

Vocational education finances in context

DRAFT for comment prepared for the Monash Commission

This paper provides an overview of the structure and funding of vocational education compared with higher education. It is concerned with participation, equity and effectiveness including quality in vocational education and how its performance can be improved. The sections in this draft are:

1. differences in the current structures of vocational and higher education
2. differences in funding arrangements for vocational and higher education
3. the decline in real vocational funding and the increase in allocation to private providers
4. the consequences and next steps

Further work could be undertaken on the large differences among states and territories. This could include examples of fees and subsidies provided for vocational students at the diploma level in publicly supported education compared with the funding of higher education students.

1. Differences in vocational and higher education structures

The structure and funding of vocational education differ substantially from those of higher education. Differences in structure are discussed in this section and summarised in Table 1. Differences in funding arrangements are considered in the next section and summarised in Table 2. The discussion of vocational education in this paper concentrates on Government funded vocational education which makes up only about a third of the Total VET system. There is information on students and courses for the Total VET system but very little on its financing apart from the students who are publicly funded.

Total students

Table 1 shows that the of total domestic student numbers in Government-funded vocational education at 1.2 million is a little higher than the students in higher education. But estimated full-time equivalents are greater in higher education than in vocational education as most vocational students are part-time. Appendix tables A1 and A2 provide the whole distribution of higher education domestic students and Government- funded vocational students.

Equity

Vocational education caters for equity groups on a much larger scale than higher education. For example there are 85,000 Indigenous students compared with a total of 18,000 in higher education. There are approximately 360,000 students from the lowest SEIFA quartile compared with 180,000 in higher education. There are about 40,000 students from remote or very remote areas compared with 9,000 in higher education.

Levels

About 95 per cent of higher education students are taking degree courses and about 3 per cent are in diploma, advanced diploma and associate degree courses, the levels at which higher education and vocational education overlap. About 12 per cent of vocational students are at this level (140,000 students) in government funded vocational education compared with 30,000 in higher education. About 75 per cent of vocational students are in Certificate courses and 10 per cent are in non-Australian Qualifications Framework (AQF) courses. Apprentices and trainees are generally enrolled in Certificate III courses. They make up about a quarter of all Government- funded students in vocational education.

Fields of education

The distribution of students across fields of study differs between the sectors. In higher education the largest field is Society and Culture; in vocational education it is Engineering and related technologies. At the diploma and advanced diploma levels, in higher education Society and culture is still the largest but in vocational education it is Education which includes early childhood courses and courses for vocational teachers.

Number and size of providers

There is a striking difference in the number of providers. There are 169 providers of higher education of whom 100 provide undergraduate education. Over 90 per cent of the students are in the 41 universities. There are 1,900 providers of publicly funded vocational education and a total of over 4,000 providers delivering publicly or privately funded courses. The public providers of Government-funded courses average 12,000 students and cater for about 55 per cent of students; the private providers average 300 and cater for about 40 per cent of students¹.

There are a very large number of qualifications in vocational education, some of which are not in use or have very small number of students. This needs to be considered further.

Course accreditation

Over 90 per cent of students in higher education are in the large universities providers which are self-accrediting, as are a small number of non-university providers. In vocational education 75 per cent of students are in courses based on Training Packages maintained by Industry Reference Committees and approved by the Australian Industry Skills Committee. Other AQF courses can be accredited by the national regulator the Australian Skills Quality Authority (ASQA) and two state regulators provided they do not duplicate training packages². Self-accreditation for AQF courses is minimal even for large public providers.

Quality assurance

Oversight of quality rests with TEQSA in higher education and ASQA for VET (along with the two state bodies). The Bradley committee (2008) had recommended there be a single national regulator but this was not implemented.

The regulatory system is enhanced with a range of statistical information and a number of surveys. In higher education professional bodies, international associations and rankings are incentives to providing quality courses.

