

2010

TERTIARY EDUCATION AND TRAINING IN AUSTRALIA



Australian Government

Department of Industry, Innovation
Science, Research and Tertiary Education

Tertiary education and training in Australia

2010

Highlights

In 2010:

- there were 1.8 million vocational education and training (VET) students and 1.2 million higher education students
- there were 1.5 million equivalent full-time students in tertiary education and training. This comprised:
 - 655 800 equivalent full-time students reported in the VET sector
 - 861 500 equivalent full-time students reported in the higher education sector.



Australian Government

**Department of Industry, Innovation
Science, Research and Tertiary Education**

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ABN 87 007 967 311

Level 11, 33 King William Street, Adelaide SA 5000

PO Box 8288, Station Arcade, Adelaide SA 5000, Australia

Phone: (08) 8230 8400

Fax: (08) 8212 3436

Web: <<http://www.ncver.edu.au>>

Email: <vet_req@ncver.edu.au>

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Introduction

This publication presents information on tertiary education and training during 2010, including statistics on participation and outcomes. The definition of tertiary education and training adopted for this publication is formal study in vocational education and training (VET) and higher education, including enrolments in Australian Qualifications Framework (AQF) certificate I qualifications through to doctorates by research, as well as enrolments in non-AQF courses and single vocational subjects.

The Australian tertiary education and training system operates across a wide range of subject areas and levels and is delivered through a variety of providers. Tertiary providers may operate as dual-sector institutions, which offer a substantial proportion of activity in both vocational education and training and higher education; mixed-sector institutions that predominantly operate in one sector but have some provision in another sector; and single-sector institutions. The providers include:

- VET registered training organisations, which are organisations registered under the Australian Qualifications Training Framework (AQTF). These include technical and further education (TAFE) institutes, skills institutes, polytechnics, universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community providers and other government providers
- higher education providers, such as self-accrediting public and private universities, and other publicly and privately funded higher education providers that can either operate as self-accrediting or non-self-accrediting providers.

The level of participation in tertiary education and training can be measured in terms of the number of students as well as the number of equivalent full-time students. The latter provides a measure of activity undertaken by a student on a full-time basis for one year. In the VET sector, this term is known as full-year training equivalents (FYTEs) and in the higher education sector, this term is known as the equivalent full-time student load (EFTSL).

Data scope

Participation data

Information on participation that is labelled as 'VET' (tables 1 to 16) was sourced from the National VET Provider Collection, which is managed by the National Centre for Vocational Education Research (NCVER). The scope of the collection is training delivered by registered training organisations in receipt of public funding. This includes all VET activity (publicly funded and fee-for-service) delivered by TAFE institutes, other government providers and community providers, as well as publicly funded VET delivered by other registered providers (private providers). The following types of training activity are not covered:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

For further information on VET data, see <<http://www.ncver.edu.au/statistic/21053.html>>.

Information on participation that is labelled as 'higher education' (tables 1 to 15 and table 17) was sourced from the Higher Education Statistics Collection, which is managed by the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE). This collection includes activity reported by all Australian universities and all other higher education providers approved under Subsection 19-70(1) of the *Higher Education Support Act 2003*. For further information on higher education data, see

<<http://www.deewr.gov.au/HIGHEREDUCATION/PUBLICATIONS/HESTATISTICS/Pages/Default2.aspx>>.

Outcomes data

Information on outcomes after training for VET graduates (table 18) was sourced from the Student Outcomes Survey, which is conducted annually by NCVER. The survey collects information about the outcomes of students who completed their vocational education and training approximately six months after training. The scope of the Student Outcomes Survey includes:

- publicly funded VET activity (all providers)
- privately funded VET activity delivered by TAFE institutions, community providers and other government providers
- students who have an Australian address as their usual place of residence and were either awarded a nationally recognised VET qualification (graduates) or successfully completed part of a nationally recognised VET course and then left the VET system (module completers—not presented in this publication).

Students who undertake recreational, leisure or personal enrichment (short) courses are excluded from the survey. For further information on the Student Outcomes Survey, see <<http://www.ncver.edu.au/statistic/21065.html>>.

Information on outcomes after course completion for higher education graduates (table 19) was sourced from the Graduate Destination Survey, which is conducted annually by Graduate Careers Australia, as part of the Australian Graduate Survey. The Australian Graduate Survey is a census in which new graduates from all Australian universities (and a number of higher education colleges) are surveyed approximately four months after they complete the requirements for their qualifications. For further information on the Graduate Destination Survey, see <<http://www.graduatecareers.com.au/start-home/start-australian-graduate-survey-an-overview/start-graduate-destination-survey-overview/>>.

More information

Data in this publication may be revised for a variety of reasons. For the latest data, please visit the National Centre for Vocational Education Research (NCVER) website <<http://www.ncver.edu.au/statistic/21083.html>>.

For additional data tables on tertiary education and training, please refer to <<http://www.ncver.edu.au/publications/2489.html>>. The data tables include state and territory breakdowns of information contained in this publication.

Technical notes

Comparability of source data

The higher education and vocational education and training (VET) data are sourced from different collections and survey methods and some data elements are derived from slightly different information.

Missing data

VET fee-for-service activity delivered by private providers

The publication does not cover information on VET fee-for-service activity delivered by private providers, as these data are not included in the scope of the National VET Provider Collection. NCVET is working to expand the National VET Provider Collection to include these enrolments in future years.

VET international students

Both domestic and international VET full-fee-paying students are included. In the case of the National VET Provider Collection, it does not include international full-fee-paying students enrolled at private providers.

Higher education activity

Data on higher education in this publication covers activity reported by all providers approved as a higher education provider under Subsection 19-70(1) of the *Higher Education Support Act 2003*. Higher education providers that offer FEE-HELP to eligible domestic students must be approved under the Act. There are other non-self-accrediting institutions that deliver higher education courses which are not eligible to offer FEE-HELP. These institutions are not approved as a higher education provider under the Act and are therefore not covered in the Higher Education Statistics Collection.

Double counting of students

The National VET Provider Collection and the Higher Education Statistics Collection do not contain a unique student identifier that is able to link across the collections. As a result, there is no mechanism to identify if a student is enrolled in both vocational education and training and higher education during 2010. For this reason, tables based on student counts do not include a total number of tertiary students, as students enrolled in both VET and higher education during 2010 may be counted more than once.

Sampling variability of the Student Outcomes Survey

The Student Outcomes Survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection. As the estimates from the Student Outcomes Survey are based on information provided by a sample rather than a population, they are subject to sampling variability; that is, they may differ from the estimates that would have been produced if all graduates or module completers had been included and had responded to the survey.

Data quality issues

'Not known' data is reported in this publication for the following reasons:

- information was not collected
- a student has not responded to a question on the enrolment form
- invalid information was supplied.

Tertiary students and their courses

Participation in tertiary education and training is measured in this publication by the number of students and by the number of equivalent full-time students. The following overview of the statistics focuses on activity measured in terms of the number of equivalent full-time students.

