Inquiry into the delivery of vocational education and training in regional, rural, and remote Queensland

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Submission to Queensland Parliament Education, Employment and Training Committee

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Introduction

This submission commences with background information about the analytic approach that has been used to conduct this data-driven research. Next comes a brief summary of the most relevant (to Queensland) contents of my analytic article 'Geographic equity in education and training markets' that was published in the *Australasian Journal of Regional Studies* (e.g., Zoellner 2022a). This is followed by Queensland-specific statistical updates, from 2017 to 2021, to the data used in the original publication. This enables a contemporary examination of the changes in areas that are of relevance to the inquiry. The final section contains several suggestions as to future considerations policymakers and program developers may wish to explore.

Background

Rather than re-prosecuting tired and long-standing arguments for and against the privatisation and marketisation of vocational education and training (VET), this analysis starts from the position that the current VET system is an example of successful implementation of public policy. The intention to establish and maintain competitive markets to give choice of providers to users as the mechanism to reduce costs and improve quality of delivery has been agreed and implemented by federal, state and territory governments for more than 30 years (Bowman and McKenna 2016, 16). This position was reiterated in the Heads of Agreement for Skills Reform signed by each government's first minister as a response to the COVID-19 pandemic (Commonwealth of Australia 2020). While some argue that marketisation of VET represents bad policy (Quiggin 2017, 2019) that does not mean that the policy was ineffectively applied. As will be demonstrated, it can be argued that Queensland has been the most successful jurisdiction in realising these three decades-old nationally agreed policy intentions.

By moving beyond the simplistic arguments for and against the policy of marketising VET, a different style of analysis can be invoked to examine what the successful policy implementation has produced. It also invites consideration of the question: is the current Queensland VET market still fit for purpose, particularly for the vast areas of the state that are considered to be regional, rural or remote?

All markets, like the products and services they supply, are subject to a normal business life cycle of birth, growth, maturity, sometimes revival and then decline. In some cases, the cycle can last three-quarters of a century (e.g., Kodak's film business) or for a bit over a decade in cases

such as the Blackberry handheld communications device. There is no logical reason or evidence that VET markets are immune to this standard life cycle. It has been demonstrated that Australian VET markets are certainly in the maturity phase (Zoellner 2022b) or even in the decline phase as described in the last major national review of vocational education and training (Joyce 2019).

Brief summary of 'Geographic equity in education and training markets'

Due to the 2004 standards modifications to improve comparability in the national provider collection, it has been chosen as the earliest date for the multi-year comparative analysis of a range of student characteristics. This date also corresponds with very high levels of usage of training packages; this is significant because these curriculum replacements facilitate the operations of the VET market by creating a product that can be unitised and monetised thus establishing a financial price for learning (Wheelahan 2015, 127). 2009 has been chosen as the next comparison point because it marks the introduction of the most extensive open VET market yet attempted in Australia with the Victorian Training Guarantee (Department of Innovation 2008) and the introduction of the ultimately disastrous VET FEE-HELP student loan program (Department of Education and Training 2016). 2009 serves as an early market point in time.

2013 is the next comparison point as the impacts of the Commonwealth Government's removal of subsidies for a large number of apprenticeships and traineeships commenced the steady national decline in government-funded students (National Centre for Vocational Education Research 2014a, 18). 2013 is also when the demand-driven Victorian reforms had been implemented, the heavily market-driven *Skills for All* initiative was in full operation (South Australia Government 2010) and similar moves towards marketisation through the Certificate III Guarantee program were adopted by the Queensland Government (2013). Finally, 2017 was chosen as a comparison point as it marks what might be described as a mature training market incorporating both government-funded training and early comprehensive data on total VET activity (TVA).

As with the capital cities in Victoria, New South Wales and South Australia, Queensland (table 4) also demonstrates the pattern of reduced training delivery in the far reaches of the state in favour of the major metropolitan area, e.g., Brisbane and the Gold Coast. There is little change in government-funded VET enrolment market shares in Queensland's major cities and inner regional areas when compared to outer regional/remote/very remote reductions in the order of 50 per cent with absolute numbers dropping in a similar pattern. In this case the overall shrinkage of the training system was achieved by removing training choices from those areas that already had the least access to services.

Queensland	2004	2009	2013	2017	Change 2004-17	Change 2009-17	Change 2013-17
Major Cities	124.7 (44.7%)[i]	137.9 (47.5%)[ii]	137.1 (53.9%)[iii]	124.7 (44.7%)[iv]	4.6 (-3.7%)	0.8 (-0.5%)	17.0 (-12.4%)
Inner Regional	48.4 (17.3%)	59.1 (20.4%)	65.8 (22.0%)	48.4 (17.3%)	+0.1 (+0.2%)	10.6 (-17.9%)	17.3 (-26.3%)
Outer Regional	63.7 (22.8%)	61.0 (21%)	40.8 (16.0%)	63.7 (22.8%)	30.9 (-48.5%)	28.2 (-46.2%)	8.0 (-19.6%)
Remote	12.3 (4.4%)	11.3 (3.9%)	7.6 (3.0%)	12.3 (4.4%)	6.9 (-56.0%)	5.9 (-52.2%)	2.2 (-14.8%)
Very Remote	8.9 (3.3%)	9.1 (3.2%)	5.4 (2.1%)	8.9 (3.3%)	4.3 (-48.3%)	4.5 (-49.5%)	0.8 (-14.8%)
Overseas	3.5 (4.8%)	10.9 (3.7%)	5.8 (0.2%)	0.1 (0%)			
Not Known	4.0 (8.6%)	0.7 (0%)	1.8 (0.7%)	0.9 (0.4%)			

