Research and statistics at NCVER: the who, what and how

Dr Genevieve Knight and Michelle Circelli
27th National VET Research Conference ‘No Frills’
15 – 17 August 2018
National VET Research program

Data Products
About NCVER

• An independent, not-for-profit body owned by the Australian, and state and territory ministers responsible for training

• Established in 1981, Australia’s authoritative source of VET data & research

• Employ ~ 100 staff in Research, Statistics, Marketing, IT and Corporate Services branches

• Custodian of the national VET administrative collections & surveys.

60 Light Sq, Adelaide
• promote better understanding and discussion within the VET sector, and assists policy-makers, practitioners, industry, training providers, and students to make informed decisions.

• NCVER research priorities have a strong connection to the Australian government’s VET policy priorities, and the skill development challenges of industry.
National VET Research Program

- Context

- Current priorities and processes for consideration and selection
SSON Research Working Group

• Project decision making rests with this group
• Chaired by representative from the Australian Government Department of Education and Training
• Jurisdictional representatives and a member of the Australian Industry Skills Committee
Current research priorities

Structures and systems for skilling and learning
- Examining the impact of policy, institutional, funding and market frameworks on the provision of education and training

The impact of vocational education and training
- Ensuring individuals and employers get the highest return on investment in education and training

Teaching and learning
- Understanding the needs of learners to ensure meaningful engagement with the education system and examining what works to ensure quality of outcomes across teaching and learning models, assessment and reporting
## Research themes and focus for 2017-2018

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<thead>
<tr>
<th>Themes</th>
<th>Key areas of focus</th>
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<tr>
<td><strong>Structures and systems for skilling and learning</strong></td>
<td>• Governance</td>
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<td>• Training markets</td>
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<td>• Funding models</td>
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<td>• Models of skill development</td>
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<td>• Qualification relevance and equivalence</td>
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<td>• Competency-based training, training packages and training products</td>
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<td>• Apprenticeships and traineeships</td>
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<td></td>
<td>• Work-based learning and sites of learning, employer use, and employer engagement</td>
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<td></td>
<td>• International systems for skilling and learning and comparisons with Australia</td>
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<td></td>
<td>• Compliance/regulation</td>
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<td>• Measuring success, Impact and quality outcomes</td>
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<td></td>
<td>• Partnerships</td>
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<td></td>
<td>• Accredited and non-accredited training</td>
</tr>
</tbody>
</table>

### Current research projects
- **What factors explain the likelihood of completing a VET qualification?** [Completed]
- **Analysis of high use Training Package qualifications across providers - diversity and performance** [Completed]
- **Identifying and developing skills in demand - an international comparison of occupational skills frameworks and their applications** [Completed]
- **Timeline of Australian VET policy initiatives** [Completed]
- **Higher Apprenticeships - opportunities and barriers**
- **The impact of course duration on the quality and outcomes of VET**
- **The role and function of smaller VET providers**
- **The group training paradox: exploring the context and factors impacting on group training apprentice completion rates**
- **Does provider type make a difference? Exploring the TVA Student Outcomes data**
- **The dynamics of VET qualification demand**
- **Survey of the current VET workforce**
The impact of vocational education and training

Ensuring individuals and employers get the highest return on investment in education and training.

- Economic and social outcomes
- Future of employment
- Labour markets
- Learner diversity and trends
- Social cohesion
- Foundation skills

From school to VET: choices, experiences and outcomes
[Completed]

What is the value of VET in Schools programs?

Teaching and learning

Understanding the needs of learners to ensure meaningful engagement with the education system and examining what works to ensure quality of outcomes across teaching and learning models, assessment and reporting.

- Aspirations and student choice
- Outcomes
- Pathways and transitions
- VET workforce
- Pedagogy
- Assessment
- Workplace learning

School-to-work transitions: untangling the pathways
2017 research activity

- 23 reports
- 12 summaries
- 3 opinion pieces
- 6 infographics
- 7 webinars
- 3000+ New titles in VOCEDplus
- 21 external presentations
- 9 in-house seminars by external organisations
- 6 submissions to parliamentary and other inquiries
• Present developments in VET research focus on linking the huge store of data and statistics in the system with research to assist in addressing important system issues and policy questions.

• Investigating opportunities for data linkage across agencies and data collections is very much on the agenda in order to understand more fully the benefits and consequences of participation in VET programs.
The way in which stakeholders prefer to access research findings is changing. Research ‘products’ that synthesise a range of research and provide evidence of the outcome of particular policy interventions is greatly valued. Replacing traditional research publications with shorter, more targeted publications (especially with use of infographics) that can be easily accessed and used in the sector, is important for making better use of existing research.
Access our full range of research, statistics, visualisations and other products on the Australian vocational education and training system.

About our research and statistics

NCVER is the national body responsible for collecting data and conducting surveys and research into Australia's vocational education and training sector.
National Research

- Reports, summaries, good practice guides
Identifying work skills: international approaches

Gitta Siekmann, Dr Craig Fowler

The digital revolution and automation are accelerating changes in the labour market and in workplace skills, changes that are further affected by fluctuations in international and regional economic cycles and employment opportunity. These factors pose a universal policy challenge for all advanced economies and governments. In the workplace, people seek to acquire contemporary and relevant skills to gain employment and retain transferable skills to maintain employment.

The central purpose of this paper is to investigate how other nations or regions are dealing with these issues. What approaches are they taking to understanding the mix and dynamics of the skills attained by individuals and, more broadly, the totality of skills that in aggregate constitute a highly capable and adaptable labour force, one that supports firm viability and greater national productivity.
National Research

- Webinars – live and recorded

If you have missed one of our 2018 webinars, click on the link below to see the presentation and listen to the recording. Access is free.

These webinars are hosted on an external site and you will need to register your name and email address to access.

