

# National VET Research & Data Products

AVETRA: 26 April 2018

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we inform and  
influence policy  
and practice through  
our credible,  
**reliable**  
and responsive  
research  
and data

# Part 1 -National VET Research

Dr Genevieve Knight, National Research Manager

# Part 2 -Data Products

Alison Anlezark, National Standards Manager

# National VET Research Program

Context

History

Current priorities and  
processes for consideration  
and selection

# 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

# NCVER

The National Centre for Vocational Education Research (NCVER) helps 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.

## Research Working Group

Since the start of 2017, research project decision making in VET is done with the Senior Skills Officials Network (SSON) Research Working Group.

Chaired by a senior manager in the Commonwealth government, with jurisdictional representatives and a member of the AISC, it plays an integral role in the selection of research projects that closely align to national and State and Territory policy issues and broader national workforce development concerns.

## Research Working Group

Periodically NCVER may call for expressions of interest for research projects to be considered by the Research Working Group.

Bookmark the funding opportunities page on the NCVER portal.

Notifications are also sent via NCVER News. To subscribe to NCVER News

<https://www.ncver.edu.au/subscription>

## Broader research interests 2017 onwards

### **Structures and systems for skilling and learning**

- Examining the impact of policy, institutional, funding and market frameworks on the provision of education and training

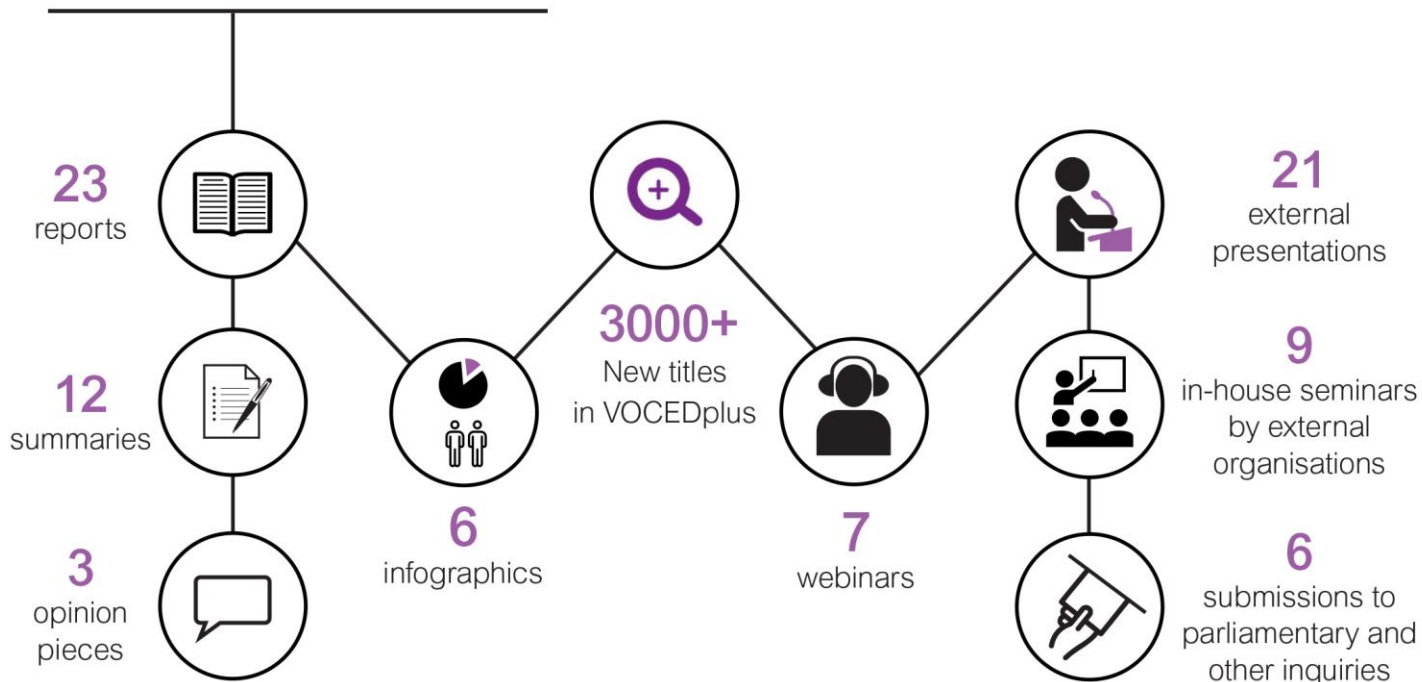
### **The impact of vocational education and training**

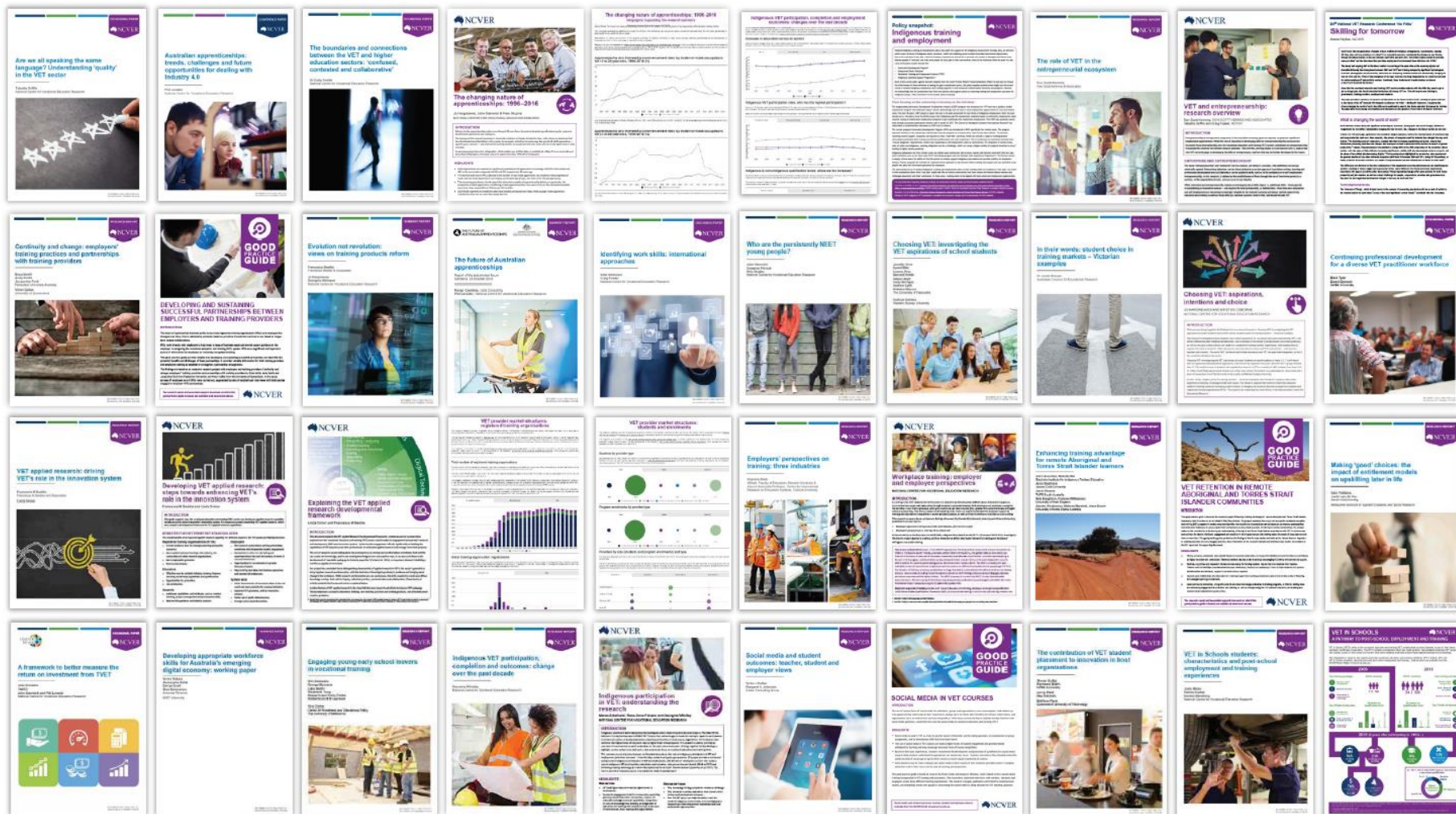
- Ensuring individuals and employers get the highest return on investment in education and training

### **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

## 2017 research activity







## Identifying work skills: international approaches

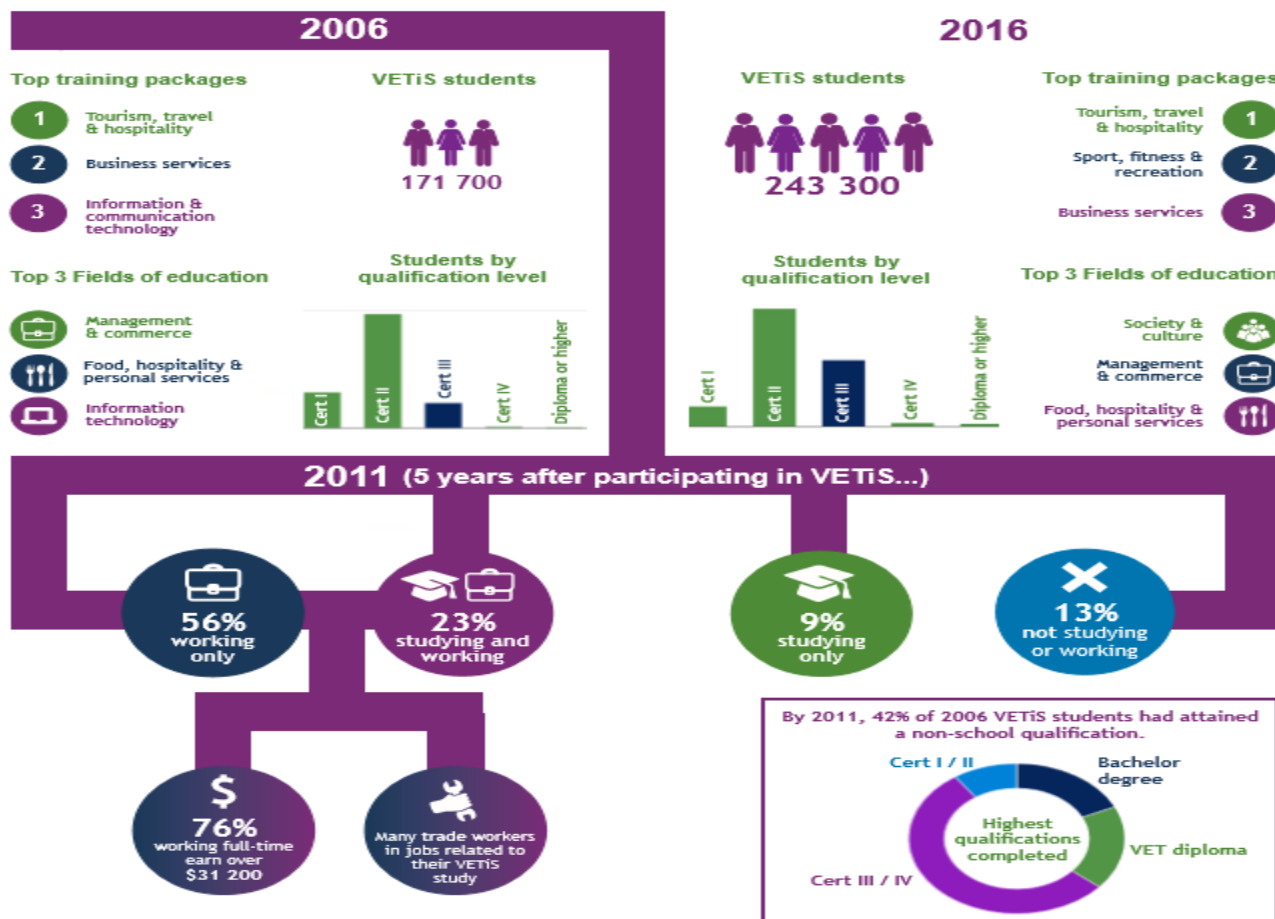
Gitta Siekmann, Dr Craig Fowler

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.

## VET in Schools: a pathway to post-school employment and training – infographic

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.



# National Research

- 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.

# National Research

- 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.

# Timeline of Australian VET Policy initiatives 1998 – 2017

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.

#### Search timeline

(All) ▼

X

Click twice to reset

#### Select a region

Click on an individual State/  
Territory or hold 'Ctrl' while  
selecting multiple regions.

Commonwealth



NSW



Vic



Qld



SA



WA



Tas



NT



ACT



#### Select a category

Click on an individual category or  
hold 'Ctrl' while selecting multiple  
categories.