In 2010, there were 1.5 million equivalent full-time students in tertiary education and training. This comprised 655 800 equivalent full-time students enrolled in vocational education and training and 861 500 enrolled in higher education. Between 2009 and 2010, the number of equivalent full-time tertiary students:

- increased nationally by 6.7% *Table 1*
- increased in all states and territories—Queensland (+8.7%), Tasmania (+8.4%), Australian Capital Territory (+8.4%), Victoria (+7.2%), Western Australia (+6.6%), Northern Territory (+5.6%), New South Wales (+5.4%), and South Australia (+3.0%). *Table 1: data tables¹*

Selected characteristics for 2010 show that:

- 52.7% of equivalent full-time tertiary students were female *Table 5*
- 2.2% of equivalent full-time tertiary students were Indigenous *Table 5*
- 19.1% of equivalent full-time tertiary students were from non-English speaking backgrounds *Table 5*
- 9.1% of equivalent full-time tertiary students were from outer regional, remote or very remote regions *Table 5*
- 30.8% of equivalent full-time tertiary students were enrolled at a TAFE institute, 47.4% at a public university and 9.3% at a dual-sector university. The remaining 12.6 % were enrolled at other VET and higher education providers. *Table 2*

Comparisons between the vocational education and training and higher education sectors show that in 2010:

- 50.6% of equivalent full-time VET students were male, compared with 44.6% of equivalent full-time higher education students *Table 5*
- 49.1% of equivalent full-time VET students were aged 24 years and under, compared with 72.4% of equivalent full-time higher education students *Table 5*
- 3.9% of equivalent full-time VET students were Indigenous, compared with 0.9% of equivalent full-time higher education students *Table 5*
- 6.7% of equivalent full-time VET students indicated they had a disability, compared with 3.2% of equivalent full-time higher education students *Table 5*
- 5.8% of equivalent full-time VET students were international students, compared with 29.3% of equivalent full-time higher education students *Table 5*
- 14.8% of equivalent full-time VET students were from outer regional, remote or very remote regions, compared with 4.8% of equivalent full-time higher education students *Table 5*
- 14.5% of domestic equivalent full-time VET students were within the most disadvantaged quintile in the Index of Relative Socio-economic Disadvantage, compared with 9.8% of equivalent full-time higher education students. *Table 13*

Overall, the most popular courses undertaken by equivalent full-time tertiary students were:

- bachelor degree qualifications, with 41.9% of equivalent full-time tertiary students enrolled in a bachelor degree *Table 3*

¹ See the state and territory data tables at <<http://www.ncver.edu.au/publications/2489.html>>.

- courses within the management and commerce field of education, with 23.9% of equivalent full-time tertiary students enrolled in courses within this field. *Table 3*

There is overlap between VET and higher education in qualifications delivered at diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma levels. In 2010 there were:

- 113 200 equivalent full-time VET students and 17 300 equivalent full-time higher education students enrolled in diploma qualifications *Table 3*
- 1200 equivalent full-time VET students and 634 200 equivalent full-time higher education students enrolled in bachelor degrees. *Table 3*

Comparisons between the VET and higher education sectors show that in 2010:

- certificate III qualifications accounted for the greatest proportion of equivalent full-time students in the VET sector (34.3%) while bachelor degree qualifications accounted for the greatest share in the higher education sector (73.6%) *Table 3*
- 17.3% of equivalent full-time students in the VET sector were enrolled in diploma qualifications, compared with 2.0% in the higher education sector. *Table 3*

Completions

In 2009:

- there were 666 100 qualifications completed in tertiary education and training *Table 15*
- 49.0% of tertiary qualifications completed were at a diploma or higher level. *Table 15*

Comparisons between the vocational education and training and higher education sectors show that in 2009:

- 393 900 qualifications were completed in the VET sector and 272 200 qualifications were completed in the higher education sector *Table 15*
- certificate III qualifications accounted for the greatest proportion of completions in the VET sector (40.8%) while bachelor degrees accounted for the greatest proportion of completions in the higher education sector (56.8%). *Table 15*

Pathways and outcomes

In 2010:

- 32 800 (7.1%) commencing domestic equivalent full-time students in the VET sector had a bachelor degree prior to commencing their VET studies *Table 16*
- 16 700 (7.0%) commencing domestic equivalent full-time students in the higher education sector completed a VET course prior to commencing higher education. An additional 3300 (1.4%) commencing domestic equivalent full-time higher education students had an incomplete VET course. *Table 17*

Of VET graduates who completed a course in 2010:

- 87.0% were employed or enrolled in further study after training *Table 18*
- 85.9% of those aged 24 years and under were employed or enrolled in further study after training. *Table 18*

Of higher education graduates who completed a course in 2010:

- 88.5% were employed or enrolled in further study after completing a bachelor degree *Table 19*
- 89.5% were employed or enrolled in further study after completing a postgraduate course. *Table 19*

Tables

Students and their courses

Table 1 Number of students and equivalent full-time students, 2006–10 ('000)

Year	VET ¹	Higher education ²	Total
Equivalent full-time students			
2006	516.8	691.9	1 208.7
2007	541.8	725.9	1 267.7
2008	568.4	757.9	1 326.2
2009	609.6	813.0	1 422.6
2010	655.8	861.5	1 517.3
2009–10% change	7.6	6.0	6.7
Students			
2006	1 676.0	984.1	
2007	1 665.0	1 029.8	
2008	1 699.7	1 066.1	Not provided ³
2009	1 706.7	1 134.9	
2010	1 799.0	1 192.7	
2009–10% change	5.4	5.1	

For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 2 Provider type profile, 2010

Provider type	VET ¹		Higher education ²		Total	
	('000)	%	('000)	%	('000)	%
Equivalent full-time students						
Dual-sector universities ⁴	53.8	8.2	87.0	10.1	140.8	9.3
TAFE institutes ⁴	464.5	70.8	2.5	0.3	467.0	30.8
Public universities ⁴	2.0	0.3	716.5	83.2	718.5	47.4
Other providers ⁴	135.5	20.7	55.5	6.4	191.0	12.6
Total	655.8	100.0	861.5	100.0	1 517.3	100.0
Students						
Dual-sector universities ⁴	104.4	5.8	118.6	9.9		
TAFE institutes ⁴	1 182.9	65.8	3.5	0.3		
Public universities ⁴	4.5	0.2	992.3	83.2		Not provided ³
Other providers ⁴	491.2	27.3	78.3	6.6		
Students attending various providers ⁵	16.0	0.9	-	-		
Total	1 799.0	100.0	1 192.7	100.0		

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 3 Equivalent full-time students by sector of education and selected course characteristics, 2010

	VET ¹		Higher education ²		Total	
	('000)	%	('000)	%	('000)	%
Qualification level						
AQF qualifications						
Doctoral degree	-	-	35.2	4.1	35.2	2.3
Master's degree	-	-	109.6	12.7	109.6	7.2
Graduate certificate or graduate diploma	0.4	0.1	34.7	4.0	35.2	2.3
Bachelor degree (Pass and Honours)	1.2	0.2	634.2	73.6	635.4	41.9
Advanced diploma	27.0	4.1	3.7	0.4	30.7	2.0
Associate degree	0.1	0.0	6.6	0.8	6.7	0.4
Diploma	113.2	17.3	17.3	2.0	130.6	8.6
Certificate IV	114.8	17.5	-	-	114.8	7.6
Certificate III	225.2	34.3	-	-	225.2	14.8
Certificate I or II	116.1	17.7	-	-	116.1	7.6
<i>AQF sub-total</i>	<i>598.1</i>	<i>91.2</i>	<i>841.3</i>	<i>97.7</i>	<i>1 439.4</i>	<i>94.9</i>
Non-AQF qualifications						
Other recognised courses	42.6	6.5	10.2	1.2	52.8	3.5
Non-award courses	8.4	1.3	8.4	1.0	16.9	1.1
Subject only—no qualification	6.7	1.0	-	-	6.7	0.4
Cross-provider programs	-	-	1.5	0.2	1.5	0.1
<i>Non-AQF sub-total</i>	<i>57.7</i>	<i>8.8</i>	<i>20.2</i>	<i>2.3</i>	<i>77.9</i>	<i>5.1</i>
Field of education						
Natural and physical sciences	4.6	0.7	62.4	7.2	67.0	4.4
Information technology	17.4	2.7	33.9	3.9	51.3	3.4
Engineering and related technologies	110.6	16.9	65.6	7.6	176.2	11.6
Architecture and building	47.4	7.2	21.4	2.5	68.8	4.5
Agriculture, environmental and related studies	31.2	4.8	12.5	1.5	43.8	2.9
Health	31.2	4.8	126.8	14.7	158.0	10.4
Education	15.5	2.4	74.6	8.7	90.1	5.9
Management and commerce	133.9	20.4	228.6	26.5	362.5	23.9
Society and culture	103.0	15.7	160.3	18.6	263.3	17.4
Creative arts	32.6	5.0	61.9	7.2	94.5	6.2
Food, hospitality and personal services	49.5	7.5	0.8	0.1	50.2	3.3
Mixed field programs	72.4	11.0	4.1	0.5	76.5	5.0
Not applicable ⁶	6.7	1.0	8.4	1.0	15.1	1.0
Total	655.8	100.0	861.5	100.0	1 517.3	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 4 Students by sector of education and selected major course characteristics, 2010