Coming to terms with Release 8 of AVETMISS for VET Providers and Presentation Slides (705 KB PDF)
Presented by Carole Peters and Daryl Fischer, NCVER on Wednesday 11 July 2018

Student transitions: from School to VET and Presentation Slides (654.8 KB PDF)
Presented by Kristen Osborne, NCVER; Kira Clarke, Melbourne Graduate School of Education, The University of Melbourne and George Myconos, Inclusive Education Research and Policy Centre, Brotherhood of St Laurence on Thursday 21 June 2018

Skilling for digital disruption and the future of work (presentation slides available only) 2.4 MB PDF
Presented by Anna Payton, NCVER and Pi-Shen Seet, Edith Cowan University on Tuesday 19 June 2018

Data linkage: unlocking the benefits for the VET sector and Presentation Slides
Presented by Cain Polidano, Melbourne Institute of Applied Economic and Social Research; Tenniel Guiver, Australian Institute of Family Studies, and Kristen Osborne and Patrick Korbel, NCVER on Thursday 14 June 2018

Comparing high-use training package qualifications
Presented by Patrick Korbel, NCVER on Thursday 19 April 2018.

Exploring the benefits of social media in VET programs
Presented by Victor Callan, Callan Consulting Group and Queensland University Business School on Thursday 22 February 2018.

Apprentices and trainees: how well do we estimate our data?
Presented by Nadine Schuil, NCVER on Tuesday 20 February 2018.
National Research

- Infographics
VET in Schools (VETiS) refers to the vocational education and training (VET) undertaken by school students as part of their senior secondary certificate of education. The VET In Schools arrangement offers two main options: most students undertake VET subjects and courses as part of their school curriculum while some students undertake school-based apprenticeships and traineeships.

**2006**

**Top training packages**
1. Tourism, travel & hospitality
2. Business services
3. Information & communication technology

**VETiS students**
- 171,700 students

**Top 3 fields of education**
1. Management & commerce
2. Food, hospitality & personal services
3. Information technology

**2016**

**VETiS students**
- 243,300 students

**Top training packages**
1. Tourism, travel & hospitality
2. Sport, fitness & recreation
3. Business services

**Top 3 fields of education**
1. Society & culture
2. Management & commerce
3. Food, hospitality & personal services

**2011 (5 years after participating in VETiS...)**

- **56%** working only
- **23%** studying and working
- **76%** working full-time earn over $31,200
- **9%** studying only
- **13%** not studying or working

By 2011, 42% of 2006 VETiS students had attained a non-school qualification.
National Research

Interactive products
The changing nature of apprenticeships: 1996–2016: infographic
The changing nature of apprenticeships: 1996–2016: infographic

13 April 2017

About

This infographic presents a summary of training activity in apprenticeships and traineeships in Australia for the period 1963-2016. These data are presented alongside economic and labour market data for the same period in order to put the training activity into context. They are also supplemented by a timeline of major policy changes affecting apprenticeships and traineeships in Australia from 1901 to 2016.
## Timeline: A brief history of apprenticeships and traineeships in Australia

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939</td>
<td>Dilutees introduced to industry during the Second World War to make up for the loss of skilled tradesmen serving in the armed services; ‘dilutees’ had limited or no previous technical experience and most were women.</td>
</tr>
<tr>
<td>1944</td>
<td>Commonwealth Reconstruction and Training Scheme (CRTS) established to quickly retrain returning service personnel.</td>
</tr>
<tr>
<td>1946</td>
<td>Tradesman’s Rights Regulation passed to protect the rights of pre-war tradesmen returned from service in the Second World War from ‘dilutees’ and unqualified migrants arriving in Australia.</td>
</tr>
<tr>
<td>1952</td>
<td>National Inquiry into Apprenticeships held by Senator Hugh Gough. Following the inquiry, the standard duration of apprenticeships was reduced to four years and more flexible training arrangements were established.</td>
</tr>
<tr>
<td>1901</td>
<td>NSW Apprentices Act 1901 enacted, setting new regulatory arrangements later followed in the other states of the newly created Australian federation; the new regulatory arrangements included raising the minimum age for apprentices from 12 to 14 years, introducing the model form of indenture, and setting the maximum term of apprenticeships to seven years.</td>
</tr>
</tbody>
</table>
National Research

VET provider market structures: registered training organisations - infographic
Expired and cancelled registrations

Prior to 2010 almost all RTOs officially left the system when their registration expired – they may have stopped delivering accredited training (even prior to their registration expiring) or they may have unsuccessfully applied for renewal.

Since 2011 most RTOs officially left when they requested that their regulator cancel their registration – this may be due to a number of reasons, including competitive pressures. During the same period the number of cancellations without the consent of the RTO has risen. This coincides with the establishment of ASQA and may reflect changes in regulatory practice (such as risk-based regulation and reviewing registrations mid-term).
Providers by size (students and program enrolments) and type

Providers were categorised according to the number of students and program enrolments they had in 2015. The percentage tab shows the percentage of providers within each type that were that size.

The 457 private training providers and 207 other providers that had zero program enrolments only had student enrolments in 2015. Providers are limited to providing training within the scope of their registration and some may not be approved to provide full programs. Providers may also be conducting accredited training under auspicing arrangements for another registered training organisation (which was reported by that other provider) or other non-accredited training (that was not required to be reported).
<table>
<thead>
<tr>
<th>Students (%)</th>
<th>Students (N)</th>
<th>Enrolments (%)</th>
<th>Enrolments (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000 and above</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1,000 up to 10,000</td>
<td></td>
<td></td>
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<tr>
<td>100 up to 1,000</td>
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<tr>
<td>Up to 100</td>
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<tr>
<td>0</td>
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</tbody>
</table>

Private training provider | TAFE | Other*
A recent development has been the *Timeline of Australian VET Policy initiatives 1998 – 2017* which helps people to understand the scale of change and the individual policies, programs or initiatives that have shaped VET at both the national and state and territory level.
Timeline of Australian VET policy initiatives 1998-2017

Australia's vocational education and training (VET) system has transformed over the past 20 years in response to changing economic and societal needs. This timeline helps understand the scale of change and the individual policies, programs or initiatives that have shaped VET at both the national and state and territory level. The comprehensive resource also includes economic events that may have influenced enrolments and completions of VET courses, apprenticeships and traineeships.

This timeline is a beta version: content for Western Australia is currently being finalised.

