

Australian vocational education and training statistics

Government-funded students and courses

2014



National Centre for Vocational Education Research

Highlights

In 2014 there were 1.79 million students enrolled in the government-funded vocational education and training (VET) system (broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and other registered providers).

- In 2014, compared with 2013:
 - Student numbers declined by 3.5%.
 - Subject enrolments declined by 1.2%.
 - Hours and full-year training equivalents (FYTEs) increased by 1.1%.
- 11.2% of people aged 15 to 64 years participated in the government-funded VET system in Australia in 2014.
- 28.3% of Australians aged between 15 and 19 years participated in the government-funded VET system in 2014.
- In 2014 students in the government-funded VET system comprised:
 - 41.8% aged 24 years and under
 - 52.1% males
 - 80.8% studying part-time.
- The number of Australian Qualifications Framework (AQF) programs completed in 2013 was 562 200, with 40.5% of AQF programs completed at certificate III level and 21.1% at certificate IV level.

Publisher's note

This publication series was previously published as *Australian vocational education and training statistics: students and courses*.

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Level 11, 33 King William Street, Adelaide, SA 5000

PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 Fax +61 8 8212 3436

Email vet_req@ncver.edu.au Web <<http://www.ncver.edu.au>> <<http://www.lsay.edu.au>>

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Contents

Introduction	4
More information	4
Forthcoming publications	4
Students and participation	5
Programs	6
Subjects	7
Tables	8
Terms	22
Explanatory notes	24

Tables

1	Government-funded VET students by states or territories, 2003–14 ('000)	8
2	Participation rate (%) of Australians aged 15 years and older in government-funded VET, 2010–14	8
3	Government-funded student characteristics, 2010–14	9
4	Government-funded students by major programs, 2010–14	10
5	Government-funded students by major programs and selected demographic characteristics, 2014	11
6	Government-funded students by major programs and additional student characteristics, 2014	12
7	Government-funded students ('000) by industry skills councils, 2010–14	13
8	Government-funded students in top 20 parent training packages, 2010–14	13
9	Government-funded AQF program completions ('000) by industry skills councils, 2010–13	14
10	Government-funded AQF program completions in top 20 parent training packages, 2010–13	14
11	Government-funded students, hours of delivery and full-year training equivalents, by provider type, 2010–14	15
12	Government-funded students by type of programs and provider type, 2010–14	15
13	Government-funded students, full-year training equivalents and hours of delivery by funding type, 2010–14	16
14	Provider type profile, 2014	16
15	Government-funded students and full-year training equivalents by training provider type and funding type, 2010–14	17
16	Government-funded subject enrolments, hours of delivery and full-year training equivalents by subject result, 2010–14	18
17	Government-funded AQF program completions, 2010–13	19
18	Government-funded qualification equivalents, 2010–14	19
19	Summaries of government-funded training by state and territory, 2010–14	20
20	Overseas visa students studying onshore in VET and other education sectors, 2010–14	21

Introduction

This publication provides a summary of 2014 and time-series data relating to students, programs, subjects, training providers and funding in Australia's government-funded vocational education and training (VET) system (broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and other registered providers).

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

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

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

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

More information

Data in this publication may be revised for a variety of reasons. For the latest data, please visit the National Centre for Vocational Education Research (NCVER) Portal <<http://www.ncver.edu.au>>.

For additional data tables and pivot tables on government-funded training activity, please refer to <<http://www.ncver.edu.au/publications/2803.html>>. These data tables include state and territory breakdowns of information contained in this publication, and pivot tables, to allow further manipulation of the data.

Forthcoming publications

NCVER will publish a number of new publications on VET activity in Australia over the coming months, including:

- *Government-funded students and courses, January–March 2015* provides a summary of students, programs, subjects, training providers and funding in Australia's government-funded VET system in the first quarter (January–March) 2015.
- *Government-funded students and courses, January–June 2015* provides a summary of students, programs, subjects, training providers and funding in Australia's government-funded VET system in the first half of 2015 (January–June).
- *Government-funded students and courses, January–September 2015* provides a summary of students, programs, subjects, training providers and funding in Australia's government-funded VET system during the first nine months of 2015 (January–September).
- *Government-funded program completions 2014 – preliminary* presents preliminary data on 2014 program completions using data collected in the 2014 and January–March 2015 National VET Provider Collections.
- *Total VET students and courses 2014* presents the first data collected on total VET activity undertaken in Australia for 2014. It will present summary data on students, programs, subjects, training providers and funding on both government-funded and fee-for-service activity from over 3500 training providers in the Australian VET system.
- *Equity groups in VET 2014* will present a summary of VET activity undertaken by key equity groups in Australia, including Indigenous students, students with a disability, students from non-English speaking backgrounds and students from rural/remote regions.

Students and participation

Training providers

In 2014:

Table 14

- A total of 2071 training organisations delivered government-funded VET. They consisted of:
 - 58 TAFE institutes
 - 13 other government providers
 - 426 community education providers
 - 1641 other registered providers.

Students by training providers

In 2014:

Table 15

- There were 1.79 million students enrolled in the government-funded VET system, a decline of 3.5% from the previous year.
- The government-funded VET system comprised:
 - 1.08 million students (60.6%) at TAFE and other government providers, of which 743 700 were government-funded students; 308 400 were domestic fee-for-service students and 32 800 were international fee-for-service students
 - 95 400 (5.3%) government-funded students at community education providers
 - 582 500 (32.6%) government-funded students at other registered providers
 - 26 300 students (1.5%) attending various provider types.

In 2014, compared with 2013:

Table 15

- Students attending TAFE and other government providers declined by 8.8%, including a 9.6% decline in government-funded students and a 9.0% decline in domestic fee-for-service students. International full-fee-paying students at TAFE and other government providers increased by 13.3%, from 29 000 to 32 800 students.
- Government-funded students at community education providers decreased by 12.2%.
- Government-funded students at other registered providers increased by 8.4%.

Table 15

Table 15

Students by state/territory

- Victoria, with 587 500 students (32.8%), remained the major provider of government-funded VET in Australia, closely followed by New South Wales (560 400 or 31.3%). These states were followed by Queensland (14.8%), Western Australia (8.5%), South Australia (7.3%), Tasmania (2.4%), the Australian Capital Territory (1.4%) and the Northern Territory (1.4%).
- The Northern Territory experienced the largest percentage growth in student numbers, which increased by 9.2% (2100 students). In addition, subject enrolments increased by 8.4% (13 600 subjects), hours by 20.9% (940 500 hours) and full-year training equivalents (FTEs) by 20.9% (1300 FTEs).
- Queensland recorded the largest increase in student numbers (12 300 students or 4.9%). In addition, subject enrolments increased by 449 600 (20.6%), hours by 12.7 million (18.2%) and FTEs by 17 600 (18.2%).
- In South Australia, student numbers declined by 35 900 students (21.6%), subject enrolments declined by 421 800 (31.6%), hours declined by 11.5 million (26.1%) and FTEs declined by 16 000 (26.1%).

Table 19

Table 19

Table 19

Table 19

Student participation and characteristics

In 2014, compared with 2013:

- Participation in the government-funded VET system by students aged 15 to 64 years declined from 11.8% to 11.2%. Although the participation rate declined for all age groups, the largest decline was for students aged 15 to 19 years, which decreased from 30.5% in 2013 to 28.3% in 2014. *Table 2*
- Student numbers in most age groups declined, decreasing by: *Table 3*
 - 6.7% for 15 to 19-year-olds, from 447 900 to 418 000 students
 - 2.5% for 25 to 44-year-olds, from 694 200 to 676 700 students
 - 3.9% for 45 to 64-year-olds, from 347 200 to 333 600 students
 - 3.7% for students 65 years and older, from 28 600 to 27 500 students.
- Males comprised 52.1% of the government-funded student population, of which 76.4% studied at certificate levels, compared with 67.2% of females. In contrast, 19.5% of females studied at diploma or higher levels compared with 9.8% of males. *Table 3* *Table 5*
- Indigenous students increased by 4.7%, from 85 700 to 89 700 students. *Table 3*
- Students with a disability increased by 6.1%, from 125 200 to 132 700 students. *Table 3*
- Students from non-English speaking backgrounds (main language spoken at home) increased by 2.7%, from 320 100 to 328 700 students. *Table 3*
- The number of apprentices and trainees undertaking off-the-job training decreased by 10.3%, from 346 600 to 311 000 students. Apprentices and trainees comprised 17.4% of the government-funded VET student population in 2014, down from 18.7% in 2013. *Table 3*
- The number of students undertaking training on a full-time basis increased from 322 500 in 2013 to 343 500 students in 2014, a 6.5% increase. The increase in full-time students was greatest for those studying at certificate III level (11 000 additional students or 8.8%) and diploma (10 700 additional students or 14.8%). *Table 3* *Table 6*