Number of government-funded students '000 (per cent of total government-funded students).

i (National Centre for Vocational Education Research 2005, Students by Remoteness, 2001-2004, Qld. Table 5)
ii (National Centre for Vocational Education Research 2010, Table 3: student characteristics, Queensland, 2005-09)
iii (National Centre for Vocational Education Research 2014b, Table 3: Student Characteristics, Queensland, 2009-2013)
iiii (National Centre for Vocational Education Research 2005, Students by Remoteness, 2001-2004, Qld. Table 5)

Both the seminal Kangan Review of TAFE (Australian Committee on Technical and Further Education 1974) and the Harper Review of national competition policy (Harper et al. 2015) stressed the significance of access and equity considerations in public policy development and implementation. The National VET Provider Collection reports on the Socio-Economic Indexes for Areas (SEIFA), which produces an Index of Relative Socio-Economic Disadvantage (IRSD) based on the resources of people and households in a locality (National Centre for Vocational Education Research 2018, 24). Based on their residential address, VET students are assigned to one of five equally sized statistical groups, with quintile one representing those who are most disadvantaged through to the most advantaged being in quintile five.

In line with an overall decrease in the number of government-funded students in the national training system, each of the SEIFA quintiles has reported a significant reduction in the absolute numbers of students between 2013 and 2017. However, nationally the reduction of 136,100 students from quintiles one and two was significantly larger than the loss of 91,100 students from quintiles four and five. In other words, more students from the most disadvantaged areas suffered a much greater loss of choice and access to training when compared to the most advantaged.

The situation in Victoria closely resembles the national results with the most disadvantaged two quintiles losing 80,100 students in the same time period compared to a reduction of 60,600 in the most advantaged two quintiles. South Australia reports the most significant withdrawal of training from the most disadvantaged two quintiles, with enrolments decreasing by 55,800 compared to only 17,800 lost in quintiles four and five. Queensland did not follow the national pattern with quintiles four and five dropping by 14,300 students compared to a smaller reduction of 11,600 experienced by the most disadvantaged. This indicates that policy choices matter and can produce different outcomes if so desired.

Between 2016 and 2017 Total VET Activity reports increased training of +0.03 per cent nationally for students in the most disadvantaged two quintiles, compared with an increase of 5.9 per cent for the two most advantaged (National Centre for Vocational Education Research 2018, 14). Because the SEIFA IRSD is based on geographic areas, these relative shifts in access and choice of training, from the most disadvantaged to those who are better off socio-economically, is likely to again be reflecting the broader shift of training from regional and remote areas to the major cities.

Finally, the original journal article concludes:

> The results of this trend analysis of student characteristics demonstrate that there are some clear patterns emerging from the now relatively mature contestable VET markets in each state and territory. Since the 1974 Kangan Review of TAFE, vocational education and training public policy considerations has inexorably been linked with access and equity in pursuit of lifelong learning goals. From the mid-1990s these relationships has been systematically measured through the collection of nationally consistent statistics that record how the national training system provides equitable access to training for students in a range of population characteristics.

Despite the large increase in the national population and potential market size, there has been an unambiguous reduction in student numbers in the government-funded portion of the training system since 1998. There has also been a substantial decline in government funding. While a causal link between student numbers and the availability of public funding can only be speculated upon, it is clear that, despite their names, the various state guarantee or entitlement programs have reduced the total amount of government financial support available for lifelong learning and, as well, there has been an increasing concentration of enrolments in a relatively small number of training packages and the qualifications they specify. The policy preoccupation with creating contestable training markets in order to give students increased choice has had significant consequences. The singular focus upon increasing the choice of provider has reduced or removed altogether other types of choices for communities, employers and students. Some of the options that have been negatively impacted include the location of training, mode of study, courses, range of occupations, levels of qualifications and post-school options.

Different state-level policies and programs show that this loss of access and choice is not inevitable. For example, Queensland demonstrated that training could be reduced more heavily for those who are relatively more advantaged. This also demonstrates that policy choices do have consequences. The current situation has resulted from either the deliberate application of national competition policy and accepting geographical market failure or a form of benign neglect towards certain groups receiving the delivery of VET services.

Changes 2017-2021

This section reports on the trend changes of selected aspects of the VET system that have been reported since the 2017 data that was used in the article summarised above. Unless otherwise indicated, the data source used in this section comes from *DataBuilder* (National Centre for Vocational Education Research 2023) and/or the *Historical time series of government-funded VET from 1981 to 2021* (National Centre for Vocational Education Research 2022a). This data is being used to look for the trend outcomes that have resulted from 30 years of successful, bipartisan public policy implementation, therefore they are at a fairly high level. Much more granular data can be generated for specific geographic regions down to ABS SA2 levels using the Atlas *of Total VET* (https://www.ncver.edu.au/research-and-statistics/visualisation-gallery/atlas-of-total-vet). At the time of writing this submission, 2021 is the latest year for which verified nationally consistent data is reported and published in the *Total VET students and courses 2021* report (National Centre for Vocational Education Research 2022b).