VET reform



Regulation



Participation



Social



Apprentices &  
trainees



VET within  
schools



Economic  
objective

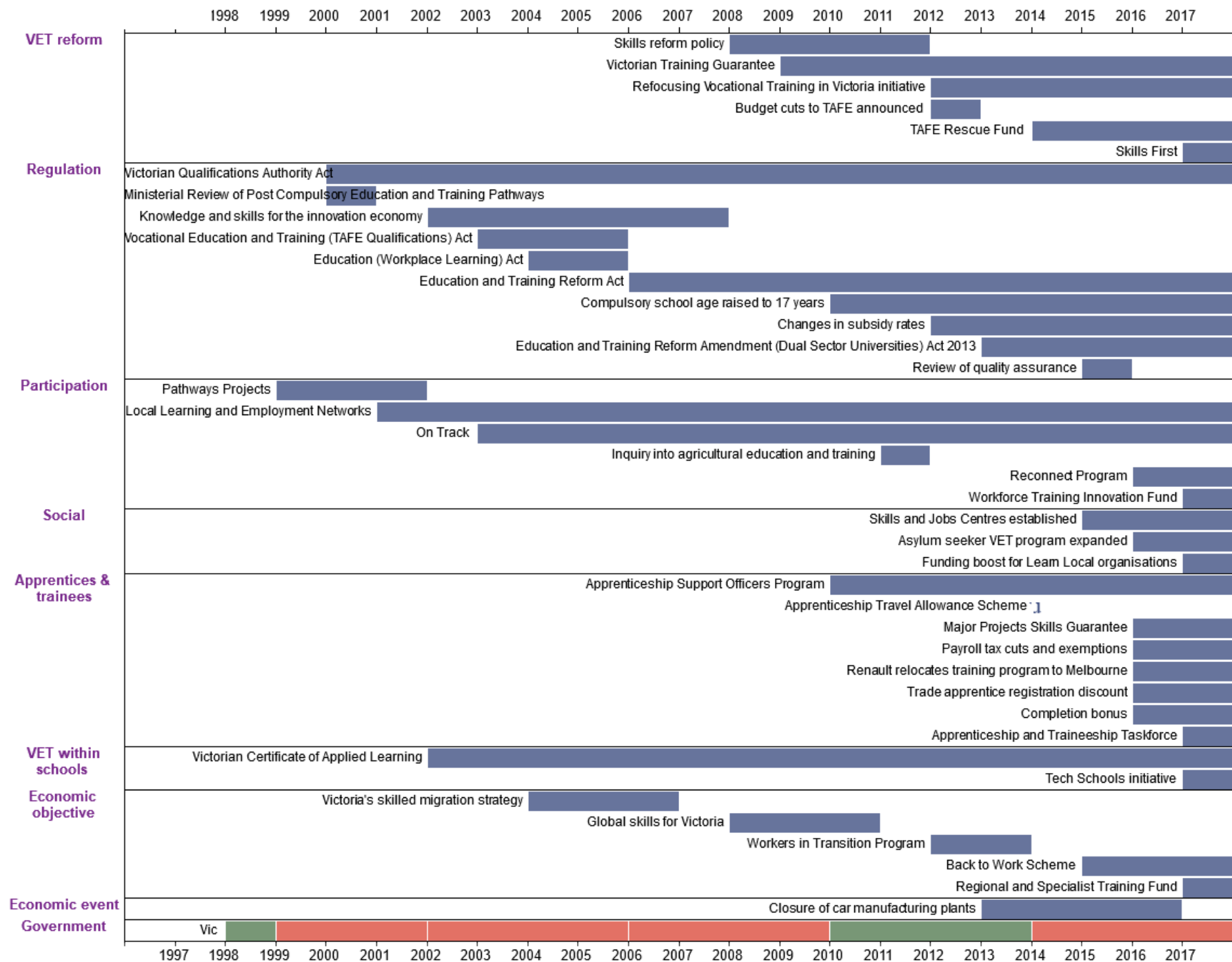


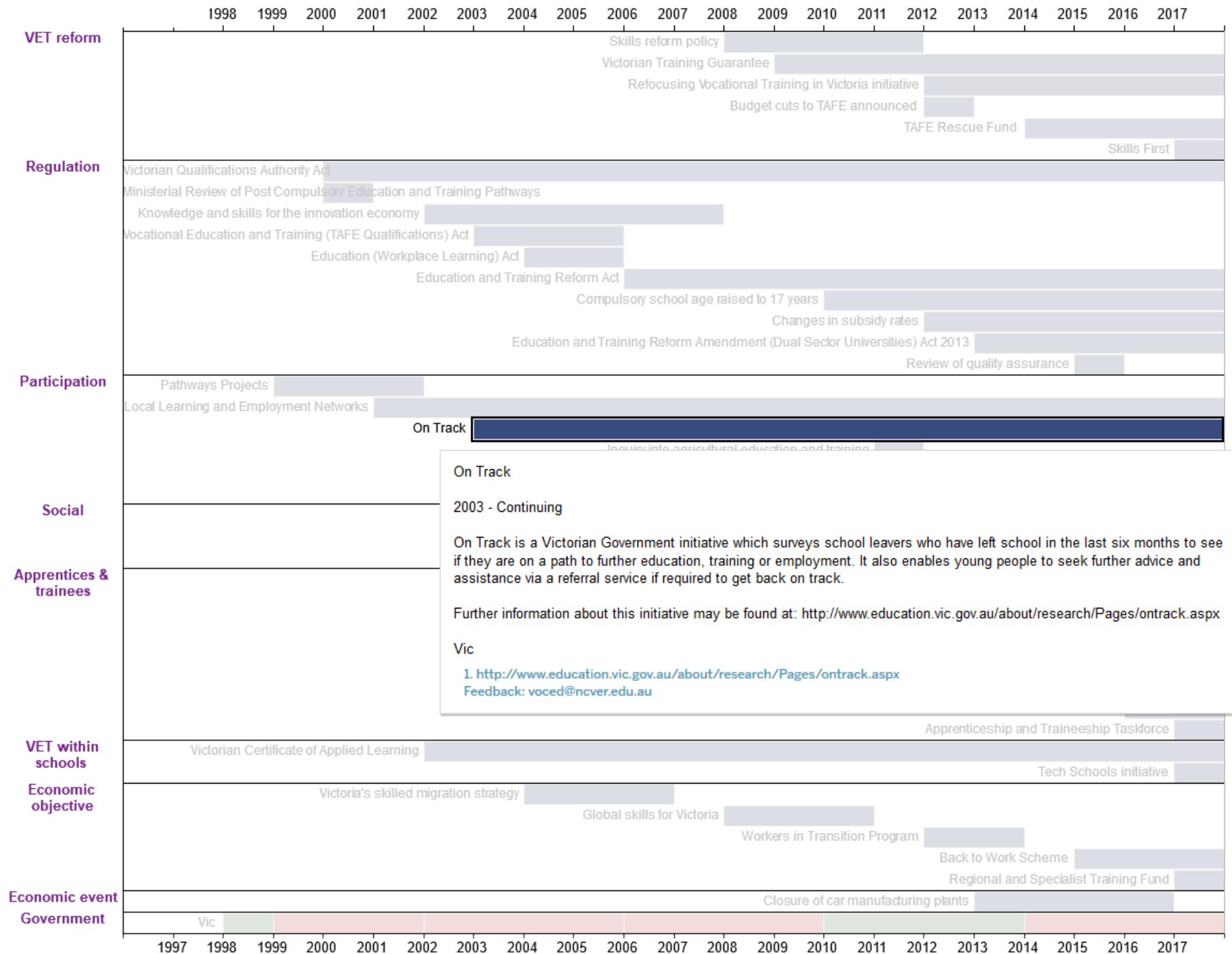
Economic event



Government







## 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.
- <https://www.ncver.edu.au/data/data/infographics/what-factors-explain-the-likelihood-of-completing-a-vet-qualification>

ncver.edu.au/data/data/infographics/what-factors-explain-the-likelihood-of-completing-a-vet-qualification

**About****Download****Related items**

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.

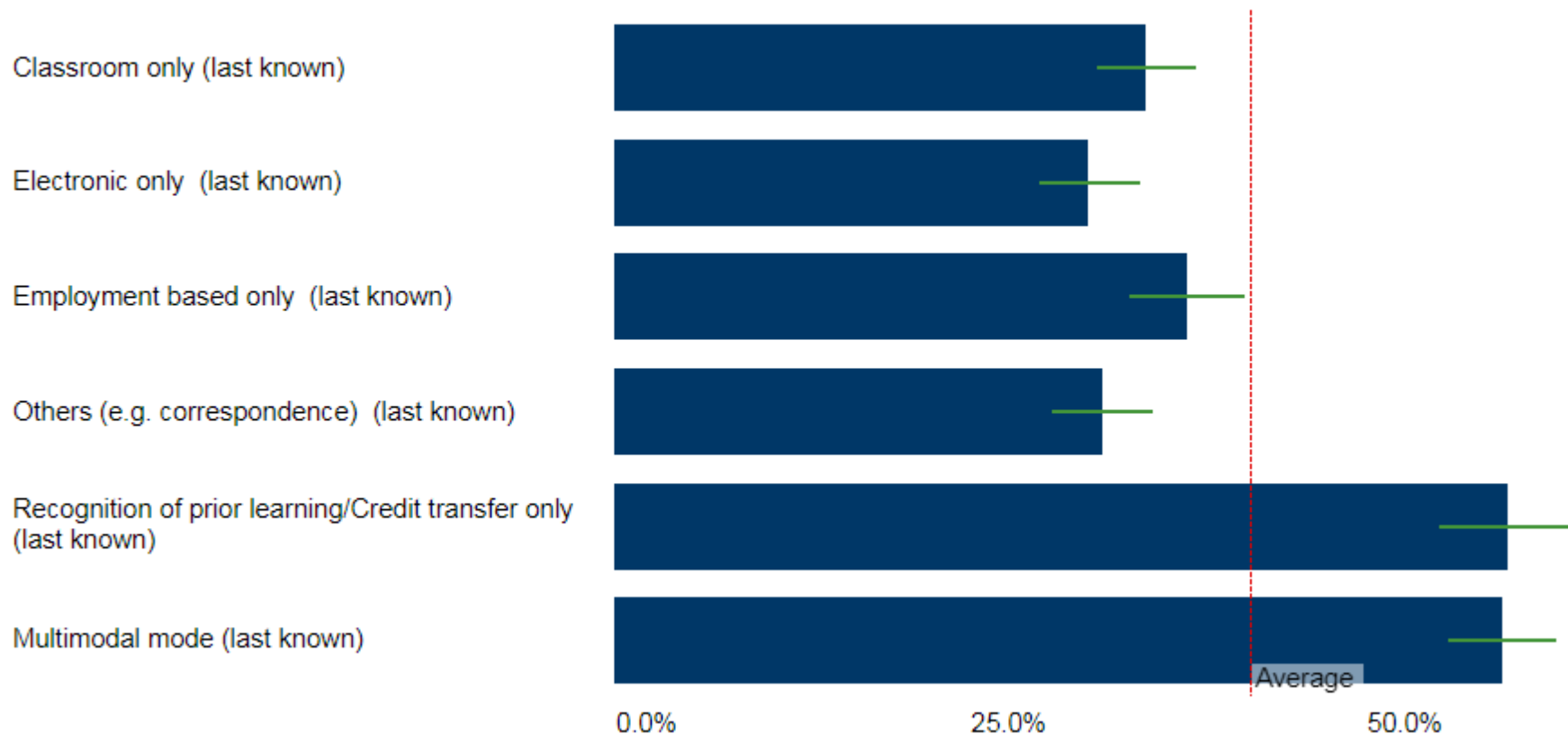
The top 10 important factors above can be further categorised into the following: Course attributes, Provider attributes, Student attributes, Student choice and State/territory.

**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.**

Australia ▼

# Likelihood of completing a qualification

Mode of attendance ▼

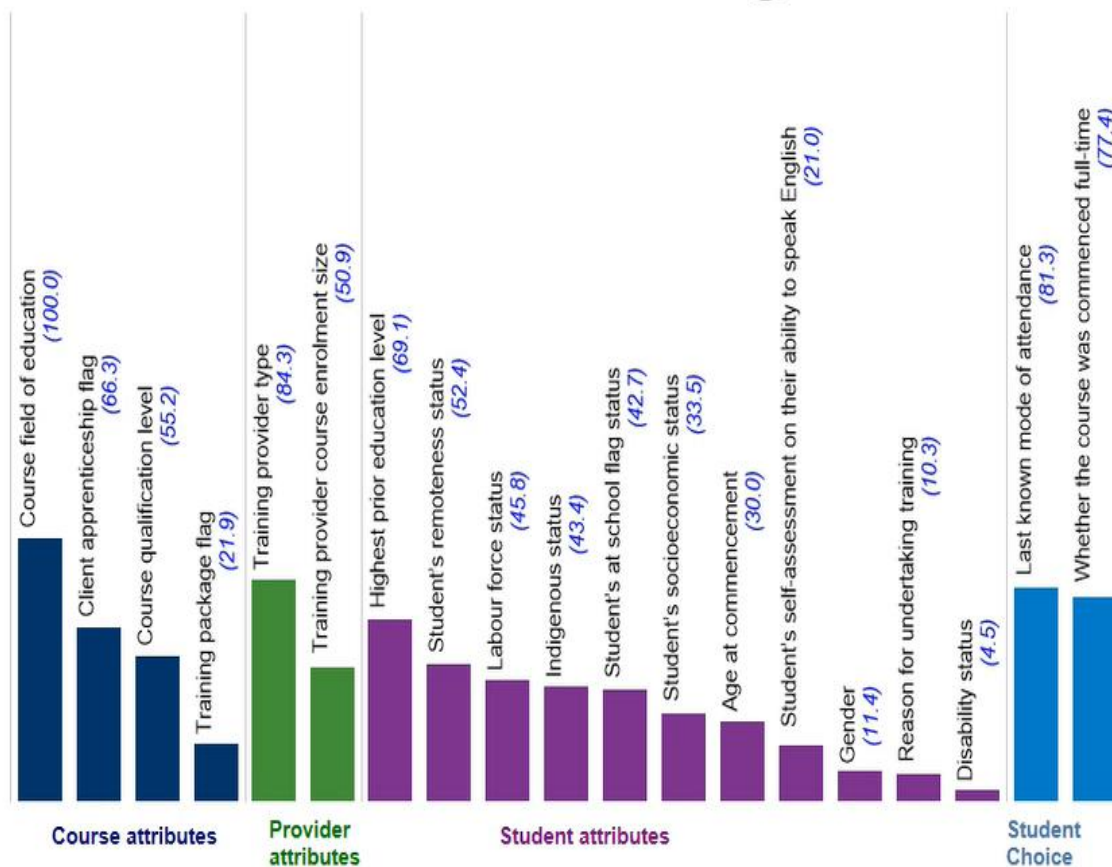


State/territory.