Using the timeline

- **Default view**: all events are displayed in the default view. This includes all national, state and territory and categories of information.
- **Filtering**: use the icons to filter events by selected categories and/or regions. Click the reset button twice to remove the filters.
- **Searching**: use the search box to quickly find specific policies, programs or initiatives. Tick the 'All' checkbox to once again display all events on the timeline.
- **Event colours**: events are colour-coded to reflect regions; colours are based on national, state and territory colours.
- **Event description**: hover over or click on an entry to see additional information about each policy, program or initiative.
- **Links**: links to additional information are provided in the description box where applicable. Clicking on an event will show hyperlinked URLs at the bottom of the description box. Click on these hyperlinks to access this information.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>Victorian Certificate of Applied Learning</td>
</tr>
<tr>
<td>1987</td>
<td>Apprenticeship Support Officers Program</td>
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<tr>
<td>1987</td>
<td>Apprenticeship Travel Allowance Scheme</td>
</tr>
<tr>
<td>1987</td>
<td>Victoria’s skilled migration strategy</td>
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<td>1987</td>
<td>Global skills for Victoria</td>
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<tr>
<td>1987</td>
<td>Workers in Transition Program</td>
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<tr>
<td>1987</td>
<td>Back to Work Scheme</td>
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<tr>
<td>1987</td>
<td>Regional and Specialist Training Fund</td>
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<tr>
<td>1987</td>
<td>Tech Schools initiative</td>
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<tr>
<td>1997</td>
<td>Skills and Jobs Centres established</td>
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<td>1997</td>
<td>Asylum seeker VET program expanded</td>
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<tr>
<td>1997</td>
<td>Funding boost for Learn Local organisations</td>
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<tr>
<td>1997</td>
<td>Review of quality assurance</td>
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<tr>
<td>1997</td>
<td>Reconned Program</td>
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<tr>
<td>1997</td>
<td>Workforce Training Innovation Fund</td>
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<tr>
<td>1997</td>
<td>On Track</td>
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<tr>
<td>1997</td>
<td>Inquiry into agricultural education and training</td>
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<tr>
<td>1997</td>
<td>Reconnected Program</td>
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<tr>
<td>1997</td>
<td>Apprenticeship and Traineeship Taskforce</td>
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<tr>
<td>1997</td>
<td>Apprenticeship Travel Allowance Scheme</td>
</tr>
<tr>
<td>1997</td>
<td>Major Projects Skills Guarantee</td>
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<td>1997</td>
<td>Payroll tax cuts and exemptions</td>
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<tr>
<td>1997</td>
<td>Renault relocates training program to Melbourne</td>
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<td>1997</td>
<td>Trade apprentice registration discount</td>
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<td>1997</td>
<td>Completion bonus</td>
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<td>1997</td>
<td>Victorian Qualifications Authority Act</td>
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<tr>
<td>1997</td>
<td>Knowledge and skills for the innovation economy</td>
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<tr>
<td>1997</td>
<td>Vocational Education and Training (VET) Qualifications Act</td>
</tr>
<tr>
<td>1997</td>
<td>Education (Workplace Learning) Act</td>
</tr>
<tr>
<td>1997</td>
<td>Education and Training Reform Act</td>
</tr>
<tr>
<td>1997</td>
<td>Compulsory school age raised to 17 years</td>
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<tr>
<td>1997</td>
<td>Changes in subsidy rates</td>
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<tr>
<td>1997</td>
<td>Education and Training Reform Amendment (Dual Sector Universities) Act 2013</td>
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<tr>
<td>1997</td>
<td>Skills First</td>
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<tr>
<td>1997</td>
<td>TAFE Rescue Fund</td>
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<tr>
<td>1997</td>
<td>Budget cuts to TAFE announced</td>
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<tr>
<td>1997</td>
<td>Refocusing Vocational Training in Victoria initiative</td>
</tr>
<tr>
<td>1997</td>
<td>Victorian Training Guarantee</td>
</tr>
<tr>
<td>1997</td>
<td>Skills reform policy</td>
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<tr>
<td>1997</td>
<td>VET reform</td>
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### VET reform

<table>
<thead>
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<th>Year</th>
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<tr>
<td>1998</td>
<td>Skills reform policy</td>
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<td>2002</td>
<td>TAFE Rescue Fund</td>
</tr>
<tr>
<td>2003</td>
<td>Skills First</td>
</tr>
</tbody>
</table>

### Regulation

- Victorian Qualifications Authority Act
- Ministerial Review of Post Compulsory Education and Training Pathways
- Education (Workplace Learning) Act
- Education and Training Reform Act
- Compulsory school age raised to 17 years
- Changes in subsidy rates
- Education and Training Reform Amendment (Dual Sector Universities) Act 2013
- Review of quality assurance

### Participation

- Pathways Projects
- Local Learning and Employment Networks

### Social

### Apprentices & trainees

**On Track**

2003 - Continuing

On Track is a Victorian Government initiative which surveys school leavers who have left school in the last six months to see if they are on a path to further education, training or employment. It also enables young people to seek further advice and assistance via a referral service if required to get back on track.

Further information about this initiative may be found at: [http://www.education.vic.gov.au/about/research/Pages/ontrack.aspx](http://www.education.vic.gov.au/about/research/Pages/ontrack.aspx)

Vic


Feedback: vocedi@nccer.edu.au

### VET within schools

- Victorian Certificate of Applied Learning

### Economic objective

- Victoria's skilled migration strategy
- Global skills for Victoria
- Workers in Transition Program
- Back to Work Scheme
- Regional and Specialist Training Fund

### Economic event

- Closure of car manufacturing plants

### Government

<table>
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<td>1997</td>
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<td>1998</td>
<td>Tech Schools initiative</td>
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</table>
History of VET > Milestones in the history of VET

This timeline highlights key events in the history of VET in Australia, starting with the 1952 Commonwealth-State Apprenticeship Inquiry which was the first national review of apprenticeships. Other related timelines in the VET Knowledge Bank include:

- Australian VET policy initiatives: 1998-2017
- COAG Ministerial Councils and Committees: 1992-2018
- Landmark documents: 1954-2010

1952-54
Wright Inquiry
This joint Commonwealth-State inquiry was the first national review of apprenticeships.

1954
Apprenticeship periods reduced
Following the recommendations of the Wright Inquiry, apprenticeship periods were reduced to four years. Off-the-job training (typically one day per week...
What factors explain the likelihood of completing a VET qualification?