	VET ¹		Higher education ²	
	('000)	%	('000)	%
Qualification level				
<i>AQF qualifications</i>				
Doctoral degree	-	-	48.5	4.1
Master's degree	-	-	192.9	16.2
Graduate certificate or graduate diploma	1.6	0.1	79.1	6.6
Bachelor degree (Pass and Honours)	2.2	0.1	791.6	66.4
Advanced diploma	39.3	2.2	5.2	0.4
Associate degree	0.2	0.0	10.5	0.9
Diploma	189.7	10.5	25.2	2.1
Certificate IV	254.1	14.1	-	-
Certificate III	553.3	30.8	-	-
Certificate I or II	402.3	22.4	-	-
<i>AQF sub-total</i>	<i>1 442.7</i>	<i>80.2</i>	<i>1 152.9</i>	<i>96.7</i>
<i>Non-AQF qualifications</i>				
Other recognised courses	208.8	11.6	18.3	1.5
Non-award courses	71.9	4.0	21.5	1.8
Subject only—no qualification	75.6	4.2	-	-
<i>Non-AQF sub-total</i>	<i>356.3</i>	<i>19.8</i>	<i>39.8</i>	<i>3.3</i>
Field of education⁷				
Natural and physical sciences	7.5	0.4	78.9	6.6
Information technology	37.3	2.1	48.1	4.0
Engineering and related technologies	303.7	16.9	83.7	7.0
Architecture and building	142.4	7.9	27.5	2.3
Agriculture, environmental and related studies	77.2	4.3	18.2	1.5
Health	97.5	5.4	162.6	13.6
Education	62.1	3.5	105.4	8.8
Management and commerce	358.4	19.9	325.5	27.3
Society and culture	205.5	11.4	232.6	19.5
Creative arts	53.6	3.0	80.0	6.7
Food, hospitality and personal services	182.7	10.2	1.1	0.1
Mixed field programs	195.4	10.9	7.6	0.6
Not applicable ⁶	75.6	4.2	21.5	1.8
Total	1 799.0	100.0	1 192.7	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 5 Equivalent full-time students by sector of education and selected demographic characteristics, 2010⁸

	VET ¹		Higher education ²		Total	
	('000)	%	('000)	%	('000)	%
Sex						
Males	331.8	50.6	383.9	44.6	715.7	47.2
Females	322.7	49.2	477.6	55.4	800.2	52.7
Not known	1.3	0.2	-	-	1.3	0.1
Age group						
19 years and under	182.3	27.8	247.6	28.7	430.0	28.3
20 to 24 years	139.5	21.3	376.2	43.7	515.6	34.0
25 to 44 years	227.7	34.7	205.9	23.9	433.6	28.6
45 to 64 years	100.4	15.3	30.8	3.6	131.1	8.6
65 years and over	4.6	0.7	1.1	0.1	5.7	0.4
Not known	1.3	0.2	-	-	1.3	0.1
Student remoteness (ARIA+) region⁹						
Major cities	373.5	56.9	464.2	53.9	837.7	55.2
Inner regional	141.0	21.5	95.5	11.1	236.5	15.6
Outer regional	76.6	11.7	35.9	4.2	112.5	7.4
Remote	11.0	1.7	3.7	0.4	14.7	1.0
Very remote	9.3	1.4	1.4	0.2	10.8	0.7
Outside Australia	39.0	5.9	260.2	30.2	299.2	19.7
Not known	5.4	0.8	0.5	0.1	5.9	0.4
International status¹⁰						
International	38.3	5.8	252.6	29.3	290.9	19.2
Domestic	617.5	94.2	608.9	70.7	1 226.4	80.8
Indigenous status						
Indigenous	25.7	3.9	7.4	0.9	33.1	2.2
Others	630.1	96.1	854.1	99.1	1 484.2	97.8
Disability status (including impairment or long-term condition)						
With a disability	43.7	6.7	27.9	3.2	71.6	4.7
Others	612.2	93.3	833.6	96.8	1 445.7	95.3
Main language spoken at home						
Non-English	134.4	20.5	156.0	18.1	290.4	19.1
Others	521.5	79.5	705.4	81.9	1 226.9	80.9
Total	655.8	100.0	861.5	100.0	1 517.3	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 6 Students by sector of education and selected demographic characteristics, 2010⁸

	VET ¹		Higher education ²	
	('000)	%	('000)	%
Sex				
Males	942.2	52.4	530.0	44.4
Females	852.0	47.4	662.7	55.6
Not known	4.7	0.3	-	-
Age group				
19 years and under	473.8	26.3	279.6	23.4
20 to 24 years	307.0	17.1	476.4	39.9
25 to 44 years	643.9	35.8	365.4	30.6
45 to 64 years	340.3	18.9	68.8	5.8
65 years and over	25.1	1.4	2.4	0.2
Not known	8.9	0.5	-	-
Student remoteness (ARIA+) region⁹				
Major cities	966.6	53.7	647.7	54.3
Inner regional	417.6	23.2	135.2	11.3
Outer regional	263.3	14.6	52.7	4.4
Remote	43.4	2.4	6.0	0.5
Very remote	37.6	2.1	2.5	0.2
Outside Australia	47.1	2.6	347.5	29.1
Not known	23.4	1.3	0.9	0.1
International status¹⁰				
International	45.7	2.5	335.3	28.1
Domestic	1 753.3	97.5	857.4	71.9
Study mode				
Full-time	263.4	14.6	838.3	70.3
Part-time	1 535.6	85.4	354.3	29.7
Indigenous status				
Indigenous	83.2	4.6	11.1	0.9
Others	1 715.8	95.4	1 181.6	99.1
Disability status (including impairment or long-term condition)				
With a disability	110.1	6.1	41.5	3.5
Others	1 688.9	93.9	1 151.2	96.5
Main language spoken at home				
Non-English	271.4	15.1	197.8	16.6
Others	1 527.6	84.9	994.9	83.4
Total	1 799.0	100.0	1 192.7	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 7 Equivalent full-time students by sector of education and selected course characteristics for all students, males, females, and students aged 24 years and under, 2010 (%)⁸