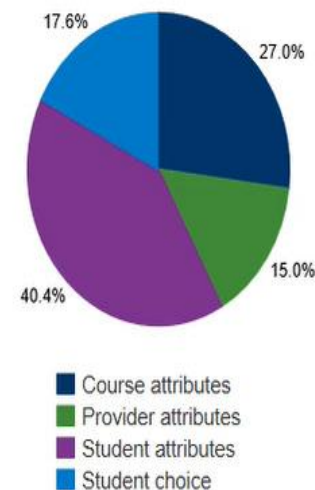
Use the drop down menu to find out more about what is driving the qualification completion rate, by the state/ territory that administered the funding of the training activity. Then hover over the information icon for help with interpreting the charts.

Northern Territory

Normalised importance score



Degree of importance



# Comparing high use training package qualifications

## Student and training characteristics

Choose a characteristic

☐ Total enrolments  
☒ Age – 25 years and above  
☐ Apprenticeship/traineeship  
☐ Disability status – Yes  
☐ Indigenous status – Indigenous  
☐ Labour force status – Not employed  
☐ Labour force status – Not employed (of those not attending school)  
☐ Main language spoken at home – Non-English  
☐ Previous highest education – Bachelor degree or above (of those not attending school)  
☐ Previous highest education – Below Year 12  
☐ Previous highest education – Below Year 12 (of those not attending school)  
☐ Provider type – TAFE  
☐ Provider type – University  
☐ Provider type – School  
☐ Provider type – Community education provider  
☐ Provider type – Enterprise provider  
☐ Provider type – Private training provider  
☐ Remoteness (ARIA+ 2011) – Outside a major city  
☐ School status – Still attending school  
☐ Sex – Female  
☐ Socio-economic status (SEIFA IRSD) – Most disadvantaged (Quintile 1)  
☐ Study mode – Part-time

Filters

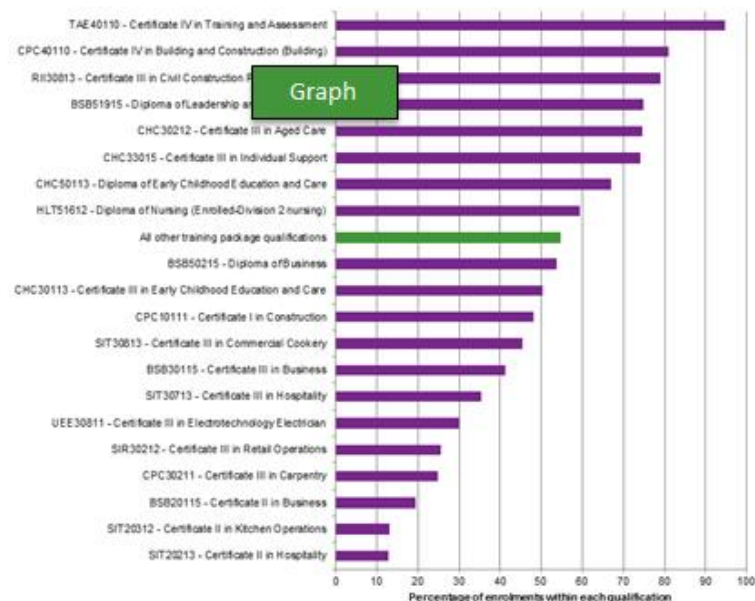
The percentage of enrolments by older students (aged 25 years and above) ranged from 13% of enrolments in the Certificate II in Hospitality to 95% of enrolments in the Certificate IV in Training and Assessment — a range of 82 percentage points.

Commentary

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, 97% 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.

Percentage of enrolments within each qualification by students aged 25 years and above, 2016



Note: 'All other training package qualifications' is based on an aggregate of enrolments in all training package qualifications not listed in the graph.  
Source: National VET in Schools Collection 2016 and National VET Provider Collection 2016.

<https://www.ncver.edu.au/publications/publications/all-publications/comparing-high-use-training-package-qualifications>

# Interactive report and data slicer hybrid

## Student and training characteristics

Choose a characteristic

Total enrolments
Age – 25 years and above
Apprenticeship/traineeship
Disability status – With a disability
Indigenous status – Indigenous
Labour force status – Not employed
Labour force status – Not employed (of those not attending school)
Main language spoken at home – Non-English
Previous highest education – Bachelor degree or above (of those not attending school)
Previous highest education – Below Year 12
Previous highest education – Below Year 12 (of those not attending school)
Provider type – TAFE
Provider type – University
Provider type – School
Provider type – Community education provider
Provider type – Enterprise provider
Provider type – Private training provider
Remoteness (ARIA+ 2011) – Outside a major city
School status – Still attending school
Sex – Female
Socio-economic status (SEIFA IRSD) – Most disadvantaged (Quintile 1)
Study mode – Part-time

The percentage of enrolments by older students (aged 25 years and above) ranged from 13% of enrolments in the Certificate II in Hospitality to 95% of enrolments in the Certificate IV in Training and Assessment — a range of 82 percentage points. Across all other training packages, 55% 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).

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Percentage of enrolments within each qualification by students aged 25 years and above, 2016



Note: 'All other training package qualifications' is based on an aggregate of enrolments in all training package qualifications not listed in the graph.  
Source: National VET in Schools Collection 2016 and National VET Provider Collection 2016.

Choose a measure

Percentage of enrolments within each qualification
Number of enrolments within each qualification

# Compare qualifications

## Make your comparisons

### Side-by-side qualification comparison

Choose first qualification	Choose second qualification
All other training package qualifications	All other training package qualifications
<b>BSB20115 - Certificate II in Business</b>	BSB20115 - Certificate II in Business
BSB30115 - Certificate III in Business	<b>BSB30115 - Certificate III in Business</b>
BSB50215 - Diploma of Business	BSB50215 - Diploma of Business
BSB51915 - Diploma of Leadership and Management	BSB51915 - Diploma of Leadership and Management
CHC30113 - Certificate III in Early Childhood Education and Care	CHC30113 - Certificate III in Early Childhood Education and Care
CHC30212 - Certificate III in Aged Care	CHC30212 - Certificate III in Aged Care
CHC33015 - Certificate III in Individual Support	CHC33015 - Certificate III in Individual Support
CHC50113 - Diploma of Early Childhood Education and Care	CHC50113 - Diploma of Early Childhood Education and Care
CPC10111 - Certificate I in Construction	CPC10111 - Certificate I in Construction
CPC30211 - Certificate III in Carpentry	CPC30211 - Certificate III in Carpentry
CPC40110 - Certificate IV in Building and Construction (Building)	CPC40110 - Certificate IV in Building and Construction (Building)
HLT51612 - Diploma of Nursing (Enrolled-Division 2 nursing)	HLT51612 - Diploma of Nursing (Enrolled-Division 2 nursing)
RII30813 - Certificate III in Civil Construction Plant Operations	RII30813 - Certificate III in Civil Construction Plant Operations
SIR30212 - Certificate III in Retail Operations	SIR30212 - Certificate III in Retail Operations
SIT20213 - Certificate II in Hospitality	SIT20213 - Certificate II in Hospitality
SIT20312 - Certificate II in Kitchen Operations	SIT20312 - Certificate II in Kitchen Operations
SIT30713 - Certificate III in Hospitality	SIT30713 - Certificate III in Hospitality
SIT30813 - Certificate III in Commercial Cookery	SIT30813 - Certificate III in Commercial Cookery
TAE40110 - Certificate IV in Training and Assessment	TAE40110 - Certificate IV in Training and Assessment
UEE30811 - Certificate III in Electrotechnology Electrician	UEE30811 - Certificate III in Electrotechnology Electrician

	BSB20115 - Certificate II in Business	BSB30115 - Certificate III in Business
<b>Student and training characteristics (percentage of enrolments with each qualification)</b>		
Age – 25 years and above	12	11
Apprenticeship/traineeship	5	31
Disability status – With a disability	17	12
Indigenous status – Indigenous	8	5
Labour force status – Not employed	62	48
Labour force status – Not employed (not attending school)	63	49
Main language spoken at home – Non-English	17	25
Previous highest education – Bachelor degree or above (not attending school)	11	10
Previous highest education – Below Year 12	79	45
Previous highest education – Below Year 12 (not attending school)	40	30
Provider type – TAFE	18	11
Provider type – University	1	1
Provider type – School	37	4
Provider type – Community education provider	5	4
Provider type – Private training provider	30	77
School status – Still attending school	71	29
Sex – Female	60	60
Socio-economic status (SEIFA IRSD) – Most disadvantaged (Quintile 1)	26	20
Study mode – Part-time	86	87
<b>Delivery characteristics (percentage of hours within each qualification)</b>		
Delivery type – Classroom-based	89	77
Delivery type – Electronic-based	4	6
Delivery type – Employment-based	5	12
Funding source – Commonwealth and state-funded	74	56
Funding source – Fee for service (domestic)	20	29
Funding source – Fee for service (international)	6	15
Load pass rate	86	89
<b>Provider characteristics (percentage or number within each qualification)</b>		
Enrolment trend – decreasing enrolments (percentage of providers)	1	1
Enrolment trend – entered the market (percentage of providers)	54	50

# 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

	Percentage of graduates ( $\pm$ margin of error)	
	BSB20115 - Certificate II in Business	BSB30115 - Certificate III in Business
Employed after training	52 ( $\pm$ 4)	68 ( $\pm$ 3)
Employed after training (of those not employed before training)	30 ( $\pm$ 4)	38 ( $\pm$ 4)
Training relevant to job	64 ( $\pm$ 5)	73 ( $\pm$ 3)
Undertook training for employment-related reasons	69 ( $\pm$ 3)	76 ( $\pm$ 2)
Enrolled in further study	42 ( $\pm$ 4)	34 ( $\pm$ 3)
Overall satisfaction with training	86 ( $\pm$ 2)	83 ( $\pm$ 2)

# 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

## Graduate outcomes by qualification

	Percentage of graduates ( $\pm$ margin of error)	
	BSB20115 - Certificate II in Business	BSB30115 - Certificate III in Business
Employed after training	52 ( $\pm$ 4)	68 ( $\pm$ 3)
Employed after training (of those not employed before training)	30 ( $\pm$ 4)	38 ( $\pm$ 4)
Training relevant to job	64 ( $\pm$ 5)	73 ( $\pm$ 3)
Undertook training for employment-related reasons	69 ( $\pm$ 3)	76 ( $\pm$ 2)
Enrolled in further study	42 ( $\pm$ 4)	34 ( $\pm$ 3)
Overall satisfaction with training	86 ( $\pm$ 2)	83 ( $\pm$ 2)

# Accessing data under the new National VET Data Policy

AVETRA: 26 April 2018

Alison Anlezark  
National Standards Manager  
NCVER

we inform and  
influence policy  
and practice through  
our credible,  
**reliable**  
and responsive  
research  
and data

# Outline

- Overview policy changes
- NCVER data products
- Access and charges



Australian Government  
Department of Education and Training

## National VET Data Policy

November 2017

# National VET Data Policy

## The Policy:

- assists users to more easily understand their responsibilities for collecting, submitting, using and accessing VET data by consolidating content from three previous documents into one Policy
- increases the efficiency and transparency of Australia's VET sector by minimising exemptions from data collection and submission
- enables more students to obtain records of all the nationally recognised training they have undertaken since January 2015, regardless of where it occurred, by the wider inclusion of Unique Student Identifiers (USIs) in data submissions and;
- makes more comprehensive VET data available for consumers and provide them with the information they need to make decisions about RTOs and courses in order to inform their training choices.

# 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.

# NCVER changes

- Updated policies:
  - NCVER's privacy policy
  - NCVER's data access & charging policy
- Communications to RTOs:
  - Changes to the sample enrolment form
  - VET data use and RTO declaration
  - Changes to the scope of national security exemptions
- Operational changes:
  - RTO declaration in AVETMISS validation software
  - Changes to CURF forms
  - Optional quarterly reporting
  - Aggregate reporting for exempt RTOs

 **AVETMISS FACT SHEET**

## New National VET Data Policy

### What does my RTO need to know?

A new National VET Data Policy, was agreed by all Skills Ministers on 24 November 2017, and is effective from 1 January 2018, with a transition period until 1 July 2018. The key changes for RTOs include:

- changes to the standard enrolment forms
- a VET data use and RTO declaration
- a reduction of reporting exemptions for community service organisations and RTOs delivering short courses
- changes to the scope of national security exemptions.

Further information can be found on the Australian Government Department of Education and Training's website <<https://www.education.gov.au/national-vet-data-policy-0>>.

#### Standard enrolment form

Under the Privacy Act, individuals must be informed about how their personal information collected by or on behalf of governments may be used. RTOs must include a specific privacy notice and student declaration in their enrolment form (available at <<https://www.education.gov.au/privacy-notice-and-student-declaration>>) to inform students how their personal information may be used or disclosed.

For further details, see Section 7 of the National VET Data Policy (available at <<https://www.education.gov.au/national-vet-data-policy-0>>).

NCVER's sample enrolment form has been updated accordingly (available at <<https://www.ncver.edu.au/publications/publications/all-publications/statistical-standard-software/standard-enrolment-questions-example-forms>>).