In vocational education industry has the oversight of the content of training packages. In some trades the final assessment is carried out by industry. In most cases the provider carries out the assessment and awards the qualification. This is an issue of concern with the large number of providers. A number of reports over a long period have proposed increased use of external tests for the award of a qualification.

¹ The number of private providers was small until the late 1990s when a new system for registration of providers was introduced coincidental with a rapid expansion in international students 2005-10 and increased availability of government funds to private providers.

² The two state regulators which register training organisations to deliver training only within Victoria and Western Australia are the Training Accreditation Council Western Australia and the Victorian Registration and Qualifications Authority.

Table 1: Students, courses, and providers in higher education and vocational education

Higher education	Vocational education
Students	
1.1 million domestic students and nearly 400,000 international students in 2016	1.2 million Government-funded domestic students 4.0 million Total VET domestic students and 190,000 international students in 2017
Over 90 per cent of domestic undergraduate higher education students are in government supported places in universities	Nearly 60 per cent of Government funded students are with public providers or community providers and about 40 per cent are with private providers
Domestic student load 740,000 in 2016	Full-year training equivalents just under 500,000 in 2017 (80% students are part-time)
Equity	
Females: 55% Aged 25+: 40%, (25% of undergraduates) Indigenous: 2% Disability: 6% SEIFA lowest <i>quartile</i> : 17% Regional: 8% Remote: 1% Overall participation and equity rising to 2017	Females: 49% Government-funded students, 47% Total VET Aged 25+: 55% Government-funded, 66% total VET Indigenous: 7% Government-funded, 3% Total VET Disability: 9% Government-funded, 4% Total VET SEIFA lowest <i>quartile approx.</i> 30% Gov-funded, 23% Total VET Regional: 34% Government funded, 28% Total VET Remote: 4% Government funded, 3% Total VET Overall participation and most equity groups falling from 2012
Course levels	
25 per cent of domestic students are postgraduates, 70 per cent bachelor students, 3 per cent diploma and associate degree and small numbers in non-award and enabling courses	12 per cent of government funded domestic students at diploma or higher level, 55 per cent at Certificate III or IV, 20 per cent at Certificates I or II and the remaining 12 per cent in Non-AQF 25 per cent of in Apprenticeships or Traineeships usually at Cert III. 240,000 school students are engaged in VET in Schools – mainly Certificate II courses but the proportion counted as Government funded students is not identified
Field of study	
<i>Undergraduates</i> : 60 per cent in three broad fields Society and culture, Health, Management and commerce. <i>Diploma, Advanced Dip</i> : 60 per cent Society and Culture, Creative Arts, Health	<i>All students</i> : 50 per cent in Engineering and related technologies, Management and Commerce, Society and culture <i>Diploma and higher</i> : 65 per cent in Education, Management and Commerce and Health
Providers	
169 providers 100 providers reported undergraduate training in 2016: 37 public universities, 4 other universities and 56 non universities	1900 providers reported Government-funded training in 2017: 40 TAFEs, 10 other government, 350 Community Providers and 1500 private providers Public providers average over 12,000 students, private providers just over 300 with great variation 4,200 providers reported government or privately funded training in 2017; Very large number of qualifications
Course accreditation	
55 providers including all Australian universities are Self Accrediting Authorities and also 14 other providers. Professional courses are externally monitored.	Minimal self-accreditation for AQF courses 75 per cent of enrolments are in courses based on Training Packages developed by Skill Service Organisations. A training package specifies Units of competency, Qualifications framework, and Assessment guidelines. Regulators accredit course that do not duplicate training packages.
Quality assurance system	
TEQSA regulatory body DET statistical information Surveys by QILT: <ul style="list-style-type: none"> • Student experience • Graduate employment • Graduate Satisfaction • Employer Satisfaction Impact of professional bodies, national and international associations and rankings	ASQA national regulatory body; also state bodies in Vic and WA NCVER statistical information and research program: Surveys by NCVER <ul style="list-style-type: none"> • Student outcomes • Employer use and views of the VET system External assessment in some trades

2. Differences in funding between higher education and vocational education

Funding arrangements are summarised in Table 2. Neither the higher education nor vocational education financial statistics align well with the provision of courses to students so funding per student estimates cannot be derived from the aggregated data.