The total number of students enrolled in VET courses in Queensland increased each year from 977,800 in 2017 to 1,158,550 in 2021 (+180,750 students). Government-funded student enrolments also increased from 212,300 in 2017 to 251,600 in 2021 (+39,300 students).

Provider types and student numbers

In a demonstration of the success of policy application and associated purchasing arrangements from different provider types during the period **2004-2021 government-funded** enrolments:

- 'TAFE and other government providers' fell by 46,400 to 99,900 students. The public providers' highest enrolment was 166,300 in 2007; student numbers steadily declined to a low point in 2018 of 69,200 before steadily increasing up to the 2021 figure.
- 'Community education providers' gained only net 900 students between 2004 and 2021 and then proceeded to lose the same number between 2017 and 2021. In other words, government-funded enrolments in this mainly not-for-profit provider part of the market have remained steady despite a large increase in population.
- The largest change took place in the category of 'other providers' (mostly private and enterprise based) that gained 125,400 students from 2004 to 2021 including +15,000 in the period 2017 to 2021. The high point for other providers' student numbers was in 2011 (253,800) which rapidly reduced following the withdrawal of federal government subsidies for many traineeships in 2012-2013 but has rebounded to 251,600 in 2021.

Changes in **total VET student enrolments** (which includes all sources of funding) between 2017 and 2021 again demonstrates successful public policy implementation of competitive and privatised training markets. The total number of students enrolled in Queensland by VET providers of all types increased by 18 per cent or almost 181,000 enrolments. The breakdown of the six major VET provider groups is as follows:

- TAFE institutes grew by 4,435 students or +4 per cent
- Universities grew by about one-third by adding 3,365 enrolments (off of a low base)
- Schools grew by 10 per cent reaching 48,640 students in 2021
- Community education providers lost nearly one-third of their 2017 enrolments (-15,960 students)
- Enterprise providers have maintained their market share with just over 34,000 students in 2021
- Private training providers have grown their student numbers by 25 per cent (~198,000 students) for a total 2021 enrolment of 995,220 students.

Given these enrolment patterns, it is not surprising that Queensland has the largest absolute number of private providers headquartered in the state compared to all other jurisdictions (1097 RTOs) as well as the most RTOs delivering VET (1468). Queensland also has the largest number of secondary schools registered to deliver VET of any state or territory and over two-thirds of the national total of 369 school RTOs. If these school-based RTOs are removed from consideration the Queensland VET market has the largest percentage of private providers headquartered in the state (94 per cent) as well as the greatest percentage of private delivery of providers operating in the state VET market of 92 per cent. All

the other jurisdictions range from 91 per cent in NSW to 88 per cent in South Australia. Again, this pattern illustrates the effective realisation of public policy at the national level and supports a claim that Queensland is the most marketised and privatised VET market.

SEIFA and region

This section highlights significant changes in the numbers of students in each quintile of disadvantage and each of the five regions the state is divided into in terms of remoteness in the period 2017-2021.

- In major cities the trend observed in the original paper continues with student numbers increasing in each quintile with an uneven distribution between quintiles. The most disadvantaged group total VET enrolment increased by five per cent, while the most advantaged group increased by 20 per cent. In terms of student numbers, the least advantaged two quintiles increased by 10,395 enrolments compared to an increase of 42,725 in the two most advantaged quintiles.
- Inner regional areas demonstrate a more evenly distributed increase in student enrolments across the five quintiles of about 13 per cent.
- Outer regional areas also report an increase in each quintile but favouring the most advantaged with a 30 per cent increase compared to 13 per cent for the most disadvantaged.
- Remote areas demonstrate a relatively equally spread increase in student enrolments across the quintiles.
- Very remote areas, continuing the trend observed in the original article, demonstrate a loss of student enrolments in each quintile except the most disadvantaged having a very small increase. Overall, very remote enrolments decreased by 545 students (minus four per cent) and demonstrate the continual trend of reducing training effort in the most remote areas in favour of other areas of the state, in particular, the major cities.

Between 2017 and 2021, VET student enrolments in Queensland increased by 15 per cent. This was achieved through an increase of 17 per cent in major cities, 13 per cent in inner regions, 13 per cent in outer regions, 10 per cent in remote areas and minus 4 per cent in very remote areas. As noted above, this increase was not equally spread across the various levels of disadvantage with the most socio-economically advantaged cohorts achieving the largest increase in skills training effort.

Apprentices, trainees and provider types

Queensland apprentice and trainee numbers grew by 18 per cent between 2017 and 2021 representing an increase of 180,750 enrolments.

- TAFE institutions increased by 11 per cent (2,785 students).
- Schools increased by seven per cent (235 students).

- Community Education Providers continued their decline in numbers losing some 330 students which represents a 17 per cent loss.
- Enterprise providers also lost 10 per cent of student (-485) which generally reflects employers reducing their own expenditure on training.
- Private providers increased apprenticeship and traineeship enrolments by 25 per cent (14,215 students). As very few private providers are headquartered in remote and very remote areas, this also demonstrates the movement of training effort to the more densely populated areas of the state.

Provider types and funding sources

This section describes the change in the two major sources of funding for student enrolments, government subsidies and domestic fee-for-service (FFS), between 2017-2021 for the major provider types.