#### VET data use statement and RTO declaration and understanding

RTOs must demonstrate that they have read the VET data use statement and RTO declaration to acknowledge understanding of where the VET data they submit may be used.

NCVER has amended the AVS acknowledgement statement accordingly in the data submission and 'Nil return' screens.

Further details are available at <<https://www.education.gov.au/vet-data-use-statement-1>>.

### Exemptions

#### USI exemption

The temporary exemption allowing the issue of a VET qualification or statement of attainment to a student who has not provided their Unique Student Identifier (USI), and is undertaking a single course, will lapse on 31 December 2017, as scheduled.

RTOs will need to ensure that appropriate arrangements are in place to report USIs as per the legislation. It is recommended that USIs are collected at the time of enrolment.

#### AVETMISS reporting exemption

If your RTO had an exemption from reporting AVETMISS data under the previous National VET Data Policy, you will need to consult with your VET Regulator for an exemption from submitting AVETMISS data from 1 January 2018 onward.

For further information, see Section 5 of the National VET Data Policy (available at <<https://www.education.gov.au/national-vet-data-policy-0>>).

This work has been produced by NCVER on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Government Department of Education and Training

# Accessing VET Data

1.5 Part C deals with the use of the VET Data held by the National Centre for Vocational Education Research (NCVER) and outlines arrangements for disclosing and accessing VET Activity Data, VET Outcome Data and VET Funding Data, as defined in the Glossary of Terms. Part C also sets out the requirements for disclosure of Unique Student Identifiers (USI) by the Student Identifiers Registrar for the purposes of research.

# 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.

# Published data

## Published data

10.1 On behalf of the VET sector, NCVER makes:

- a. aggregate data;
- b. confidentialised data about VET students and employers; and
- c. de-identified RTO level VET Activity Data

available in reports and publications, including data products. This enables an increased understanding of the operation of the national VET market.

# Published data products



# Collection and survey overview

[www.ncver.edu.au](http://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



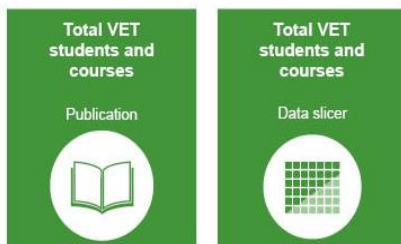
## Student outcomes survey



## Employers' use and views of the VET system

## General users

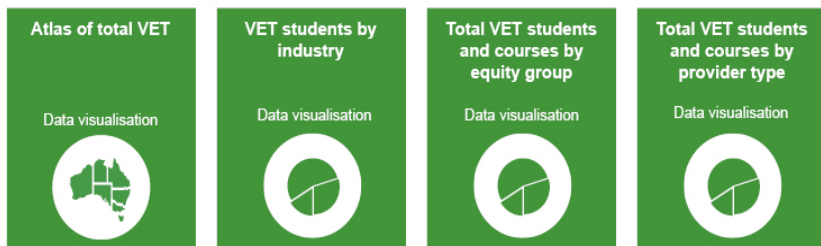
Have a basic understanding of data.



## 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.



## 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.



## General users

Have a basic understanding of data.

**Total VET  
students and  
courses**

Publication



**Total VET  
students and  
courses**

Data slicer



## Data slicer

### Total VET students and courses 2016

Step 1: select a measure of total VET activity to update the table opposite

Program enrolments **Students (estimated)**

Step 2: filter on any combination of the fields below to further update the table

State or territory where training delivered	State or territory of student residence
01 New South Wales	01 New South Wales
02 Victoria	02 Victoria
03 Queensland	03 Queensland
04 South Australia	04 South Australia
05 Western Australia	05 Western Australia
06 Tasmania	06 Tasmania
07 Northern Territory	07 Northern Territory
08 Australian Capital Territory	08 Australian Capital Territory
09 Overseas	09 Overseas
10 Other	10 Other

Provider type
1 TAFE
2 University
3 School
4 Community education provider
5 Enterprise provider
<b>6 Private training provider</b>
7 Attending more than one provider type

Users please note,  
data opposite may be  
copied and pasted to  
clipboard

	2014	2015	2016	2015-16
	No.	No.	No.	% % change
Total for selection	np	691460	687400	100.0 -0.6

#### Student demographics information

Sex					
Males	np	321240	313680	45.6	-2.4
Females	np	302300	304635	44.3	0.8
Not known	np	67915	69085	10.1	1.7
Age					
14 years and under	np	2010	2045	0.3	1.7
15 to 19 years	np	70380	61885	9.0	-12.1
20 to 24 years	np	120960	109375	15.9	-9.6
25 to 44 years	np	320230	314175	45.7	-1.9
45 to 64 years	np	143385	146530	21.3	2.2
65 years and over	np	10235	10735	1.6	4.9
Not known	np	24260	42655	6.2	75.8
Indigenous status					
Indigenous	np	18370	15640	2.3	-14.9
Non-Indigenous	np	520895	532950	77.5	2.3
Not known	np	152195	138805	20.2	-8.8
Disability status					
With disability	np	16380	17265	2.5	5.4
Without disability	np	575040	547815	79.7	-4.7
Not known	np	100040	122315	17.8	22.3
School status					
At school	np	23910	19585	2.8	-18.1
Not at school	np	541550	533440	77.6	-1.5
Not known	np	125995	134375	19.5	6.7
Apprentice/trainee status					
Apprentices and trainees undertaking off-the-job training	np	23885	26170	3.8	9.6
Not apprentices and trainees	np	667570	661230	96.2	-0.9
ARIA remoteness					
Major cities	np	450355	433545	63.1	-3.7
Inner regional	np	117665	106420	15.5	-9.6
Outer regional	np	44725	37735	5.5	-15.6
Remote	np	6660	5030	0.7	-24.5
Very remote	np	2845	1895	0.3	-33.4
Overseas	np	39565	39135	5.7	-1.1
Not known	np	29645	63640	9.3	114.7

**Step 1:** select a measure of total VET activity to update the table opposite

Program enrolments

Students (estimated)

**Step 2:** filter on any combination of the fields below to further update the table

State or territory where training delivered



01 New South Wales

02 Victoria

03 Queensland

04 South Australia

05 Western Australia

06 Tasmania

07 Northern Territory

08 Australian Capital Territory

09 Overseas

10 Other

State or territory of student residence



01 New South Wales

02 Victoria

03 Queensland

04 South Australia

05 Western Australia

06 Tasmania

07 Northern Territory

08 Australian Capital Territory

09 Overseas

10 Other

Provider type



1 TAFE

2 University

3 School

4 Community education provider

5 Enterprise provider

6 Private training provider

7 Attending more than one provider type

Users please  
data opposite  
copied and pa

	2014	2015	2016	2015-16
	No.	No.	No.	% % change
<b>Total for selection</b>	<b>np</b>	<b>691460</b>	<b>687400</b>	<b>100.0 -0.6</b>

## Student demographics information

### Sex

Males	np	321240	313680	45.6	-2.4
Females	np	302300	304635	44.3	0.8
Not known	np	67915	69085	10.1	1.7

### Age

14 years and under	np	2010	2045	0.3	1.7
15 to 19 years	np	70380	61885	9.0	-12.1
20 to 24 years	np	120960	109375	15.9	-9.6
25 to 44 years	np	320230	314175	45.7	-1.9
45 to 64 years	np	143385	146530	21.3	2.2
65 years and over	np	10235	10735	1.6	4.9
Not known	np	24260	42655	6.2	75.8

### Indigenous status

Indigenous	np	18370	15640	2.3	-14.9
Non-Indigenous	np	520895	532950	77.5	2.3
Not known	np	152195	138805	20.2	-8.8

### Disability status

With disability	np	16380	17265	2.5	5.4
Without disability	np	575040	547815	79.7	-4.7
Not known	np	100040	122315	17.8	22.3

### School status

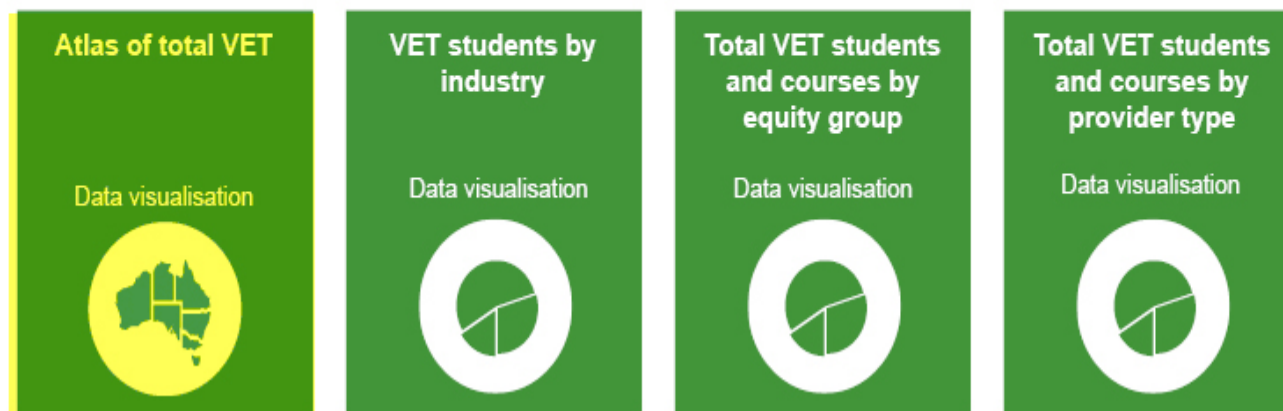
At school	np	23910	19585	2.8	-18.1
Not at school	np	541550	533440	77.6	-1.5
Not known	np	125995	134375	19.5	6.7

# Atlas of total VET

## Regular users

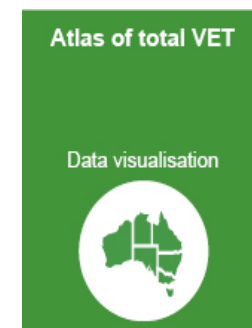
Can understand tables and manipulate data.

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



# Atlas of total VET

- Mapping resource based on location of student's residence
- Presents total VET data by geographical region
- State or territory level data down to statistical area level 2 (SA2) of the Australian Statistical Geography Standard (ASGS)



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.

# By location of student residence...

## Training profile by statistical area of student residence

[Back to introduction](#)

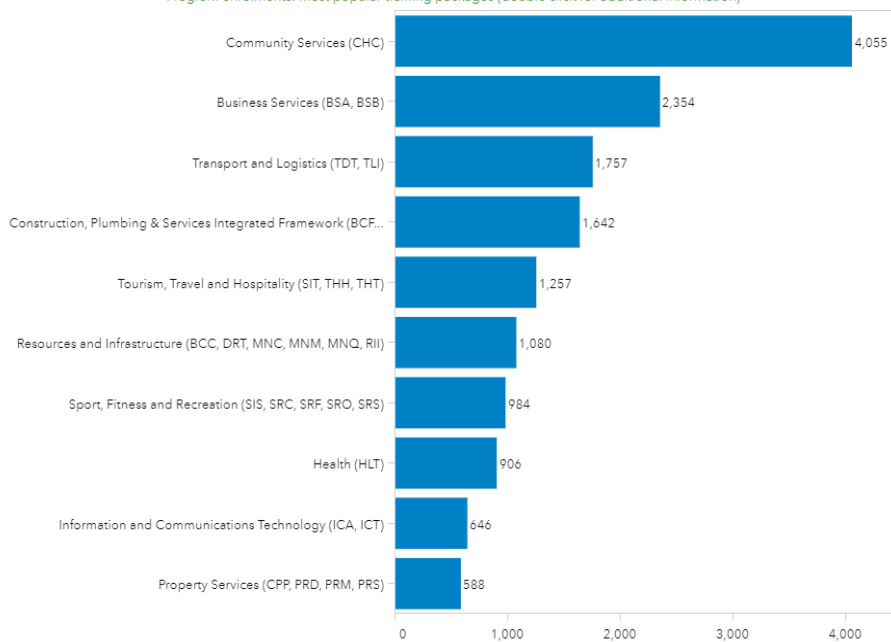
Please wait for the map to appear and then use the filters below to select a statistical area

[Help?](#)

Victoria ▼
 Geelong ▼
 Geelong ▼
 Statistical area level 2 (SA2) ▼

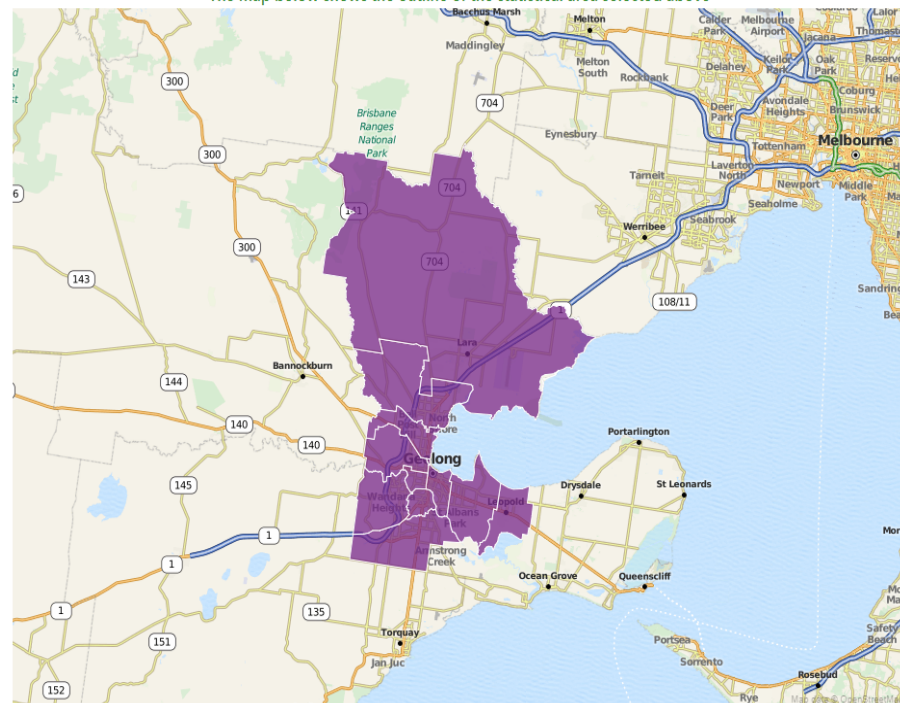
The charts below present the training profile for the statistical area selected above