Programs

AQF programs

- 1.55 million government-funded students studied Australian Qualifications Framework (AQF) programs in 2014, down from 1.59 million in 2013. However, the proportion of students studying AQF programs increased from 85.8% in 2013 to 86.5% in 2014. *Table 4*
- Government-funded students studying for diploma or higher qualifications increased by 5.9% to 258 800 students in 2014. The largest growth at the program level occurred for students undertaking diploma qualifications, which increased by 8.8% to 224 800 students in 2014. *Table 4*
- 36.6% of all students were studying certificate III qualifications in 2014. *Table 4*
- The number of students studying certificate I–IV qualifications declined by 4.3%, from 1.35 million in 2013 to 1.29 million students in 2014. *Table 4*
- The number of AQF program completions declined by 3.5% in 2013 compared with 2012. Certificate I program completions were the only program level to increase in 2013 (by 18.2% over the previous year). *Table 17*
- 40.5% of AQF program completions were at the certificate III level in 2013. *Table 17*

Training package programs

- There were 1.38 million students enrolled in a national training package program in 2014. These represent 77.0% of all government-funded students. *Table 4*
- National training package programs declined by 0.5%, nationally accredited programs declined by 18.2% and locally accredited programs declined by 46.1%. By contrast, higher level qualifications undertaken at higher education and other institutions increased by 3.3% to 4900 students. *Table 4*
- Community Services (CHC) remained the most popular training package, accounting for 16.5% of all students enrolled in training packages. *Table 8*
- The Community Services (CHC) training package accounted for 16.7% of all training package program completions in 2013. *Table 10*

Field of education

- Management and commerce was the most popular field of education in 2014, with 18.6% of all government-funded students. *Table 4*
- Natural and physical sciences recorded the largest growth of all fields of education (20.2%), followed by education (18.0%). By contrast, mixed field programs experienced the greatest decline (25.4%), followed by creative arts (11.5%). *Table 4*

Industry skills councils

- Innovation and Business Skills Australia remained the most popular industry skills council with 23.3% of all government-funded students enrolled in a training package program. *Table 7*
- Four industry skills councils (ISCs) reported growth in student numbers – Transport and Logistics (17.4%), AgriFood (12.5%), Community Services and Health (9.4%) and Construction and Property Services (4.8%). The remaining eight ISCs all recorded declines in student numbers. *Table 7*
- The largest number of program completions in 2013 was in the Innovation and Business Skills Australia ISC, which accounted for 144 400 of the 496 600 ISC completions (or 29.1%). However, they recorded a 12.8% decline in completions compared with 2012. *Table 9*

Skill sets

- Skill sets were reported for the first time in 2014. The 51 500 students undertaking skill sets represent 2.9% of all government-funded students. *Table 4*

Subjects

- The number of subjects undertaken in 2014 declined by 1.2% compared with 2013. *Table 16*
- 82.8% of subjects were successfully completed (competency achieved/pass; recognition of prior learning – granted; non-assessable enrolment – satisfactorily completed) in 2014 when measured by hours or FYTEs. *Table 16*
- ‘Recognition of prior learning – granted’ outcomes declined by 29.7% between 2013 and 2014 when measured by hours or FYTEs. *Table 16*
- ‘Recognition of prior learning – not granted’ outcomes declined by 69.6% between 2013 and 2014 when measured by hours or FYTEs. *Table 16*
- Total hours of delivery increased by 1.1%, from 540.8 million hours in 2013 to 546.9 million hours in 2014. *Table 19*
- Full-year training equivalents increased by 1.1%, from 751 100 in 2013 to 759 600 in 2014. *Table 19*

Tables

Table 1 Government-funded VET students by states or territories, 2003–14 ('000)

Year	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
2003	580.8	468.7	297.6	114.4	130.4	35.8	19.9	21.8	1 669.4
2004	513.3	457.9	278.8	115.3	126.5	38.5	19.7	22.3	1 572.2
2005	547.0	434.3	290.4	118.2	130.1	39.7	21.2	23.0	1 603.9
2006	558.8	446.2	293.3	114.1	137.2	41.8	21.8	23.6	1 636.9
2007	545.4	448.1	287.0	115.8	142.3	43.9	22.7	24.0	1 629.2
2008	547.3	468.5	290.6	118.9	149.1	46.3	22.2	24.7	1 667.4
2009	545.2	471.0	288.8	121.9	157.2	43.2	23.6	26.5	1 677.3
2010	578.2	500.8	300.8	123.9	166.0	49.6	24.0	29.4	1 772.6
2011	582.0	581.7	304.3	123.0	167.7	47.4	24.4	29.4	1 860.1
2012	595.3	631.1	290.7	142.5	167.3	43.0	24.3	30.1	1 924.1
2013	560.0	618.2	251.9	165.7	163.8	43.0	22.9	28.5	1 853.9
2014	560.4	587.5	264.1	129.8	152.6	43.8	25.1	25.9	1 789.2
2013–14 % change	0.1	-5.0	4.9	-21.6	-6.8	1.8	9.2	-9.1	-3.5

Refer to Explanatory notes on pages 24–28 for notes relevant to this table.

Table 2 Participation rate (%) of Australians aged 15 years and older in government-funded VET, 2010–14

Age group	2010	2011	2012	2013	2014
15 to 19 years	31.4	32.7	33.2	30.5	28.3
20 to 24 years	19.0	19.8	20.4	19.8	19.6
25 to 44 years	10.1	10.6	10.9	10.5	10.1
45 to 64 years	6.0	6.2	6.4	6.1	5.8
65 years and over	0.8	0.8	0.8	0.9	0.8
15 to 64 years	11.6	12.1	12.4	11.8	11.2

Refer to Explanatory notes on pages 24–28 for notes relevant to this table.

Sources: NCVER, National VET Provider Collections 2010–14; Australian Bureau of Statistics (ABS), *Australian Demographic Statistics*, September 2014, table 59, cat.no.3101.0.

Table 3 Government-funded student characteristics, 2010–14

Student characteristic	2010	2011	2012	2013	2014		2013–14
	('000)	('000)	('000)	('000)	('000)	%	% change
Sex							
Males	931.8	964.5	994.5	965.9	932.7	52.1	-3.4
Females	836.4	891.0	925.8	884.7	853.3	47.7	-3.5
Not known	4.4	4.5	3.8	3.2	3.2	0.2	-1.6
Age							
14 years and under	11.5	12.7	12.0	9.0	6.9	0.4	-23.9
15 to 19 years	458.1	474.9	484.4	447.9	418.0	23.4	-6.7
20 to 24 years	304.5	319.4	330.8	323.8	323.7	18.1	-0.0
25 to 44 years	634.0	673.3	706.4	694.2	676.7	37.8	-2.5
45 to 64 years	332.4	347.9	361.2	347.2	333.6	18.6	-3.9
65 years and over	24.0	24.1	24.4	28.6	27.5	1.5	-3.7
Not known	8.1	7.7	4.9	3.2	2.8	0.2	-13.5
Student remoteness (ARIA+) region							
Major cities	955.7	1 067.0	1 137.4	1 118.7	1 067.8	59.7	-4.6
Inner regional	408.1	429.7	442.4	412.9	401.2	22.4	-2.8
Outer regional	258.9	215.6	219.9	204.8	191.4	10.7	-6.6
Remote	43.1	42.6	43.8	40.2	38.0	2.1	-5.4
Very remote	37.6	26.1	25.0	22.5	21.2	1.2	-5.8
Overseas	47.1	39.6	33.6	35.5	35.4	2.0	-0.2
Not known	22.1	39.5	22.0	19.4	34.3	1.9	76.8
Indigenous status							
Indigenous	82.8	87.4	89.6	85.7	89.7	5.0	4.7
Non-Indigenous	1 544.5	1 641.9	1 737.8	1 695.6	1 635.6	91.4	-3.5
Not known	145.3	130.8	96.7	72.6	63.9	3.6	-11.9
Disability (including impairment or long-term condition)							
With a disability	108.4	117.9	123.3	125.2	132.7	7.4	6.1
Without a disability	1 425.2	1 505.5	1 594.6	1 547.4	1 500.9	83.9	-3.0
Not known	239.0	236.7	206.2	181.3	155.6	8.7	-14.2
English (main language spoken at home)							
Non-English	268.8	285.5	304.5	320.1	328.7	18.4	2.7
English	1 360.0	1 437.4	1 481.7	1 397.9	1 340.0	74.9	-4.1
Not known	143.8	137.1	137.9	135.9	120.5	6.7	-11.4
Study mode							
Full-time	262.4	289.5	324.3	322.5	343.5	19.2	6.5
Part-time	1 510.2	1 570.5	1 599.8	1 531.4	1 445.7	80.8	-5.6
Apprentice/trainee status							
Apprentices and trainees undertaking off-the-job training	358.9	388.4	396.9	346.6	311.0	17.4	-10.3
Not apprentices and trainees	1 413.7	1 471.6	1 527.2	1 507.3	1 478.2	82.6	-1.9
SEIFA IRSD							
Quintile 1 (Most disadvantaged)	263.1	425.7	444.5	432.1	412.5	23.1	-4.5
Quintile 2	417.7	410.7	430.7	414.8	394.7	22.1	-4.8
Quintile 3	365.3	356.5	374.5	361.4	347.0	19.4	-4.0
Quintile 4	364.4	332.8	354.1	341.2	325.6	18.2	-4.6
Quintile 5 (Least disadvantaged)	262.8	253.8	263.0	248.4	238.7	13.3	-3.9
Not known	99.2	80.6	57.3	56.0	70.8	4.0	26.3
Total students	1 772.6	1 860.1	1 924.1	1 853.9	1 789.2	100.0	-3.5