- TAFE institutes received a 34 per cent increase in government funding (23,230 students) and reported a 36 per cent decrease in FFS.
- Universities received a 42 per cent increase in government funding (2,535 students) and an eight per cent increase in FFS – both off of very low bases.
- Schools achieved an eight per cent increase in public funding (3,500 students) and more than doubled FFS enrolments to 2,310 students.
- Community Education Providers, again, demonstrated significant losses of income with a nine per cent reduction in government funding (- 650 students) and a very large decrease in FFS income (- 15,045 students).
- Enterprise providers lost 10 per cent of government funding (- 370 students) and maintained their FFS activity enrolling 28,265 students in 2021.
- Private providers increased government funding by 11 per cent with 14,435 additional students enrolling and a 27 per cent increase in FFS (+ 143,430 students).

Each provider type reported increased enrolments in the period 2017-2021 except for community education providers who experienced a 30 per cent drop in student numbers. Historically, the community education providers have been locally operated and not-for-profit organisations that provide VET to various disadvantaged groups and operate in regional areas. This continued decrease in their market share is also reflected in other jurisdictions (Zoellner 2022b) suggesting that the manner in which governments have chosen to use market mechanisms does not support the business model used by community-based not-for-profit RTOs. This likely impacts regional and remote areas to a greater extent than in metropolitan areas which have many more providers trading in the market.

Provider types and student enrolments by geographic distribution

This final group describes the changes in total student numbers (from all funding sources) between 2017 and 2021 for providers that deliver training in each of the five regional classifications of Queensland.

- TAFE institutes demonstrate the now familiar pattern of reducing training in outer regional (- 520 students), remote (- 180 students) and very remote (- 755 students) areas. This has simultaneously been accompanied by a large increase (+ 4,560 students) in major cities and an additional 1,050 students in inner regional areas which results in an overall increase of four per cent.
- Universities demonstrate a similar, although much smaller in terms of absolute numbers, pattern as TAFE with a near doubling (+ 1,195 students) in major cities and a reduction of 130 students (nearly – 50 per cent) of students in very remote areas.
- Schools have demonstrated a 15 per cent growth in major cities and very remote areas, likely reflecting the physical presence of schools (but not TAFE or Universities in many geographical locations). Schools also show small reduction of about 200 students enrolled in outer regional and remote areas compared to an increase of 3,685 students in major cities – yet another indicator of the continued shift in training from the bush to urban areas.
- Community education providers, as noted in the previous section, have lost 20-40 per cent of students in all five categories of remoteness between 2017 and 2021 and this is a fairly evenly spread loss in terms of per centage in each of the five locality groups.
- Enterprise providers also report losses of 10-20 per cent in each remoteness category except for inner regional (+ one per cent).
- Private training providers have increased student enrolments by more than 198,000 with the most growth (+ 25 per cent) occurring in major cities, inner regional and outer regional areas. While remote and very remote student numbers enrolled with private providers increased between 2017 and 2021 by just under 5,000 students (an average of about 15 per cent growth), the familiar pattern of more training being delivered in densely populated areas continues on its long-term trajectory. Given that most students enrolled with private providers are studying skill sets in first aid, cardio-pulmonary resuscitation, Responsible Service of Alcohol and construction industry white cards (many of which are available online and required by non-VET regulatory and licensing requirements) it seems likely that the increase in regional and remote Queensland was driven more by regulatory compliance measures and, in 2021, by COVID-19 pandemic response courses in areas such as infection control. Many of the private providers use a low-cost, high-volume business model that swells student numbers, but does not deliver the high value skills outcomes associated with apprenticeships/traineeships/higher level qualifications at Certificate IV level or above.

Future Considerations

In general, the trend of reducing VET delivery in remote and very remote areas, including some regional areas, that was identified in the original research article remains in place up through 2021, the last year with full data available at the time of writing this submission. This observation reinforces the view that while VET markets have been successfully introduced in Queensland, it has come at the cost of reducing high level skills

training in non-urban areas of the state. It might be that the market mechanism itself is not necessarily the problem as the funding and purchasing decisions made by the State Government, large companies and individuals have produced this outcome.

Several items would appear to require further examination and consideration. These are listed in no particular order:

- The role of TAFE Queensland seems unclear. In the most open and competitive VET markets the role of the public provider is generally justified by the need to meet community service obligations or where there has been market failure. Another view is that the public provider provides a mechanism to allow ministers to intervene directly in markets to achieve particular policy or economic outcomes.
- Equally, it appears that either by intention or as an unintended outcome of markets and purchasing decisions that Community Education Providers are being forced out of provisions of VET in general and in regional, remote and rural areas specifically. The CEPs have traditionally been locally based, not-for-profit organisations that often cater for disadvantaged groups. If the policy decisions are designed to remove this category of provider, it should be declared, otherwise, there needs to be a reconsideration of the role envisaged for these providers. In particular, special consideration should be given to the potential to increase the operations of Aboriginal and Torres Strait Islander controlled providers in regional, rural and remote areas. Wontulp-B-Buya College in Cairns provides an interesting example of what might be possible if CEPs are considered to still be an important part of the market.
- While it is an ‘old’ idea, there might be merit in (re-)locating Adult Educators in regional, rural and remote communities. These need not necessarily be TAFE employees, but the underlying idea is to have a permanent training presence in these non-urban communities that can build strong relationships and keep local residents engaged with the VET system.
- With such a high penetration of VET into secondary school offerings, it is important to be very clear as to what is expected of these programs in terms of having appropriate skills that will lead to meaningful jobs and well-paid employment. It is crucial to not have VET courses seen as just a cheap (for secondary curriculum and accreditation authorities) curriculum substitute for ‘non-academic’ students that are not pursuing an ATAR. This approach reinforces the wide-spread view that VET is of less value and low esteem.
- Finally, it would be very useful to understand skills and occupational gaps that have been identified in this inquiry. In particular, it is often useful to understand what VET the Government does **NOT** fund in regional, rural and remote Queensland to clarify how policy is implemented and priorities are established.