Program enrolments: most popular training packages (double click for additional information)



Occupations FOE **Training Packages** Programs Funding

The map below shows the outline of the statistical area selected above





# Program enrolments in Dubbo

## Training profile by statistical area of student residence



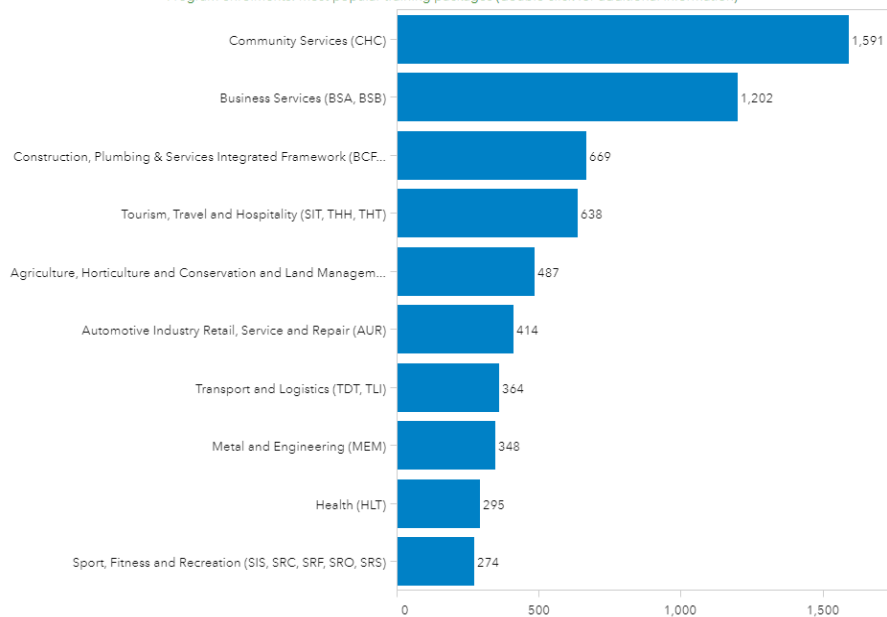
[Back to introduction](#)

Please wait for the map to appear and then use the filters below to select a statistical area

[Help?](#)

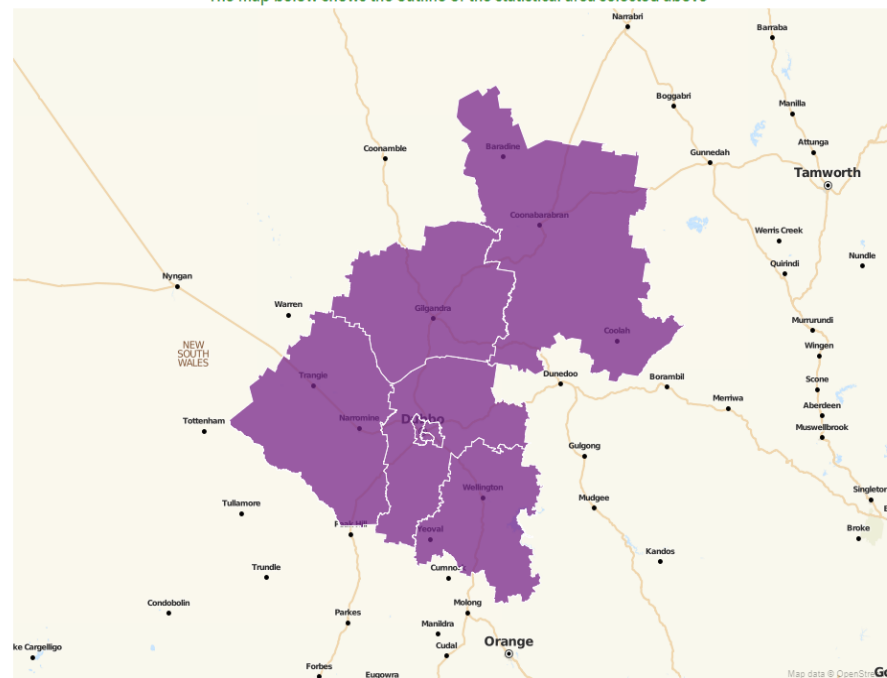
The charts below present the training profile for the statistical area selected above

Program enrolments: most popular training packages (double click for additional information)



[Occupations](#)
[FOE](#)
[Training Packages](#)
[Programs](#)
[Funding](#)

The map below shows the outline of the statistical area selected above





# Program enrolments in Ryde

## Training profile by statistical area of student residence



[Back to introduction](#)

Please wait for the map to appear and then use the filters below to select a statistical area

[Help?](#)

New South Wales

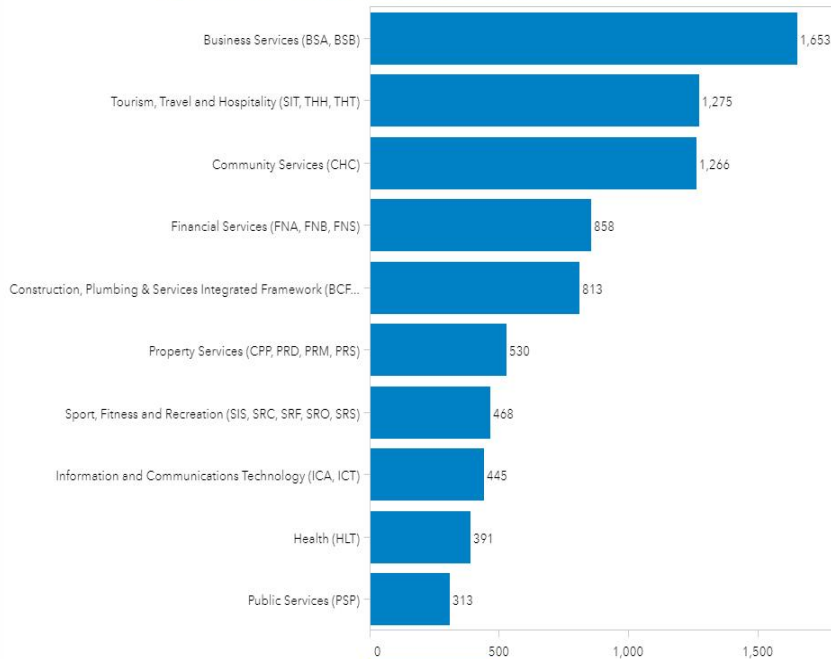
Sydney - Ryde

Statistical area level 3 (SA3)

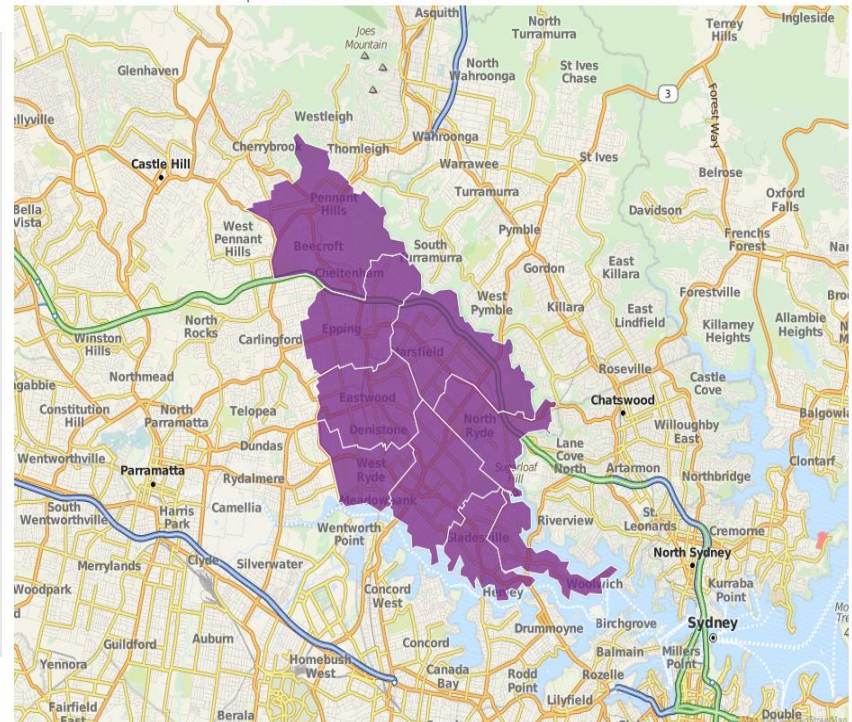
Statistical area level 2 (SA2)

The charts below present the training profile for the statistical area selected above

Program enrolments: most popular training packages (double click for additional information)



The map below shows the outline of the statistical area selected above



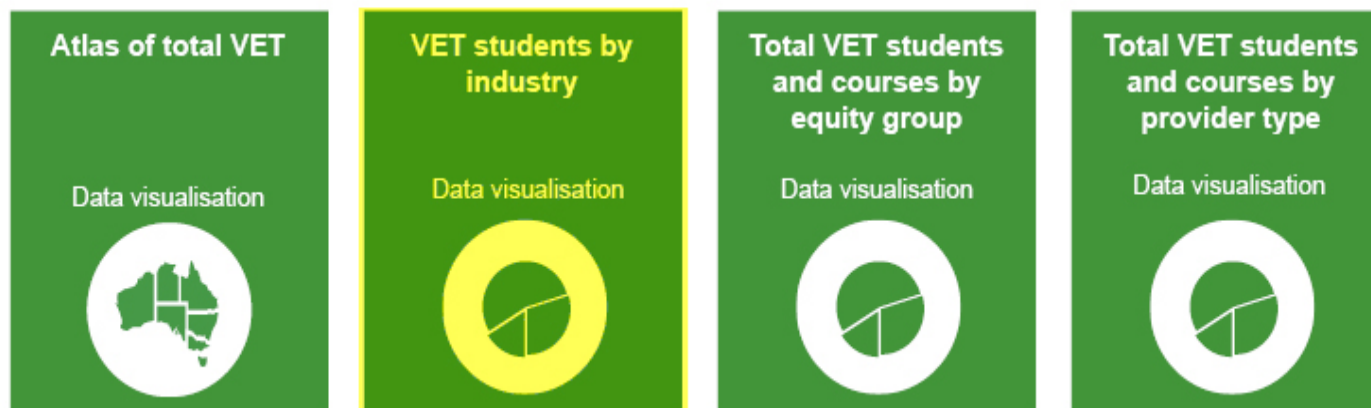
Occupations | FOE | **Training Packages** | Programs | Funding

# VET students by industry

## 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.**



# Painter program enrolments by state

## Occupation and industry group information



[Before using this resource, click here](#)

[Back to introduction](#)

Filter on a VET system measure

Total VET program enrolments

Filter on occupation (ANZSCO)

3 - Technicians and Trades Workers

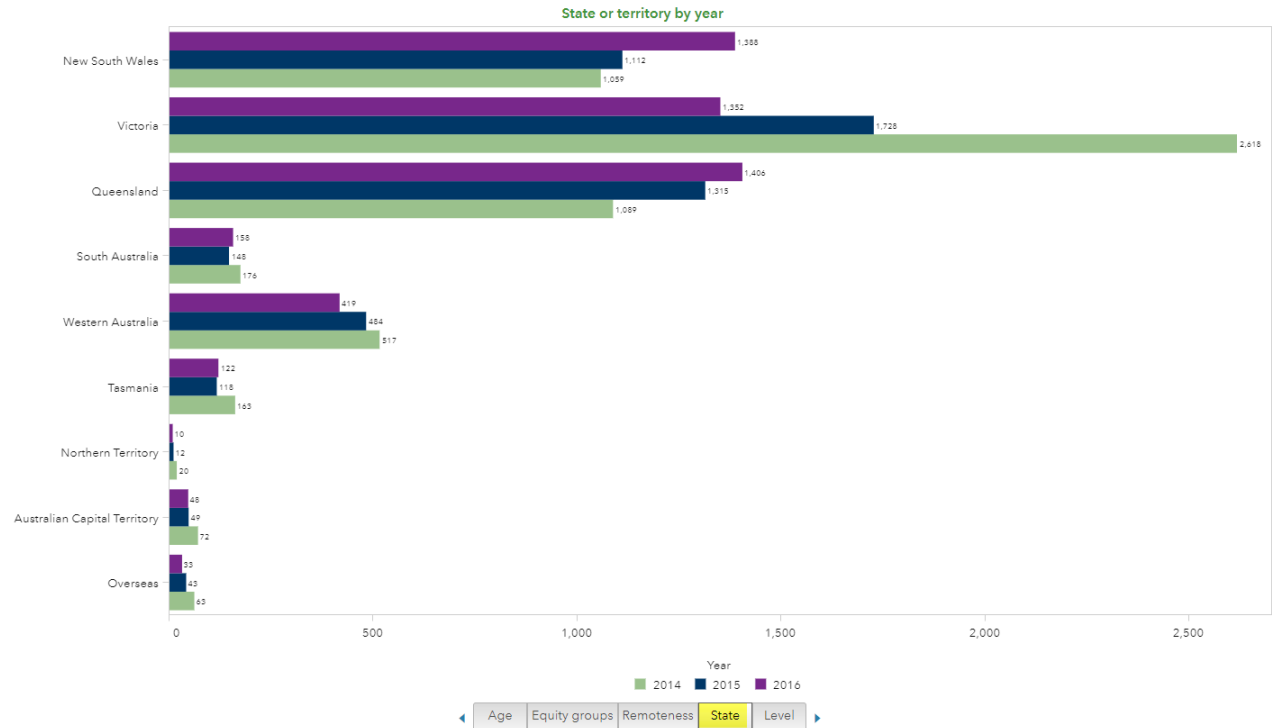
33 - Construction Trades Workers

332 - Floor Finishers and Painting Trades Workers

3322 - Painting Trades Workers

Alternatively, filter on industry group (SSO)

