South Australia	30.2	20.8	19.6	15.6	14.6	4.5	**
Western Australia	44.8	39.9	37.4	34.0	33.0	10.0	**
Tasmania	9.2	8.7	8.4	7.5	6.9	2.1	**
Northern Territory	5.3	5.6	5.5	4.9	4.0	1.2	**
Australian Capital Territory	5.7	4.9	4.6	5.1	4.8	1.5	**
<b>Full-year training equivalents (FYTEs)</b>							
<b>Australia</b>	<b>547.0</b>	<b>524.1</b>	<b>500.0</b>	<b>467.5</b>	<b>490.5</b>	<b>100.0</b>	<b>4.9</b>
New South Wales	111.7	141.9	141.1	142.3	145.8	29.7	2.4
Victoria	218.8	180.3	163.5	141.6	154.1	31.4	8.9
Queensland	103.7	97.7	93.2	90.0	96.3	19.6	7.0
South Australia	32.3	26.3	24.8	21.7	23.7	4.8	9.4
Western Australia	56.5	53.8	53.0	48.7	47.8	9.7	-1.9
Tasmania	10.3	9.8	9.8	8.8	8.7	1.8	-0.9
Northern Territory	6.0	7.1	7.1	6.0	5.4	1.1	-9.1
Australian Capital Territory	7.7	7.2	7.7	8.4	8.6	1.7	2.2

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

2019 completions are preliminary.

\*\* Percentage change not calculated due to preliminary completion numbers.

**Table 2 Provider reporting type by state/territory, 2019**

Training providers	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	1	12	2	1	5	1	2	1	25
Other government providers	1	4	3	-	2	-	-	-	10
Community education providers	33	236	19	40	8	-	-	-	336
Private training providers	289	197	444	86	141	60	59	66	1 025
Other training providers	117	45	53	44	20	39	33	21	276
<b>Total</b>	<b>409</b>	<b>494</b>	<b>521</b>	<b>171</b>	<b>176</b>	<b>100</b>	<b>94</b>	<b>88</b>	<b>1 620</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

**Table 3 Provider reporting type, 2015–19**

Training providers	2015	2016	2017	2018	2019
TAFE institutes	53	40	40	35	25
Other government providers	14	13	10	10	10
Community education providers	388	380	359	357	336
Private training providers	1 250	1 247	1 212	1 104	1 025
Other training providers	343	314	312	299	276
<b>Total</b>	<b>1 977</b>	<b>1 931</b>	<b>1 874</b>	<b>1 747</b>	<b>1 620</b>

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

**Table 4 Participation rate of Australians aged 15 years and over in government-funded VET, 2015-19 (%)**

Participation rate	2015	2016	2017	2018	2019
15 to 19 years	21.1	20.2	20.1	19.4	18.9
20 to 24 years	13.3	13.1	12.5	12.3	12.7
25 to 44 years	6.2	6.5	5.9	5.7	6.0
45 to 64 years	3.5	3.7	3.2	3.1	3.1
<b>15 to 64 years</b>	<b>7.4</b>	<b>7.4</b>	<b>6.9</b>	<b>6.7</b>	<b>6.8</b>

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

Sources: NCVET, National VET Provider Collections 2015–19; Australian Bureau of Statistics (ABS), *Australian Demographic Statistics*, June 2019, table 59, cat.no.3101.0.

**Table 5 Government-funded students by type of training and state/territory, 2019 ('000)**

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>Nationally recognised programs</b>	<b>313.4</b>	<b>256.4</b>	<b>219.0</b>	<b>59.3</b>	<b>93.2</b>	<b>21.0</b>	<b>13.0</b>	<b>17.9</b>	<b>993.1</b>
Training package qualifications	279.8	221.8	211.0	53.3	79.5	19.5	12.0	16.9	893.9
Accredited qualifications	26.8	35.5	5.4	5.2	15.1	0.9	0.6	0.8	90.5
Training package skill sets	6.8	-	3.5	0.0	0.5	0.9	0.2	0.3	12.1
Accredited courses	7.3	7.9	1.8	1.6	11.3	0.2	0.3	0.1	30.3
<b>Locally developed programs</b>	<b>65.9</b>	<b>6.1</b>	<b>8.9</b>	<b>0.7</b>	<b>9.0</b>	<b>1.3</b>	<b>-</b>	<b>0.8</b>	<b>92.8</b>
Locally developed skill sets	64.4	0.1	8.9	0.7	8.5	1.3	-	0.8	84.7
Locally developed courses	1.6	6.1	0.0	-	0.8	-	-	-	8.5
<b>Stand-alone nationally recognised subjects</b>	<b>11.9</b>	<b>5.6</b>	<b>2.0</b>	<b>7.1</b>	<b>0.0</b>	<b>3.4</b>	<b>4.8</b>	<b>-</b>	<b>34.8</b>
<b>Nationally recognised total</b>	<b>369.5</b>	<b>263.2</b>	<b>226.6</b>	<b>65.0</b>	<b>99.4</b>	<b>24.7</b>	<b>16.4</b>	<b>18.4</b>	<b>1 083.3</b>
<b>Non-nationally recognised training total</b>	<b>62.9</b>	<b>30.0</b>	<b>0.8</b>	<b>4.6</b>	<b>13.0</b>	<b>1.6</b>	<b>0.1</b>	<b>0.4</b>	<b>113.4</b>
Programs	59.1	5.1	0.8	-	13.0	1.6	0.1	0.4	80.1
Higher education qualifications	-	-	-	-	-	-	-	-	-
Stand-alone subjects	3.9	25.2	0.0	4.6	-	-	-	-	33.7
<b>Total</b>	<b>403.6</b>	<b>288.8</b>	<b>227.4</b>	<b>68.4</b>	<b>102.5</b>	<b>24.8</b>	<b>16.4</b>	<b>18.6</b>	<b>1 150.7</b>