	All students		Males		Females		Aged 24 years and under	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
Qualification level								
AQF qualifications								
Doctoral degree	-	4.1	-	4.6	-	3.7	-	0.8
Master's degree	-	12.7	-	13.7	-	12.0	-	7.0
Graduate certificate or graduate diploma	0.1	4.0	0.1	3.6	0.1	4.4	0.0	1.6
Bachelor degree (Pass and Honours)	0.2	73.6	0.1	71.9	0.2	75.0	0.2	84.6
Advanced diploma	4.1	0.4	4.5	0.5	3.8	0.4	4.5	0.5
Associate degree	0.0	0.8	0.0	1.1	0.0	0.5	0.0	0.7
Diploma	17.3	2.0	13.1	2.4	21.6	1.7	14.8	2.5
Certificate IV	17.5	-	15.8	-	19.2	-	12.9	-
Certificate III	34.3	-	38.6	-	30.0	-	38.9	-
Certificate I or II	17.7	-	18.7	-	16.7	-	21.0	-
<i>AQF sub-total</i>	<i>91.2</i>	<i>97.7</i>	<i>90.9</i>	<i>97.7</i>	<i>91.5</i>	<i>97.6</i>	<i>92.4</i>	<i>97.6</i>
Non-AQF qualifications								
Other recognised courses	6.5	1.2	6.8	1.1	6.2	1.3	5.7	1.1
Non-award courses	1.3	1.0	1.4	1.0	1.1	1.0	1.6	1.1
Subject only—no qualification	1.0	-	0.8	-	1.2	-	0.3	-
Cross-provider programs	-	0.2	-	0.2	-	0.2	-	0.2
<i>Non-AQF sub-total</i>	<i>8.8</i>	<i>2.3</i>	<i>9.1</i>	<i>2.3</i>	<i>8.5</i>	<i>2.4</i>	<i>7.6</i>	<i>2.4</i>
Field of education								
Natural and physical sciences	0.7	7.2	0.5	7.7	0.9	6.9	0.7	7.8
Information technology	2.7	3.9	4.3	7.2	1.0	1.3	3.3	3.9
Engineering and related technologies	16.9	7.6	30.5	14.3	2.8	2.3	19.0	8.4
Architecture and building	7.2	2.5	13.1	3.3	1.2	1.8	10.1	2.7
Agriculture, environmental and related studies	4.8	1.5	6.8	1.6	2.6	1.4	4.0	1.3
Health	4.8	14.7	2.2	9.3	7.4	19.1	3.6	13.5
Education	2.4	8.7	1.8	4.8	2.9	11.8	0.6	7.3
Management and commerce	20.4	26.5	13.8	29.3	27.2	24.3	19.9	28.3
Society and culture	15.7	18.6	7.8	15.0	23.8	21.5	12.0	17.2
Creative arts	5.0	7.2	4.0	6.2	6.0	8.0	6.5	8.1
Food, hospitality and personal services	7.5	0.1	5.0	0.1	10.1	0.1	10.1	0.1
Mixed field programs	11.0	0.5	9.2	0.4	13.0	0.5	9.9	0.4
Not applicable ⁶	1.0	1.0	0.8	1.0	1.2	1.0	0.3	1.1
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	655.8	861.5	331.8	383.9	322.7	477.6	321.8	623.8

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 8 Students by sector of education and selected major course characteristics for all students, males, females, and students aged 24 years and under, 2010 (%)⁸

	All students		Males		Females		Aged 24 years and under	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
Qualification level								
AQF qualifications								
Doctoral degree	-	4.1	-	4.5	-	3.7	-	0.7
Master's degree	-	16.2	-	17.3	-	15.3	-	7.8
Graduate certificate or graduate diploma	0.1	6.6	0.1	5.9	0.1	7.2	0.0	2.1
Bachelor degree (Pass and Honours)	0.1	66.4	0.1	64.8	0.1	67.6	0.2	81.7
Advanced diploma	2.2	0.4	2.2	0.5	2.2	0.4	2.2	0.5
Associate degree	0.0	0.9	0.0	1.2	0.0	0.6	0.0	0.8
Diploma	10.5	2.1	7.8	2.6	13.6	1.8	8.3	2.9
Certificate IV	14.1	-	12.4	-	16.0	-	9.0	-
Certificate III	30.8	-	33.9	-	27.3	-	39.0	-
Certificate I or II	22.4	-	23.3	-	21.3	-	29.6	-
<i>AQF sub-total</i>	<i>80.2</i>	<i>96.7</i>	<i>79.8</i>	<i>96.8</i>	<i>80.7</i>	<i>96.5</i>	<i>88.4</i>	<i>96.5</i>
Non-AQF qualifications								
Other recognised courses	11.6	1.5	12.6	1.4	10.5	1.6	8.1	1.5
Non-award courses	4.0	1.8	4.5	1.8	3.5	1.8	2.1	2.0
Subject only—no qualification	4.2	-	3.1	-	5.3	-	1.4	-
<i>Non-AQF sub-total</i>	<i>19.8</i>	<i>3.3</i>	<i>20.2</i>	<i>3.2</i>	<i>19.3</i>	<i>3.5</i>	<i>11.6</i>	<i>3.5</i>
Field of education⁷								
Natural and physical sciences	0.4	6.6	0.3	7.1	0.5	6.3	0.4	7.5
Information technology	2.1	4.0	2.6	7.3	1.5	1.4	1.9	4.1
Engineering and related technologies	16.9	7.0	29.5	13.3	3.0	2.0	19.1	8.0
Architecture and building	7.9	2.3	14.1	3.1	1.1	1.7	11.2	2.6
Agriculture, environmental and related studies	4.3	1.5	6.2	1.6	2.2	1.4	3.7	1.3
Health	5.4	13.6	3.5	8.3	7.6	17.9	3.7	12.4
Education	3.5	8.8	2.8	4.9	4.1	12.0	1.0	6.8
Management and commerce	19.9	27.3	13.1	30.6	27.5	24.7	20.3	29.4
Society and culture	11.4	19.5	5.5	15.6	17.9	22.6	9.5	17.2
Creative arts	3.0	6.7	2.4	5.8	3.7	7.4	4.1	8.0
Food, hospitality and personal services	10.2	0.1	7.4	0.1	13.3	0.1	15.0	0.1
Mixed field programs	10.9	0.6	9.5	0.5	12.4	0.7	8.7	0.6
Not applicable ⁶	4.2	1.8	3.1	1.8	5.3	1.8	1.4	2.0
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1 799.0	1 192.7	942.2	530.0	852.0	662.7	780.8	756.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 9 Equivalent full-time students by sector of education and selected course characteristics for all students, Indigenous students, students from rural and remote localities, and students whose main language spoken at home is non-English, 2010 (%)⁸