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 4 Government-funded students by major programs, 2010–14

	2010	2011	2012	2013	2014		2013–14
	('000)	('000)	('000)	('000)	('000)	%	% change
AQF programs							
Diploma or higher	232.7	262.0	268.0	244.3	258.8	14.5	5.9
Graduate diploma	0.2	0.1	0.1	0.1	0.4	0.0	**
Graduate certificate	1.4	2.3	2.5	2.2	1.5	0.1	-32.4
Bachelor degree (Honours and Pass)	2.2	2.5	3.1	4.0	4.0	0.2	2.2
Advanced diploma	39.2	39.5	38.8	31.2	27.7	1.5	-11.2
Associate degree	0.2	0.1	0.6	0.2	0.4	0.0	**
Diploma	189.5	217.5	223.0	206.7	224.8	12.6	8.8
Certificate IV	252.0	304.1	335.9	314.3	303.5	17.0	-3.4
Certificate III	550.8	605.5	657.8	655.1	655.3	36.6	0.0
Certificate II	307.0	311.0	300.2	277.3	247.1	13.8	-10.9
Certificate I	88.4	83.0	92.4	100.2	82.5	4.6	-17.6
<i>AQF sub-total</i>	<i>1 430.8</i>	<i>1 565.7</i>	<i>1 654.3</i>	<i>1 591.3</i>	<i>1 547.4</i>	<i>86.5</i>	<i>-2.8</i>
Non-AQF programs							
Other recognised courses	206.7	165.5	140.7	121.8	115.0	6.4	-5.6
Non-award courses	71.6	65.2	58.2	51.1	39.1	2.2	-23.4
Subject only – no qualification	63.5	63.6	70.9	89.7	87.7	4.9	-2.2
<i>Non-AQF sub-total</i>	<i>341.8</i>	<i>294.4</i>	<i>269.9</i>	<i>262.6</i>	<i>241.8</i>	<i>13.5</i>	<i>-7.9</i>
Field of education							
Natural and physical sciences	7.5	7.8	8.2	9.4	11.3	0.6	20.2
Information technology	37.2	28.5	35.1	37.1	38.7	2.2	4.4
Engineering and related technologies	303.5	323.8	324.1	317.5	292.1	16.3	-8.0
Architecture and building	141.4	135.2	125.7	127.1	124.6	7.0	-2.0
Agriculture, environmental and related studies	76.9	79.2	70.9	62.6	63.9	3.6	2.1
Health	96.1	98.5	99.7	92.7	94.3	5.3	1.7
Education	60.7	63.3	68.0	68.3	80.6	4.5	18.0
Management and commerce	356.5	407.2	418.6	351.6	332.2	18.6	-5.5
Society and culture	203.4	232.0	249.8	254.2	245.3	13.7	-3.5
Creative arts	53.4	53.1	51.7	44.8	39.6	2.2	-11.5
Food, hospitality and personal services	179.4	185.9	190.8	171.3	157.6	8.8	-8.0
Mixed field programmes	193.3	181.9	210.5	227.5	169.7	9.5	-25.4
No field of education	63.5	63.6	70.9	89.7	139.3	7.8	55.3
Type of accreditation							
National training package programs	1 248.5	1 391.3	1 457.9	1 384.9	1 378.6	77.0	-0.5
Nationally accredited programs	219.4	203.9	229.1	231.6	189.4	10.6	-18.2
Higher level programs	na	na	4.0	4.8	4.9	0.3	3.3
Other programs	241.2	201.2	162.1	142.9	77.0	4.3	-46.1
Skill set – nationally and locally recognised	na	na	na	na	51.5	2.9	-
Subject only – no accreditation	63.5	63.6	70.9	89.7	87.7	4.9	-2.2
Total students	1 772.6	1 860.1	1 924.1	1 853.9	1 789.2	100.0	-3.5

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

na This data element was not available for reporting at that time.

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

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 5 Government-funded students by major programs and selected demographic characteristics, 2014

	Total	Male	Female	Aged 24 years and below	Aged 25 to 44 years	Aged 45 to 64 years	Indigenous
	('000)	%	%	%	%	%	%
AQF programs							
Diploma or higher	258.8	9.8	19.5	12.0	18.2	13.4	7.6
Graduate diploma	0.4	0.0	0.0	0.0	0.0	0.0	0.0
Graduate certificate	1.5	0.1	0.1	0.0	0.1	0.2	0.0
Bachelor degree (Honours and Pass)	4.0	0.2	0.3	0.3	0.2	0.1	0.0
Advanced diploma	27.7	1.6	1.5	1.5	1.8	1.3	0.3
Associate degree	0.4	0.0	0.0	0.0	0.0	0.0	0.0
Diploma	224.8	8.0	17.6	10.1	16.1	11.8	7.2
Certificate IV	303.5	16.1	17.9	11.9	20.9	21.0	10.2
Certificate III	655.3	40.4	32.5	43.6	33.6	29.1	31.3
Certificate II	247.1	15.1	12.4	20.3	9.1	9.2	26.1
Certificate I	82.5	4.8	4.4	3.8	4.5	5.9	11.5
<i>AQF sub-total</i>	<i>1 547.4</i>	<i>86.3</i>	<i>86.8</i>	<i>91.5</i>	<i>86.4</i>	<i>78.5</i>	<i>86.7</i>
Non-AQF programs							
Other recognised courses	115.0	7.1	5.7	4.7	6.6	9.4	6.3
Non-award courses	39.1	2.4	2.0	1.6	2.3	3.2	1.4
Subject only – no qualification	87.7	4.3	5.5	2.2	4.7	8.9	5.5
<i>Non-AQF sub-total</i>	<i>241.8</i>	<i>13.7</i>	<i>13.2</i>	<i>8.5</i>	<i>13.6</i>	<i>21.5</i>	<i>13.3</i>
Field of education							
Natural and physical sciences	11.3	0.5	0.8	0.4	0.8	0.7	0.2
Information technology	38.7	3.1	1.1	2.7	1.8	1.6	1.5
Engineering and related technologies	292.1	28.6	2.9	17.7	16.6	13.8	12.6
Architecture and building	124.6	12.4	1.0	10.2	5.7	2.9	6.0
Agriculture, environmental and related studies	63.9	5.2	1.8	3.3	3.6	4.1	6.5
Health	94.3	3.2	7.5	4.9	5.5	5.9	4.5
Education	80.6	2.4	6.8	2.5	5.8	6.4	4.7
Management and commerce	332.2	13.7	23.9	18.0	20.3	17.4	15.9
Society and culture	245.3	6.8	21.3	11.4	15.2	16.4	15.1
Creative arts	39.6	1.9	2.6	3.4	1.4	1.3	3.0
Food, hospitality and personal services	157.6	6.5	11.4	13.8	5.7	4.5	8.4
Mixed field programmes	169.7	8.0	11.1	7.6	10.0	11.6	12.5
No field of education	139.3	7.7	7.9	4.1	7.8	13.3	9.2
Type of accreditation							
National training package programs	1 378.6	77.6	76.5	83.1	76.4	68.6	74.7
Nationally accredited programs	189.4	9.7	11.5	8.8	11.2	12.3	13.5
Higher level programs	4.9	0.2	0.3	0.4	0.3	0.1	0.0
Other programs	77.0	4.8	3.8	3.6	4.4	5.7	2.5
Skill set – nationally and locally recognised	51.5	3.4	2.3	1.9	3.1	4.5	3.7
Subject only – no accreditation	87.7	4.3	5.5	2.2	4.7	8.9	5.5
Total students (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total students ('000)	1 789.2	932.7	853.3	748.6	676.7	333.6	89.7