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

Refer to the explanatory notes on pages 26-29 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 (1 150 700) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

**Table 6 Government-funded students by type of training, 2015–19 ('000)**

Students	2015	2016	2017	2018	2019	2018–19	
						%	% change
<b>Nationally recognised programs</b>	<b>1 045.2</b>	<b>1 012.2</b>	<b>970.3</b>	<b>947.4</b>	<b>993.1</b>	<b>86.3</b>	<b>4.8</b>
Training package qualifications	937.2	899.4	870.2	853.0	893.9	77.7	4.8
Accredited qualifications	112.5	103.0	96.1	89.3	90.5	7.9	1.3
Training package skill sets	6.1	20.5	11.4	9.2	12.1	1.1	32.2
Accredited courses	28.7	33.9	27.8	28.4	30.3	2.6	6.5
<b>Locally developed programs</b>	<b>34.1</b>	<b>110.5</b>	<b>74.3</b>	<b>69.2</b>	<b>92.8</b>	<b>8.1</b>	<b>34.1</b>
Locally developed skill sets	24.6	101.5	66.8	61.5	84.7	7.4	37.7
Locally developed courses	9.5	9.2	7.5	8.0	8.5	0.7	6.4
<b>Stand-alone nationally recognised subjects</b>	<b>39.5</b>	<b>52.9</b>	<b>49.2</b>	<b>54.5</b>	<b>34.8</b>	<b>3.0</b>	<b>-36.1</b>
<b>Nationally recognised total</b>	<b>1 097.9</b>	<b>1 121.6</b>	<b>1 053.6</b>	<b>1 034.3</b>	<b>1 083.3</b>	<b>94.1</b>	<b>4.7</b>
<b>Non-nationally recognised training</b>	<b>117.1</b>	<b>112.7</b>	<b>121.9</b>	<b>126.8</b>	<b>113.4</b>	<b>9.9</b>	<b>-10.6</b>
Programs	77.2	76.8	82.8	90.7	80.1	7.0	-11.7
Higher education qualifications	0.5	0.4	-	-	-	-	-
Stand-alone subjects	39.8	36.2	39.5	36.5	33.7	2.9	-7.8
<b>Total</b>	<b>1 187.1</b>	<b>1 203.5</b>	<b>1 135.3</b>	<b>1 113.8</b>	<b>1 150.7</b>	<b>100.0</b>	<b>3.3</b>

Refer to the explanatory notes on pages 26-29 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 (1 150 700) 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 and state/territory, 2019 ('000)**

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE institutes	270.0	123.4	69.5	45.1	68.4	14.1	10.7	12.9	614.1
Other government providers	4.4	39.2	6.2	-	6.7	-	-	-	56.5
Community education providers	20.1	42.6	4.8	3.7	0.5	-	-	-	71.7
Private training providers	77.7	78.0	144.1	15.3	28.2	6.3	3.1	4.7	357.4
Other training providers	55.0	14.8	9.9	6.4	2.7	5.2	3.3	1.3	98.5
<b>Total</b>	<b>403.6</b>	<b>288.8</b>	<b>227.4</b>	<b>68.4</b>	<b>102.5</b>	<b>24.8</b>	<b>16.4</b>	<b>18.6</b>	<b>1 150.7</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

Note: The sum of students does not add to the total (1 150 700) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

**Table 8 Government-funded students by provider reporting type, 2015–19 ('000)**

Students	2015	2016	2017	2018	2019	2018–19	
						%	% change
TAFE institutes	539.7	613.8	585.1	583.0	614.1	53.4	5.3
Other government providers	42.9	45.3	46.7	49.5	56.5	4.9	14.2
Community education providers	78.6	73.4	70.5	72.5	71.7	6.2	-1.1
Private training providers	438.4	399.4	363.8	344.6	357.4	31.1	3.7
Other training providers	117.3	119.1	119.3	112.8	98.5	8.6	-12.6
<b>Total</b>	<b>1 187.1</b>	<b>1 203.5</b>	<b>1 135.3</b>	<b>1 113.8</b>	<b>1 150.7</b>	<b>100.0</b>	<b>3.3</b>

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

Note: The sum of students does not add to the total (1 150 700) as a student may have enrolled in multiple programs and/or subjects in a reporting period.