Total revenues for higher education in 2016 were \$30 billion of which \$10 billion was directed to research (DET 2017a, ABS 2018). The main sources of revenues were Commonwealth government grants, a little under 40 per cent, and student loans and upfront payments nearly 20 per cent. Overseas students contributed over 20 per cent and other revenues 20 per cent.

For vocational education the estimated total revenues of public institutions plus grants to private providers were over \$7 billion. Over 70 per cent was from government grants (40 percentage points from state government grants and 30 points from Commonwealth). Domestic student fees (including any support from student loans) were only 7 per cent of total revenues and international fees and contracts only 4 per cent, both low compared to higher education. The bulk of student loans up to 2016 was received by private providers and are not included in these financial data.

Separately budgeted are additional funds for apprentices, their employers and a network to support them and also support for job seeker groups with literacy and/or numeracy needs.

Nearly all the funds reported for higher education are for the public universities and Notre Dame with only about 2 per cent allocated to other not-for-profit providers. In contrast over 25 per cent of government funding in vocational education is paid to private, mainly for-profit, providers³.

The Commonwealth has virtually total responsibility for the public funding of higher education. For vocational education the Commonwealth now supplies over 40 per cent of the public funds for providers. It allocates the funds to the states who merge it with their own funds to make the payment to providers.

The Commonwealth introduced demand-led funding in higher education in 2012 but has frozen funding at 2017 levels at least until 2020. It adjusted funding for cost increases in 2012 by indexation arrangement which resulted in adjustments greater than CPI. In effect this was soon abandoned and the adjustment is now by CPI.

In vocational education the Commonwealth's funding is only partially indexed and overall the adjustment lags behind CPI recently by about 1 per cent per annum. This means a continuing decline in total real funding. States' funding has been falling more than Commonwealth funding in recent years. The sharp changes in funding in the last decade are outlined in Section 3.

Subsidy rates and fees

The Commonwealth funds higher education courses at the same rates across all universities. It provides subsidies for courses in eight clusters. The subsidies are based partly on course costs and also inversely with the market value of the course to graduates. Hence the subsidy for Humanities is larger than for Business and Law. Fees are set on somewhat similar principles so are highest for courses such as Business and Law and Medicine. This system was reviewed by Lomax-Smith et al

³ The share of funding is lower than the share of total students discussed above as funding to providers does not include the overheads of the system and private providers cater for a relatively small proportion of more expensive courses such as trade apprenticeships.

(2011) which found there was underfunding in some areas and also recommended that the subsidy and fee be the same proportion of costs in all fields. This was not adopted.

For Vocational education each state sets its own rate of subsidy for courses. Some states such as NSW also set fees. Victoria and Queensland have fully deregulated fees though some courses are specified fee free in 2019. Some illustrative data for subsidies in Victoria and fees and subsidies in NSW is provided in Tables A3 and A4.

The prevailing principles for subsidies and fees are somewhat different to higher education particularly in Victoria. Subsidies there are set according to costs but also according to estimates of industry need. Relatively high subsidies are given for courses seen to be in strong demand. A Diploma of Fitness in Victoria unless in a traineeship is subsidised at a rate of \$2 per hour of training. A Diploma of Early Childhood and Care is subsidised at \$6 per hour of training. Diplomas tend to be subsidised at a lower rate than certificate courses since student loans may be available for them. The Certificate III in Early Childhood Education and Care is subsidised at \$7 per hour. In Victoria courses delivered in an apprenticeship are subsidised at a much higher rate than traineeships or wholly-provider-based delivery. A Certificate III in Civil Construction in an apprenticeship is subsidised at \$13 per hour. The subsidy is only \$8 per hour for other forms of delivery. Many trade courses in Victoria are only available if taken in an apprenticeship.