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 6 Government-funded students by major programs and additional student characteristics, 2014

	Total	From rural/remot localities	With a disability	Main language spoken at home is non-English	Full-time	Part-time	Apprentices and trainees (off-the-job)
	('000)	%	%	%	%	%	%
AQF programs							
Diploma or higher	258.8	9.0	10.8	16.2	28.3	11.2	3.9
Graduate diploma	0.4	0.0	0.0	0.0	0.0	0.0	-
Graduate certificate	1.5	0.0	0.0	0.1	0.0	0.1	0.0
Bachelor degree (Honours and Pass)	4.0	0.0	0.2	0.4	0.3	0.2	0.0
Advanced diploma	27.7	0.4	1.2	2.5	3.8	1.0	0.1
Associate degree	0.4	0.0	0.0	0.1	0.0	0.0	0.0
Diploma	224.8	8.4	9.3	13.2	24.0	9.8	3.8
Certificate IV	303.5	13.0	13.2	15.7	22.5	15.6	13.1
Certificate III	655.3	36.3	30.6	33.2	39.3	36.0	78.5
Certificate II	247.1	17.7	17.5	13.0	5.3	15.8	4.5
Certificate I	82.5	5.3	12.6	8.9	2.5	5.1	0.0
<i>AQF sub-total</i>	<i>1 547.4</i>	<i>81.3</i>	<i>84.7</i>	<i>87.0</i>	<i>97.9</i>	<i>83.8</i>	<i>100.0</i>
Non-AQF programs							
Other recognised courses	115.0	8.2	5.5	6.6	1.5	7.6	-
Non-award courses	39.1	2.2	1.8	2.0	0.3	2.6	-
Subject only – no qualification	87.7	8.3	7.9	4.4	0.3	6.0	-
<i>Non-AQF sub-total</i>	<i>241.8</i>	<i>18.7</i>	<i>15.3</i>	<i>13.0</i>	<i>2.1</i>	<i>16.2</i>	<i>-</i>
Field of education							
Natural and physical sciences	11.3	0.5	0.5	0.8	1.0	0.6	0.7
Information technology	38.7	1.6	3.8	2.8	3.6	1.8	0.6
Engineering and related technologies	292.1	19.8	11.2	10.7	14.2	16.8	38.0
Architecture and building	124.6	5.2	3.6	4.4	6.6	7.0	13.9
Agriculture, environmental and related studies	63.9	8.5	3.7	1.4	3.9	3.5	4.0
Health	94.3	5.0	4.1	4.0	5.9	5.1	1.4
Education	80.6	5.3	3.0	3.8	3.9	4.7	1.5
Management and commerce	332.2	14.2	16.0	17.0	19.1	18.4	16.8
Society and culture	245.3	12.4	14.0	15.7	21.7	11.8	8.0
Creative arts	39.6	1.3	3.3	1.6	4.5	1.7	0.3
Food, hospitality and personal services	157.6	7.9	7.1	6.9	6.3	9.4	14.9
Mixed field programmes	169.7	5.7	19.9	24.3	8.9	9.6	0.1
No field of education	139.3	12.6	9.9	6.6	0.4	9.5	-
Type of accreditation							
National training package programs	1 378.6	75.9	67.9	64.5	87.6	74.6	99.7
Nationally accredited programs	189.4	6.7	18.6	24.8	10.3	10.7	0.3
Higher level programs	4.9	0.0	0.2	0.5	0.4	0.3	0.0
Other programs	77.0	4.8	3.4	3.6	1.4	5.0	-
Skill set – nationally and locally recognised	51.5	4.3	2.0	2.2	0.1	3.5	-
Subject only – no accreditation	87.7	8.3	7.9	4.4	0.3	6.0	-
Total students (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total students ('000)	1 789.2	250.5	132.7	328.7	343.5	1 445.7	311.0

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 7 Government-funded students ('000) by industry skills councils, 2010–14

Industry skills council	2010	2011	2012	2013	2014
AgriFood	87.3	91.1	90.5	88.1	99.1
Auto Skills Australia	40.1	40.8	44.1	45.7	44.9
Community Services and Health	201.3	227.5	251.3	264.7	289.5
Construction and Property Services	124.6	128.3	125.0	125.9	131.9
E-oz Energy	51.4	54.7	54.1	52.7	51.9
ForestWorks	4.8	4.9	2.8	2.8	1.9
Government	10.8	12.6	11.7	10.3	9.2
Innovation and Business	334.3	384.2	400.8	343.7	320.6
Manufacturing	87.2	96.6	104.9	103.1	89.7
Service	245.1	270.9	280.3	235.9	217.9
SkillsDMC	18.1	26.4	34.5	39.9	37.2
Transport and Logistics	43.4	53.4	58.1	72.3	84.8
World Vision Australia	-	-	-	-	-
Total training packages assigned to industry skills councils	1 248.5	1 391.3	1 457.9	1 384.9	1 378.6
Total non-training packages	524.1	468.7	466.2	469.0	410.6
Total students	1 772.6	1 860.1	1 924.1	1 853.9	1 789.2

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 8 Government-funded students in top 20 parent training packages, 2010–14

Parent training packages	2010	2011	2012	2013	2014	
	('000)	('000)	('000)	('000)	('000)	%
Community Services (CHC)	142.1	169.8	192.7	208.1	227.4	16.5
Business Services (BSA, BSB)	173.8	220.7	233.4	186.0	168.7	12.2
Tourism, Travel and Hospitality (SIT, THH, THT)	133.4	139.6	145.5	131.5	128.6	9.3
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	100.4	101.0	99.7	100.9	103.0	7.5
Transport and Logistics (TDT, TLI)	37.9	47.8	52.3	66.9	80.1	5.8
Health (HLT)	59.2	57.6	58.6	56.6	62.1	4.5
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH)	52.9	54.1	52.0	48.4	54.8	4.0
Electrotechnology (UEE, UTE, UTL)	49.3	52.2	51.5	50.5	49.2	3.6
Metal and Engineering (MEM)	49.8	50.5	52.9	51.3	45.5	3.3
Automotive Industry Retail, Service and Repair (AUR)	39.6	40.3	43.4	45.0	44.3	3.2
Financial Services (FNA, FNB, FNS)	43.2	47.7	48.3	44.0	40.1	2.9
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	18.1	26.4	34.5	39.9	37.2	2.7
Information and Communications Technology (ICA)	43.9	40.5	38.3	35.8	36.8	2.7
Retail Services (SIR, WRP, WRR, WRW)	51.8	59.9	62.4	39.4	30.6	2.2
Property Services (CPP, PRD, PRM, PRS)	24.2	27.3	25.3	25.0	28.9	2.1
Training and Education (BSZ, TAA, TAE)	33.1	35.6	39.0	34.5	25.7	1.9
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	25.7	35.1	36.3	29.5	24.7	1.8
Hairdressing (SIH, WRH)	21.1	21.0	19.9	18.2	17.7	1.3
Food Processing Industry (FDF)	10.0	11.0	12.1	14.2	15.2	1.1
Animal Care and Management (ACM, RUV)	8.3	9.4	9.9	10.7	14.6	1.1
Students in top 20 parent training packages	1 118.0	1 247.7	1 307.9	1 236.4	1 235.3	89.6
Other training packages	130.5	143.6	150.1	148.5	143.3	10.4
Total training packages	1 248.5	1 391.3	1 457.9	1 384.9	1 378.6	100.0

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 9 Government-funded AQF program completions ('000) by industry skills councils, 2010–13

Industry skills council	2010	2011	2012	2013
AgriFood	24.0	28.0	28.2	25.2
Auto Skills Australia	12.3	13.3	13.8	15.8
Community Services and Health	70.1	84.1	94.0	101.1
Construction and Property Services	30.7	35.8	36.3	36.0
E-oz Energy	10.4	12.4	12.2	12.0
ForestWorks	0.6	0.6	0.5	0.3
Government	3.8	4.8	5.0	4.9
Innovation and Business	122.6	147.8	165.6	144.4
Manufacturing	21.6	24.8	28.9	31.0
Service	73.9	90.0	106.1	85.8
SkillsDMC	4.8	9.4	10.2	13.5
Transport and Logistics	13.0	19.9	23.5	26.5
World Vision Australia	-	-	-	-
Total training packages assigned to industry skills councils	387.7	470.8	524.3	496.6
Total non-training packages	53.0	48.2	58.2	65.7
Total AQF program completions	440.7	519.0	582.5	562.2