- This interactive data tool presents preliminary findings on the factors affecting the likelihood of completing a government-funded VET qualification (as defined by Government-funded students and courses 2016) for those who commenced their training in 2011 and 2012.

The top 10 important factors, among the 20 considered, in order of decreasing importance, for driving the likelihood of completing a VET qualification for the 2011 cohort for Australia are:

- Course field of education
- Labour force status
- Course qualification level
- Last known mode of attendance
- Client apprenticeship flag (whether the course was part of an apprenticeship or traineeship)
- Training provider type
- Whether the course was commenced full-time
- Training package flag (whether the course was part of a training package)
- State/territory that administered the funding of the training activity
- Reason for undertaking training

This means that Course field of education is the most important factor for Australia. Labour force status is the second most important factor, and so forth.

The top 10 important factors above can be further categorised into the following: Course attributes, Provider attributes, Student attributes, Student choice and State/territory.

Use the drop down menu to find out more about what is driving the qualification completion rate, by the state/ territory that administered the funding of the training activity. Then hover over the information icon for help with interpreting the charts.
Likelihood of completing a qualification

Mode of attendance

- Classroom only (last known)
- Electronic only (last known)
- Employment based only (last known)
- Others (e.g. correspondence) (last known)
- Recognition of prior learning/Credit transfer only (last known)
- Multimodal mode (last known)

Average

Use the drop down menu to find out more about what is driving the qualification completion rate, by the state/territory that administered the funding of the training activity. Then hover over the information icon for help with interpreting the charts.

Northern Territory

Normalised importance score

Degree of importance

Course field of education (100.0)
Client apprenticeship flag (66.3)
Course qualification level (58.2)
Training provider type (64.3)
Training provider course enrolment size (50.9)
Highest prior education level (66.1)
Student's remoteness status (82.4)
Labour force status (68.5)
Indigenous status (45.4)
Student's at school flag status (62.7)
Student's socioeconomic status (33.5)
Age at commencement (30.0)
Student's self-assessment on their ability to speak English (21.0)
Whether the course was commenced full time (17.4)
Last known mode of attendance (81.3)

Data scope: Government-funded students who commenced a VET qualification in 2011. As this is a preliminary and exploratory piece of work, we will only consider and present the 2011 cohort. While there are
Internet job postings

Internet job postings

Computer skills was the fourth most requested skill, suggesting that those working in this area need digital literacy in order to be effective.

**Top 10 most requested employability skills for jobs related to Personal care and support in internet job postings, 2017**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Internet job postings for Personal care assistant or Aged or disabled carer that specified a skill (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>45</td>
</tr>
<tr>
<td>Organisational skills</td>
<td>25</td>
</tr>
<tr>
<td>Time management</td>
<td>20</td>
</tr>
<tr>
<td>Computer skills</td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
</tr>
<tr>
<td>Team work/collaboration</td>
<td>5</td>
</tr>
<tr>
<td>Planning</td>
<td>5</td>
</tr>
<tr>
<td>Problem solving</td>
<td>5</td>
</tr>
<tr>
<td>Positive disposition</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
</tr>
</tbody>
</table>
Comparing high use training package qualifications

Student and training characteristics

The percentage of enrolments by older students (aged 25 years and above) ranged from 13% of enrolments in the Certificate IV in Training and Assessment — a range of 82 percentage points in training packages, 55% of enrolments in the top 20 training packages. By way of example, older students made up 67% of enrolments in the Diploma of Early Childhood Education and Care, but only 50% in the related Certificate III qualification. Younger students tended to be predominant in the hospitality and retail-related qualifications (which would reflect the employment opportunities taken up by younger people) and trade-related qualifications (usually associated with apprenticeships).

In the case of the Certificate IV in Training and Assessment, 59% of enrolments were by part-time students and 39% of enrolments were by employed students. It is likely that most students were gaining or updating their teaching qualification, as required for their ongoing employment. It may also be that people were seeking to enter the vocational teaching workforce after some time spent working in industry sectors.

Note: “All other training package qualifications” is based on an aggregate of enrolments in all training package qualifications not listed in the graph.

Interactive report and data slicer hybrid

Student and training characteristics

The percentage of enrolments by older students (aged 25 years and above) ranged from 1.3% of enrolments in the Certificate II in Hospitality to 80% of enrolments in the Certificate IV in Training and Assessment — a range of 32 percentage points. Across all other training packages, 56% of enrolments were by older students.

Older students made up the majority of enrolments in all diploma and certificate IV level qualifications in the top 20 training packages. By way of example, older students made up 67% of enrolments in the Diploma of Early Childhood Education and Care, but only 50% in the related certificate III qualification. Younger students tended to be predominant in the hospitality and retail-related qualifications (which would reflect the employment opportunities taken up by younger people) and trade-related qualifications (usually associated with apprenticeships).

In the case of the Certificate IV in Training and Assessment, 67% of enrolments were by part-time students and 89% of enrolments were by employed students. It is likely that most students were gaining or updating their teaching qualification, as required for their ongoing employment. It may also be that people were seeking to enter the vocational teaching workforce after some time spent working in industry sectors.

Note: All other training package qualifications is based on an aggregate of enrolments in all training package qualifications not listed in the graph.

**Side-by-side qualification comparison**

<table>
<thead>
<tr>
<th>Choose first qualification</th>
<th>Choose second qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>All other training package qualifications</td>
<td>All other training package qualifications</td>
</tr>
<tr>
<td>BSB50215 - Diploma of Business</td>
<td>BSB50215 - Diploma of Business</td>
</tr>
<tr>
<td>BSB51915 - Diploma of Leadership and Management</td>
<td>BSB51915 - Diploma of Leadership and Management</td>
</tr>
<tr>
<td>CHC30113 - Certificate III in Early Childhood Education and Care</td>
<td>CHC30113 - Certificate III in Early Childhood Education and Care</td>
</tr>
<tr>
<td>CHC30212 - Certificate III in Aged Care</td>
<td>CHC30212 - Certificate III in Aged Care</td>
</tr>
<tr>
<td>CHC50113 - Diploma of Early Childhood Education and Care</td>
<td>CHC50113 - Diploma of Early Childhood Education and Care</td>
</tr>
<tr>
<td>CPC30111 - Certificate II in Construction</td>
<td>CPC30111 - Certificate II in Construction</td>
</tr>
<tr>
<td>CPC40110 - Certificate IV in Building and Construction (Building)</td>
<td>CPC40110 - Certificate IV in Building and Construction (Building)</td>
</tr>
<tr>
<td>HLT51012 - Diploma of Nursing (Enrolled-Division 2 nursing)</td>
<td>HLT51012 - Diploma of Nursing (Enrolled-Division 2 nursing)</td>
</tr>
<tr>
<td>SIRH0222 - Certificate II in Retail Operations</td>
<td>SIRH0222 - Certificate II in Retail Operations</td>
</tr>
<tr>
<td>SIT20113 - Certificate II in Hospitality</td>
<td>SIT20113 - Certificate II in Hospitality</td>
</tr>
<tr>
<td>TAE41110 - Certificate IV in Training and Assessment</td>
<td>TAE41110 - Certificate IV in Training and Assessment</td>
</tr>
</tbody>
</table>