**Table 9 Government-funded student characteristics by state/territory, 2019 ('000)**

Students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>Gender</b>									
Males	193.3	143.5	120.4	33.2	55.0	13.9	9.4	9.3	577.9
Females	209.9	144.3	106.0	35.2	47.5	10.9	7.0	9.1	569.9
Not known	0.4	1.0	1.1	0.1	0.1	0.0	0.0	0.2	2.9
<b>Age</b>									
14 years and under	1.3	0.1	0.3	0.1	0.2	0.0	0.4	0.0	2.3
15 to 19 years	103.9	48.9	74.2	16.1	30.8	4.1	3.2	3.4	284.7
20 to 24 years	71.3	62.3	44.6	13.7	19.9	5.6	2.6	4.3	224.1
25 to 44 years	149.8	116.7	75.4	25.8	36.3	9.9	7.1	8.0	429.1
45 to 64 years	69.7	54.8	31.9	11.4	14.5	4.9	3.0	2.7	193.0
65 years and over	7.6	5.9	1.0	1.5	0.8	0.3	0.2	0.1	17.4
Not known	0.0	0.0	0.0	0.0	0.0	-	0.0	-	0.1
<b>Student remoteness region</b>									
Major cities	259.6	210.6	133.1	44.6	68.7	0.1	0.1	16.8	733.5
Inner regional	98.7	61.5	50.7	9.8	11.3	15.6	0.1	1.5	249.2
Outer regional	36.8	13.1	33.0	9.9	10.4	8.3	8.1	0.2	119.9
Remote	3.9	0.1	4.8	2.5	5.4	0.6	3.4	0.0	20.7
Very remote	1.2	0.0	3.6	1.4	4.9	0.1	3.3	0.0	14.5
Offshore	1.0	0.2	0.1	0.0	0.5	0.0	0.0	0.0	1.8
Not known	2.5	3.3	2.1	0.1	1.4	0.1	1.5	0.1	11.1
<b>Indigenous status</b>									
Indigenous	36.5	6.2	17.5	4.1	10.8	1.4	5.9	0.9	83.3
Non-Indigenous	360.9	279.2	195.2	63.6	72.7	23.0	10.3	16.6	1 021.6
Not known	6.2	3.4	14.7	0.7	19.0	0.4	0.3	1.1	45.8
<b>Disability (including impairment or long-term condition)</b>									
With a disability	42.2	30.3	17.2	5.6	7.6	2.4	0.9	2.1	108.3
Without a disability	326.2	250.2	183.6	61.9	80.6	20.4	14.8	16.3	954.0
Not known	35.3	8.2	26.6	0.9	14.4	2.0	0.7	0.2	88.4
<b>Is a language other than English spoken at home</b>									
Yes	71.1	85.8	19.0	12.9	14.2	1.6	4.3	3.5	212.3
No	314.6	197.7	189.2	53.4	81.1	21.4	11.5	13.3	882.3
Not known	17.9	5.2	19.2	2.1	7.3	1.8	0.7	1.8	56.0
<b>Labour force status</b>									
Employed	225.0	157.1	128.7	37.6	36.3	18.9	11.6	14.3	629.5
Unemployed	84.7	62.4	48.8	16.4	17.2	3.4	2.4	2.1	237.5
Not in the labour force	48.3	48.3	21.6	12.4	13.4	1.4	1.4	0.8	147.7
Not known	45.6	21.0	28.3	2.0	35.6	1.1	1.0	1.4	136.0
<b>Apprentice/trainee status</b>									
Apprentices and trainees undertaking off-the-job training	89.0	65.6	72.5	13.4	27.5	11.4	4.0	7.0	290.5
Not apprentices and trainees	314.6	223.1	154.9	55.0	75.0	13.4	12.4	11.7	860.2
<b>SEIFA (IRSD)</b>									
Quintile 1 – Most disadvantaged	105.5	59.6	57.2	21.6	14.5	11.5	3.6	0.2	273.7
Quintile 2	102.2	58.0	42.1	20.4	20.9	4.4	1.9	0.7	250.7
Quintile 3	78.3	63.8	55.3	12.3	25.9	4.6	4.3	2.1	246.4
Quintile 4	55.0	54.5	48.7	10.0	24.8	3.4	2.1	5.8	204.2
Quintile 5 – Least disadvantaged	57.8	46.1	22.0	3.9	14.1	0.7	2.8	9.6	156.9
Not known	4.8	6.8	2.2	0.2	2.3	0.3	1.8	0.4	18.8
<b>Total</b>	<b>403.6</b>	<b>288.8</b>	<b>227.4</b>	<b>68.4</b>	<b>102.5</b>	<b>24.8</b>	<b>16.4</b>	<b>18.6</b>	<b>1 150.7</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

**Table 10 Government-funded student characteristics, 2015–19 ('000)**

Students	2015	2016	2017	2018	2019	%	2018-19 % change
<b>Gender</b>							
Males	633.7	631.3	584.4	565.7	577.9	50.2	2.2
Females	550.4	569.1	548.0	545.2	569.9	49.5	4.5
Not known	3.0	3.0	3.0	2.9	2.9	0.3	-0.1
<b>Age</b>							
14 years and under	3.6	3.4	2.8	2.5	2.3	0.2	-5.9
15 to 19 years	309.6	297.3	298.4	289.3	284.7	24.7	-1.6
20 to 24 years	223.8	222.4	214.3	214.2	224.1	19.5	4.6
25 to 44 years	422.7	445.0	411.2	405.3	429.1	37.3	5.9
45 to 64 years	206.3	216.6	191.9	186.3	193.0	16.8	3.6
65 years and over	19.9	18.3	16.6	16.1	17.4	1.5	8.1
Not known	1.3	0.4	0.2	0.1	0.1	0.0	**
<b>Student remoteness region</b>							
Major cities	745.3	758.5	718.4	704.8	733.5	63.7	4.1
Inner regional	255.4	260.2	245.5	241.5	249.2	21.7	3.2
Outer regional	131.5	128.9	121.4	117.4	119.9	10.4	2.1
Remote	24.5	23.5	22.2	21.3	20.7	1.8	-3.1
Very remote	15.6	15.8	15.7	15.2	14.5	1.3	-4.4
Offshore	1.3	1.0	1.1	1.5	1.8	0.2	19.7
Not known	13.5	15.6	11.1	12.1	11.1	1.0	-7.8
<b>Indigenous status</b>							
Indigenous	70.7	76.5	77.6	79.0	83.3	7.2	5.5
Non-Indigenous	1 078.2	1 088.2	1 020.0	994.2	1 021.6	88.8	2.8
Not known	38.3	38.7	37.7	40.6	45.8	4.0	12.8
<b>Disability (including impairment or long-term condition)</b>							
With a disability	100.4	104.3	100.4	100.8	108.3	9.4	7.4
Without a disability	976.9	987.9	919.6	889.8	954.0	82.9	7.2
Not known	109.8	111.2	115.4	123.2	88.4	7.7	-28.3
<b>Is a language other than English spoken at home</b>							
Yes	217.0	212.4	204.4	198.5	212.3	18.5	6.9
No	895.8	912.2	858.9	852.0	882.3	76.7	3.6
Not known	74.3	78.8	72.0	63.3	56.0	4.9	-11.5
<b>Labour force status</b>							
Employed	657.6	670.9	612.9	590.8	629.5	54.7	6.6
Unemployed	267.2	260.4	247.0	226.3	237.5	20.6	4.9
Not in the labour force	132.5	138.4	142.8	140.0	147.7	12.8	5.5
Not known	129.8	133.8	132.7	156.7	136.0	11.8	-13.2
<b>Apprentice/trainee status</b>							
Apprentices and trainees undertaking off-the-job training	282.0	274.3	277.7	283.4	290.5	25.2	2.5
Not apprentices and trainees	905.1	929.1	857.6	830.4	860.2	74.8	3.6
<b>SEIFA (IRSD)</b>							
Quintile 1 – Most disadvantaged	283.8	286.3	274.3	268.8	273.7	23.8	1.8
Quintile 2	266.7	266.9	249.6	243.2	250.7	21.8	3.1
Quintile 3	249.6	259.5	245.0	238.3	246.4	21.4	3.4
Quintile 4	211.8	207.3	195.4	193.8	204.2	17.7	5.3
Quintile 5 – Least disadvantaged	156.5	161.4	152.9	150.5	156.9	13.6	4.3
Not known	18.7	22.1	18.0	19.1	18.8	1.6	-1.9
<b>Total</b>	<b>1 187.1</b>	<b>1 203.5</b>	<b>1 135.3</b>	<b>1 113.8</b>	<b>1 150.7</b>	<b>100.0</b>	<b>3.3</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