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 10 Government-funded AQF program completions in top 20 parent training packages, 2010–13

Parent training packages	2010	2011	2012	2013	
	('000)	('000)	('000)	('000)	%
Community Services (CHC)	55.5	67.4	76.2	82.9	16.7
Business Services (BSA, BSB)	65.5	82.2	96.0	78.2	15.7
Tourism, Travel and Hospitality (SIT, THH, THT)	31.4	34.7	39.6	37.0	7.5
Construction, Plumbing & Services Integrated Framework (BCF, BCG, BCP, CPC)	18.3	19.9	23.9	25.1	5.0
Training and Education (BSZ, TAA, TAE)	18.3	23.7	24.4	23.8	4.8
Transport and Logistics (TDT, TLI)	10.7	17.4	20.8	23.8	4.8
Retail Services (SIR, WRP, WRR, WRW)	21.8	27.2	32.9	21.1	4.2
Health (HLT)	14.6	16.7	17.8	18.2	3.7
Automotive Industry Retail, Service and Repair (AUR)	12.1	13.2	13.6	15.6	3.1
Sport, Fitness and Recreation (SIS, SRC, SRF, SRO, SRS)	9.0	15.2	20.1	14.0	2.8
Resources and Infrastructure (BCC, DRT, MNC, MNM, MNQ, RII)	4.8	9.4	10.2	13.5	2.7
Financial Services (FNA, FNB, FNS)	13.3	15.1	17.3	13.3	2.7
Agriculture, Horticulture and Conservation and Land Management (AHC, RTD, RTE, RTF, RUA, RUH)	13.1	15.9	16.4	13.1	2.6
Information and Communications Technology (ICA)	13.3	13.9	13.0	12.6	2.5
Metal and Engineering (MEM)	11.3	11.4	11.6	11.7	2.4
Electrotechnology (UEE, UTE, UTL)	10.0	12.0	11.4	11.5	2.3
Property Services (CPP, PRD, PRM, PRS)	12.4	15.8	12.4	10.9	2.2
Manufacturing (MCM, MSA)	2.1	4.5	7.7	8.7	1.8
Beauty (SIB, WRB)	4.0	5.2	5.8	6.9	1.4
Hairdressing (SIH, WRH)	6.5	6.5	6.8	5.9	1.2
Qualification completions in top 20 parent training packages	348.2	427.3	477.8	447.9	90.2
Other training packages	39.5	43.5	46.5	48.7	9.8
Total training package completions	387.7	470.8	524.3	496.6	100.0

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 11 Government-funded students, hours of delivery and full-year training equivalents, by provider type, 2010–14

	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	%	2013–14 % change
Students							
TAFE and other government providers	1 298.8	1 248.1	1 257.6	1 190.2	1 084.9	60.6	-8.8
Community education providers	109.6	108.2	96.0	108.7	95.4	5.3	-12.2
Other registered providers	347.6	482.8	550.7	537.6	582.5	32.6	8.4
Students attending various providers	16.6	21.0	19.9	17.4	26.3	1.5	51.1
Total students	1 772.6	1 860.1	1 924.1	1 853.9	1 789.2	100.0	-3.5
Full-year training equivalents							
TAFE and other government providers	522.1	510.4	530.2	511.8	474.6	62.5	-7.3
Community education providers	21.0	22.8	26.5	25.4	25.0	3.3	-1.6
Other registered providers	108.9	175.3	215.6	213.8	260.0	34.2	21.6
Total full-year training equivalents	651.9	708.6	772.2	751.1	759.6	100.0	1.1
Hours of delivery							
TAFE and other government providers	375 877.2	367 500.3	381 716.9	368 527.5	341 722.1	62.5	-7.3
Community education providers	15 114.2	16 421.9	19 079.6	18 314.9	18 018.3	3.3	-1.6
Other registered providers	78 399.3	126 243.0	155 222.4	153 962.6	187 198.3	34.2	21.6
Total hours of delivery	469 390.8	510 165.2	556 018.8	540 804.9	546 938.7	100.0	1.1

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 12 Government-funded students by type of programs and provider type, 2010–14

	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	%	2013–14 % change
AQF programs							
TAFE and other government providers	1 028.2	1 022.6	1 048.7	1 006.9	921.3	51.5	-8.5
Community education providers	52.6	53.2	56.2	48.5	39.4	2.2	-18.6
Other registered providers	333.6	469.0	529.6	518.5	560.5	31.3	8.1
Students attending various providers	16.4	20.9	19.9	17.4	26.1	1.5	50.3
Total AQF students	1 430.8	1 565.7	1 654.3	1 591.3	1 547.4	86.5	-2.8
Non-AQF programs							
TAFE and other government providers	270.6	225.5	208.9	183.3	163.7	9.1	-10.7
Community education providers	57.0	55.0	39.8	60.2	56.0	3.1	-7.0
Other registered providers	14.0	13.8	21.1	19.0	22.0	1.2	15.7
Students attending various providers	0.2	0.1	0.1	0.0	0.2	0.0	**
Total non-AQF students	341.8	294.4	269.9	262.6	241.8	13.5	-7.9
Total students	1 772.6	1 860.1	1 924.1	1 853.9	1 789.2	100.0	-3.5

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

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 13 Government-funded students, full-year training equivalents and hours of delivery by funding type, 2010–14

	2010 (‘000)	2011 (‘000)	2012 (‘000)	2013 (‘000)	2014 (‘000)	%	2013–14 % change
Students							
Government funding	1 360.1	1 480.3	1 542.8	1 482.6	1 443.0	80.7	-2.7
Only fee-for-service – domestic	367.5	342.7	350.5	341.5	313.1	17.5	-8.3
Only fee-for-service – international	45.0	37.0	30.8	29.8	33.1	1.8	11.0
Total students	1 772.6	1 860.1	1 924.1	1 853.9	1 789.2	100.0	-3.5
Full-year training equivalents							
Government funding	545.8	612.1	673.6	651.8	650.5	85.6	-0.2
Fee-for-service – domestic	67.8	67.3	74.8	76.9	83.2	11.0	8.2
Fee-for-service – international	38.3	29.2	23.9	22.4	25.9	3.4	15.6
Total full-year training equivalents	651.9	708.6	772.2	751.1	759.6	100.0	1.1
Hours of delivery							
Government funding	393 002.5	440 678.7	484 982.6	469 308.9	468 382.3	85.6	-0.2
Fee-for-service – domestic	48 804.9	48 440.1	53 839.1	55 370.1	59 916.0	11.0	8.2
Fee-for-service – international	27 583.4	21 046.4	17 197.1	16 125.9	18 640.4	3.4	15.6
Total hours of delivery	469 390.8	510 165.2	556 018.8	540 804.9	546 938.7	100.0	1.1

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 14 Provider type profile, 2014

	Training providers				Training providers reporting
	TAFE	Other government providers	Community education providers	Other providers	
New South Wales	11	1	38	472	493
Victoria	14	4	292	402	712
Queensland	14	2	21	571	608
South Australia	3	-	65	233	301
Western Australia	12	6	10	280	308
Tasmania	1	-	-	145	146
Northern Territory	2	-	-	105	107
Australian Capital Territory	1	-	-	99	100
Total training providers	58	13	426	1 641	2 071

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 15 Government-funded students and full-year training equivalents by training provider type and funding type, 2010–14