In NSW the price is set for the course and its division between the subsidy and fee, similar to the way the Commonwealth funds higher education. The price is the same for a particular qualification whether the course is in an apprenticeship, a traineeship or wholly provider delivered. The fee varies and but is set at \$1,000 for all traineeships and \$2000 for Apprenticeships. At the moment therefore the subsidy is highest for traineeships, e.g. For the Certificate III in Civil Construction the price is \$9,580 so the subsidy is \$8,580 for a trainee and \$7580 for an apprentice. However, the fee for apprentices is to be abolished in 2019.

Every state also has fee concessions or exemptions for eligible students and in some cases extra funding to the provider. NSW for example exempts Indigenous persons and persons with a disability. It charges concession fees for persons on welfare benefits. Concessions are not available for diploma or higher courses where VET Student Loans can be available. NSW has additional funding paid to the provider for students with a disability or Indigenous persons, long term unemployed and regional and remote students.

The state's systems of funding are changing over time and full analysis would be a complex exercise.

Other public funds

Loans

HECS-HELP Loans are available for Commonwealth supported places in higher education. FEE-HELP loans are available for full-fee courses to approved providers with a 25 per cent loan fee for undergraduate courses.

The VET Student Loans introduced in 2017 replaced the much rorted VET FEE-HELP. They are available only for courses seen to have good job prospects, ones for which states provide subsidies, and to providers with good records. The loans made in 2017 totalled less than 10 per cent of the peak VET FEE-HELP outlays and were mainly to TAFEs whereas VET FEE-HELP had been mainly to private providers. They are only available to diploma and higher courses in vocational education where the students only make up about 12 per cent of total students. A 20 per cent loan fee applies to VET Student Loans for full fee paying courses.

Student assistance

Youth Allowance, Austudy, ABSTUDY, are means tested grants by the Commonwealth for full-time students in higher education and vocational education. The budgeted outlays and expected student numbers suggest that a smaller proportion of vocational students receive them than do higher education students. This is not what would be expected from the lower socio-economic background of vocational students. However there are very little data and despite the recommendation by Bradley et al (2008) that there be regular evaluations there does not seem to be any recent information.

Other private fees

Other domestic

In higher education domestic student fees bring in only 1% revenues but HECS HELP loans which finance student fees together with up-front student payments total 20% of higher education revenues

Domestic fees made up 7% of revenues in 2016 for vocational education (and this would include some VET-FEE HELP funds). Other fee-for-service revenues of 7% include employer purchase of training.

International students

Higher education onshore International fee revenues were estimated at \$7.6 billion for 2016 by the Australian Bureau of Statistics (ABS 2017) though the Department of Education and Training Finance data (2017) shows \$6.2 billion received by universities. International student fees contribute 20 per cent of the total revenues reported by DET.

For vocational education the total onshore international fee revenues were \$1.3 billion 2016 (ABS 2017) but just over \$200 million is reported as received by public providers, much lower than expected from their enrolment of a third of the international vocational students. Two thirds of international students are with private providers whose finances are not reported.