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Region and SEIFA

Total	State/territory of delivery location	Remoteness region	SEIFA (IRSD)	Year	2,017	2018	2019	2020	2021	2017-2021	% Change 2017-21
		Totals			792,445	789,645	826,125	804,415	912,990	120,545	1.15
			Totals		454,550	448,110	469,960	452,855	529,665	75,115	1.17
			Quintile 1: most disadvantaged		64,415	61,570	63,360	58,255	67,320	2,905	1.05
			Quintile 2		54,365	52,945	55,150	52,635	61,855	7,490	1.14
			Quintile 3		106,700	104,595	111,455	107,785	125,665	18,965	1.18
			Quintile 4		139,725	138,790	146,260	143,245	166,975	27,250	1.20
			Quintile 5: least disadvantaged		78,740	79,035	81,990	81,045	94,215	15,475	1.20
		Major cities	Not known		10,600	11,180	11,745	9,890	13,635	3,035	1.29
			Totals		166,455	165,965	171,745	166,595	188,510	22,055	1.13
			Quintile 1: most disadvantaged		58,815	58,755	60,805	57,580	66,245	7,430	1.13
			Quintile 2		33,135	33,285	35,615	35,215	39,865	6,730	1.20
			Quintile 3		42,970	42,275	42,690	42,695	47,000	4,030	1.09
			Quintile 4		18,765	18,825	19,310	18,445	20,480	1,715	1.09
			Quintile 5: least disadvantaged		8,095	7,760	8,350	8,235	9,495	1,400	1.17
		Inner regional	Not known		4,675	5,070	4,985	4,425	5,420	745	1.16
			Totals		120,670	122,255	125,950	123,730	136,885	16,215	1.13
			Quintile 1: most disadvantaged		31,590	32,625	33,495	32,395	35,550	3,960	1.13
			Quintile 2		34,870	34,875	36,275	35,330	39,365	4,495	1.13
			Quintile 3		31,155	31,830	32,655	32,920	36,105	4,950	1.16
			Quintile 4		15,465	15,120	15,395	15,330	16,745	1,280	1.08
			Quintile 5: least disadvantaged		4,495	4,800	5,080	4,930	5,830	1,335	1.30
		Outer regional	Not known		3,095	3,005	3,045	2,820	3,295	200	1.06
			Totals		24340	25225	24890	25475	26730	2390	1.10
			Quintile 1: most disadvantaged		3065	2890	2980	3195	3340	275	1.09
			Quintile 2		4940	5380	5495	5385	6010	1070	1.22
			Quintile 3		16300	16910	16375	16865	17340	1040	1.06
		Remote	Not known		30	40	40	30	45	15	1.5
			Totals		12,140	12,180	11,320	10,575	11,595	-545	0.96
			Quintile 1: most disadvantaged		4,825	5,085	4,795	4,205	4,995	170	1.04
			Quintile 2		4,965	4,910	4,415	4,285	4,510	-455	0.91
			Quintile 3		880	840	760	690	735	-145	0.84
			Quintile 4		1,420	1,295	1,310	1,365	1,325	-95	0.93
		Very remote	Not known		50	45	35	30	35	-15	0.70
			Totals		14,290	15,915	22,260	25,185	19,605	5,315	1.37
			Quintile 1: most disadvantaged		1,635	1,935	2,675	4,060	2,525	890	1.54
			Quintile 2		1,410	1,500	2,430	3,035	2,165	755	1.54
			Quintile 3		2,860	2,970	4,550	5,155	3,655	795	1.28
			Quintile 4		1,485	1,945	3,285	4,315	2,380	895	1.60
			Quintile 5: least disadvantaged		655	820	1,875	2,240	1,115	460	1.70
Total	Queensland	Not known	Not known		6,245	6,745	7,440	6,385	7,760	1,515	1.24

Source: NCVER 2022, Total VET students and courses 2021: students DataBuilder, Total, State/territory of delivery location, Remoteness region, SEIFA (IRSD) by Year
Numbers are rounded to the nearest 5. A dash represents a true zero. Categories are not displayed if no data are available.
Filters applied: State of delivery location: Queensland; State of residence: Queensland