	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	%	2013–14 % change
Students							
TAFE and other government providers							
Government funding	888.2	872.0	879.3	822.3	743.7	41.6	-9.6
Only fee-for-service – domestic	365.6	341.0	348.3	339.0	308.4	17.2	-9.0
Only fee-for-service – international	45.0	35.0	30.0	29.0	32.8	1.8	13.3
<i>Sub-total TAFE and other government providers</i>	<i>1 298.8</i>	<i>1 248.1</i>	<i>1 257.6</i>	<i>1 190.2</i>	<i>1 084.9</i>	<i>60.6</i>	<i>-8.8</i>
Community education providers							
Government funding	109.6	108.2	96.0	108.7	95.4	5.3	-12.2
Only fee-for-service – domestic	Not in scope of publication						
Only fee-for-service – international	Not in scope of publication						
<i>Sub-total community education providers</i>	<i>109.6</i>	<i>108.2</i>	<i>96.0</i>	<i>108.7</i>	<i>95.4</i>	<i>5.3</i>	<i>-12.2</i>
Other registered providers							
Government funding	347.6	482.8	550.7	537.6	582.5	32.6	8.4
Only fee-for-service – domestic	Not in scope of publication						
Only fee-for-service – international	Not in scope of publication						
<i>Sub-total other registered providers</i>	<i>347.6</i>	<i>482.8</i>	<i>550.7</i>	<i>537.6</i>	<i>582.5</i>	<i>32.6</i>	<i>8.4</i>
Attending various providers							
Government funding	14.7	17.4	16.9	14.1	21.3	1.2	51.4
Only fee-for-service – domestic	1.9	1.7	2.2	2.5	4.7	0.3	90.6
Only fee-for-service – international	0.0	1.9	0.8	0.8	0.2	0.0	-71.1
<i>Sub-total attending various providers</i>	<i>16.6</i>	<i>21.0</i>	<i>19.9</i>	<i>17.4</i>	<i>26.3</i>	<i>1.5</i>	<i>51.1</i>
Total students	1 772.6	1 860.1	1 924.1	1 853.9	1 789.2	100.0	-3.5
Full-year training equivalents							
TAFE and other government providers							
Government funding	416.0	413.9	431.5	412.5	365.5	48.1	-11.4
Fee-for-service – domestic	67.8	67.3	74.8	76.9	83.2	11.0	8.2
Fee-for-service – international	38.3	29.2	23.9	22.4	25.9	3.4	15.6
<i>Sub-total TAFE and other government providers</i>	<i>522.1</i>	<i>510.4</i>	<i>530.2</i>	<i>511.8</i>	<i>474.6</i>	<i>62.5</i>	<i>-7.3</i>
Community education providers							
Government funding	21.0	22.8	26.5	25.4	25.0	3.3	-1.6
Fee-for-service – domestic	Not in scope of publication						
Fee-for-service – international	Not in scope of publication						
<i>Sub-total community education providers</i>	<i>21.0</i>	<i>22.8</i>	<i>26.5</i>	<i>25.4</i>	<i>25.0</i>	<i>3.3</i>	<i>-1.6</i>
Other registered providers							
Government funding	108.9	175.3	215.6	213.8	260.0	34.2	21.6
Fee-for-service – domestic	Not in scope of publication						
Fee-for-service – international	Not in scope of publication						
<i>Sub-total other registered providers</i>	<i>108.9</i>	<i>175.3</i>	<i>215.6</i>	<i>213.8</i>	<i>260.0</i>	<i>34.2</i>	<i>21.6</i>
Total full-year training equivalents	651.9	708.6	772.2	751.1	759.6	100.0	1.1

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 16 Government-funded subject enrolments, hours of delivery and full-year training equivalents by subject result, 2010–14

Subject result	2010	2011	2012	2013	2014		2013–14
	('000)	('000)	('000)	('000)	('000)	%	% change
Subject enrolments							
Competency achieved/passed	9 574.4	10 385.4	10 956.3	10 535.8	10 773.3	67.9	2.3
Recognition of prior learning granted							
Recognition of prior learning granted	841.1	1 045.9	1 282.5	1 167.2	828.2	5.2	-29.0
Recognition of current competency granted	7.7	5.8					
Recognition of prior learning not granted							
Recognition of prior learning not granted	23.7	21.8	28.8	24.0	6.6	0.0	-72.4
Recognition of current competency not granted	0.2	0.4					
Competency not achieved/failed	1 028.9	883.2	764.4	676.8	705.7	4.4	4.3
Withdrawn/discontinued	1 129.4	1 238.7	1 458.6	1 407.4	1 382.2	8.7	-1.8
Continuing enrolment	1 339.3	1 784.1	1 753.6	1 783.0	1 783.3	11.2	0.0
Non-assessable enrolment – satisfactorily completed	610.2	504.3	479.0	457.9	376.1	2.4	-17.9
Non-assessable enrolment – withdrawn or not satisfactorily completed	29.9	23.9	14.7	20.1	21.8	0.1	8.6
Total subject enrolments	14 584.6	15 893.5	16 737.8	16 072.4	15 877.3	100.0	-1.2
Hours of delivery							
Competency achieved /passed	334 266.9	368 767.9	399 839.5	392 588.7	412 233.5	75.4	5.0
Recognition of prior learning granted							
Recognition of prior learning granted	32 385.7	40 838.3	49 532.5	44 553.2	31 340.3	5.7	-29.7
Recognition of current competency granted	251.2	188.0					
Recognition of prior learning not granted							
Recognition of prior learning not granted	1 017.2	870.9	1 262.0	995.7	302.5	0.1	-69.6
Recognition of current competency not granted	8.4	22.5					
Competency not achieved/failed	41 841.7	36 682.7	32 741.8	30 084.6	32 167.9	5.9	6.9
Withdrawn/discontinued	44 339.3	49 028.5	60 179.4	60 101.4	60 454.9	11.1	0.6
Continuing enrolment	-	-	-	-	-	-	-
Non-assessable enrolment – satisfactorily completed	13 984.5	12 664.2	11 756.6	11 612.1	9 549.6	1.7	-17.8
Non-assessable enrolment – withdrawn or not satisfactorily completed	1 296.0	1 102.2	706.9	869.3	890.1	0.2	2.4
Total hours of delivery	469 390.8	510 165.2	556 018.8	540 804.9	546 938.7	100.0	1.1
Full-year training equivalents							
Competency achieved /passed	464.3	512.2	555.3	545.3	572.5	75.4	5.0
Recognition of prior learning granted							
Recognition of prior learning granted	45.0	56.7	68.8	61.9	43.5	5.7	-29.7
Recognition of current competency granted	0.3	0.3					
Recognition of prior learning not granted							
Recognition of prior learning not granted	1.4	1.2	1.8	1.4	0.4	0.1	-69.6
Recognition of current competency not granted	0.0	0.0					
Competency not achieved/failed	58.1	50.9	45.5	41.8	44.7	5.9	6.9
Withdrawn/discontinued	61.6	68.1	83.6	83.5	84.0	11.1	0.6
Continuing enrolment	-	-	-	-	-	-	-
Non-assessable enrolment – satisfactorily completed	19.4	17.6	16.3	16.1	13.3	1.7	-17.8
Non-assessable enrolment – withdrawn or not satisfactorily completed	1.8	1.5	1.0	1.2	1.2	0.2	2.4
Total FYTE	651.9	708.6	772.2	751.1	759.6	100.0	1.1

- A dash represents a true zero figure, with no data reported in this category.
Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 17 Government-funded AQF program completions, 2010–13

	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2012–13 % change
AQF programs					
Diploma or higher	67.4	85.5	90.7	81.1	-10.5
Graduate diploma	0.1	0.1	0.0	0.0	-6.3
Graduate certificate	0.7	1.4	1.3	1.3	-0.8
Bachelor degree (Honours and Pass)	0.3	0.3	0.4	0.3	-34.3
Advanced diploma	10.7	12.8	12.8	11.2	-12.2
Associate degree	0.0	0.0	0.1	0.0	**
Diploma	55.6	70.9	76.0	68.3	-10.1
Certificate IV	89.7	110.3	132.6	118.6	-10.5
Certificate III	171.9	200.7	229.7	227.7	-0.9
Certificate II	87.4	98.2	97.0	96.3	-0.8
Certificate I	24.3	24.4	32.5	38.5	18.2
Type of accreditation					
National training package qualifications	387.7	470.8	524.3	496.6	-5.3
Nationally/locally accredited and higher level courses	53.0	48.2	58.2	65.7	12.8
Total AQF program completions	440.7	519.0	582.5	562.2	-3.5

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

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 18 Government-funded qualification equivalents, 2010–14

	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2013–14 % change
AQF programs						
Diploma or higher	81.2	90.9	91.4	77.8	90.2	15.8
Graduate diploma	0.1	0.0	0.0	0.0	0.1	**
Graduate certificate	0.7	1.5	1.6	1.5	0.6	**
Bachelor degree (Honours and Pass)	0.3	0.3	0.4	1.0	0.6	-38.0
Advanced diploma	11.3	11.3	11.2	8.9	8.1	-9.1
Associate degree	0.0	0.0	0.1	0.0	0.1	**
Diploma	68.8	77.6	78.0	66.3	80.7	21.6
Certificate IV	106.6	127.2	143.3	133.5	135.6	1.6
Certificate III	219.8	252.1	294.6	299.0	325.0	8.7
Certificate II	128.6	143.0	145.1	142.0	123.3	-13.2
Certificate I	44.6	44.9	56.8	63.2	47.9	-24.3
Type of accreditation						
National training package qualifications	497.5	574.7	624.8	595.3	624.6	4.9
Nationally/locally accredited and higher level courses	83.3	83.4	106.4	120.2	97.3	-19.1
Total qualification equivalents	580.8	658.1	731.2	715.5	721.9	0.9