	All students		Indigenous		Rural and remote localities ¹¹		Main language spoken at home is non-English	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
Qualification level								
AQF qualifications								
Doctoral degree	-	4.1	-	3.1	-	2.3	-	5.8
Master's degree	-	12.7	-	5.3	-	4.8	-	27.0
Graduate certificate or graduate diploma	0.1	4.0	0.0	3.3	0.0	5.1	0.1	2.5
Bachelor degree (Pass and Honours)	0.2	73.6	0.0	74.3	0.0	81.5	0.2	55.5
Advanced diploma	4.1	0.4	0.8	0.5	1.3	0.4	6.1	0.8
Associate degree	0.0	0.8	-	4.1	0.0	1.6	0.0	0.5
Diploma	17.3	2.0	7.2	1.1	10.8	0.9	20.3	5.6
Certificate IV	17.5	-	13.0	-	14.4	-	15.7	-
Certificate III	34.3	-	29.6	-	40.2	-	25.9	-
Certificate I or II	17.7	-	36.8	-	23.7	-	19.2	-
<i>AQF sub-total</i>	<i>91.2</i>	<i>97.7</i>	<i>87.5</i>	<i>91.5</i>	<i>90.5</i>	<i>96.6</i>	<i>87.6</i>	<i>97.7</i>
Non-AQF qualifications								
Other recognised courses	6.5	1.2	9.8	8.1	7.5	2.9	9.5	0.6
Non-award courses	1.3	1.0	1.0	0.2	0.7	0.2	1.8	1.6
Subject only—no qualification	1.0	-	1.8	-	1.3	-	1.1	-
Cross-provider programs	-	0.2	-	0.1	-	0.3	-	0.1
<i>Non-AQF sub-total</i>	<i>8.8</i>	<i>2.3</i>	<i>12.5</i>	<i>8.4</i>	<i>9.5</i>	<i>3.4</i>	<i>12.4</i>	<i>2.3</i>
Field of education								
Natural and physical sciences	0.7	7.2	0.2	4.3	0.3	7.3	1.1	5.7
Information technology	2.7	3.9	0.9	1.1	1.2	1.6	3.5	7.6
Engineering and related technologies	16.9	7.6	12.5	2.8	20.5	7.5	11.9	10.4
Architecture and building	7.2	2.5	6.1	1.4	6.3	2.0	4.4	2.0
Agriculture, environmental and related studies	4.8	1.5	10.1	1.6	11.7	3.5	1.6	1.2
Health	4.8	14.7	5.5	20.6	5.2	22.7	3.9	9.4
Education	2.4	8.7	2.7	18.2	2.7	15.7	2.2	2.0
Management and commerce	20.4	26.5	14.2	8.8	16.3	11.8	22.1	47.1
Society and culture	15.7	18.6	14.6	29.3	14.0	19.3	16.6	8.8
Creative arts	5.0	7.2	6.3	7.6	3.0	6.1	3.0	3.7
Food, hospitality and personal services	7.5	0.1	6.2	-	7.9	< 10	6.1	0.3
Mixed field programs	11.0	0.5	19.0	4.0	9.5	2.3	22.4	0.2
Not applicable ⁶	1.0	1.0	1.8	0.2	1.3	0.2	1.1	1.6
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	655.8	861.5	25.7	7.4	96.9	41.0	134.4	156.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 10 Students by sector of education and selected major course characteristics for all students, Indigenous students, students from rural and remote localities, and students whose main language spoken at home is non-English, 2010 (%)⁸

	All students		Indigenous		Rural and remote localities ¹¹		Main language spoken at home is non-English	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
Qualification level								
AQF qualifications								
Doctoral degree	-	4.1	-	3.0	-	2.4	-	5.5
Master's degree	-	16.2	-	7.2	-	8.3	-	29.4
Graduate certificate or graduate diploma	0.1	6.6	0.0	5.5	0.0	9.2	0.1	3.5
Bachelor degree (Pass and Honours)	0.1	66.4	0.0	68.8	0.0	71.4	0.3	51.3
Advanced diploma	2.2	0.4	0.4	0.5	0.7	0.7	4.1	0.8
Associate degree	0.0	0.9	-	3.9	0.0	2.1	0.0	0.6
Diploma	10.5	2.1	4.3	1.3	6.0	1.2	14.2	5.9
Certificate IV	14.1	-	8.9	-	11.5	-	14.0	-
Certificate III	30.8	-	26.4	-	33.3	-	24.6	-
Certificate I or II	22.4	-	42.3	-	27.8	-	22.8	-
<i>AQF sub-total</i>	<i>80.2</i>	<i>96.7</i>	<i>82.3</i>	<i>90.2</i>	<i>79.3</i>	<i>95.2</i>	<i>80.1</i>	<i>97.0</i>
Non-AQF qualifications								
Other recognised courses	11.6	1.5	10.4	9.2	12.3	3.9	12.4	0.6
Non-award courses	4.0	1.8	3.5	0.6	4.2	0.8	3.8	2.4
Subject only—no qualification	4.2	-	3.8	-	4.2	-	3.6	-
<i>Non-AQF sub-total</i>	<i>19.8</i>	<i>3.3</i>	<i>17.7</i>	<i>9.8</i>	<i>20.7</i>	<i>4.8</i>	<i>19.9</i>	<i>3.0</i>
Field of education⁷								
Natural and physical sciences	0.4	6.6	0.1	3.9	0.2	6.5	0.8	5.4
Information technology	2.1	4.0	0.8	1.1	1.3	1.7	2.6	7.9
Engineering and related technologies	16.9	7.0	12.7	2.5	19.0	7.1	12.2	10.0
Architecture and building	7.9	2.3	7.2	1.2	7.6	1.8	4.6	1.9
Agriculture, environmental and related studies	4.3	1.5	8.6	1.8	8.9	3.6	1.6	1.1
Health	5.4	13.6	4.7	19.0	5.8	20.8	3.9	9.0
Education	3.5	8.8	3.8	17.4	3.7	15.6	2.5	2.1
Management and commerce	19.9	27.3	15.0	9.6	16.0	13.2	21.2	47.2
Society and culture	11.4	19.5	11.9	31.0	10.2	20.5	14.6	8.8
Creative arts	3.0	6.7	4.6	6.8	2.2	5.3	2.2	3.6
Food, hospitality and personal services	10.2	0.1	7.8	-	11.0	< 10	7.3	0.3
Mixed field programs	10.9	0.6	19.1	4.9	9.8	3.1	22.9	0.2
Not applicable ⁶	4.2	1.8	3.8	0.6	4.2	0.8	3.6	2.4
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1 799.0	1 192.7	83.2	11.1	344.3	61.3	271.4	197.8

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 11 Equivalent full-time students by qualification level, sector of education and course field of education, 2010 (%)

Field of education	Master's degree or above		Graduate certificate or graduate diploma		Bachelor degree (Pass and Honours)		Diploma, associate degree or advanced diploma		Certificate III or IV		Certificate I or II		Non-AQF qualifications		Total	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
Natural and physical sciences	na	7.7	1.0	2.8	-	7.8	1.3	1.6	0.7	na	0.1	na	0.1	1.5	0.7	7.2
Information technology	na	6.7	2.3	2.5	-	3.5	3.7	4.7	3.3	na	0.2	na	1.2	0.3	2.7	3.9
Engineering and related technologies	na	7.4	8.1	2.8	5.6	8.0	8.9	9.4	20.9	na	18.0	na	10.3	3.4	16.9	7.6
Architecture and building	na	2.9	3.8	np	-	2.6	5.4	np	8.9	na	7.0	na	2.8	0.1	7.2	2.5
Agriculture, environmental and related studies	na	2.2	4.4	1.1	-	1.4	3.6	1.1	4.6	na	7.0	na	4.1	0.1	4.8	1.5
Health	na	10.5	1.1	13.7	-	16.6	9.4	4.0	4.4	na	1.8	na	1.9	1.3	4.8	14.7
Education	na	8.5	11.1	27.2	-	8.2	0.7	1.3	3.2	na	0.3	na	5.5	3.0	2.4	8.7
Management and commerce	na	33.9	34.2	19.4	35.0	25.0	31.4	48.0	18.5	na	21.1	na	3.6	3.8	20.4	26.5
Society and culture	na	16.5	24.2	25.5	-	18.7	22.6	17.5	17.8	na	6.2	na	6.0	19.0	15.7	18.6
Creative arts	na	3.7	3.9	4.0	57.0	8.1	10.5	9.3	4.0	na	2.4	na	1.4	5.4	5.0	7.2
Food, hospitality and personal services	na	-	0.6	<10	2.4	0.0	2.2	np	9.6	na	10.2	na	3.5	-	7.5	0.1
Mixed field programs	na	-	5.3	-	-	-	0.4	-	4.2	na	25.7	na	48.1	20.4	11.0	0.5
Not applicable ⁶	na	-	-	-	-	-	-	-	-	na	-	na	11.6	41.8	1.0	1.0
Total (%)	na	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	na	100.0	na	100.0	100.0	100.0	100.0
Total ('000)	-	144.8	0.4	34.7	1.2	634.2	140.3	27.6	340.0	-	116.1	-	57.7	20.2	655.8	861.5