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

**Table 11 Government-funded program enrolments by state/territory, 2019 ('000)**

Program enrolments	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>Type of training</b>									
<b>Nationally recognised programs</b>	<b>363.4</b>	<b>315.8</b>	<b>251.7</b>	<b>65.4</b>	<b>119.2</b>	<b>23.1</b>	<b>14.9</b>	<b>21.3</b>	<b>1 174.7</b>
Training package qualifications	316.3	265.3	238.8	57.8	88.1	21.0	13.7	20.1	1 021.0
Accredited qualifications	32.5	42.0	5.8	5.9	19.1	1.0	0.7	0.9	107.9
Training package skill sets	7.1	-	5.3	0.0	0.5	0.9	0.2	0.3	14.3
Accredited courses	7.5	8.5	1.9	1.6	11.5	0.2	0.3	0.1	31.5
<b>Locally developed programs</b>	<b>78.1</b>	<b>6.3</b>	<b>9.4</b>	<b>0.7</b>	<b>11.2</b>	<b>1.4</b>	<b>-</b>	<b>0.8</b>	<b>108.0</b>
Locally developed skill sets	76.4	0.1	9.4	0.7	10.4	1.4	-	0.8	99.1
Locally developed courses	1.8	6.2	0.0	-	0.8	-	-	-	8.8
<b>Non-nationally recognised training</b>	<b>65.8</b>	<b>6.4</b>	<b>0.9</b>	<b>-</b>	<b>14.1</b>	<b>1.7</b>	<b>0.1</b>	<b>0.4</b>	<b>89.4</b>
Programs	65.8	6.4	0.9	-	14.1	1.7	0.1	0.4	89.4
Higher education qualifications	-	-	-	-	-	-	-	-	-
<b>Field of education</b>									
Natural and physical sciences	2.5	1.9	2.5	0.7	0.8	0.1	0.0	0.2	8.9
Information technology	11.7	6.8	2.4	1.7	2.5	0.7	0.2	1.5	27.5
Engineering and related technologies	52.8	52.2	64.0	10.9	24.7	4.3	3.6	2.7	215.3
Architecture and building	38.4	42.2	22.4	6.1	6.5	2.7	1.1	2.1	121.6
Agriculture, environmental and related studies	12.3	9.9	8.5	3.4	3.4	1.1	1.3	0.5	40.5
Health	21.2	18.1	12.4	3.4	6.1	1.2	0.7	1.0	64.1
Education	16.2	25.5	16.7	3.8	18.2	0.5	0.6	1.6	83.3
Management and commerce	80.3	30.3	30.5	5.9	15.0	4.5	2.6	3.5	172.7
Society and culture	68.7	52.3	42.7	13.0	15.8	3.2	2.7	4.6	203.0
Creative arts	10.1	7.3	1.8	1.2	4.4	0.5	0.3	0.6	26.2
Food, hospitality and personal services	35.2	25.6	25.5	5.9	8.4	1.7	1.0	1.4	104.8
Mixed field programmes	74.3	56.2	17.8	9.1	27.8	3.3	0.7	1.6	190.8
No field of education	83.5	0.1	14.8	0.7	10.9	2.3	0.2	1.1	113.6
<b>Total</b>	<b>507.3</b>	<b>328.5</b>	<b>262.1</b>	<b>66.1</b>	<b>144.6</b>	<b>26.2</b>	<b>15.0</b>	<b>22.4</b>	<b>1 372.1</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

