

# TOTAL VET STUDENTS AND COURSES 2014

This infographic provides the first ever estimates of the nature and extent of accredited vocational education and training (VET) delivered by Australian training providers in domestic and overseas locations in 2014. This picture of training activity is known as 'total VET activity' (TVA) to reflect that the information is now collected from all types of providers, not only those in receipt of Commonwealth or state funding, as previously reported by NCVER under *Government-funded students and courses*.

## What are the overall TVA data showing?



**3.9 million**  
VET students

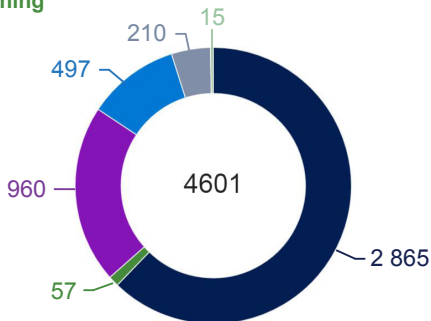


**27.5 million**  
subject enrolments



**818.2 million**  
delivery hours

## Number of providers delivering accredited training



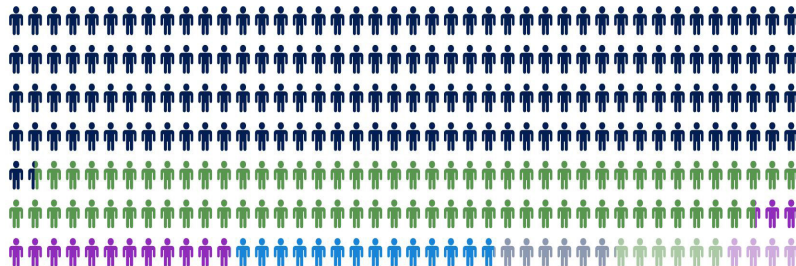
## Proportion of people undertaking some form of vocational training



Almost 1/4 of all 15 to 64-year-olds living in Australia

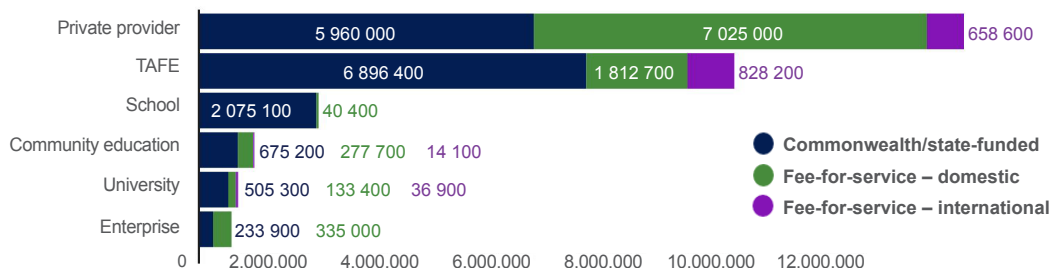
- Private provider
- Community education
- TAFE
- Enterprise
- School
- University

## How many students are studying with each provider type?

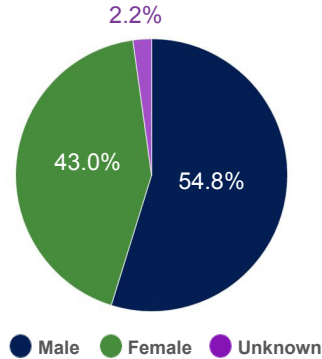


- Private provider: 2 252 900
- TAFE: 1 065 600
- School: 190 300
- Community education: 185 100
- Enterprise: 82 800
- University: 78 000
- Mixed: 53 400

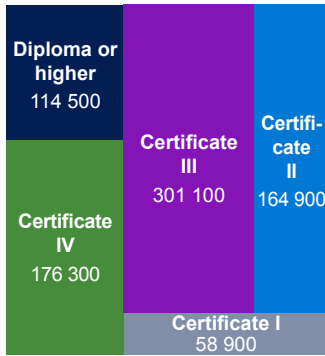
## Subject enrolments by provider type and funding source



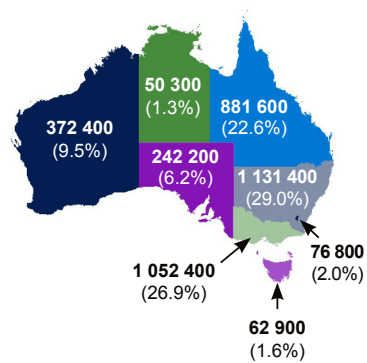
### What proportion of males and females are in training?



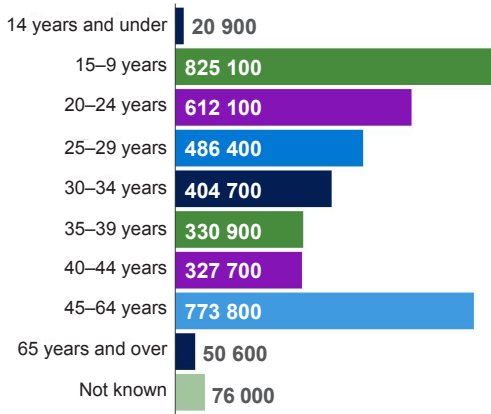
### What levels of qualifications were completed?



### Number of students by where the training was delivered



### What is the age profile of students?



### Top 5 most popular fields of education

- Management & commerce**  
738 500 program enrolments
- Engineering & related technologies**  
558 100 program enrolments
- Society & culture**  
534 800 program enrolments
- Mixed field programmes**  
350 300 program enrolments
- Food, hospitality & personal services**  
291 000 program enrolments

### Further information

It is important to note that 2014 was a transition year in which a number of training providers were granted exemptions from reporting and others did not report their training activity. The coverage and completeness of the data should improve over time once reporting exemptions are removed and training providers adapt to mandatory reporting requirements.

For further information on the reporting scope and data-quality issues, see [www.ncver.edu.au/publications/2828.html](http://www.ncver.edu.au/publications/2828.html).

More information regarding total VET activity is available at [www.ncver.edu.au/totalvetactivity.html](http://www.ncver.edu.au/totalvetactivity.html).

SOURCE: NCVER, National VET Provider Collection and National VET in Schools Collection.



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