**Comparison of Student and Training Characteristics (percentage of enrolments within each qualification)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age – 25 years and above</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Apprenticeship/Apprenticeship</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Disability status – With a disability</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>Indigenous status - Indigenous</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>Labour force status – Not employed</td>
<td>82</td>
<td>46</td>
</tr>
<tr>
<td>Labour force status – Not employed (not attending school)</td>
<td>63</td>
<td>49</td>
</tr>
<tr>
<td>Main language spoken at home – Non-English</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>Previous highest education – Bachelor degree or above (not attending school)</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Previous highest education – Below Year 12</td>
<td>79</td>
<td>45</td>
</tr>
<tr>
<td>Previous highest education – Below Year 12 (not attending school)</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Provider type – TAFE</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Provider type – University</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Provider type – School</td>
<td>37</td>
<td>4</td>
</tr>
<tr>
<td>Provider type – Community education provider</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Provider type – Private training provider</td>
<td>30</td>
<td>77</td>
</tr>
</tbody>
</table>

**Delivery Characteristics (percentage of hours within each qualification)**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Classroom-based</td>
<td>99</td>
<td>77</td>
</tr>
<tr>
<td>Electronic-based</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Employment-based</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

**Funding Source Characteristics**

- Source: Commonwealth and state-funded
- Source: Fee for service (domestic)
- Source: Fee for service (international)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Provider Characteristics (percentage or number within each qualification)**

- Enrolment trend – decreasing enrolments (percentage of providers)
- Employer trend – entered the market (percentage of providers)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer trend – entered the market</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>
New data not available before

Provider characteristics

Choose a characteristic

- Enrolment trend – left the market (%)
- Enrolment trend – decreasing enrolments (%)
- Enrolment trend – stable enrolments (%)
- Enrolment trend – increasing enrolments (%)
- Enrolment trend – entered the market (%)
- Highest enrolments
- Median enrolments
- Up to 100 enrolments (%)
- Specialised providers (%)
- Total providers

Aggregated data based on provider level data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed after training</td>
<td>52 (± 4)</td>
<td>68 (± 3)</td>
</tr>
<tr>
<td></td>
<td>30 (± 4)</td>
<td>38 (± 4)</td>
</tr>
<tr>
<td>Training relevant to job</td>
<td>64 (± 5)</td>
<td>73 (± 3)</td>
</tr>
<tr>
<td>Undertook training for employment-related reasons</td>
<td>69 (± 3)</td>
<td>76 (± 2)</td>
</tr>
<tr>
<td>Enrolled in further study</td>
<td>42 (± 4)</td>
<td>34 (± 3)</td>
</tr>
<tr>
<td>Overall satisfaction with training</td>
<td>86 (± 2)</td>
<td>83 (± 2)</td>
</tr>
</tbody>
</table>
New data not available before

Provider characteristics

Choose a characteristic

<table>
<thead>
<tr>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>Enrolment trend – stable enrolments (%)</td>
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<tr>
<td>Enrolment trend – increasing enrolments (%)</td>
</tr>
<tr>
<td>Enrolment trend – entered the market (%)</td>
</tr>
<tr>
<td>Highest enrolments</td>
</tr>
<tr>
<td>Median enrolments</td>
</tr>
<tr>
<td>Up to 100 enrolments (%)</td>
</tr>
<tr>
<td>Specialised providers (%)</td>
</tr>
<tr>
<td>Total providers</td>
</tr>
</tbody>
</table>

Graduate outcomes by qualification

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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</table>
National VET Data Policy

- Effective 1 January 2018
- Consolidation of the policy to provide guidance on all national VET collections in one document
- Reduced reporting exemptions, but aggregate reporting for those who are exempt
- More transparent and defined rules on the use and disclosure of data from the national VET administrative collections and surveys
- Mandatory content for inclusion in a ‘Privacy Notice and Student Declaration’ and ‘VET Data Use Statement’ & ‘RTO Declaration and Understanding’
National VET Data Policy (cont’d)

- Details on the publication of identifiable RTO level information

- Arrangements for disclosure of identifiable student data (incl. identifiable data containing USIs)

- More details on the VET Data Access Committee
What this means for researchers

- More accurate and comprehensive VET data from RTOs, which helps to build a stronger VET system in Australia
- Improved understanding of how different types of vocational training are used by different segments of the population
- Supports demographic analysis for workforce planning, policy development and consideration of potential market interventions
- Improved clarity around access to data in the National VET administrative collections and surveys.
Use and disclosure

• More transparent and defined rules on the use and disclosure of data from the national VET administrative collections and surveys
Data confidentiality

Identifiable data – data which contains identifiers or which may reasonably enable the identification of an individual or organisation, such as an RTO.

De-Identified data – data which does not contain government identifiers but which may still enable the identification of an individual or organisation.

Confidentialised data – data provided in a manner that is unlikely to enable the identification of an individual or organisation, and therefore is not ‘personal information’ under the Privacy Act.
Identifiable student data

Identifiable data not generally published by NCVER other than RTO level identifiable data made available for My Skills website to inform consumer training choice.

Unpublished identifiable data may be requested via NCVER.
De-Identifiable student data

De-Identified data – data which does not contain government identifiers but which may still enable the identification of an individual or organisation.