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 12 Students by major course qualification level, sector of education and major course field of education, 2010 (%)

Field of education ⁷	Master's degree or above		Graduate certificate or graduate diploma		Bachelor degree (Pass and Honours)		Diploma, associate degree or advanced diploma		Certificate III or IV		Certificate I or II		Non-AQF qualifications		Total	
	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²	VET ¹	Higher education ²
Natural and physical sciences	na	6.4	0.7	3.0	-	7.6	1.1	1.8	0.5	na	0.1	na	0.2	0.2	0.4	6.6
Information technology	na	6.0	2.6	2.5	-	3.7	3.2	np	2.1	na	0.2	na	3.5	np	2.1	4.0
Engineering and related technologies	na	6.7	5.0	3.3	6.5	7.6	8.6	11.1	22.1	na	16.6	na	10.7	1.6	16.9	7.0
Architecture and building	na	2.5	2.8	1.2	-	2.5	4.6	np	9.4	na	8.6	na	6.0	np	7.9	2.3
Agriculture, environmental and related studies	na	2.1	9.2	np	-	1.4	2.7	1.3	4.0	na	6.9	na	3.1	<10	4.3	1.5
Health	na	10.8	0.8	15.2	-	15.5	9.2	3.4	4.7	na	4.9	na	5.3	0.9	5.4	13.6
Education	na	9.7	14.7	21.4	-	8.0	1.1	1.3	5.0	na	0.6	na	4.5	3.6	3.5	8.8
Management and commerce	na	34.5	41.1	22.4	58.1	25.9	38.0	46.3	20.6	na	21.1	na	5.1	1.7	19.9	27.3
Society and culture	na	17.7	12.7	26.2	-	19.8	21.9	17.9	15.0	na	5.6	na	3.3	13.1	11.4	19.5
Creative arts	na	3.5	3.1	3.5	31.3	7.9	7.1	9.2	3.0	na	2.1	na	1.2	5.5	3.0	6.7
Food, hospitality and personal services	na	-	2.1	<10	4.1	0.0	1.8	np	9.8	na	16.7	na	9.1	-	10.2	0.1
Mixed field programs	na	-	5.2	-	-	-	0.6	-	3.8	na	16.7	na	27.0	19.0	10.9	0.6
Not applicable ⁶	na	-	-	-	-	-	-	-	-	na	-	na	21.2	54.0	4.2	1.8
Total (%)	na	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	na	100.0	na	100.0	100.0	100.0	100.0
Total ('000)	-	241.4	1.6	79.1	2.2	791.6	229.2	40.8	807.4	-	402.3	-	356.3	39.8	1 799.0	1 192.7

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 13 Students and equivalent full-time students by sector of education and SEIFA – Index of Relative Socio-economic Disadvantage, 2010⁸

SEIFA – Index of Relative Socio-economic Disadvantage ¹²	VET ¹		Higher education ^{2, 13}		Total	
	('000)	%	('000)	%	('000)	%
Equivalent full-time students						
Domestic						
Quintile 1 (most disadvantaged)	89.4	14.5	59.1	9.8	148.5	12.2
Quintile 2	143.0	23.2	77.2	12.8	220.2	18.1
Quintile 3	131.6	21.3	103.0	17.1	234.6	19.3
Quintile 4	135.9	22.0	135.2	22.5	271.0	22.2
Quintile 5 (least disadvantaged)	101.3	16.4	223.6	37.2	324.9	26.7
Not known	16.2	2.6	3.1	0.5	19.3	1.6
<i>Domestic sub-total</i>	<i>617.5</i>	<i>100.0</i>	<i>601.1</i>	<i>100.0</i>	<i>1 218.6</i>	<i>100.0</i>
International ¹⁰	38.3	100.0	252.6	100.0	290.9	100.0
Total¹³	655.8	100.0	861.5	100.0	1 517.3	100.0
Students						
Domestic						
Quintile 1 (most disadvantaged)	265.7	15.2	82.5	9.8		
Quintile 2	425.2	24.3	109.0	12.9		
Quintile 3	371.7	21.2	147.4	17.4		
Quintile 4	369.3	21.1	190.8	22.6		Not provided ³
Quintile 5 (least disadvantaged)	266.1	15.2	310.4	36.7		
Not known	55.3	3.2	5.0	0.6		
<i>Domestic sub-total</i>	<i>1 753.3</i>	<i>100.0</i>	<i>845.0</i>	<i>100.0</i>		
International ¹⁰	45.7	100.0	335.3	100.0		
Total¹³	1 799.0	100.0	1 192.7	100.0		

For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Table 14 State and territory summaries, 2010

State or territory ¹⁴	VET ¹		Higher education ²		Total	
	('000)	%	('000)	%	('000)	%
Equivalent full-time students						
New South Wales	204.0	31.1	261.0	30.3	465.0	30.6
Victoria	207.5	31.6	232.4	27.0	439.9	29.0
Queensland	106.7	16.3	156.5	18.2	263.1	17.3
South Australia	39.6	6.0	59.0	6.8	98.6	6.5
Western Australia	67.3	10.3	92.3	10.7	159.6	10.5
Tasmania	13.6	2.1	16.3	1.9	29.8	2.0
Northern Territory	6.6	1.0	4.5	0.5	11.1	0.7
Australian Capital Territory	10.6	1.6	23.4	2.7	34.0	2.2
Multi-state	-	-	16.1	1.9	16.1	1.1
Total	655.8	100.0	861.5	100.0	1 517.3	100.0
Students						
New South Wales	583.2	32.4	373.0	31.3		
Victoria	520.0	28.9	308.0	25.8		
Queensland	303.0	16.8	215.6	18.1		
South Australia	123.9	6.9	82.1	6.9		Not provided ³
Western Australia	166.0	9.2	126.7	10.6		
Tasmania	49.6	2.8	23.5	2.0		
Northern Territory	24.1	1.3	8.2	0.7		
Australian Capital Territory	29.4	1.6	32.6	2.7		
Multi-state	-	-	22.8	1.9		
Total	1 799.0	100.0	1 192.7	100.0		

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Completions

Table 15 Number of AQF qualification completions by selected course characteristics, 2009¹⁵