VETiS

Total	State/territory of delivery location	Sc ool stat s	Year	2,017	2018	2019	2020	2021	2017-2021	% Change 2012-21
	Totals			4,072,560	4,034,835	4,180,295	3,925,085	4,278,085	205,525	1.05
		Totals		1,390,605	1,345,425	1,370,110	1,267,050	1,293,455	-97,150	0.93
		At school		84,925	78,040	87,580	80,060	92,445	7,520	1.09
		Not at school		1,136,260	1,097,410	1,123,265	1,030,775	1,046,310	-89,950	0.92
	New South ales	Not known		169,420	169,975	159,265	156,220	154,700	-14,720	0.91
		Totals		1,017,045	1,021,655	1,067,030	930,025	1,070,765	53,720	1.05
		At school		103,085	111,315	117,275	108,460	120,425	17,340	1.17
		Not at school		798,395	772,285	831,805	741,630	855,860	57,465	1.07
	Victoria	Not known		115,570	138,050	117,950	79,930	94,480	-21,090	0.82
		Totals		977,800	993,855	1,060,480	1,067,930	1,158,550	180,750	1.18
		At school		91,490	86,260	109,070	115,280	129,245	37,755	1.41
		Not at school		729,220	766,210	817,810	820,070	900,525	171,305	1.23
	Queensland	Not known		157,085	141,380	133,600	132,580	128,780	-28,305	0.82
		Totals		239,890	239,455	251,930	243,500	266,660	26,770	1.11
		At school		16,225	18,500	21,345	23,325	22,315	6,090	1.38
		Not at school		208,125	205,425	205,465	203,030	214,855	6,730	1.03
	South Australia	Not known		15,540	15,530	25,120	17,145	29,495	13,955	1.90
		Totals		404,200	410,990	410,185	399,040	463,340	59,140	1.15
		At school		37,420	37,595	86,585	36,070	47,965	10,545	1.28
		Not at school		330,940	340,120	271,100	331,060	374,745	43,805	1.13
	estern Australia	Not known		35,840	33,270	52,500	31,910	40,635	4,795	1.13
		Totals		58,540	62,810	64,810	62,870	86,365	27,825	1.48
		At school		5,010	4,820	5,630	4,715	5,930	920	1.18
		Not at school		50,800	53,895	51,880	52,370	73,245	22,445	1.44
	Tasmania	Not known		2,730	4,095	7,295	5,785	7,190	4,460	2.63
		Totals		52,575	49,995	44,370	41,175	46,815	-5,760	0.89
		At school		4,095	3,115	3,125	3,045	3,065	-1,030	0.75
		Not at school		41,195	42,610	35,600	35,060	39,090	-2,105	0.95
	Northern Territory	Not known		7,285	4,270	5,645	3,070	4,660	-2,625	0.64
		Totals		91,345	87,220	80,005	71,385	92,635	1,290	1.01
		At school		6,380	6,285	7,270	7,260	8,250	1,870	1.29
		Not at school		74,565	62,780	65,425	57,975	75,170	605	1.01
Total	Australian Capital Territc	Not known		10,400	18,155	7,310	6,155	9,215	-1,185	0.89

Source: NCVER 2022, Total VET students and courses 2021: students DataBuilder, Total, State/territory of delivery location, School status by Year
Numbers are rounded to the nearest 5. A dash represents a true zero. Categories are not displayed if no data are available.
Filters applied: State of delivery location: NOT Not known, Offshore, Other Australian Territories or Dependencies; Total: Total

Apprentice and Provider Type

Total	State/territory of delivery location	rovider ty e	A rentice/trainee stat s	Year	2,017	2018	2019	2020	2021	2017-2021	% Change 2017-21
	Totals				977,800	993,855	1,060,480	1,067,930	1,158,550	180,750	1.18
			Totals		112,910	101,655	104,270	106,675	117,345	4,435	1.04
			Apprentices and trainees undertaking off-the-job training		24,505	23,560	24,085	23,275	27,290	2,785	1.11
		TAFE institutes	Not an apprentice or trainee		88,405	78,095	80,185	83,400	90,055	1,650	1.02
			Totals		10,190	11,625	12,475	12,725	13,555	3,365	1.33
			Apprentices and trainees undertaking off-the-job training		2,550	2,705	2,930	3,365	3,720	1,170	1.46
		niversities	Not an apprentice or trainee		7,640	8,925	9,545	9,365	9,830	2,190	1.29
			Totals		44,040	39,400	42,880	46,535	48,640	4,600	1.10
			Apprentices and trainees undertaking off-the-job training		3,220	3,240	2,895	3,065	3,455	235	1.07
		Schools	Not an apprentice or trainee		40,825	36,155	39,985	43,470	45,185	4,360	1.11
		Community	Totals		53,470	44,195	42,380	34,435	37,510	-15,960	0.70
		education	Apprentices and trainees undertaking off-the-job training		1,960	1,920	1,905	1,475	1,630	-330	0.83
		providers	Not an apprentice or trainee		51,510	42,275	40,470	32,965	35,880	-15,630	0.70
			Totals		33,675	39,575	38,590	31,490	34,095	420	1.01
		Enterprise	Apprentices and trainees undertaking off-the-job training		4,725	4,375	4,355	4,005	4,240	-485	0.90
		providers	Not an apprentice or trainee		28,955	35,205	34,235	27,485	29,855	900	1.03
			Totals		796,940	832,580	897,890	915,360	995,220	198,280	1.25
		rivate training	Apprentices and trainees undertaking off-the-job training		57,340	59,695	61,305	58,885	71,555	14,215	1.25
Total	Queensland	providers	Not an apprentice or trainee		739,600	772,885	836,590	856,470	923,665	184,065	1.25

Source: NCVER 2022, Total VET students and courses 2021: students DataBuilder, Total, rovider type, State/territory of delivery location, Apprentice/trainee status by Year
Numbers are rounded to the nearest 5. A dash represents a true zero. Categories are not displayed if no data are available.
Filters applied: State of delivery location: Queensland; Total: Total