Table 2: Funding for teaching in higher education and vocational education

Total Commonwealth and state funds,	
Publicly funded providers total revenues \$30 billion 2016 \$10 billion is identified for Research	Revenues of public providers plus outlays on community providers and private providers \$7 billion 2016 Additional funding for training to access employment, support for apprentices, incentives to employers of apprentices and an apprentice support network —about \$1 billion
Commonwealth funds supported places	States recently provide nearly 60 per cent of public funds paid to providers and the Commonwealth over 40 per cent
Annual or periodic adjustments	
2012 to 2017 funding was demand driven. For 2018 to 2019 funding for bachelor courses is capped at the 2017 funding level. 2020 on universities may be able to grow funding in line with the population.	Commonwealth funding paid to states under a National Agreement and a National Partnership, both for 2017-18 to 2021-22. Total Commonwealth funding declined in real terms from 2012. States budget annually, totals declined substantially since 2012. National Partnership funds now directed to apprenticeships
Grants currently adjusted by CPI	National Agreement is indexed but at a lower rate than CPI. National Partnership not indexed. States processes need further research
Providers funded and who pays them	
Public funding is provided to public universities, Notre Dame; about 2 per cent of funding is paid to private providers	Substantial government funding is paid to private (mainly for-profit) providers: average about 25 per cent but 40 per cent of funds in Victoria and Queensland and 12 per cent in NSW
Commonwealth directly funds providers	States fund providers; Commonwealth pays its contribution to the states though makes some specific funding direct to providers
Subsidy rates and fees	
Eight rates of subsidy are set for by the Commonwealth for 'funding clusters' of fields of education for all Australia	Each state sets its subsidies by course. Great variation/complexity across courses. Average funding rate per hour of training in 2016 in NSW nearly 40 % higher than in Victoria. Variations in: loadings for equity groups, concessions and exemptions
Maximum fees are fixed by the Commonwealth for funding clusters	Fees fixed in NSW but deregulated in Victoria and Queensland
Other public funds	
HECS-HELP Loans available for courses in public providers. FEE-HELP to approved private providers	VET Student Loans, different conditions to HECS HELP Small outlay, mainly to public providers in 2017 Only for a some diploma and higher courses and providers
Youth Allowance, Austudy, ABSTUDY, means tested grants for full-time students Student finances are regularly surveyed	Same system as higher education Proportion of vocational students receiving them seems low There is little research on student finances
Other private fees	
Domestic student fees only 1% revenues in 2016 but HECS HELP loans and up-front student payments total 20%	Domestic fees 7% of revenues in 2016. Other fee for service 7% includes employer purchase of training
Onshore International fee revenues \$7.6 billion in 2016 (ABS estimate which is higher than DET estimate) International student fees contribute 20 per cent of Higher Education Revenues	Total onshore international fee revenues \$1.3 billion 2016 (ABS estimate) but only small proportion is received by public providers. Two thirds of international students are with private providers whose finances are not reported.

Note: Some institutions are registered as both vocational and higher education providers. The basic structure of financial data is similar for higher education and publicly supported vocational education but the different ways of reporting do not allow easy comparison (NCVER 2017, Department of Education and Training 2017)

3. The increased funding to private providers of vocational education and the decline in real government funding

The discussion of the changes in the total of public funding for VET and the increase in the share going to private providers is based on a recent paper (Burke 2018).

Government funding to non-TAFE provider began to grow in the 1990s when there was strong advocacy within government for developing a training market. A first step was the requirement for that a proportion of 'growth funds' provided by the Commonwealth be allocated to private providers. Next 'User Choice' was introduced for the training of apprentices and trainees. This allowed the employer to choose the public or private training provider which then received government funding. This was supported by the extension of an existing Commonwealth scheme of payments of incentives to employers of apprentices. It was made available to traineeships and to existing and part-time workers.

From 2005 to 2010 funding of private providers was boosted by a rapid increase in international students, associated with the then easy access to permanent migration.

Some additional Commonwealth programs under the Howard and Rudd governments increased the funds to both private and public providers. In 2008 the Council of Australian Governments (COAG) considered an entitlement for all Australians to at least Certificate III. Victoria led the way from 2009 and all states agreed to it in 2012. Under the scheme public funds would be more generally available to non-TAFE providers. There was also agreement in 2012 to extend availability of VET FEE-HELP loans for diploma and higher level vocational courses.