	VET ¹		Higher education ²		Total	
	('000)	%	('000)	%	('000)	%
AQF qualification level						
Doctoral degree	-	-	6.1	2.2	6.1	0.9
Master's degree	-	-	61.0	22.4	61.0	9.2
Graduate certificate or graduate diploma	0.8	0.2	36.4	13.4	37.1	5.6
Bachelor degree (Pass and Honours)	0.2	0.0	154.7	56.8	154.9	23.3
Advanced diploma	9.1	2.3	1.4	0.5	10.5	1.6
Associate degree	0.0	0.0	1.8	0.7	1.9	0.3
Diploma	45.0	11.4	10.1	3.7	55.1	8.3
Certificate IV	74.8	19.0	-	-	74.8	11.2
Certificate III	160.8	40.8	-	-	160.8	24.1
Certificate I or II	103.2	26.2	-	-	103.2	15.5
Education not elsewhere classified	-	-	0.7	0.3	0.7	0.1
Field of education						
Natural and physical sciences	2.0	0.5	16.2	5.9	18.1	2.7
Information technology	8.4	2.1	12.0	4.4	20.4	3.1
Engineering and related technologies	62.2	15.8	14.1	5.2	76.3	11.5
Architecture and building	21.7	5.5	5.9	2.2	27.6	4.1
Agriculture, environmental and related studies	14.4	3.6	3.5	1.3	17.9	2.7
Health	17.1	4.3	35.3	13.0	52.5	7.9
Education	19.3	4.9	27.6	10.1	46.9	7.0
Management and commerce	110.8	28.1	91.6	33.6	202.3	30.4
Society and culture	67.2	17.1	47.3	17.4	114.5	17.2
Creative arts	11.8	3.0	18.3	6.7	30.1	4.5
Food, hospitality and personal services	34.1	8.7	0.5	0.2	34.6	5.2
Mixed field programs	24.9	6.3	-	-	24.9	3.7
Total	393.9	100.0	272.2	100.0	666.1	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Sources: Data on vocational education and training were derived from the National VET Provider Collection. Data on higher education were derived from the Higher Education Statistics Collection.

Pathways and outcomes

Table 16 Commencing domestic VET¹ students and equivalent full-time students by previous highest education level, 2010^{8, 16}

Previous highest education level	Commencing domestic VET ¹ equivalent full-time students		Commencing domestic VET ¹ students	
	('000)	%	('000)	%
Bachelor degree or higher	32.8	7.1	99.4	7.9
Associate degree or advanced diploma	6.9	1.5	17.8	1.4
Diploma	21.3	4.6	50.1	4.0
Certificate IV	29.0	6.2	59.7	4.8
Certificate III	54.2	11.7	130.6	10.4
Year 12	117.7	25.3	262.0	20.9
Year 11	43.5	9.3	119.4	9.5
Certificate II	11.5	2.5	24.4	2.0
Year 10	71.3	15.3	224.2	17.9
Certificate I	1.8	0.4	3.8	0.3
Miscellaneous education	4.9	1.1	16.1	1.3
Year 9 or lower or did not go to school	31.8	6.8	98.7	7.9
Not known	38.2	8.2	146.0	11.7
Total	464.9	100.0	1 252.3	100.0

For notes on tables, see page 27. Source: National VET Provider Collection, 2010.

Table 17 Commencing domestic higher education² students and equivalent full-time students by prior VET study for which credit or recognition of prior learning was offered by previous highest educational participation, 2010¹⁶

Prior VET for which credit or recognition of prior learning was offered	Previous highest educational participation ¹⁷						Total	
	Complete or incomplete higher education course	Complete VET course	Incomplete VET course	Other complete and incomplete qualifications ¹⁸	No prior education	Not known	('000)	%
	('000)	('000)	('000)	('000)	('000)	('000)	('000)	%
Equivalent full-time students								
Graduate certificate or graduate diploma	np	< 10	-	< 10	< 10	-	0.0	0.0
Advanced diploma	0.3	0.9	0.1	0.1	np	< 10	1.5	0.6
Diploma	1.2	2.0	0.2	0.3	np	< 10	3.8	1.6
Certificate IV	0.2	0.5	0.0	0.2	0.0	-	1.0	0.4
Certificate III	0.0	0.1	< 10	0.0	< 10	-	0.1	0.1
Certificate I or II	< 10	< 10	< 10	< 10	-	-	0.0	0.0
Other recognised courses	0.3	0.2	< 10	0.1	0.0	< 10	0.6	0.3
No credit or recognition of prior learning for VET	85.0	12.9	3.0	115.4	13.9	0.2	230.5	97.0
Total	87.1	16.7	3.3	116.2	14.1	0.3	237.6	100.0
Students								
Graduate certificate or graduate diploma	0.0	<10	<10	<10	<10	-	0.1	0.0
Advanced diploma	0.5	1.3	0.1	0.1	np	<10	2.1	0.6
Diploma	1.9	3.1	0.3	0.5	np	<10	5.9	1.8
Certificate IV	0.3	0.8	0.1	0.3	0.0	-	1.5	0.4
Certificate III	0.0	0.1	<10	0.0	<10	-	0.2	0.0
Certificate I or II	0.0	<10	<10	np	<10	<10	0.0	0.0
Other recognised courses	0.5	0.3	np	0.1	0.0	<10	1.0	0.3
No credit or recognition of prior learning for VET	141.5	19.8	4.4	136.0	23.5	0.5	325.6	96.8
Total	144.8	25.4	4.9	137.0	23.8	0.5	336.4	100.0

A dash (-) represents a true zero figure, with no data reported in this category. For notes on tables, see page 27.

Source: Higher Education Statistics Collection, 2010.

Table 18 Employment and further study outcomes after training for VET graduates by age group, 2011 (%)

Employment and further study outcomes	Age group		Total
	24 years and under	25 years and over	
After training (as at 27 May 2011):			
Employed	73.2	80.2	77.4
Full-time	40.7	53.2	48.2
Part-time	31.7	25.9	28.3
Not employed ¹⁹	26.8	19.8	22.6
Unemployed	15.7	10.7	12.7
Not in the labour force	10.8	8.8	9.6
Employed or in further study after training	85.9	87.7	87.0
Enrolled in further study after training	40.1	27.3	32.4
Bachelor degree or higher	9.5	3.9	6.1
Diploma, associate degree or advanced diploma	7.5	6.9	7.1
Certificate III or IV	15.0	10.0	12.0
Certificate I or II	3.6	1.7	2.4
Other ²⁰	4.1	4.4	4.3
Total	100.0	100.0	100.0

For notes on tables, see page 27.

Source: Student Outcomes Survey, 2011.

Table 19 Employment and further study outcomes after course completion for higher education graduates by age group, 2011 (%)

Employment and further study outcomes after course completion	Age group		Total
	24 years and under	25 years and over	
Completed postgraduate qualifications			
Employed	79.6	84.7	84.2
Full-time	55.9	66.4	65.3
Part-time	23.7	18.3	18.9
Not employed	11.0	10.4	10.5
Unemployed	6.9	4.9	5.1
Not in the labour force	4.2	5.6	5.4
Employed or in further full-time study	89.0	89.6	89.5
Enrolled in further study (full-time or part-time)	14.0	16.3	16.1
Postgraduate course	11.2	13.5	13.3
Bachelor degree (Pass and Honours)	1.3	0.9	1.0
Diploma, associate degree or advanced diploma	0.3	0.6	0.5
Other qualifications	1.1	1.4	1.3
Total	100.0	100.0	100.0
Completed bachelor degree qualifications			
Employed	66.9	73.6	69.1
Full-time	47.4	53.9	49.5
Part-time	19.4	19.8	19.6
Not employed	10.3	13.7	11.5
Unemployed	6.0	6.7	6.2
Not in the labour force	4.4	7.0	5.3
Employed or in further full-time study	89.7	86.3	88.5
Enrolled in further study (full-time or part-time)	27.4	21.1	25.3
Postgraduate course	16.3	12.9	15.2
Bachelor degree (Pass and Honours)	8.9	5.7	7.9
Diploma, associate degree or advanced diploma	0.8	1.0	0.9
Other qualifications	1.4	1.5	1.4
Total	100.0	100.0	100.0

For notes on tables, see page 27.