Govt Funded and Provider Type

Provider type																		
TAFE and other government providers	146.3	158.1	165.9	166.3	163.3	155.0	154.7	156.0	147.5	123.0	86.0	72.7	73.6	73.6	69.2	75.7	88.2	99.9
Community education providers	3.5	5.0	5.2	5.5	5.5	5.6	5.2	4.9	4.3	1.8	2.6	2.4	4.4	5.4	5.1	4.5	4.8	4.5
Other providers	28.7	29.2	29.5	29.5	35.8	47.2	63.6	84.6	77.7	68.4	111.9	151.3	143.3	139.1	143.4	153.3	153.4	154.1
Government funded																		
Government funding	182.1	196.2	204.6	206.0	210.1	214.2	230.4	253.8	236.9	198.2	209.4	223.3	216.4	212.3	212.2	227.4	240.1	251.6

Provider and Funding

Total	rovider ty e	State/territory of delivery location	F nding so rce	Year	2,017	2018	2019	2020	2021	2017-2021 % Change	2017-21
	Totals				792,445	789,645	826,125	804,415	912,990	120,545	1.15
		Totals			105,285	94,070	96,950	99,975	110,980	5,695	1.05
			Totals		105,285	94,070	96,950	99,975	110,980	5,695	1.05
			overnment funding		67,405	62,900	68,740	79,405	90,635	23,230	1.34
	TAFE institutes	Queensland	Domestic fee-for-service funding		44,630	35,385	35,525	28,260	28,460	-16,170	0.64
		Totals			9,565	11,005	11,310	11,355	12,100	2,535	1.27
			Totals		9,565	11,005	11,310	11,355	12,100	2,535	1.27
			overnment funding		5,830	5,655	6,165	7,650	8,270	2,440	1.42
	niversities	Queensland	Domestic fee-for-service funding		4,025	5,625	5,475	4,200	4,350	325	1.08
		Totals			43,650	38,990	42,425	45,800	48,220	4,570	1.10
			Totals		43,650	38,990	42,425	45,800	48,220	4,570	1.10
			overnment funding		42,765	38,075	40,785	43,740	46,265	3,500	1.08
	Schools	Queensland	Domestic fee-for-service funding		1,065	1,100	1,830	2,385	2,310	1,245	2.17
		Totals			51,940	42,490	41,280	33,555	36,380	-15,560	0.70
	Community		Totals		51,940	42,490	41,280	33,555	36,380	-15,560	0.70
	education		overnment funding		7,040	6,290	6,520	6,490	6,390	-650	0.91
	providers	Queensland	Domestic fee-for-service funding		45,980	36,990	35,525	27,915	30,935	-15,045	0.67
		Totals			31,650	36,345	35,220	29,210	31,110	-540	0.98
			Totals		31,650	36,345	35,220	29,210	31,110	-540	0.98
	Enterprise		overnment funding		3,650	3,110	3,185	2,930	3,280	-370	0.90
	providers	Queensland	Domestic fee-for-service funding		28,345	33,505	32,300	26,630	28,265	-80	1.00
		Totals			621,925	639,680	674,860	660,645	759,945	138,020	1.22
			Totals		621,925	639,680	674,860	660,645	759,945	138,020	1.22
	rivate training		overnment funding		132,945	137,925	145,650	146,080	147,380	14,435	1.11
Total	providers	Queensland	Domestic fee-for-service funding		531,405	551,305	584,490	571,885	674,835	143,430	1.27

Source: NCVER 2022, Total VET students and courses 2021: students DataBuilder, Total, rovider type, State/territory of delivery location, Funding source by Year
Numbers are rounded to the nearest 5. A dash represents a true zero. Categories are not displayed if no data are available.
Filters applied: State of delivery location: Queensland; State of residence: Queensland

Queensland Provider Types

Total	State/territory of delivery location	rovider ty e	Year	2,017	2018	2019	2020	2021	2017-2021	% Change 2017-21
	Totals			977,800	993,855	1,060,480	1,067,930	1,158,550	180,750	1.18
		Totals		977,800	993,855	1,060,480	1,067,930	1,158,550	180,750	1.18
		TAFE institutes		112,910	101,655	104,270	106,675	117,345	4,435	1.04
		niversities		10,190	11,625	12,475	12,725	13,555	3,365	1.33
		Schools		44,040	39,400	42,880	46,535	48,640	4,600	1.10
		Community education providers		53,470	44,195	42,380	34,435	37,510	-15,960	0.70
		Enterprise providers		33,675	39,575	38,590	31,490	34,095	420	1.01
Total	Queensland	rivate training providers		796,940	832,580	897,890	915,360	995,220	198,280	1.25

Source: NCVER 2022, Total VET students and courses 2021: students DataBuilder, Total, rovider type, State/territory of delivery location by Year
Numbers are rounded to the nearest 5. A dash represents a true zero. Categories are not displayed if no data are available.