While the strong growth in funding to private providers was taking place in recent years there were also cuts to the total of the public funds shared:

- Total real government funds for VET providers fell by 20 per cent from 2012 to 2016.
- While VET funding is now lower than in 2001-02 the real funding for schools is 40 per cent higher and for universities 60 per cent higher (Pilcher and Torii 2017).
- Commonwealth funding has been falling in the last few years but state funding has fallen more.
- Real government funds per hour of training has tended to fall over a long period and it varies substantially across states (Productivity Commission 2018).
- The share of public funds going to non-TAFE providers increased from 10 per cent in 2007 to 29 per cent in 2014 but fell slightly to 2016, with large variation in shares across states.

Alongside these changes in funding were changes in enrolments:

- The number of students in government funded vocational education grew to 2012 and then fell by over 20 per cent to be lower than in 2003.
- Students in TAFEs fell by a third from 2009 to 2015 but have increased by 8 per cent 2015 to 2017.
- Students with private providers doubled 2009 to 2015 but have fallen 15 per cent from 2015 to 2017.

4. The consequences and next steps

The various changes that increased the funding to private providers were associated with waste and fraud. The largest overall waste of funds was VET FEE-HELP where outlays reached nearly \$3 billion in 2015. However there were problems reported as early as 1999 for traineeships (Schofield 1999). Fraud in the award of qualifications to international students to enable permanent migration led to the removal of several VET related occupations from the migration occupations list in 2010 (Baird (2010)). The entitlement scheme started in Victoria in 2009 led to a huge budget blow out by 2011, a sharp contraction in TAFE and expansion in private providers and extensive fraud (Mackenzie 2015). Other states schemes were introduced later. They were mostly more limited and better monitored but in South Australia and Western Australia led to a very large expansion and then contraction in funding.

Quality is also affected by the lower rate of funding per hour of training provided, estimated by the Productivity Commission to be 15 per cent lower in real terms in 2016 than in 2007.

Quality in TAFE institutions has been affected by substantial restructuring of courses and staff caused by the rapid fall in enrolments 2009 to 2015. It is argued that the need to compete with private providers has led to a race to the bottom in quality. Lack of funds encourages the provision of courses in unduly short time, excessive use of on-line delivery and employment of low quality teachers. A recent comment from an employer in an RTO who was asked if he provided staff development to casual teachers was 'You don't polish a rental car'.

To assess the effects of the decline in student numbers and quality we can consider indicators of equity and effectiveness. Overall participation in vocational education has declined with the fall in student numbers though in some years this was offset by expansion in higher education.

Vocational education remains the major provider for less advantaged students: Indigenous persons, persons with a disability and persons from remote areas and persons of low socio-economic background as indicated in Table 1. Equity indicators for government funded VET tended to decline the period 2012 to 2016.

Measures of effectiveness such as employer satisfaction fell though student satisfaction changed little. Employment outcomes have declined though this could be due to the growth in part-time employment and underemployment for young people; university graduates were also affected.

Only a small proportion of vocational graduates other than trade apprentices obtain employment in the occupation of their training. This issue predates the recent funding changes and it raises questions on the nature of vocational education and the reliance on training packages related to particular occupations rather than a broader education.

Matters for more detailed consideration:

- A comprehensive evaluation of the whole range of funds for vocational education including student assistance, additional support for apprentices compared with other vocational students.
- The very large numbers of private providers and the history of poor quality suggests a need more external assessment as used for trades such as plumbers. A first step may be the adoption of the recommendations by Braithwaite (2018).
- A need for vocational education to be considered in the same policy forum as higher education. This may need a state and Commonwealth agreement for national oversight of funding of vocational and higher education as a means of rationalising subsidies across tertiary education (e.g. Bradley et al 2008).

- Development of more autonomous public vocational providers who have a major role in equity, in trade apprenticeships and longer term relationships with industry.