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

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Table 19 Summaries of government-funded training by state and territory, 2010–14

	2010 ('000)	2011 ('000)	2012 ('000)	2013 ('000)	2014 ('000)	2013–14 % change
Students						
Australia	1 772.6	1 860.1	1 924.1	1 853.9	1 789.2	-3.5
New South Wales	578.2	582.0	595.3	560.0	560.4	0.1
Victoria	500.8	581.7	631.1	618.2	587.5	-5.0
Queensland	300.8	304.3	290.7	251.9	264.1	4.9
South Australia	123.9	123.0	142.5	165.7	129.8	-21.6
Western Australia	166.0	167.7	167.3	163.8	152.6	-6.8
Tasmania	49.6	47.4	43.0	43.0	43.8	1.8
Northern Territory	24.0	24.4	24.3	22.9	25.1	9.2
Australian Capital Territory	29.4	29.4	30.1	28.5	25.9	-9.1
Full-year training equivalents						
Australia	651.9	708.6	772.2	751.1	759.6	1.1
New South Wales	203.8	208.4	213.1	200.2	207.2	3.5
Victoria	204.1	243.9	301.2	294.8	296.7	0.6
Queensland	106.4	114.4	108.7	96.9	114.6	18.2
South Australia	39.6	41.3	49.2	61.3	45.3	-26.1
Western Australia	67.3	68.7	68.3	68.1	65.1	-4.4
Tasmania	13.6	14.6	14.4	13.1	12.8	-2.0
Northern Territory	6.6	6.7	6.8	6.2	7.5	20.9
Australian Capital Territory	10.6	10.7	10.6	10.4	10.4	0.3
Subject enrolments						
Australia	14 584.6	15 893.5	16 737.8	16 072.4	15 877.3	-1.2
New South Wales	4 588.2	4 529.9	4 474.8	4 207.9	4 294.0	2.0
Victoria	4 335.4	5 499.2	6 462.8	6 239.3	5 956.6	-4.5
Queensland	2 536.0	2 726.5	2 488.5	2 178.7	2 628.3	20.6
South Australia	908.4	911.9	1 109.1	1 336.5	914.6	-31.6
Western Australia	1 460.5	1 473.0	1 461.4	1 434.8	1 379.1	-3.9
Tasmania	342.0	338.1	314.7	292.0	307.2	5.2
Northern Territory	164.2	167.7	169.3	162.3	175.9	8.4
Australian Capital Territory	250.1	247.1	257.2	220.9	221.6	0.3
Hours of delivery						
Australia	469 390.8	510 165.2	556 018.8	540 804.9	546 938.7	1.1
New South Wales	146 719.3	150 027.6	153 406.8	144 126.4	149 196.3	3.5
Victoria	146 980.6	175 617.9	216 870.1	212 287.0	213 591.2	0.6
Queensland	76 605.9	82 360.7	78 279.9	69 784.9	82 483.9	18.2
South Australia	28 512.6	29 753.8	35 402.7	44 139.9	32 598.7	-26.1
Western Australia	48 447.4	49 431.6	49 156.6	49 066.9	46 886.4	-4.4
Tasmania	9 772.2	10 478.4	10 369.3	9 421.7	9 237.5	-2.0
Northern Territory	4 731.2	4 795.4	4 915.3	4 490.6	5 431.2	20.9
Australian Capital Territory	7 621.6	7 699.8	7 618.0	7 487.4	7 513.4	0.3

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Supplementary table

Table 20 Overseas visa students studying onshore in VET and other education sectors, 2010–14

Education or training sector	2010	2011	2012	2013	2014		2013–14
	('000)	('000)	('000)	('000)	('000)	%	% change
Higher education	242.0	241.0	230.0	230.4	250.0	42.4	8.5
Vocational education and training						0.0	
Public sector	38.0	31.8	26.3	25.3	28.1	4.8	11.0
Private sector	167.3	137.8	117.9	108.7	121.7	20.6	11.9
<i>VET sub-total</i>	205.4	169.6	144.3	134.1	149.8	25.4	11.7
School education	24.1	20.7	18.5	17.8	18.5	3.1	3.9
English language intensive courses for overseas students	113.9	95.3	95.6	115.0	137.5	23.3	19.5
Other	30.8	27.6	25.1	27.9	34.2	5.8	22.4
Total overseas visa students	616.3	554.2	513.5	525.2	589.9	100.0	12.3

Refer to Explanatory notes on pages 24-28 for notes relevant to this table.

Sources: Basic pivot table 2002 onwards (Jan. 2002 – Dec. 2014), accessed from Australian Government Department of Education and Training, <<https://internationaleducation.gov.au> on 5 June 2015; NCVET National VET Provider Collections, 2010–14.

Terms

Information included in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For other terms and definitions, refer to the terms and definitions supporting document at <<http://www.ncver.edu.au/publications/2803.html>>.

AQF (Australian Qualifications Framework) is a nationally consistent framework of credentials offered in post-compulsory education and training that covers qualifications from certificate I through to a doctoral degree. For more details of the AQF, go to <<http://www.aqf.edu.au>>.

Community education providers have a primary focus on education and training for personal and community development.

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

End date reporting counts the hours of delivery on the finalisation of an enrolment. Consequently, the hours for an enrolment associated with 'continuing studies' are shown only for the year in which the final outcome is reported.

Enrolment (module/subject) is the registration of a student at a training delivery location for the purpose of undertaking a module, unit of competency or subject.

Full-time students are those students whose program of study constitutes at least 75% of the normal full-time study load. The former Department of Education, Employment and Workplace Relations (DEEWR) previously defined a full-time study load as 720 contact hours in a year. Therefore, any student undertaking 540 hours or more is regarded as a full-time student.

Full-year training equivalents (FYTEs) measure the training activity undertaken by a student on a full-time basis for one year. Calculations are based on hours of delivery (720 hours = 1 FYTE).

Hours of delivery for national reporting are the agreed hours for each subject and represent the hours of supervised training under a traditional delivery strategy. Agreed hours are calculated from the standard nominal hour values collected in the *Nominal hours* field in the *Enrolment* file.

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

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

Off-the-job activity for apprentices and trainees refers to training which takes place away from a person's job, usually off the premises (for example, at TAFE) but may be on the premises (for example, in a special training area).

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

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

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

Recognition of prior learning is the acknowledgment of a person's skills and knowledge acquired previously through informal/formal training, experience in the workplace, voluntary work, and social or domestic activity. From 2012, this includes recognition of current competencies.

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

Standard nominal hour values are the notional hours for common subjects (units of competency/modules) delivered by training organisations as collected in the *Nominal hours* field in the *Enrolment* file.

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

Training packages are a set of nationally endorsed standards, guidelines and qualifications for training and for recognising and assessing skills. They are developed by industry with the aim of meeting the needs of an industry or group of industries. For more details of training packages, go to <<http://www.training.gov.au>>.

Various providers is used when a student attends more than one training provider type (e.g. TAFE and other government providers; community education providers and other registered providers).

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

Explanatory notes

Scope

- Information contained in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS). In 2014, Release 7.0 came into effect. For further information go to <<http://www.ncver.edu.au/avetmiss/21055.html>>.

The data are sourced from the administrative records held by the state training authorities and other relevant bodies. The tables provide information on VET delivery that covers all vocational education and training delivered by:

- TAFE institutes and other government VET providers
- multi-sector higher education institutions
- the government-funded component of VET delivered by community education and other registered providers.

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

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

Scope matrix

	TAFE and other government providers*	Community education providers	Other registered providers
Government-funded	✓	✓	✓
Domestic fee-for-service	✓	✗	✗
International fee-for-service	✓	✗	✗

* Multi-sector higher education providers are reported as TAFE and other government providers.

Changes to reporting scope derivations

- The derivation of student major funding source was revised in 2012. Previously, recognition of current competency enrolments were not considered in determining the funding source type in the hierarchical classification.
- In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data has been backdated to 2003.
- From 2014, fee-for-service activity from adult and community education providers has been excluded from the publication scope of government-funded activity. The new scope has been backdated to 2003 in all NCVER resources. Fee-for-service activity from adult and community education providers will be included in the *Total VET students and courses 2014* publication to be published later in 2015.

Data quality and comparability issues

National reporting

- 5 In 2011, highest funding source may include a small number of students associated with domestic fee-for-service activity that is included as a result of the hierarchical funding calculation that disregards subject outcomes '53 – Recognition of Current Competency granted'.
- 6 Nationally and locally accredited skills sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- 7 Some field of education fields are reported as blank because they are associated with 'subject only enrolments – no program', 'skill sets – no program' or are 'missing data'.