Provider Head office & delivery

rovider ead ffice	S	ic	ld	SA	A	Tas	T	A T	A st
TAFE Institutes	1	12	1	1	6	1	1	1	24
niversities	1	7	4	0	2	1	1	0	16
Schools	18	48	263	4	20	2	3	11	369
Community education providers	69	72	24	8	10	5	3	6	197
Enterprise roviders	36	21	21	14	16	5	6	3	122
rivate Training roviders	819	626	784	140	305	39	30	58	2801
Total	944	786	1097	167	359	53	44	79	3529
er Cent rivate	0.87	0.80	0.71	0.84	0.85	0.74	0.68	0.73	0.79
Minus Schools	926	738	834	163	339	51	41	68	3160
er Cent rivate	0.88	0.85	0.94	0.86	0.90	0.76	0.73	0.85	0.89

rovider Delivery ocation	S	ic	ld	SA	A	Tas	T	A T	A st
TAFE Institutes	10	16	2	8	8	4	3	1	24
niversities	3	8	5	3	5	2	3	0	15
Schools	20	51	264	13	22	3	5	11	369
Community education providers	77	85	40	21	18	8	10	14	197
Enterprise roviders	51	37	44	34	42	16	20	11	122
rivate Training roviders	1191	951	1113	476	572	242	195	230	2787
Total	1325	1148	1468	555	667	275	236	267	3514
er Cent rivate	0.90	0.83	0.76	0.86	0.86	0.88	0.83	0.86	0.79
Minus Schools	1305	1097	1204	542	645	272	231	256	3145
er Cent rivate	0.91	0.87	0.92	0.88	0.89	0.89	0.84	0.90	0.89

Provider and Region

Total	State/territory of delivery location	rovider ty e	Remoteness region	Year	2,017	2018	2019	2020	2021	2017-2021	% Change 2017-21
	Totals				977,800	993,855	1,060,480	1,067,930	1,158,550	180,750	1.18
			Totals		112,910	101,655	104,270	106,675	117,345	4,435	1.04
			Major cities		64,745	57,955	58,885	60,785	69,305	4,560	1.07
			Inner regional		19,965	17,920	18,645	18,975	21,015	1,050	1.05
			Outer regional		16,300	14,425	14,605	14,220	15,780	-520	0.97
			Remote		2,870	2,580	2,650	2,500	2,690	-180	0.94
			Very remote		2,515	2,020	2,090	1,740	1,760	-755	0.70
			Offshore		3,345	3,560	3,740	3,270	3,275	-70	0.98
		TAFE institutes	Not known		3,170	3,195	3,660	5,185	3,525	355	1.11
			Totals		10,190	11,625	12,475	12,725	13,555	3,365	1.33
			Major cities		1,265	2,455	2,305	2,120	2,460	1,195	1.94
			Inner regional		5,185	5,315	5,670	5,740	6,060	875	1.17
			Outer regional		2,165	2,470	2,810	3,100	3,400	1,235	1.57
			Remote		525	540	575	585	620	95	1.18
			Very remote		250	125	135	130	120	-130	0.48
			Offshore		315	250	450	365	350	35	1.11
		niversities	Not known		480	475	530	685	540	60	1.13
			Totals		44,040	39,400	42,880	46,535	48,640	4,600	1.10
			Major cities		24,370	21,685	23,750	26,645	28,055	3,685	1.15
			Inner regional		9,815	8,805	9,355	9,665	10,460	645	1.07
			Outer regional		7,405	6,645	7,055	6,925	7,305	-100	0.99
			Remote		1,250	1,190	1,180	1,260	1,175	-75	0.94
			Very remote		485	385	550	595	600	115	1.24
			Offshore		50	30	75	25	20	-30	0.40
		Schools	Not known		665	660	920	1,425	1,030	365	1.55
			Totals		53,470	44,195	42,380	34,435	37,510	-15,960	0.70
			Major cities		32,715	26,130	25,810	20,620	23,465	-9,250	0.72
			Inner regional		11,445	9,670	9,100	7,550	6,995	-4,450	0.61
			Outer regional		6,565	5,495	5,020	4,175	4,755	-1,810	0.72
			Remote		600	505	445	455	490	-110	0.82
			Very remote		575	515	510	210	355	-220	0.62
			Offshore		10	25	20	25	0	-10	0.00
		Community education providers	Not known		1,550	1,850	1,475	1,405	1,450	-100	0.94
			Totals		33,675	39,575	38,590	31,490	34,095	420	1.01
			Major cities		15,005	17,200	15,895	12,030	13,150	-1,855	0.88
			Inner regional		7,585	8,770	8,540	6,970	7,680	95	1.01
			Outer regional		6,190	6,560	6,180	5,575	5,760	-430	0.93
			Remote		1,225	1,240	965	995	970	-255	0.79
			Very remote		1,505	1,500	1,080	1,180	1,330	-175	0.88
			Offshore		420	765	1,045	630	715	295	1.70
		Enterprise providers	Not known		1,745	3,540	4,890	4,110	4,490	2,745	2.57
			Totals		796,940	832,580	897,890	915,360	995,220	198,280	1.25
			Major cities		443,545	446,790	477,725	458,255	558,260	114,715	1.26
			Inner regional		151,315	155,180	164,160	157,900	188,020	36,705	1.24
			Outer regional		104,355	109,420	114,510	112,110	129,020	24,665	1.24
			Remote		22,175	23,645	23,645	23,980	26,070	3,895	1.18
			Very remote		9,615	10,160	9,710	9,130	10,645	1,030	1.11
			Offshore		18,635	24,285	26,015	46,355	21,120	2,485	1.13
Total	Queensland	rivate training providers	Not known		47,300	63,095	82,130	107,630	62,085	14,785	1.31

Source: NCVER 2022, Total VET students and courses 2021: students DataBuilder, Total, rovider type, State/territory of delivery location, Remoteness region by Year
Numbers are rounded to the nearest 5. A dash represents a true zero. Categories are not displayed if no data are available.
Filters applied: State of delivery location: Queensland; Total: Total