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Table A1 Domestic higher education, students by field of education by course Level, Australia 2016

ASCED codes	01 - Natural and physical sciences	02 - Info technol	03 - Eng and related technol	04 - Architect and building	05 - Agric, enviro and related studies	06 - Health	07 - Education	08 - Manage and commerce	09 - Society and culture	10 - Creative arts	11 - Food, hospital and personal services	12 - Mixed field programmes	Non-Award course	TOTAL enrolments
Postgraduate other	4574	4576	6697	4648	2233	39647	35998	44988	50945	4711				198205
Postgraduate research	8348	1198	4463	702	1427	8644	3500	2606	11281	3073				45242
Bachelor	84,329	25,482	52,705	18,435	10,262	153,319	77,225	138,634	205,939	64,106	41			830,477
Undergraduate other	1,335	1,114	3,687	580	343	4,018	1,144	3,834	8,378	5,474	10			29,917
Enabling	485	6	177	12	6	521	2,731	48	6,357	2,626	2,311	11,193		26,473
Non-Award													6,900	6,900
All Domestic-c	99,071	32,376	67,729	24,377	14,271	206,149	120,598	190,110	282,900	79,990	2,362	11,193	6,900	1,138,026

DET 2018 Ucube

Table A2 Domestic Government funded vocational students by major program field of education by highest current qualification level, Australia 2016

	01 - Natural and physical sciences	02 - Info techno	03 - Engineering and related techno	04 - Architect and building	05 - Agric enviro and related studies	06 - Health	07 - Education	08 - Manage and commerce	09 - Society and culture	10 - Creative arts	11 - Food, hospitality and personal services	12 - Mixed field programmes	Not Known	Total
Diploma or higher	1,227	4,073	6,665	10,645	3,180	20,689	46,308	33,717	18,324	7,872	2,452	269		155,423
Certificate IV	1,923	5,397	20,740	22,199	3,023	13,100	10,916	47,787	37,746	4,127	8,506	6,507		181,968
Certificate III	2,907	7,427	139,449	58,879	25,972	15,139	8,475	70,338	88,336	9,511	62,108	16,016		504,559
Certificate II	1,406	2,414	37,888	15,478	11,652	5,383	0	26,202	9,372	2,586	32,953	27,718		173,053
Certificate I	0	2,051	4,216	6,337	1,043	28	2,719	1,752	242	409	1,485	36,875	38	57,183
All AQF qualification	7,468	21,356	208,955	113,540	44,862	54,337	68,410	179,799	154,022	24,502	107,503	87,386	38	1,072,184
Non AQF	15	263	409	315	262	233	859	1,557	634	176	641	26,465	89,360	121,191
Total	7,487	21,624	209,360	113,851	45,124	54,573	69,274	181,355	154,655	24,674	108,142	113,857	89,398	1,193,374

NCVER 2018 VOCSTATS

Table A3 Illustrative subsidies for vocational diplomas Victoria 2018 EXTRACT ONLY

Course code	Name	Maximum payable hours	Subsidy per hour			Total subsidy
			Standard	Trainees	Apprentice	
FNS50215	Diploma of Accounting Traineeship	630		\$6.00		\$3,780
	Diploma of Accounting	630	\$6.00			\$3,780
MEA50215	Diploma of Aeroskills (Mechanical) Apprentice	2,840			\$15.00	\$42,600
	Diploma of Aeroskills (Mechanical)	2,840	\$7.00			\$19,880
AHC50116	Diploma of Agriculture	1,500	\$5.50			\$8,250
SHB50115	Diploma of Beauty Therapy	1,620	\$6.00			\$9,720
CPC50210	Diploma of Building and Construction (Building) Traineeship	2090		\$7.00		\$14,630
	Diploma of Building and Construction (Building) Traineeship	2090	\$7.00			\$14,630
BSB50215	Diploma of Business Traineeship	500		\$4.00		\$2,000
	Diploma of Business	500	\$4.00			\$2,000
CHC52015	Diploma of Community Services Traineeship	1,400		\$6.00		\$8,400
	Diploma of Community Services	1,400	\$6.00			\$8,400
CHC50113	Diploma of Early Childhood Education and Care Traineeship	1,998		\$6.00		\$11,988
	Diploma of Early Childhood Education and Care	1,998	\$6.00			\$11,988
UEE50411	Diploma of Electrical Engineering Apprentice	1,680			\$12.50	\$21,000
	Diploma of Electrical Engineering	1,680	\$6.50			\$10,920
MEM50212	Diploma of Engineering - Technical Traineeship	1,300		\$7.00		\$9,100
	Diploma of Engineering - Technical	1,300	\$7.00			\$9,100
SIS50215	Diploma of Fitness Traineeship	1,110		\$7.00		\$7,770
	Diploma of Fitness	1,110	\$2.00			\$2,220
SIT50416	Diploma of Hospitality Management	1,320	\$4.00			\$5,280
HLT54115	Diploma of Nursing Traineeship	1,725		\$9.50		\$16,388
	Diploma of Nursing	1,725	\$9.50			\$16,388
CHC50413	Diploma of Youth Work Traineeship	1,545		\$6.00		\$9,270
	Diploma of Youth Work	1,545	\$6.00			\$9,270