Skills Service Organisation



# Painter program enrolments by equity group

## Occupation and industry group information



[Before using this resource, click here](#)

[Back to introduction](#)

Filter on a VET system measure

Total VET program enrolments

Filter on occupation (ANZSCO)

3 - Technicians and Trades Workers

33 - Construction Trades Workers

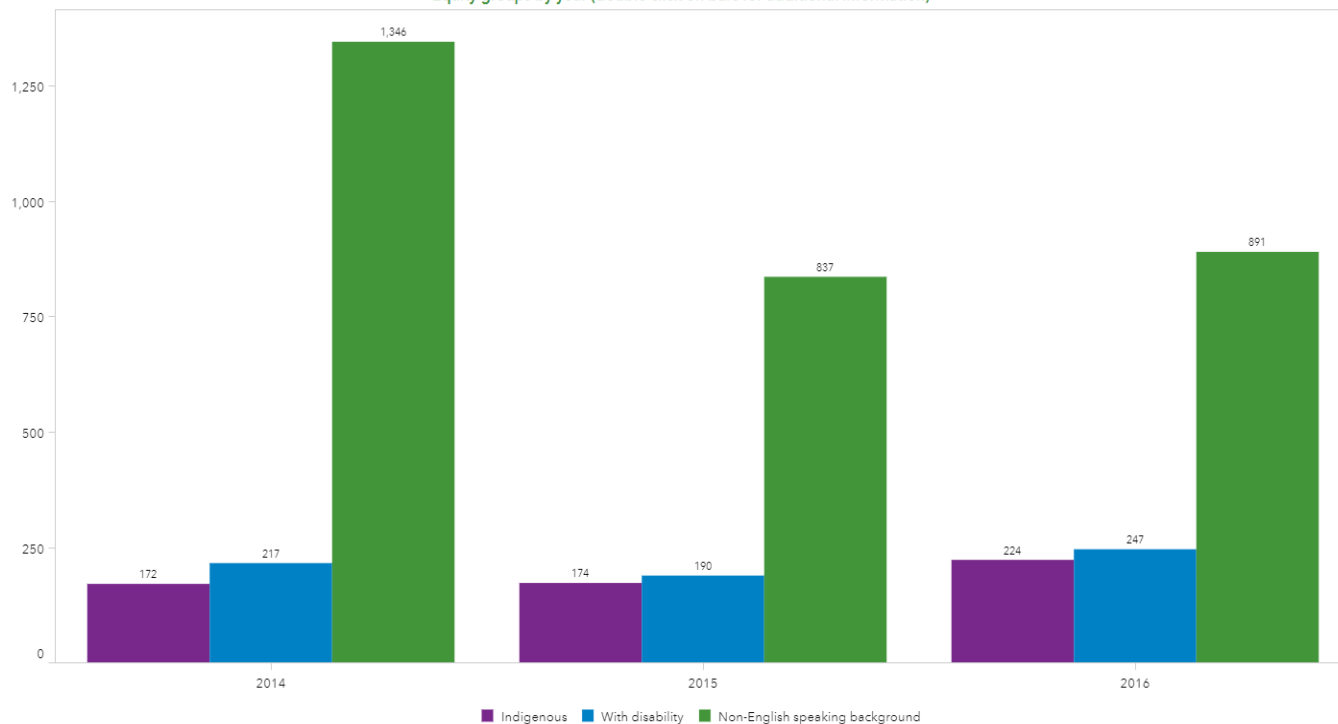
332 - Floor Finishers and Painting Trades Workers

3322 - Painting Trades Workers

Alternatively, filter on industry group (SSO)

Skills Service Organisation

Equity groups by year (double click on bars for additional information)



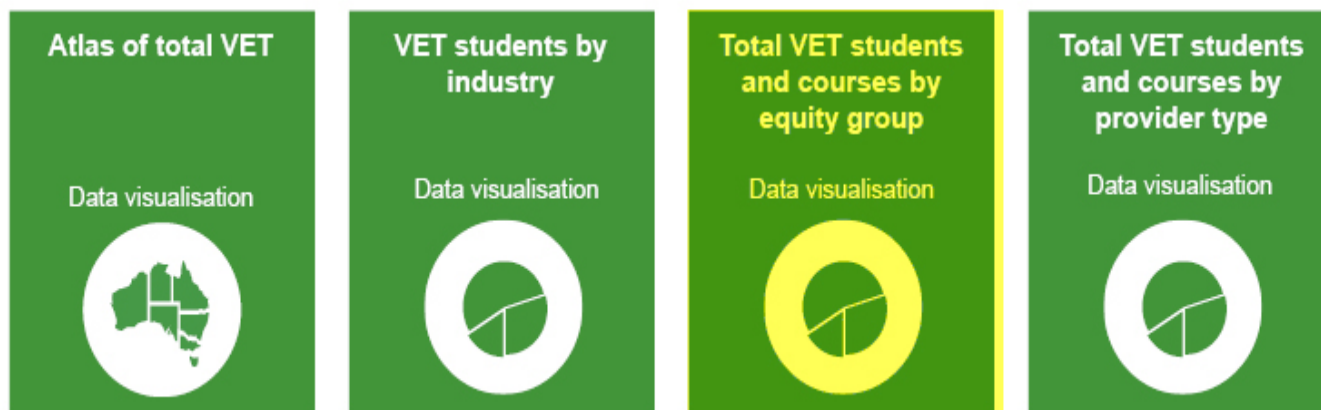
Indigenous With disability Non-English speaking background

Sex Age Equity groups Remoteness State

## 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.



# 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

Total VET students  
and courses by  
equity group

Data visualisation



# Students with a disability

## Estimated students information

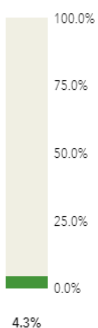
### Select equity group here

- ☐ Indigenous students
- ☒ Students with a disability
- ☐ Students from a non-English speaking background
- ☐ Students from rural/remote localities
- ☐ Students from most disadvantaged socio-economic status
- ☐ All students

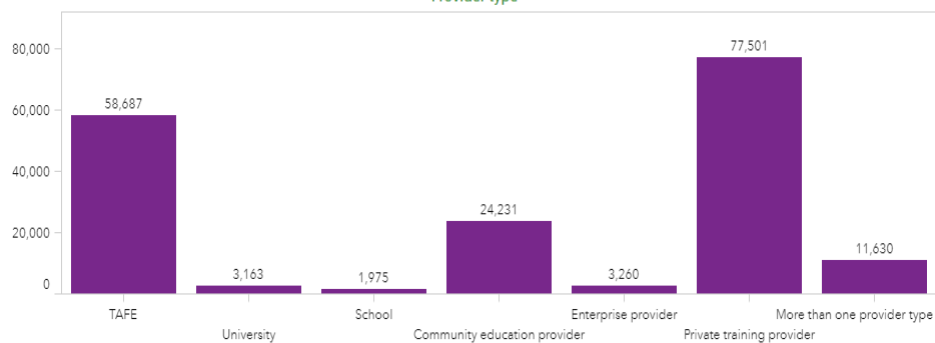
2015

2016

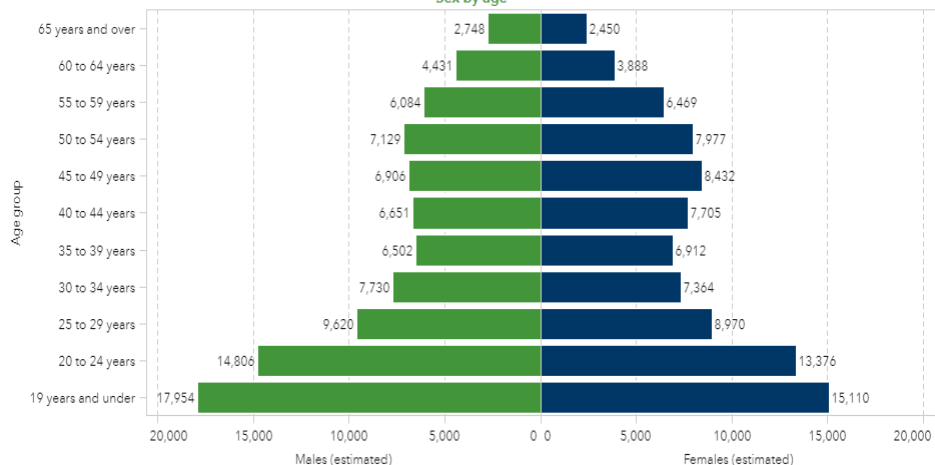
### Equity group as percentage of estimated total students



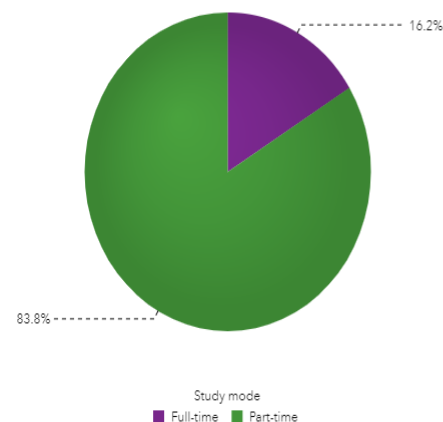
### Provider type



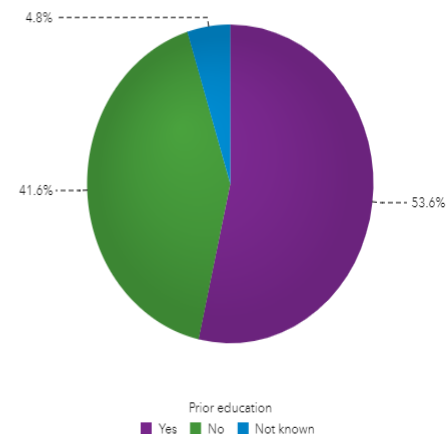
### Sex by age



### Study mode

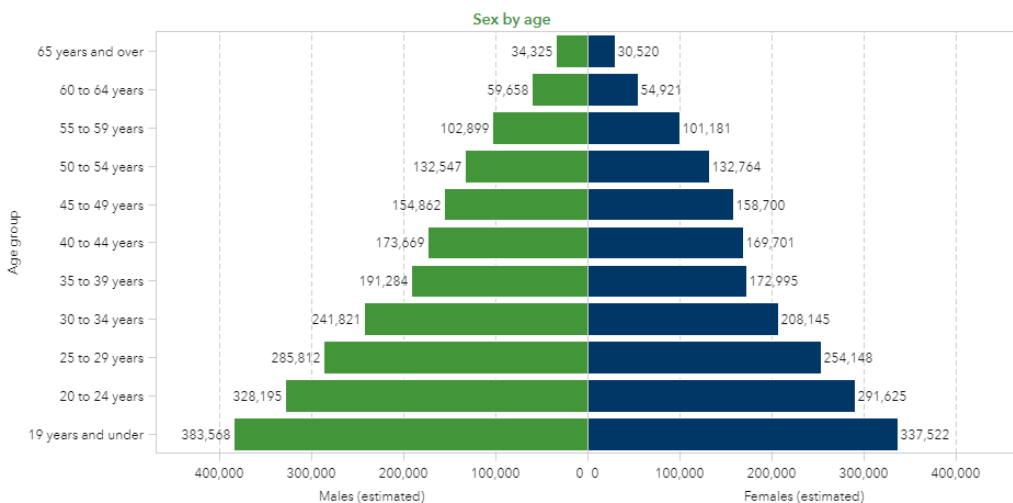
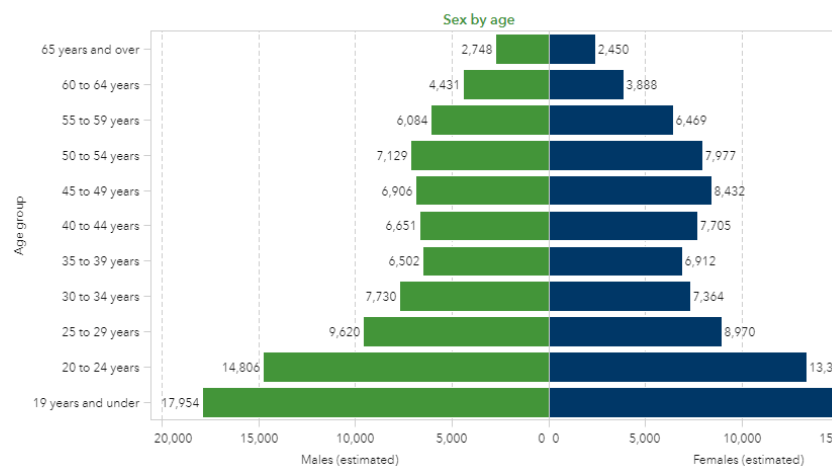