**Table 12 Government-funded program enrolments, 2015–19 ('000)**

Program enrolments	2015	2016	2017	2018	2019	%	2018 - 19 % change
<b>Type of training</b>							
<b>Nationally recognised programs</b>	<b>1 240.3</b>	<b>1 216.0</b>	<b>1 197.6</b>	<b>1 121.6</b>	<b>1 174.7</b>	<b>85.6</b>	<b>4.7</b>
Training package qualifications	1 073.6	1 038.0	1 041.4	974.7	1 021.0	74.4	4.7
Accredited qualifications	129.3	118.8	114.1	107.3	107.9	7.9	0.6
Training package skill sets	6.5	22.6	12.5	9.7	14.3	1.0	47.7
Accredited courses	30.9	36.6	29.6	29.9	31.5	2.3	5.5
<b>Locally developed programs</b>	<b>38.4</b>	<b>143.0</b>	<b>91.2</b>	<b>79.3</b>	<b>108.0</b>	<b>7.9</b>	<b>36.1</b>
Locally developed skill sets	28.6	133.4	83.3	71.2	99.1	7.2	39.3
Locally developed courses	9.8	9.6	7.9	8.2	8.8	0.6	8.1
<b>Non-nationally recognised training</b>	<b>92.5</b>	<b>92.9</b>	<b>98.7</b>	<b>105.1</b>	<b>89.4</b>	<b>6.5</b>	<b>-14.9</b>
Programs	92.0	92.5	98.7	105.1	89.4	6.5	-14.9
Higher education qualifications	0.5	0.4	-	-	-	-	-
<b>Field of education</b>							
Natural and physical sciences	9.7	8.2	7.6	7.2	8.9	0.6	22.7
Information technology	30.1	26.6	27.4	26.8	27.5	2.0	2.8
Engineering and related technologies	260.7	233.8	236.0	204.9	215.3	15.7	5.0
Architecture and building	122.7	125.3	128.6	124.0	121.6	8.9	-2.0
Agriculture, environmental and related studies	50.1	50.4	49.5	40.3	40.5	2.9	0.5
Health	60.7	59.7	57.9	60.5	64.1	4.7	5.9
Education	81.5	91.9	89.3	79.0	83.3	6.1	5.4
Management and commerce	206.5	205.0	186.1	174.9	172.7	12.6	-1.2
Society and culture	180.5	174.2	173.3	183.4	203.0	14.8	10.7
Creative arts	27.8	27.3	29.0	27.1	26.2	1.9	-3.4
Food, hospitality and personal services	128.9	123.8	129.4	111.9	104.8	7.6	-6.3
Mixed field programmes	176.7	169.7	177.6	185.1	190.8	13.9	3.1
No field of education	35.2	156.1	95.9	80.8	113.6	8.3	40.5
<b>Total</b>	<b>1 371.2</b>	<b>1 451.9</b>	<b>1 387.5</b>	<b>1 305.9</b>	<b>1 372.1</b>	<b>100.0</b>	<b>5.1</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

**Table 13 Government-funded nationally recognised qualification enrolments by state/territory, 2019 ('000)**

Qualification enrolments	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>Diploma or higher</b>	<b>39.0</b>	<b>55.7</b>	<b>22.2</b>	<b>7.2</b>	<b>10.2</b>	<b>1.8</b>	<b>1.2</b>	<b>4.5</b>	<b>141.8</b>
Graduate diploma	-	0.0	-	-	-	-	0.0	-	0.0
Graduate certificate	-	0.1	-	-	-	-	-	0.0	0.1
Advanced diploma	1.9	7.5	0.5	0.6	0.8	0.0	0.1	0.3	11.8
Diploma	37.1	48.1	21.7	6.6	9.4	1.7	1.1	4.1	129.8
Certificate IV	73.0	72.9	24.5	9.5	15.5	3.8	2.0	5.3	206.5
Certificate III	177.8	109.9	134.1	30.3	48.7	12.6	6.1	9.3	528.9
Certificate II	37.9	45.2	49.2	11.4	23.0	2.5	3.2	1.8	174.2
Certificate I	20.9	23.6	14.6	5.3	9.8	1.4	1.9	0.0	77.5
<b>Total</b>	<b>348.7</b>	<b>307.3</b>	<b>244.6</b>	<b>63.8</b>	<b>107.2</b>	<b>22.1</b>	<b>14.4</b>	<b>20.9</b>	<b>1 128.9</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

**Table 14 Government-funded nationally recognised qualification enrolments, 2015–19 ('000)**

Qualification enrolments	2015	2016	2017	2018	2019	2018 - 19	
						%	% change
<b>Diploma or higher</b>	141.3	154.9	143.2	135.9	141.8	12.6	4.4
Graduate diploma	0.1	0.1	0.2	0.0	0.0	0.0	**
Graduate certificate	0.2	0.1	0.0	0.0	0.1	0.0	**
Advanced diploma	15.9	14.4	12.5	11.6	11.8	1.0	2.2
Diploma	125.1	140.2	130.6	124.2	129.8	11.5	4.5
Certificate IV	229.0	203.2	188.9	190.4	206.5	18.3	8.5
Certificate III	566.5	537.9	553.4	512.9	528.9	46.8	3.1
Certificate II	188.4	181.2	186.7	166.5	174.2	15.4	4.6
Certificate I	77.7	79.6	83.3	76.5	77.5	6.9	1.4
<b>Total</b>	<b>1 202.8</b>	<b>1 156.8</b>	<b>1 155.5</b>	<b>1 082.0</b>	<b>1 128.9</b>	<b>100.0</b>	<b>4.3</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