New South Wales

- 8 From 2011, the National Art School in New South Wales moved to reporting nationally as part of the Commonwealth Higher Education Statistics Collection. In 2010, the National Art School reported 360 students, 2375 subject enrolments, 345 399 nationally agreed nominal hours and 480 full-year training equivalents.
- 9 In New South Wales, TAFE NSW previously submitted data as one consolidated data submission for the 11 RTOs (10 TAFE institutes and the Open Training and Education Network). In 2015, data for each of the 11 TAFE NSW RTOs were submitted individually to NCVET. The individual submissions resulted in a break-in-series for reporting the number of students, as student numbers are partly derived by the training authority identifier. A student undertaking study at two TAFE NSW institutes is now counted twice, instead of once under the previous arrangement. NCVET identified 21 400 client identifiers undertaking study at multiple TAFE NSW RTOs in 2014 (matching data by client identifier, encrypted identifier, sex and date of birth). This represents 10 500 unique students if they had been reported in a consolidated submission.
- 10 Qualifications completed data for TAFE NSW (and New South Wales) are under-reported for 2013 due to reporting issues associated with the implementation of a new student administration and learning management system. TAFE NSW were not able to provide additional qualifications completed data for 2013 in the 2014 National VET Provider Collection (i.e. 2013 completions created after the close-off date of 2013 activity on 24 January 2014).
- 11 The NSW Adult Migrant English Service did not submit data for 2014 activity. In 2013 they reported 390 students, 690 subject enrolments, 51 800 hours and 72 full-year training equivalents.

South Australia

- 12 In 2010, the former Department of Further Education, Employment, Science and Technology (DFEEST) implemented a new reporting method, which was similar to that used prior to 2009, for reporting 'Other recognised courses' and 'Subject-only enrolments'. Consequently, this also represents a break-in-series for reporting purposes. If the pre-2009 reporting method was applied to the 2009 data, the number of students in Other recognised courses would have been 30 400 rather than 5700 and Subject-only enrolments 11 700 rather than 36 700. Likewise, student numbers for Australia would have been 234 100 rather than 209 200 (for Other recognised courses) and 82 500 rather than 107 500 (for Subject only enrolments).
- 13 The funding of the South Australian entitlement scheme – 'Skills for All' – changed in 2014, which capped the training for many qualifications and led to a decline in subject enrolments and programs completed.
- 14 The Department of State Development reported VET in Schools data for the first time in 2014. The improved matching of student data reduced the number of enrolments reported in the SA VISA (VET in Schools assessed by TAFE) submission, as some students were reported in the VET in Schools Collection instead.
- 15 There is a high incidence of missing postcodes in the TAFE SA and SA VISA data for 2014 due to issues associated with the TAFE student information system. This results in increased unknown data being reported for Australian Statistical Geography Standard (ASGS) regions (SA2, SA3, SA4), student remoteness (ARIA+) and SEIFA.

Tasmania

- 16 In Tasmania, significant structural changes have occurred in the TasTAFE system and these may affect comparability of data between 2009 and 2013.

Northern Territory

- 17 From 2011, there are no data for NT Adult and Community Education as they are no longer providing accredited training associated with adult and community education.

Programs completed

- 18 Data for programs completed in 2014 are based on preliminary data submissions. Consequently they are not presented in detail in this publication. Preliminary estimates indicate that there were 500 200 AQF programs completed in 2014 (compared with a preliminary estimate of 495 400 AQF programs completed in 2013). The 2014 data will be revised upwards in the 2015 National VET Provider Collection to accommodate further notification of programs completed.

Australian Bureau of Statistics data

- 19 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).
- 20 Socio-Economic Indexes For Areas (SEIFA) is an ABS-developed product that ranks areas in Australia according to relative socio-economic advantage and disadvantage. The Index of Relative Socio-Economic Disadvantage (IRSD) is one of four indexes in the SEIFA suite. Further information on SEIFA can be found at <<http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>>. SEIFA 2006 is applied to data between 2006 and 2010. A new version of the Socio-Economic Indexes for Areas (SEIFA 2011) was released in March 2013. These indexes have been applied to 2011 and subsequent data.
- 21 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data between 2009 and 2010 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- 22 Rural/remote localities comprise 'outer regional', 'remote' and 'very remote' categories of the ARIA+ classification.

International student data

- 23 Statistics on international students are now obtained from the Department of Education and Training. They were previously obtained from Australia Education International. International student statistics represent course enrolments and may be greater than the actual number of students. International student data reported in previous years may have been revised. For further information, refer to <<https://internationaleducation.gov.au/Pages/default.aspx>>.
- 24 Public VET data on international students refers to the actual number of international full-fee-paying students in the National VET Provider Collection who undertook training in a major AQF qualification category (certificate I and above). For information on all overseas students, refer to tables 13 and 15.
- 25 Students in the private sector were derived by subtracting students from the government-funded sector from the VET sub-total.

Training packages

- 26 Industry skills councils represent particular industries and groups of training packages. For more information on how training packages are grouped by industry skills councils, go to appendix A in the Terms and definitions document which can be found at <http://www.ncver.edu.au/publications/2803.html>.
- 27 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.
- 28 For students enrolled in more than one qualification, the parent training packages and industry skills councils are allocated by their highest (major) qualification level.

Qualifications

- 29 From 2012, type of accreditation also includes higher level qualifications that are not a training package qualification or nationally recognised accredited course, that are accredited by higher education institutions with self-accrediting authority or state or territory accreditation authorities.
- 30 For consistency of reporting, senior secondary education is excluded from AQF qualifications. It has been included as part of 'Other recognised courses' in the non-AQF qualifications grouping. The Other recognised courses also includes foundation, bridging and enabling courses plus other courses that do not lead to a qualification under the AQF.

Training provider profile

- 31 Data for the training provider profile is extracted by the training organisation identifier used in data submission. This represents the number of training organisations reporting in the National VET Provider Collection where the data was within publication scope. Training organisations submit data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory. In New South Wales and South Australia, some training providers may be reported both as a community education provider and other provider. However, they are only reported once in the provider type profile (table 14).
- 32 The data submission for SA VISA covers VET in Schools activity that is undertaken at the three South Australian TAFE institutes. Therefore, these training providers are counted against SA TAFE and not against SA VISA.
- 33 Distinct number of training providers is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore they are counted in each state/territory figures, but only counted once in the total.

Not known information

- 34 Data reported in the National VET Provider Collection as 'not known' are reported for the following reasons:
 - Information was not collected.
 - A student has not responded to a question on the enrolment form.
 - Invalid information was provided.

Caution should be taken when using data with a large number of 'not known' responses. The extent of 'not known' data for some student characteristics is illustrated below.

Proportion of students with 'not known' data, 2010–14

	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
Indigenous status	8.2	7.0	5.0	3.9	3.6
Disability status	13.5	12.7	10.7	9.8	8.7
Non-English speaking background	8.1	7.4	7.2	7.3	6.7

Credit transfer

35 While credit transfer is not reported in this publication (as the training effort occurred in previous years), it is an important component of the VET system. Data on credit transfer by state and territory for 2010–14 is presented below.

Subject enrolments by credit transfer and state/territory 2010–14

State/territory	Subject enrolments ('000)				
	2010	2011	2012	2013	2014
New South Wales	535.4	537.6	463.9	573.3	595.7
Victoria	184.0	256.1	292.7	339.9	380.9
Queensland	136.1	144.1	165.8	214.2	330.5
South Australia	16.1	19.8	41.4	67.6	62.4
Western Australia	83.2	86.6	101.9	99.4	85.7
Tasmania	29.2	37.2	41.8	46.7	43.6
Northern Territory	16.3	19.4	18.3	19.3	15.4
Australian Capital Territory	12.1	17.7	16.9	14.1	21.5
Australia	1 012.4	1 118.5	1 142.7	1 374.4	1 535.7

Miscellaneous

- 36 In tables containing student remoteness, 'overseas' refers to the overseas postal addresses of students studying in Australia.
- 37 For students with subject enrolments in more than one funding category, the major funding source is assigned in hierarchical order (Commonwealth and state general purpose recurrent funding; Commonwealth specific purpose program funding; state specific purpose program funding; international full-fee-paying funding; and domestic full-fee-paying funding).



National Centre for Vocational Education Research Ltd

Level 11, 33 King William Street, Adelaide SA 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 **Fax** +61 8 8212 3436

Email ncver@ncver.edu.au **Web** <<http://www.ncver.edu.au>>

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