### Prior education



# Total VET students & courses by equity group

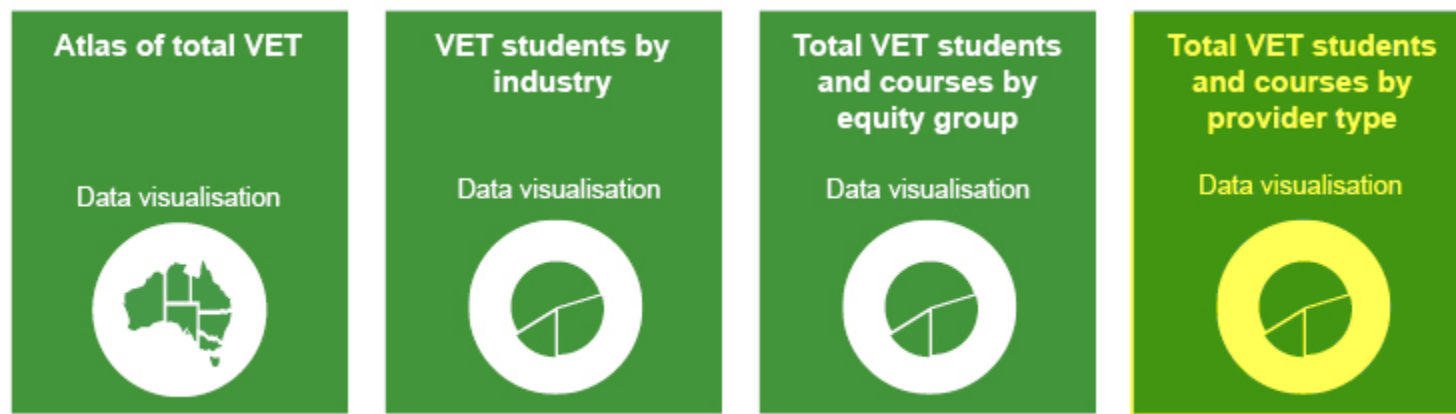
## Students by age – with a disability and all students



## Regular users

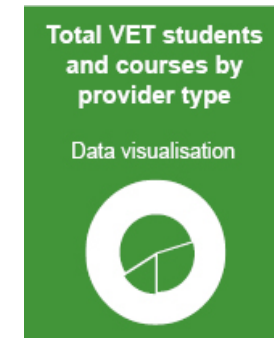
Can understand tables and manipulate data.

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



# 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



# Students by provider type

Estimated students information

2015

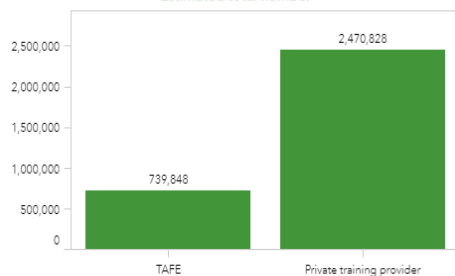
2016

[Back to introduction](#)

Select provider type here

- ☒ TAFE
- ☐ University
- ☐ School
- ☐ Community education provider
- ☐ Enterprise provider
- ☒ Private training provider
- ☐ All training providers

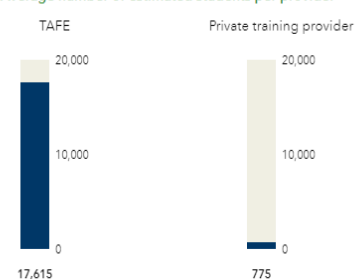
Estimated total number



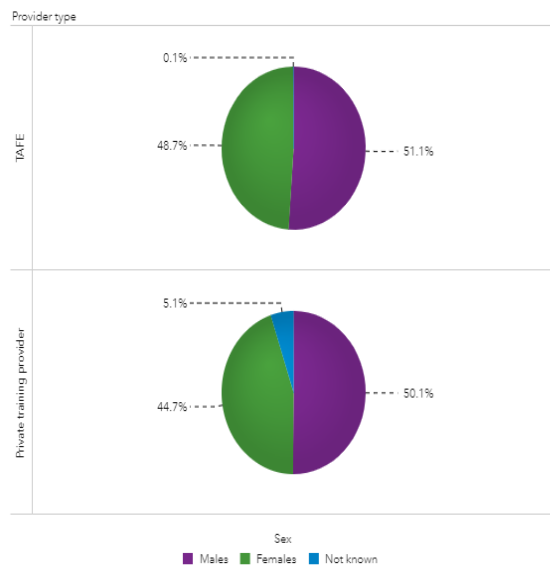
Estimated participation rate for 15-64 year-old Australian students



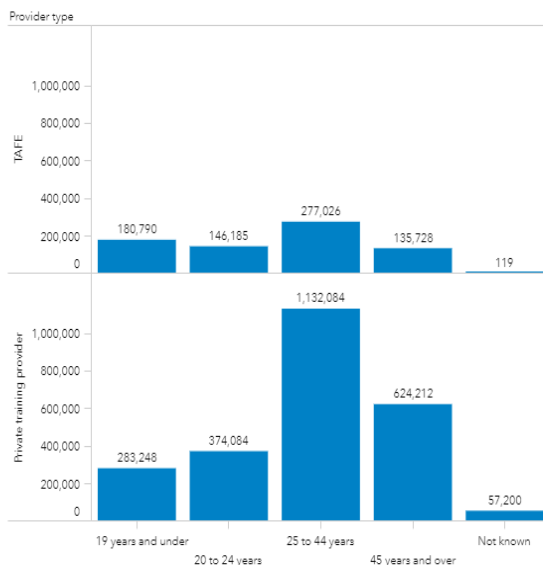
Average number of estimated students per provider



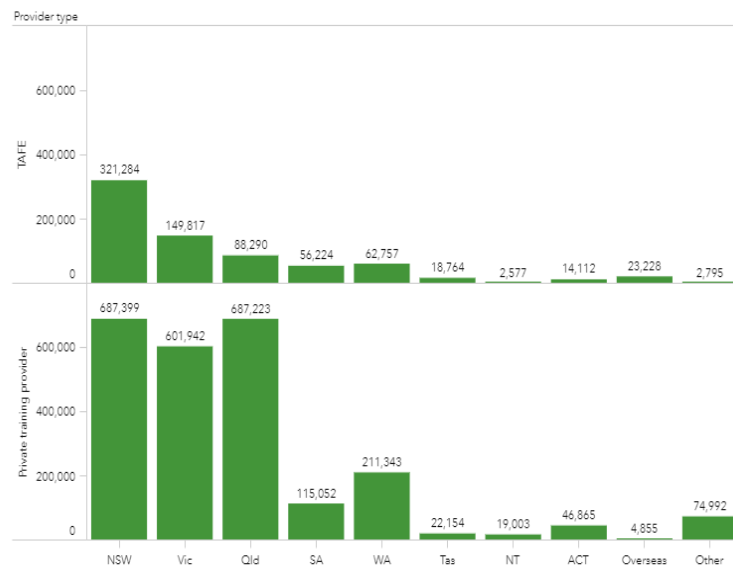
Sex



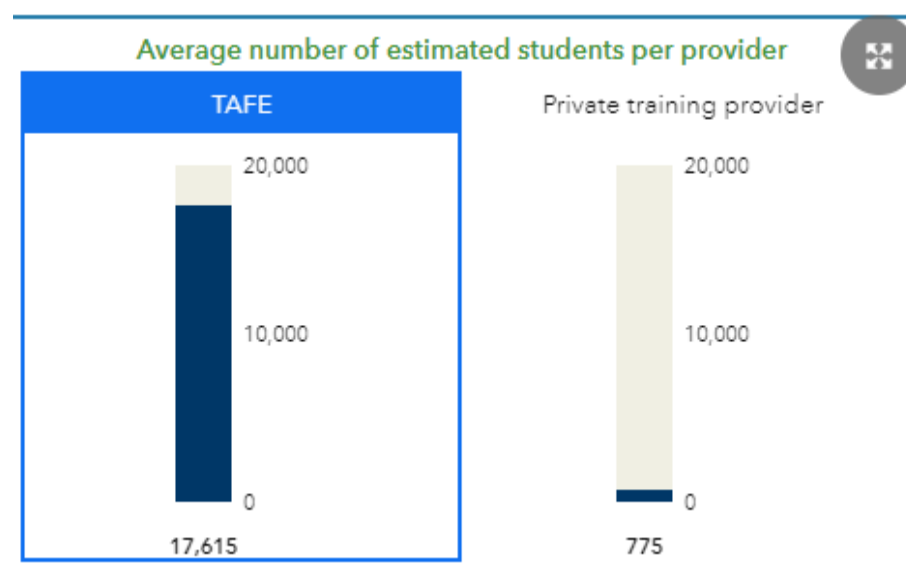
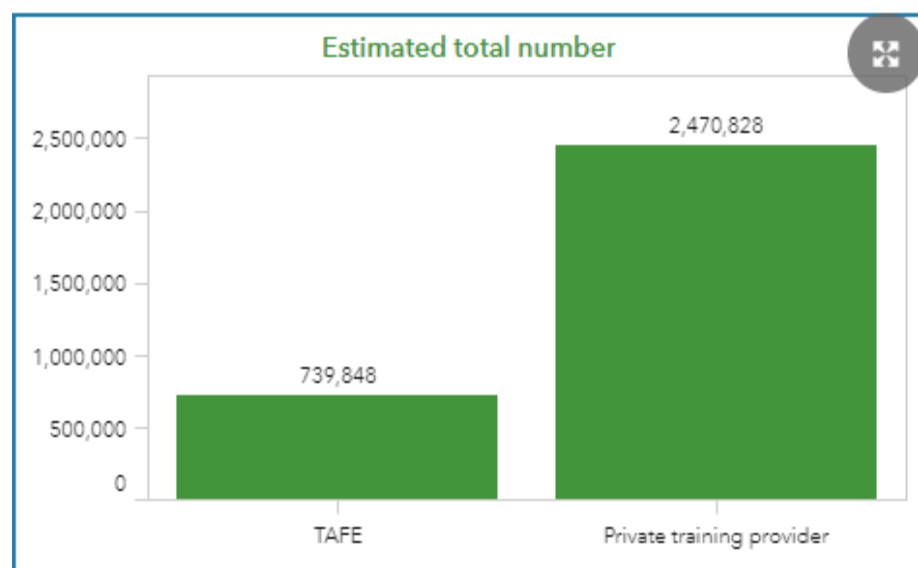
Age group



State or territory where the training was delivered



# Students by provider type



# Graduate outcomes and salaries

 About

 Data

 Publications

 Support

Search site



## Collection

[Apprentices and trainees](#)

[Employer's use and views of the VET system](#)

[Students and courses](#)

[Student outcomes](#)

[VET finance](#)

[VET in schools](#)

[View other collections →](#)

## Data

[All data](#)

[About our data](#)

[Atlas of total VET](#)

[AVETMISS](#)

[Infographics](#)

[Total VET activity](#)

[VET graduate outcomes](#)

[VET students by industry](#)

[VOCSTATS](#)

## Find by

[Characteristics](#)

[Measures](#)

## Characteristics

[Age](#)

[Apprenticeship / traineeship](#)

[Disability](#)

[Employment status](#)

[View all characteristics →](#)

## Measures

[Cancellations / withdrawals](#)

[Commencements](#)

[Employment status](#)

[Enrolments](#)

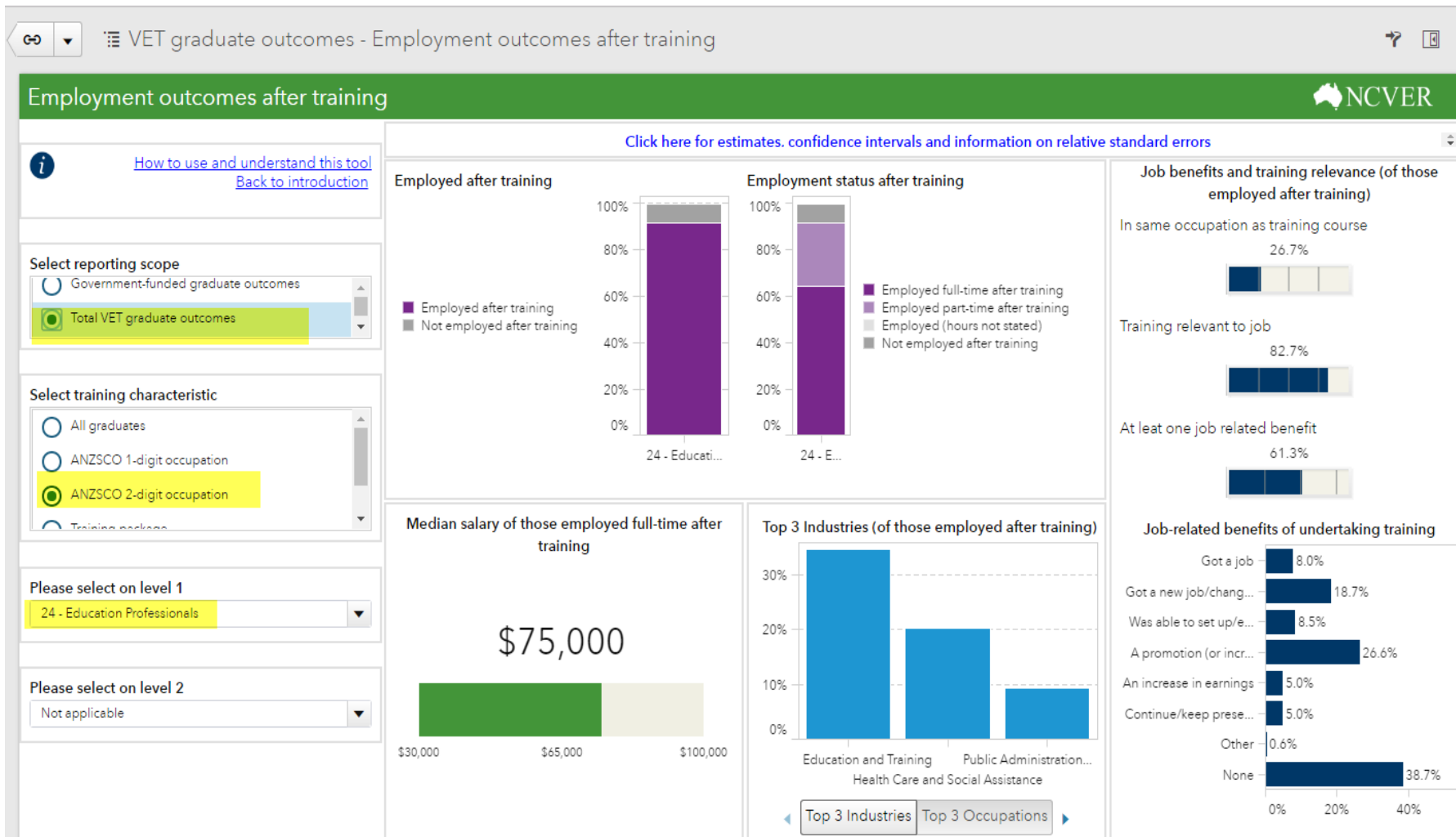
[View all measures →](#)