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

**Table 15 Government-funded qualification completions by state/territory, 2015–19 ('000)**

Qualification completions	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>Type of training</b>									
Training package qualifications	90.0	65.8	89.4	14.1	28.7	6.8	3.8	4.7	303.2
Accredited qualifications	9.7	9.4	1.3	0.6	4.3	0.2	0.1	0.2	25.6
Higher education qualifications	-	-	-	-	-	-	-	0.0	0.0
<b>Field of education</b>									
Natural and physical sciences	0.9	1.0	1.5	0.2	0.3	0.1	0.0	0.0	4.1
Information technology	4.1	1.6	0.8	0.1	0.8	0.3	0.0	0.3	8.0
Engineering and related technologies	11.1	9.8	24.4	2.4	7.3	1.5	1.1	0.4	57.9
Architecture and building	6.8	7.6	6.6	1.4	1.9	0.6	0.3	0.3	25.5
Agriculture, environmental and related studies	2.3	2.5	3.5	0.8	1.3	0.3	0.4	0.0	11.1
Health	6.7	5.7	5.1	1.1	2.3	0.5	0.2	0.3	21.7
Education	4.3	7.2	4.3	0.8	1.6	0.2	0.1	0.4	18.8
Management and commerce	21.0	8.8	12.3	1.4	4.8	1.5	0.6	1.1	51.4
Society and culture	22.6	17.3	19.9	3.9	5.7	1.4	0.7	1.3	72.7
Creative arts	3.0	2.8	0.9	0.3	1.6	0.2	0.0	0.1	8.9
Food, hospitality and personal services	8.6	5.1	9.1	1.7	2.6	0.5	0.4	0.4	28.2
Mixed field programmes	8.3	5.9	2.4	0.6	2.9	0.2	0.1	0.1	20.5
No field of education	-	-	-	-	-	-	-	-	-
<b>Level of education</b>									
Diploma or higher	10.7	14.9	6.2	1.2	3.2	0.4	0.3	1.1	38.1
Graduate diploma	-	-	0.0	-	-	-	-	-	0.0
Graduate certificate	-	0.0	-	-	0.0	-	-	0.0	0.0
Bachelor degree (honours and pass)	-	-	-	-	-	-	-	0.0	0.0
Advanced diploma	0.5	2.0	0.1	0.1	0.4	0.0	0.0	0.1	3.2
Diploma	10.1	12.8	6.1	1.1	2.9	0.4	0.3	1.1	34.8
Certificate IV	19.0	18.6	8.4	1.6	4.6	1.1	0.4	1.3	55.1
Certificate III	48.0	28.6	47.8	7.7	14.5	3.8	1.5	2.0	154.0
Certificate II	14.0	10.5	23.2	3.3	9.3	1.2	1.0	0.4	62.8
Certificate I	8.1	2.5	5.0	0.9	1.3	0.4	0.7	0.0	18.9
<b>Total</b>	<b>99.7</b>	<b>75.2</b>	<b>90.6</b>	<b>14.6</b>	<b>33.0</b>	<b>6.9</b>	<b>4.0</b>	<b>4.8</b>	<b>328.9</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

**Table 16 Government-funded qualification completions, 2015–19 ('000)**

Qualification completions	2015	2016	2017	2018	2019 (preliminary)	%
<b>Type of training</b>						
Training package qualifications	390.0	342.8	326.5	316.3	303.2	92.2
Accredited qualifications	35.2	32.5	29.1	27.6	25.6	7.8
Higher education qualifications	0.1	0.2	0.1	0.1	0.0	0.0
<b>Field of education</b>						
Natural and physical sciences	4.7	4.0	3.7	3.5	4.1	1.2
Information technology	9.4	7.1	7.5	7.8	8.0	2.4
Engineering and related technologies	92.1	74.1	65.5	59.2	57.9	17.6
Architecture and building	30.8	26.6	26.0	27.6	25.5	7.7
Agriculture, environmental and related studies	13.8	13.9	13.8	11.0	11.1	3.4
Health	22.8	22.0	21.5	22.4	21.7	6.6
Education	14.6	19.2	18.4	18.7	18.8	5.7
Management and commerce	82.5	65.6	63.1	58.2	51.4	15.6
Society and culture	80.6	72.7	67.9	71.9	72.7	22.1
Creative arts	11.2	9.6	10.2	10.4	8.9	2.7
Food, hospitality and personal services	33.3	32.0	32.5	30.8	28.2	8.6
Mixed field programmes	29.6	28.7	25.5	22.6	20.5	6.2
No field of education	0.0	-	-	-	-	-
<b>Level of education</b>						
Diploma or higher	46.5	45.7	42.4	42.5	38.1	11.6
Graduate diploma	0.1	0.1	0.1	0.0	0.0	0.0
Graduate certificate	0.2	0.1	0.1	0.0	0.0	0.0
Bachelor degree (honours and pass)	0.1	0.1	0.1	0.1	0.0	0.0
Advanced diploma	6.2	5.0	4.2	4.0	3.2	1.0
Diploma	40.0	40.4	37.9	38.4	34.8	10.6
Certificate IV	80.2	65.0	58.0	58.3	55.1	16.8
Certificate III	203.8	173.3	167.9	161.4	154.0	46.8
Certificate II	74.3	70.9	67.8	62.6	62.8	19.1
Certificate I	20.4	20.6	19.7	19.1	18.9	5.8
<b>Total</b>	<b>425.3</b>	<b>375.5</b>	<b>355.6</b>	<b>343.9</b>	<b>328.9</b>	<b>100.0</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