De-identified RTO level VET activity data available in NCVER reports and publications, including data products.
Confidentialised student data

Confidentialised data – data provided in a manner that is unlikely to enable the identification of an individual or organisation, and therefore is not 'personal information' under the Privacy Act.

Confidentialised data about VET students and employers may be published by NCVER on behalf of the VET sector, covers most of NCVER’s publications and data products.
Publication of identifiable RTO level data

Data categorised as:

- **VET Activity Data** – Data from the admin collections (National VET Provider, ViS, A&T) and aggregate competency commencement and completion data (from exempt RTOs)

- **VET Outcomes Data** – Data from surveys (SOS, SEUV, A&T destination) and identified RTO level completions data

- **VET Funding Data** – from the VET Finance/Funding collections.
RTO level data release

- Identified RTO level VET Activity Data may be published by NCVER in reports, tables and data cubes to support transparency and understanding of the VET market.

- Identified RTO level Outcomes Data designed to inform consumers, may be published on My Skills website.

- Identified RTO level VET Outcomes Data and VET Funding Data can only be published by governments with Senior Officials agreement.
Unpublished data

• Individuals and organisations may request unpublished RTO and student data from NCVER

• Data containing USIs can be disclosed by NCVER to a subset of VET related bodies (STAs, C’wlth government, regulators) as defined in the Student Identifiers

• Data request assessed by NCVER and may be referred to VET Data Access Committee (VDAC).
VET Data Access Committee (VDAC)

- Established by COAG skills ministers
- Provides non-binding advice on request for unpublished identifiable data held by NCVER and USI Office
- Comprises representatives from:
  - NCVER
  - USI Office
  - Senior Official
  - Privacy expert
  - RTO peak bodies (ACPET, ERTO, TDA).
Published data products
Collection and survey overview

www.ncver.edu.au -> data

National VET provider collection
- Total VET activity
- Government funded activity
- Young people

Apprentice & trainee collection

VET finance collection
VET funding collection

Student outcomes survey

Employers’ use and views of the VET system
What RTO level data are available?

- TVA including Government funded and VET in Schools
- Apprentice and trainee outcomes survey

Governments responsible for VET and VET regulators

Researchers and other organisations via VDAC

RTO access own data
NCVER Statistical capability framework

- **Summary**
  - e.g. Infographic

- **Macro data**
  - e.g. Visual analytics

- **Micro data**
  - e.g. CURFs, VOCSTATS

- **General public**
- **Regular users**
- **Sophisticated users**

Data comprehension: High, Low
TVA products, tools and resources

General User
Basic understanding of data
- Infographics
  Visual presentation of summary data in an engaging & easy to understand format
- Media release
  Summary of data issued to media
- My Skills
  Data supplied to Commonwealth’s online tool providing information about registered training organisations
- Publication (Total VET students & courses)
  Summary of Australia’s VET system, delivered via both public and private providers, including students, participation, courses and qualifications

Regular users
Can understand tables and manipulate data
- Government briefing report
  Overview of key findings and issues specifically for Commonwealth, State and Territory jurisdictions (not publicly available)
- Data slicer
  Excel table building tool allowing customisation of data
- Total VET students and courses by equity groups
  Data visualisation
- Total VET students and courses by provider type
  Data visualisation
- VET students by industry
  Data visualisation
- Atlas
  Data visualisation by geographic region
- International VET
  Data visualisation by international onshore/offshore
- RTO data visualisation
  De-identified profile tool
- Special reports
  AVS reports (for RTOs only)
  - RTO reports (for VET regulators only)

Sophisticated users
Must understand data items and concepts
- VOCSTATS
  Online tool that allows users to construct their own tables using an interactive interface which can be exported in a variety of formats
- Confidentialised Unit Record Files
  Data available via application and on signing an agreement

NCVER
INFORMING + INFLUENCING THE AUSTRALIAN VET SECTOR
VET administrative data
What TVA data are available?

- Demographic information on students – age, sex, location, Indigenous status, ethnicity, reported disability, education background

- VET programs undertaken – qualification level, field of education and other program characteristics

- VET training providers – RTO, provider location, provider type and other provider characteristics

- TAFE and individual RTO specific data (under privacy and confidentiality policy)

- Information on enrolments in subjects/modules/units of competency and outcomes usually as part of a course/Training Package Qualification at a location of training including funding source

- Qualifications completed

- International offshore activity

- Graduate outcome (via Student Outcomes Survey)
Accessing the TVA data products


- **Apprentices and trainees**
  Data on apprentices and trainees, including occupations, completion and attrition rates.

- **Apprentices and trainees destinations**
  Survey on apprentice and trainee satisfaction and employment outcomes.

- **Employers’ use and views**
  Survey of industry and employer engagement and satisfaction with the VET system.

- **Students and courses**
  Data on all Australian VET activity, including enrolments, completions and funding.

- **Student outcomes**
  Survey of VET graduate outcomes from and satisfaction with our national training system.

- **VET finance**
  Financial data on Australia’s public VET system, including revenue, expenditure and student loans.
General users

Have a basic understanding of data.

- Total VET students and courses
  - Publication
- Total VET students and courses
  - Data slicer

Expert users

Have a sophisticated understanding of data and its uses, including terms and concepts.

Note: Access to this detailed data is free to the public but requires registration.

- VOCSTATS
  - Interactive database to construct your own tables. Click here to apply.
- Confidentialised unit record files (CURFS)
  - Download an application form here to request access

Regular users

Can understand tables and manipulate data.

Note: Data visualisations may request a login. Please click the Cancel button to continue to the visualisation.

- Atlas of total VET
  - Data visualisation
- VET students by industry
  - Data visualisation
- Total VET students and courses by equity group
  - Data visualisation
- Total VET students and courses by provider type
  - Data visualisation
- International VET students
  - Data visualisation
TVA data Slicer:

- Excel product that provides a snapshot of vocational education and training (VET) delivered by Australian training providers in 2017.
- Allows users to create customised tables from the Total VET students and courses 2017 publication.
- Users may select, copy and paste generated data to other documents.
- It presents information on estimated students and participation rates, program enrolments, subject enrolments and program completions.
Data slicer

Using the data slicer is intuitive. Click on any variable to filter the table or add as row or column. All current selections are highlighted in green. Use the Ctrl key to enter more than one variable at a time. This applies to table filters as well as row/column variables.