# 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



# 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.](#)



### Confidentialised unit record files (CURFS)

Download an  
application form here  
to request access



# VOCSTATS

- 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



Table View Custom Data Graph View

Data Source: TVA program enrolments 2014-2016

Add to: Row Column Filter Wafer | Remove

Collapse All | Un-tick All | 0 items selected.

- Summation Options
  - Year [3]
    - ☐ 2014
    - ☐ 2015
    - ☒ 2016
  - Training organisation attributes
  - Data submitter attributes
  - Client attributes
  - Program attributes
    - VET program [2]
      - Skills Service Organisation [13]
        - Artibus Innovation (construction & property serv
        - Australian Industry Standards (electrotechnolog
        - PwC's Skills for Australia (business, culture, IC
        - Skills Impact (agriculture, food, forest & racing)
        - SkillsIQ (community, health, sports, tourism, ha
        - Innovation and Business Skills Australia (manu
        - Training packages not linked to SSO [0]
        - National accredited qualifications [1]
        - National accredited skill sets [1]
        - Locally accredited qualifications [1]
        - Locally accredited skill sets [1]
        - Higher level qualifications [1]
        - Other [0]
      - Commencing program [2]
      - Type of accreditation [6]
      - Current qualification level [2]
      - Program field of education [13]
      - Program occupation (ANZSCO) group [10]



Retrieve Data



Clear Table



Save Table



Print Table



RecordVIEW



Trash



Filters:

Year : 2016  
Default Summation : Enrolments

Wafers:

Cell count: 1 (1 x 1 x 1) total.


\* Year - Total includes: 2016

NOTE: Retrieve data to view table annotations.

Filter

Data Source: VET students 2003-2016

Download Table: Excel 2007 (.xlsx)(max 16,384 columns x 65,000 rows and < 100,000 cells) Go

Add to: Row Column Filter Wafer Remove

Collapse All | Un-tick All | 0 items selected.

- Summation Options
  - Year [14]
  - Data submitter attributes
  - Client attributes
    - Sex [3]
    - Age [12]
    - Indigenous status [3]
    - Disability (including impairment or long term condition)
    - Main language spoken at home [10]
    - English (Main language spoken at home) [3]
    - Proficiency in spoken English [3]
    - Country of birth [10]
    - English speaking background (based on Country of birth)
    - Student remoteness region (ARIA+) [8]
    - Student SLA [9]
    - Student SA2 [9]
    - SEIFA (IRSAD) [7]
    - SEIFA (IRSAD) [7]
    - SEIFA (IER) [7]
    - SEIFA (IEO) [7]
    - Labour force status [4]
    - School status [3]
    - Highest school level completed [7]
    - Year left school [8]
    - Previous highest education level [20]
    - Prior education [3]
    - Study mode [2]
    - Apprentice/trainee status [3]
    - Student highest funding source [1]
    - Specific programs [17]
    - Highest award completed [2]
    - Qualification completed only [2]
  - Major program attributes

Retrieve Data Clear Table Save Table Print Table RecordVIEW

Trash

Table 1  
Year by State/territory of data submitter

Filters:  
Default Summation : students

Wafers:

Cell count: 126 (9 x 14 x 1) total.

State/territory of data submitter	New South Wales	Victoria	Queensland	South Australia	Western Australia	Tasmania	Northern Territory	Australian Capital Territory	Total
Year									
2003	483,154	322,199	196,301	89,490	109,666	26,757	19,164	19,536	1,266,274
2004	410,710	305,368	182,123	93,473	105,554	26,754	19,095	19,913	1,162,988
2005	455,464	292,242	196,194	95,614	108,255	28,443	20,295	20,140	1,216,641
2006	469,085	300,758	204,585	91,498	110,216	29,487	21,044	21,208	1,247,892
2007	454,738	294,193	206,017	94,326	121,273	30,179	21,397	21,779	1,243,905
2008	447,205	301,657	210,067	95,386	126,238	31,244	20,790	21,573	1,254,153
2009	446,867	306,230	214,254	98,512	135,713	29,963	21,093	22,503	1,275,135
2010	467,112	342,948	230,420	99,338	143,442	30,668	21,125	25,003	1,360,058
2011	464,866	435,991	253,812	101,600	146,683	31,564	21,915	23,924	1,480,349
2012	465,958	494,309	236,862	123,259	145,204	31,677	21,734	23,805	1,542,801
2013	422,880	497,954	198,239	150,254	141,308	29,803	20,235	21,933	1,482,609
2014	407,913	460,451	209,374	107,903	131,962	34,131	21,809	19,644	1,393,190
2015	328,964	391,346	223,443	86,328	127,726	28,673	21,729	16,520	1,224,732
2016	454,033	338,373	216,497	70,883	118,800	28,743	22,414	15,920	1,265,647

\* State/territory of data submitter - Total includes: Victoria, New South Wales, Queensland, Western Australia, South ...  
[...more](#)

Filter

# Interactive data tools

- Factors explaining the likelihood of completing a VET qualification
- Comparing high use training packages
- Apprentice & trainee estimates review dashboard

# Apprentice & trainee estimates review



## Apprentices and trainees estimates review summary

### Estimate type

Initial  
1st revision

### Contract status

Commencements  
Completions  
Cancellations/withdrawals  
In-training

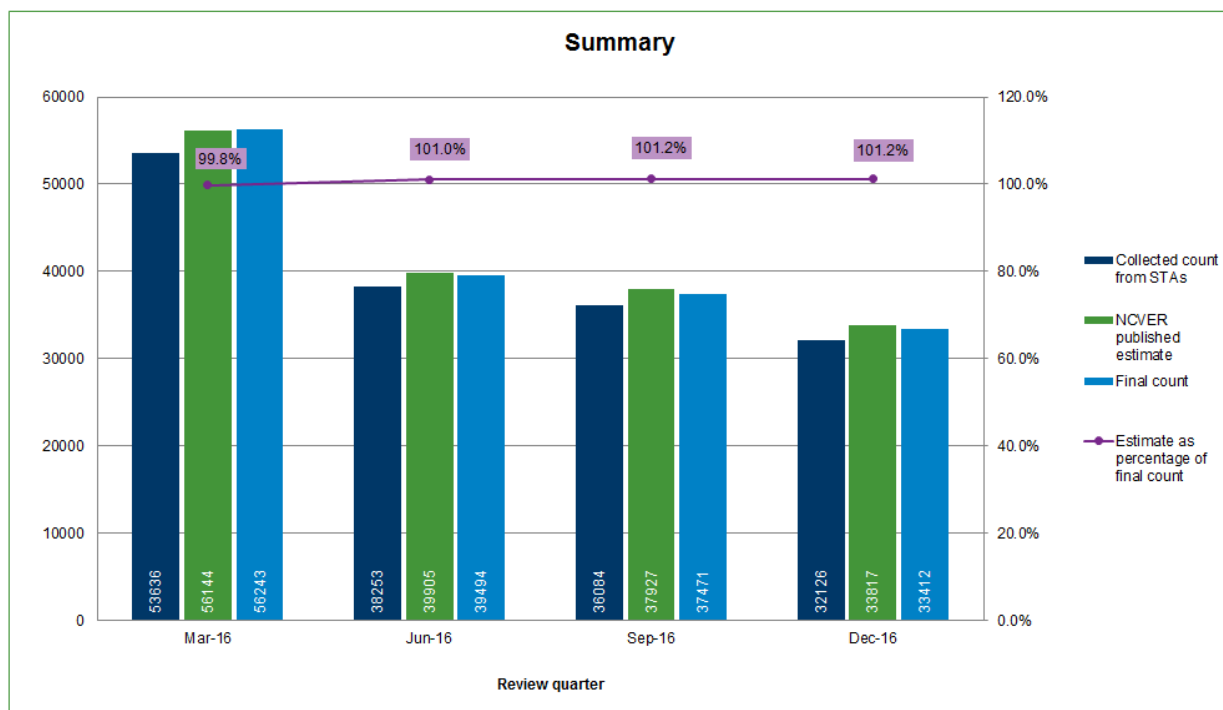
### State or territory

New South Wales  
Victoria  
Queensland  
South Australia  
Western Australia  
Tasmania  
Northern Territory  
Australian Capital Territory  
Australia

### Review quarters

Mar-16  
Jun-16  
Sep-16  
Dec-16  
Mar-15  
Jun-15  
Sep-15  
Dec-15

Contract status	Review quarter	Collected count from STAs	NCVER published estimate	Lower boundary of 95% prediction interval	Upper boundary of 95% prediction interval	Final count	Estimate as percentage of final count	Does the final count lie in the initial 95% prediction interval?
Commencements	Mar-16	53636	56144	54244	58044	56243	99.8	Y
	Jun-16	38253	39905	38742	41068	39494	101.0	Y
	Sep-16	36084	37927	36684	39170	37471	101.2	Y
	Dec-16	32126	33817	32665	34969	33412	101.2	Y



# Unpublished data

## Unpublished data

10.2 In addition to the data published above, NCVER may also hold other data. Individuals and organisations may request unpublished RTO and student data from NCVER through the request form on its portal: - <https://www.ncver.edu.au/support/topics/using-ncver-data/using-ncver-data>

10.3 When NCVER releases de-identified unit record data, NCVER will generate a confidentialised identifier but still keep the data together as a unit record file. This is expected to be sufficient for any research/analysis that does not require matching with other datasets.

# Accessing un-published data

1. Contact NCVER via 08 8230 8400 or email [support@ncver.edu.au](mailto:support@ncver.edu.au)
2. Government Dept or VET regulator email to [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)
3. Researchers and other organisations complete CURF form available on NCVER portal
4. CURF form assesses
  - VET Data Access Committee assessment may be required depending on the nature of data request

## Accessing unit record data

NCVER will, under strict terms and conditions, allow access to files of VET unit records. This includes, but is not limited to, unit record data from the Student Outcomes Survey, the National Apprentice and Trainee Collection and the VET Provider Collection. These files are confidentialised prior to being provided and are known as CURFs (confidentialised unit record files).

To gain access to a de-identified CURF, an application is required to be completed. [The application form can be downloaded from here.](https://www.ncver.edu.au/support/topics/using-ncver-data/accessing-vet-data)

<https://www.ncver.edu.au/support/topics/using-ncver-data/accessing-vet-data>

# AVETMISS support

[www.ncver.edu.au](http://www.ncver.edu.au) -> AVETMISS

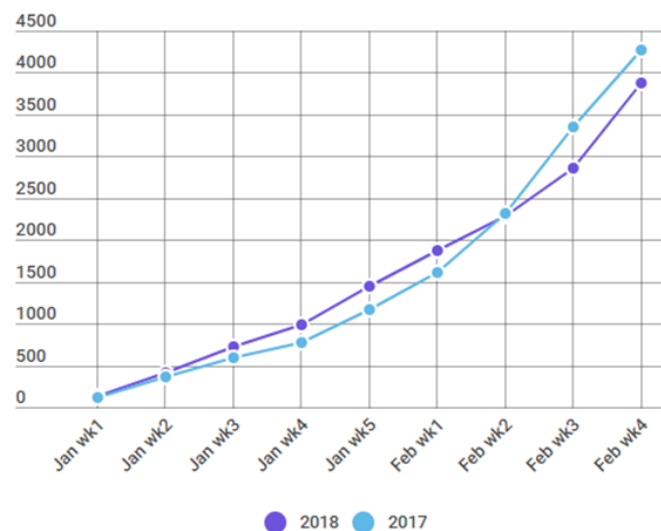


## AVETMISS support

Our client support team is available to help you between 8.45am and 5pm (ACDT). The team can be contacted in a number of ways:

**submit:** [contact form](#)  
**email:** [support@ncver.edu.au](mailto:support@ncver.edu.au)  
**phone:** 08 8230 8400  
**toll free:** 1800 649 452

## Client support calls/emails



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