**Table 17 Full-year training equivalents (FYTEs) and subject enrolments by type of training and state/territory, 2019 ('000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>Full-year training equivalents</b>									
<b>Nationally recognised programs</b>	<b>131.2</b>	<b>144.8</b>	<b>94.6</b>	<b>22.9</b>	<b>45.8</b>	<b>7.9</b>	<b>4.6</b>	<b>8.3</b>	<b>460.1</b>
Training package qualifications	118.4	119.3	91.7	20.8	38.4	7.3	4.4	7.8	408.1
Accredited qualifications	10.4	22.2	1.4	1.7	6.2	0.5	0.2	0.4	43.0
Training package skill sets	0.9	-	1.3	0.0	0.0	0.1	0.0	0.1	2.4
Accredited courses	1.6	3.2	0.2	0.4	1.2	0.0	0.0	0.0	6.6
<b>Locally developed programs</b>	<b>10.4</b>	<b>1.3</b>	<b>1.3</b>	<b>0.1</b>	<b>1.0</b>	<b>0.1</b>	<b>-</b>	<b>0.1</b>	<b>14.4</b>
Locally developed skill sets	10.3	0.0	1.3	0.1	1.0	0.1	-	0.1	13.0
Locally developed courses	0.1	1.3	0.0	-	0.0	-	-	-	1.4
<b>Stand-alone nationally recognised subjects</b>	<b>1.0</b>	<b>1.5</b>	<b>0.2</b>	<b>0.4</b>	<b>0.0</b>	<b>0.4</b>	<b>0.6</b>	<b>-</b>	<b>4.0</b>
<b>Nationally recognised training total</b>	<b>142.6</b>	<b>147.6</b>	<b>96.1</b>	<b>23.4</b>	<b>46.8</b>	<b>8.4</b>	<b>5.1</b>	<b>8.4</b>	<b>478.5</b>
<b>Non-nationally recognised training</b>	<b>3.1</b>	<b>6.5</b>	<b>0.2</b>	<b>0.3</b>	<b>1.0</b>	<b>0.3</b>	<b>0.3</b>	<b>0.2</b>	<b>12.0</b>
Programs	3.1	3.8	0.2	0.0	1.0	0.3	0.3	0.2	8.9
Higher education qualifications	-	-	-	-	-	-	-	-	-
Stand-alone subjects	0.1	2.8	-	0.3	-	-	-	-	3.1
<b>Total full-year training equivalents</b>	<b>145.8</b>	<b>154.1</b>	<b>96.3</b>	<b>23.7</b>	<b>47.8</b>	<b>8.7</b>	<b>5.4</b>	<b>8.6</b>	<b>490.5</b>
<b>Subject enrolments</b>									
<b>Nationally recognised programs</b>	<b>3 186.5</b>	<b>2 660.1</b>	<b>2 329.9</b>	<b>451.1</b>	<b>898.1</b>	<b>178.0</b>	<b>106.8</b>	<b>149.4</b>	<b>9 960.0</b>
Training package qualifications	2 939.4	2 321.0	2 283.0	421.4	748.0	170.6	103.1	144.0	9 130.5
Accredited qualifications	200.2	291.9	26.3	25.1	99.5	5.0	2.7	4.4	655.2
Training package skill sets	17.1	-	16.4	0.1	0.9	1.9	0.4	0.8	37.6
Accredited courses	29.9	47.2	4.2	4.5	49.8	0.4	0.5	0.2	136.8
<b>Locally developed programs</b>	<b>221.7</b>	<b>32.0</b>	<b>15.1</b>	<b>2.5</b>	<b>20.6</b>	<b>3.0</b>	<b>-</b>	<b>1.8</b>	<b>296.6</b>
Locally developed skill sets	217.4	0.2	15.0	2.5	19.3	3.0	-	1.8	259.1
Locally developed courses	4.3	31.9	0.1	-	1.3	-	-	-	37.5
<b>Stand-alone nationally recognised subjects</b>	<b>34.2</b>	<b>30.3</b>	<b>5.6</b>	<b>14.6</b>	<b>0.0</b>	<b>10.0</b>	<b>12.6</b>	<b>-</b>	<b>107.3</b>
<b>Nationally recognised training total</b>	<b>3 442.4</b>	<b>2 722.5</b>	<b>2 350.5</b>	<b>468.2</b>	<b>918.7</b>	<b>191.0</b>	<b>119.4</b>	<b>151.2</b>	<b>10 363.9</b>
<b>Non-nationally recognised training</b>	<b>114.3</b>	<b>75.0</b>	<b>7.0</b>	<b>8.2</b>	<b>34.8</b>	<b>4.8</b>	<b>3.7</b>	<b>2.7</b>	<b>250.6</b>
Programs	107.1	34.3	7.0	0.1	34.8	4.8	3.7	2.7	194.5
Higher education qualifications	-	-	-	-	-	-	-	-	-
Stand-alone subjects	7.2	40.8	0.0	8.1	-	-	-	-	56.0
<b>Total subject enrolments</b>	<b>3 556.6</b>	<b>2 797.5</b>	<b>2 357.6</b>	<b>476.4</b>	<b>953.5</b>	<b>195.8</b>	<b>123.1</b>	<b>153.9</b>	<b>10 614.4</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

**Table 18 Full-year training equivalents (FYTEs) and subject enrolments by type of training, 2015–19 ('000)**

	2015	2016	2017	2018	2019		2018–19
						%	% change
<b>Full-year training equivalents</b>							
<b>Nationally recognised programs</b>	<b>523.1</b>	<b>485.3</b>	<b>469.9</b>	<b>438.8</b>	<b>460.1</b>	<b>93.8</b>	<b>4.9</b>
Training package qualifications	466.4	430.0	418.7	391.6	408.1	83.2	4.2
Accredited qualifications	51.0	46.5	44.0	40.3	43.0	8.8	6.7
Training package skill sets	0.6	2.5	1.6	1.5	2.4	0.5	63.4
Accredited courses	5.1	6.3	5.6	5.4	6.6	1.3	22.0
<b>Locally developed programs</b>	<b>4.1</b>	<b>16.8</b>	<b>11.9</b>	<b>10.5</b>	<b>14.4</b>	<b>2.9</b>	<b>36.6</b>
Locally developed skill sets	1.7	14.7	10.2	9.0	13.0	2.6	43.4
Locally developed courses	2.4	2.2	1.7	1.5	1.4	0.3	-4.7
<b>Stand-alone nationally recognised subjects</b>	<b>4.2</b>	<b>7.6</b>	<b>6.2</b>	<b>6.6</b>	<b>4.0</b>	<b>0.8</b>	<b>-39.5</b>
<b>Nationally recognised training total</b>	<b>531.4</b>	<b>509.7</b>	<b>488.0</b>	<b>455.9</b>	<b>478.5</b>	<b>97.6</b>	<b>4.9</b>
<b>Non-nationally recognised training</b>	<b>15.6</b>	<b>14.4</b>	<b>12.1</b>	<b>11.6</b>	<b>12.0</b>	<b>2.4</b>	<b>3.6</b>
Programs	11.9	10.6	8.6	8.3	8.9	1.8	6.8
Higher education qualifications	0.3	0.2	-	-	-	-	-
Stand-alone subjects	3.5	3.7	3.5	3.3	3.1	0.6	-4.5
<b>Total full-year training equivalents</b>	<b>547.0</b>	<b>524.1</b>	<b>500.0</b>	<b>467.5</b>	<b>490.5</b>	<b>100.0</b>	<b>4.9</b>
<b>Subject enrolments</b>							
<b>Nationally recognised programs</b>	<b>11 357.3</b>	<b>10 683.4</b>	<b>10 200.6</b>	<b>9 611.2</b>	<b>9 960.0</b>	<b>93.8</b>	<b>3.6</b>
Training package qualifications	10 387.7	9 734.6	9 300.9	8 780.4	9 130.5	86.0	4.0
Accredited qualifications	838.4	756.5	736.2	673.9	655.2	6.2	-2.8
Training package skill sets	16.9	51.5	30.6	25.7	37.6	0.4	46.0
Accredited courses	114.3	140.8	132.8	131.1	136.8	1.3	4.3
<b>Locally developed programs</b>	<b>136.8</b>	<b>398.4</b>	<b>276.2</b>	<b>228.4</b>	<b>296.6</b>	<b>2.8</b>	<b>29.8</b>
Locally developed skill sets	78.3	345.4	234.2	190.2	259.1	2.4	36.2
Locally developed courses	58.5	53.0	42.0	38.2	37.5	0.4	-1.9
<b>Stand-alone nationally recognised subjects</b>	<b>117.5</b>	<b>186.7</b>	<b>154.8</b>	<b>166.3</b>	<b>107.3</b>	<b>1.0</b>	<b>-35.5</b>
<b>Nationally recognised training total</b>	<b>11 611.6</b>	<b>11 268.6</b>	<b>10 631.6</b>	<b>10 005.9</b>	<b>10 363.9</b>	<b>97.6</b>	<b>3.6</b>
<b>Non-nationally recognised training</b>	<b>281.7</b>	<b>253.5</b>	<b>248.5</b>	<b>252.2</b>	<b>250.6</b>	<b>2.4</b>	<b>-0.7</b>
Programs	214.1	186.8	183.1	192.5	194.5	1.8	1.1
Higher education qualifications	2.9	2.4	-	-	-	-	-
Stand-alone subjects	64.7	64.3	65.4	59.7	56.0	0.5	-6.2
<b>Total subject enrolments</b>	<b>11 893.3</b>	<b>11 522.1</b>	<b>10 880.0</b>	<b>10 258.1</b>	<b>10 614.4</b>	<b>100.0</b>	<b>3.5</b>