### Student/training characteristics

<table>
<thead>
<tr>
<th>Filters</th>
<th>Program entries</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2016</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Attendance type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community education provider</td>
</tr>
<tr>
<td></td>
<td>Enterprise provider</td>
</tr>
<tr>
<td></td>
<td>Private training provider</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>TAFE</td>
</tr>
<tr>
<td></td>
<td>Overseas</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### Add column

<table>
<thead>
<tr>
<th>Add column</th>
<th>Age group</th>
<th>Apprentice status</th>
<th>Disability status</th>
<th>Full time status</th>
<th>Indigenous status</th>
<th>State or territory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age group</td>
<td>Apprentice status</td>
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<td>Full time status</td>
<td>Indigenous status</td>
<td>State or territory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Add row</th>
<th>Age group</th>
<th>Apprentice status</th>
<th>Disability status</th>
<th>Full time status</th>
<th>Indigenous status</th>
<th>State or territory</th>
</tr>
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<td></td>
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<td>Apprentice status</td>
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<td>Apprentice status</td>
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<td>Full time status</td>
<td>Indigenous status</td>
<td>State or territory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State or territory</th>
<th>NSW</th>
<th>Vic</th>
<th>Qld</th>
<th>SA</th>
<th>WA</th>
<th>Tas</th>
<th>NT</th>
<th>ACT</th>
<th>Overseas</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students 2017</td>
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</tr>
<tr>
<td>Students 2016</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students 2015</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tips and notes:**
- Use the Ctrl key to enter more than one variable/category.
- Data rounded to nearest five.
- 30 column limits table.
- State or territory refers to the State or territory of delivery location.

**Data Cleaning Notes:**
- Ensure all data is accurately entered and formatted.
- Verify that all cells contain valid data.
- Cross-reference data with other datasets for consistency.
- Use filters to identify and correct any anomalies.

---

![NCVER Logo](image)

INFORMING + INFLUENCING THE AUSTRALIAN VET SECTOR

---

1. Check the accuracy of the data slicer implementation.
2. Ensure that all selections are clearly highlighted.
3. Confirm that the Ctrl key works as intended for multiple selections.
4. Review the table for any missing or incorrect data entries.
5. Validate the rounding and limits of the table columns.
7. Address any anomalies or inconsistencies in the data.
8. Ensure the state or territory information aligns with the delivery location.

---

1. Validate the implementation of the data slicer using the provided selection points.
2. Test the Ctrl key for multiple variable selection functionality.
3. Cross-check the data entries against a reliable dataset to verify accuracy.
4. Address any missing or incorrect data entries.
5. Confirm that the table columns are correctly rounded and limited.
6. Ensure the state or territory information is consistent with the delivery location.
7. Review the data slicer for any anomalies or inconsistencies.
8. Implement any necessary corrections or updates to improve data accuracy.

---

**Data Cleaning Summary:**
- Data accurately entered and formatted.
- All cells contain valid data.
- Filters operate correctly with Ctrl key.
- Cross-referenced with external data.
- No anomalies detected.
- State or territory verified.

**Recommendations:**
- Continue to monitor data slicer performance.
- Regularly update data to maintain accuracy.
- Implement additional filters for increased functionality.

---

1. Regularly update the data slicer to reflect recent changes.
2. Implement additional data validation checks.
3. Enhance the user interface for improved interaction.
4. Conduct user testing to gather feedback on the slicer.
5. Integrate real-time data updates for dynamic analysis.
6. Consider incorporating machine learning algorithms for predictive analytics.
7. Explore integrations with external data sources for comprehensive analysis.
8. Address any performance issues to ensure smooth operation.

---

**Future Enhancements:**
- Implement real-time data updates.
- Integrate machine learning for predictive analytics.
- Enhance user interface for improved interaction.
- Conduct user testing to gather feedback.
- Explore integrations with external data sources.
- Address performance issues to ensure smooth operation.

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1. **Data Cleaning Steps:**
   - Check the accuracy of the data slicer implementation.
   - Ensure that all selections are clearly highlighted.
   - Confirm that the Ctrl key works as intended for multiple selections.
   - Review the table for any missing or incorrect data entries.
   - Cross-reference data with other datasets for consistency.
   - Use filters to identify and correct any anomalies.
   - Verify that all cells contain valid data.
   - Cross-reference data with external sources for consistency and accuracy.
   - Address any anomalies or inconsistencies in the data.
   - Ensure the state or territory information aligns with the delivery location.

---

**Data Cleaning Notes:**
- Ensure all data is accurately entered and formatted.
- Verify that all cells contain valid data.
- Cross-reference data with other datasets for consistency.
- Use filters to identify and correct any anomalies.
- Use the Ctrl key to enter more than one variable at a time.
- Confirm the state or territory information aligns with the delivery location.

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1. **Data Cleaning Summary:**
   - Data accurately entered and formatted.
   - All cells contain valid data.
   - Filters operate correctly with Ctrl key.
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   - No anomalies detected.
   - State or territory verified.

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1. **Recommendations:**
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   - Review the table for any missing or incorrect data entries.
   - Confirm that the table columns are correctly rounded and limited.
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   - Address any anomalies or inconsistencies.

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1. **Future Enhancements:**
   - Implement real-time data updates.
   - Integrate machine learning for predictive analytics.
   - Enhance the user interface for improved interaction.
   - Conduct user testing to gather feedback.
   - Explore integrations with external data sources for comprehensive analysis.
   - Address performance issues to ensure smooth operation.
Atlas of total VET

- Mapping resource based on location of student’s residence
- Presents total VET activity (TVA) data by geographical region
- State or territory level data down to statistical area level 2 (SA2) of the Australian Statistical Geography Standard (ASGS)
- Two ways to analyse data:
  - based on geographic region of students usual residence
  - based on geographic region of where the training was delivered

Note: ASGS provides a framework of statistical areas used by the Australian Bureau of Statistics (ABS) and other organisations to enable the publication of statistics that are comparable and spatially integrated. First introduced in 2011, the ASGS replaced the Australian Standard Geographical Classification (ASGC) that had been in use since 1984.
Data available in the Atlas include:

- Totals
- Age by sex
- Prior education**
- Equity groups**
- Occupations
- Fields of education
- Training packages**
- Program/Qualification ids
- Funding source**
- Provider**
- Load pass rates
- Completions**

**additional drilldowns available
VET students by industry

- Presents training package, program, occupation, industry and field of education data and graduate outcomes at a detailed level for a number of NCVER Collections:
  - Total VET activity students and courses
  - Government-funded students and courses
  - Apprentice and trainees

- Data can be filtered by demographic variables such as age, sex and equity group status
Program enrolments in community services by qualification by age
Program enrolments in ICT by training package by state
Automotive electrician program enrolments by state

State or territory by year

New South Wales

Victoria

Queensland

South Australia

Western Australia

Tasmania

Northern Territory

Australian Capital Territory

Other
International VET students 2017

• Presents a snapshot, by international and domestic students of VET delivered between 2015 and 2017 by Australian training providers in domestic and overseas locations.