Source: Graduate Destination Survey, 2011

Terms

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

AQTF (Australian Quality Training Framework) is a set of nationally agreed quality assurance arrangements for training and assessment services delivered by Australian training organisations. The AQTF comprises standards for registered training organisations and standards for state and territory registering bodies and course accrediting bodies.

Commencing students are those who have enrolled in the course for the first time with the provider.

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

Cross-provider programs are programs of study in higher education that comprise a unit or a set of units of study that is being undertaken with one provider (the host provider) as part of a course of study for which the student is enrolled with another provider (the home provider).

Dual-sector institutions offer a substantial proportion of their activity in each sector and they must report to two levels of government and meet each sector's accreditation, funding, reporting and quality assurance arrangements.

Enrolment is the registration of a student at a training delivery location or a higher education provider for the purpose of undertaking a unit.

Equivalent full-time students provide a measure of activity undertaken by a student on a full-time basis for one year. In the higher education sector, the number of equivalent full-time students is known as the EFTSL. The EFTSL for units of study in higher education is set by the provider. In the VET sector, the number of equivalent students is known as FYTEs, which is calculated on hours of delivery (720 hours = 1 FYTE).

Field of education describes the broad area of study related to a qualification or subject in which a student is enrolled.

Full-time students are those whose student load aggregated across all units of study for all courses in the collection year is equivalent to the level required by a student undertaking at least 75% of normal full-time study load. The Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) regard a full-time study load as 720 contact hours in a year. Therefore, in the VET sector, any student undertaking 540 hours or more is regarded as a full-time student.

Higher education is the education undertaken (excluding VET) to receive a qualification or further skills and training. Higher education is delivered by self-accrediting public and private universities and other higher education providers that can either operate as self-accrediting or non-self-accrediting providers.

Major course in the VET system relates to the highest VET qualification attempted by a student in the reporting year. In the higher education system, major course relates to the course which incurs the greatest load for students enrolled in more than one higher education course.

Non-self-accrediting providers refer to higher education providers that offer higher education qualifications, which have been accredited or approved by a state or territory authority as a means of meeting the standards that apply to granting higher education qualifications.

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

Self-accrediting providers refer to higher education providers that design and accredit or approve their own courses that lead to higher education qualifications.

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

Tertiary education and training is formal education in higher education and vocational education and training, including enrolments in AQF certificate I qualifications through to doctorates by research, as well as enrolments in non-AQF courses and single vocational subjects.

Vocational education and training (VET) is the education (excluding higher education) which gives people work-related knowledge and skills. Providers of VET covered in this publication include registered training organisations in receipt of public funding, such as TAFE institutes, other government providers, community providers and other registered providers.

Notes on tables

- <10 The figure is less than ten (or derived from a figure that was less than ten) and was suppressed for confidentiality reasons.
- np The figure was not published to prevent other figures that were suppressed from being calculated.
- na Not applicable.
- 1 'VET' relates to all VET activity (which includes publicly funded and fee-for-service) delivered by TAFE, other government providers and community providers, as well as publicly funded VET delivered by private providers. This information was sourced from the National VET Provider Collection.
 - 2 'Higher education' includes activity reported by all higher education providers approved under Subsection 19-70(1) of the *Higher Education Support Act 2003*. This information was sourced from the Higher Education Statistics Collection.
 - 3 Tables based on student counts do not include a total number of tertiary students, as students enrolled in both VET and higher education during 2010 could be counted more than once.
 - 4 'Dual-sector universities' include Charles Darwin University, RMIT University, Swinburne University of Technology, University of Ballarat and Victoria University. 'TAFE institutes' were derived from a list of providers in the National VET Provider Collection in 2010 that were reported as a TAFE, skills institute or polytechnic. 'Public universities' were derived from the universities (table A providers) in the list of higher education providers presented in the 2010 full year tables in the publication *Students: selected higher education statistics* (available at <http://www.deewr.gov.au/HigherEducation/Publications/HEStatistics/Publications/Pages/2010StudentFullYear.aspx>). 'Other providers' include community education providers, other government providers and private providers. For further information, see appendix A in the terms and definitions document at <http://www.ncver.edu.au/publications/2489.html>.
 - 5 VET students in Queensland can be reported as attending more than one provider.
 - 6 'Not applicable' includes activity that cannot be classified to a field of education, such as higher education non-award courses and VET subject only enrolments.
 - 7 The field of education for higher education students enrolled in combined courses is based on the student's primary field of education.
 - 8 This publication was produced prior to a resubmission of 2010 VET data from the Australian Capital Territory, which improved the data quality of selected student characteristics.
 - 9 Access/Remoteness Index of Australia (ARIA+) was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA) based on ARIA. ARIA+ is now the standard measure of remoteness endorsed by the Australian Bureau of Statistics (ABS). It is an index of remoteness derived from measures of road distances between populated localities and service centres. These road distances are then used to generate a remoteness score for any location in Australia. ARIA+ forms the basis for the ABS 'remoteness structure' component of the Australian Standard Geographical Classification. For more details refer to http://gisca.adelaide.edu.au/projects/category/about_aria.html.
 - 10 'International students' are those with a temporary entry permit or student visa or those who reside outside Australia during the unit of study. The number of international students is derived for the VET sector, based on students with at least one unit with an international full-fee-paying funding source.
 - 11 'Rural and remote localities' comprise 'outer regional', 'remote' and 'very remote' ARIA+ categories.
 - 12 The Socio-Economic Indexes for Areas (SEIFA) is a suite of four summary measures developed to rank geographic areas across Australia in terms of their socioeconomic characteristics. These measures were created from 2006 Census information. The VET data were derived by combining geographical information, measured in terms of student residential postcode and suburb, with a number from the SEIFA Index of Relative Socio-economic Disadvantage. The higher education data were derived by combining geographical information, measured in terms of student residential postcode, with a number from the SEIFA Index of Relative Socio-economic Disadvantage. For more details on this index, refer to <http://www.abs.gov.au/ausstats/abs@.nsf/mf/2033.0.55.001/>.
 - 13 Higher education domestic students without a permanent home residence in Australia were not included in the table. For this reason, the figures on international and domestic students/equivalent full-time students in table 13 may not sum to the total.

- 14 This refers to the state or territory of the higher education provider or the VET submitting organisation.
- 15 Data for VET qualifications completed in 2010 are based on preliminary data submissions. Consequently they are not presented in this publication. The 2010 VET data will be revised upwards in the 2011 National VET Provider Collection to accommodate further notification of qualifications completed. Data for higher education qualifications completed in 2010 are available. However, to maintain comparability with the VET data, higher education qualifications completed in 2009 are presented in this publication.
- 16 There were no comparable data elements in the VET and higher education data collections on the previous highest educational level. For this reason, information in table 16 should not be compared with information in table 17.
- 17 Where a higher education student has multiple qualifications, the highest AQF level of participation is recorded, regardless of whether the course was completed.
- 18 'Other complete and incomplete qualifications' includes the complete final year of secondary education.
- 19 'Not employed' is defined as unemployed (not working and looking for full-time or part-time work, not in the labour force (not working and not looking for full-time or part-time work) or not employed (no further information).
- 20 'Other' includes other certificate, secondary school qualification, statement of attainment and other courses.



National Centre for Vocational Education Research Ltd
Level 11, 33 King William Street, Adelaide, South Australia
PO Box 8288, Station Arcade, SA 5000 Australia
Telephone +61 8 8230 8400 Facsimile +61 8 8212 3436
Website www.ncveredu.au Email ncver@ncveredu.au