Table A4 Illustrative fees and subsidies for vocational diploma courses NSW 2018 EXTRACT ONLY

Course Code	Title	Strategy	Qualification Price	Student fee first Qualification	Subsidy	
					Standard	Plus ATSI and Remote Loadings
FNS50217	Diploma of Accounting		\$6,630	\$2,530	\$4,100	\$6,421
MEA50215	Diploma of Aeroskills (Mechanical)	J+T	\$32,870	\$5,120	\$27,750	\$39,255
MEA50215	Diploma of Aeroskills (Mechanical) APPRENTICE	J+T	\$32,870	\$2,000	\$30,870	\$42,375
AHC50116	Diploma of Agriculture		\$11,360	\$4,290	\$7,070	\$11,046
AUR50216	Diploma of Automotive Technology	J	\$11,160	\$4,050	\$7,110	\$11,016
SHB50115	Diploma of Beauty Therapy		\$13,810	\$3,750	\$10,060	\$14,894
CPC50210	Diploma of Building and Construction (Building)		\$17,970	\$1,000	\$16,970	\$23,260
BSB50215	Diploma of Business TRAINEESHIP		\$5,690	\$1,000	\$4,690	\$6,682
BSB50215	Diploma of Business		\$5,690	\$2,530	\$3,160	\$5,152
CHC52015	Diploma of Community Services		\$10,810	\$4,420	\$6,390	\$10,174
CHC52015	Diploma of Community Services TRAINEESHIP		\$10,810	\$1,000	\$9,810	\$13,594
CHC50113	Diploma of Early Childhood Education and Care TRAINEESHIP		\$11,690	\$1,000	\$10,690	\$14,782
CHC50113	Diploma of Early Childhood Education and Care		\$11,690	\$4,420	\$7,270	\$11,362
UEE50411	Diploma of Electrical Engineering	J	\$19,090	\$7,350	\$11,740	\$18,422
UEE50411	Diploma of Electrical Engineering TRAINEESHIP	J	\$19,090	\$1,000	\$18,090	\$24,772
MEM50212	Diploma of Engineering - Technical TRAINEESHIP	J	\$11,430	\$1,000	\$10,430	\$14,431
MEM50212	Diploma of Engineering - Technical	J	\$11,430	\$5,120	\$6,310	\$10,311
SIS50215	Diploma of Fitness		\$10,580	\$3,750	\$6,830	\$10,533
SIT50416	Diploma of Hospitality Management		\$10,670	\$3,750	\$6,920	\$10,655
HLT54115	Diploma of Nursing	J	\$14,670	\$4,420	\$10,250	\$15,385
CHC50413	Diploma of Youth Work		\$10,060	\$4,420	\$5,640	\$9,161

Source: NSW 2018, Smart and Skilled, Prices and Fees – v7.1

J means the student could be offered a scholarships of \$1000, T means a trade related qualification requiring extra approval

Note: the standard student fee for Traineeships is \$1000 and for Apprenticeships \$2000