• Within each data visualisation, users may compare the training activity by international and domestics students, and may also filter on the onshore and offshore training delivery location and switch between years 2015 to 2017.

• Based on estimated student information, subject enrolment, program enrolment, subject enrolments by country of delivery, program completion rates by commencing year, Student outcomes survey – onshore students and program completion data
International offshore subject enrolments delivered in China, 2017
Total VET students & courses by equity group

- Presents a snapshot of total VET activity (TVA) by:
  - Indigenous students
  - Students with a disability
  - Students from a non-English speaking background
  - Students from rural/remote locations
  - Students from most disadvantaged socio-economic status
  - Female students in non-traditional fields

- Based on student, subject enrolment, program enrolment and program completion data
Students with a disability

<table>
<thead>
<tr>
<th>Provider type</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE</td>
<td>34,291</td>
<td>33,995</td>
</tr>
<tr>
<td>University</td>
<td>2,060</td>
<td>2,095</td>
</tr>
<tr>
<td>School</td>
<td>2,095</td>
<td>2,095</td>
</tr>
<tr>
<td>Community education provider</td>
<td>23,788</td>
<td>24,347</td>
</tr>
<tr>
<td>Enterprise provider</td>
<td>2,657</td>
<td>2,657</td>
</tr>
<tr>
<td>Private training provider</td>
<td>80,268</td>
<td>81,703</td>
</tr>
<tr>
<td>More than one provider type</td>
<td>13,698</td>
<td>13,698</td>
</tr>
</tbody>
</table>

### Equity group as percentage of estimated total students

<table>
<thead>
<tr>
<th>Equity group</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous students</td>
<td>4.2%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Students from a non-English speaking background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students from rural/remote localities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students from most disadvantaged socio-economic status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Age group

<table>
<thead>
<tr>
<th>Age group</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>19,225</td>
<td>18,112</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>14,484</td>
<td>14,651</td>
</tr>
<tr>
<td>25 to 29 years</td>
<td>9,217</td>
<td>9,277</td>
</tr>
<tr>
<td>30 to 34 years</td>
<td>6,729</td>
<td>6,778</td>
</tr>
<tr>
<td>35 to 39 years</td>
<td>7,858</td>
<td>7,958</td>
</tr>
<tr>
<td>40 to 44 years</td>
<td>6,810</td>
<td>6,346</td>
</tr>
<tr>
<td>45 to 49 years</td>
<td>6,213</td>
<td>5,661</td>
</tr>
<tr>
<td>50 to 54 years</td>
<td>6,449</td>
<td>6,138</td>
</tr>
<tr>
<td>55 to 59 years</td>
<td>6,177</td>
<td>5,423</td>
</tr>
<tr>
<td>60 to 64 years</td>
<td>4,459</td>
<td>3,820</td>
</tr>
<tr>
<td>65 years and over</td>
<td>2,708</td>
<td>2,339</td>
</tr>
</tbody>
</table>

### Study mode

<table>
<thead>
<tr>
<th>Study mode</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulltime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parttime</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Prior education

<table>
<thead>
<tr>
<th>Prior education</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not known</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Total VET students & courses by equity group

Students by age – non-English speaking
Total VET students & courses by provider type

- Presents a snapshot of total VET activity (TVA) data by provider type
- Comparison between provider types can be made for the following data:
  - Students
  - Subject enrolments
  - Program enrolments
  - Program completions
Surveys
Student outcomes survey

Annual survey gathers information on:

- Students’ reasons for undertaking training
- Employment outcomes
- Further study patterns
- Satisfaction with the training
- Reasons for not continuing with the training
- Average salary after training
Graduate outcomes and salaries

Graduate outcomes and salaries
EMPLOYERS’ USE AND VIEWS OF THE VET SYSTEM (SEUV)

A sample of employers is randomly selected from the ABS Business Register. Approximately 8000 to 9000 employers are interviewed in each survey round.

The survey collects information about employers' engagement and satisfaction with the VET system and the various ways employers use the VET system to meet their skill needs.

Information is available at the national level, as well as disaggregated by industry, business size and state. The survey was first conducted in its current form in 2005.
DATA FROM THE NEW LSAY 2015 COHORT RELEASED

Data from the sixth LSAY cohort, which commenced the program in 2015, is now available from the Australian Data Archive.
• Follows young Australians from school to post-school destinations
• Evidence base for research into youth transitions
• Nationally representative samples of young people
• Funded by Australian Government and managed by NCVER
About LSAY

ACER's Youth in Transition (YIT) studies 1970s

DEET's Australian Longitudinal Surveys (ALS)

DEETYA's Australian Youth Surveys (AYS)

1980s

1990s

2000s

2010s

1980s

1995

1998

2003

2006

2009

2015

Year 9 students

15 year olds

Longitudinal Surveys of Australian Youth

Programme for International Student Assessment (PISA)
VOCSTATS

Expert users

Have a sophisticated understanding of data and its uses, including terms and concepts.

Note: Access to this detailed data is free to the public but requires registration.
VOCSTATS

Interactive database to construct your own tables. Click here to apply.

- Allows users to construct their own tables via an interactive web interface, using data from various NCVER collections.
- Targeted to users who have a requirement for highly tailored outputs and a good understanding of VET data.
- Access to VOCSTATS is by application and registration.
- Expert users
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