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

Refer to the explanatory notes on pages 26-29 for notes relevant to this table.

## 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 courses/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.
- 2 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.
- 3 This publication reports a lower number of government-funded students (1.2 million) and full-year training equivalents (460 100) than *Total VET students and courses 2019* as it does not include data from the National VET in Schools Collection nor a small amount of Commonwealth-specific funding program activity that is submitted directly to NCVET by RTOs.

## Student counts and participation

- 4 NCVET 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.ncvet.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets>.

## Reporting derivations

- 5 In 2019, NCVET 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 (1 150 700 students).
- 6 *Government-funded students and courses* reports training activity according to the state/territory that administered the funding of that training. NCVET applies a number of derivations to the data in scope of government-funded collection, 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 NCVET – 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 (up to and including 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

### South Australia

- 7 Training activity in South Australia for 2015 and 2016 is under-reported due to an omission of some VET in Schools data that was corrected for 2017 and beyond.

### Northern Territory

- 8 The decline in training activity in the Northern Territory between 2018 and 2019 was partly due to improvements in reporting practices in 2019. Previously, some students were enrolled in their training activity prior to commencing the actual training component, and their participation was reported as 'continuing'. Using the '70 - continuing' outcome identifier meant that the student and their training activity were 'in scope' for reporting purposes. This practice changed in the January-March 2019 period, and their participation was reported as 'not yet started'. This '85 - not yet started' outcome identifier was introduced in AVETMISS release 8.0, for reporting from 2018 onwards. Subjects with an outcome identifier of '85 - not yet started' are not in scope of this publication.

#### Subject enrolments by selected subject result, Northern Territory, 2018–19

Subject enrolments Outcome identifier	2018			2019		
	Not in scope	In scope	Total	Not in scope	In scope	Total
70 - Continuing	4 200	24 400	<b>28 500</b>	3 600	22 200	<b>25 800</b>
85 - Not yet started	100	0	<b>100</b>	300	0	<b>300</b>

## Qualification completions

- 9 Qualifications completed are considered government-funded if one or more subjects undertaken as part of the qualification was government-funded.

## Australian Bureau of Statistics data

- 10 Estimated participation rates are derived by calculating student numbers in the age group as a percentage of the estimated residential population in the corresponding age groups. Figures for all years are based on ABS population figures (cat.no.3101.0).
- 11 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>>.
- 12 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 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' are due 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, 2015-19 (%)**

	2015	2016	2017	2018	2019
Indigenous status	3.2	3.2	3.3	3.6	4.0
Disability status	9.3	9.2	10.2	11.1	7.7
Is a language other than English spoken at home	6.3	6.6	6.3	5.7	4.9
Labour force status	10.9	11.1	11.7	14.1	11.8
School status	3.1	3.2	3.1	2.6	2.4

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 2015 to 2019 are presented in the table below.

**Government-funded subject enrolments by credit transfer and state/territory, 2015-19 ('000)**

Credit transfer subject Enrolments	2015	2016	2017	2018	2019
New South Wales	407.4	374.1	370.8	314.3	302.0
Victoria	482.3	421.1	507.4	334.3	338.6
Queensland	312.5	307.8	393.1	337.7	407.0
South Australia	39.8	57.0	110.1	75.2	73.9
Western Australia	82.3	79.4	106.2	117.5	129.8
Tasmania	37.9	37.5	40.2	28.4	26.2
Northern Territory	15.9	18.2	21.6	18.0	19.7
Australian Capital Territory	14.2	10.5	13.8	25.2	32.4
<b>Australia</b>	<b>1 392.4</b>	<b>1 305.6</b>	<b>1 563.3</b>	<b>1 250.7</b>	<b>1 329.6</b>

## Miscellaneous

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



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