

Victorian Training System Highlights 2022

Training, Skills and Higher Education

THE GOVERNMENT-FUNDED TRAINING SYSTEM –AN OVERVIEW

Government-funded enrolments in Victoria increased by 2.4 per cent from 2018 to 2022.

Enrolments in 2022 decreased compared to 2021, which had higher than normal activity levels due to many students continuing their enrolments from 2020, when training was disrupted by the pandemic.

Activity levels across most sectors and most cohorts have shown significant growth compared to 2018.

Free TAFE is improving access to training

The Free TAFE for Priority Courses initiative aims to remove financial barriers for students so they can pursue high-demand courses that contribute to the Victorian economy. Since its introduction in 2019, cumulative commencements have steadily increased and surpassed 125,000.

Enrolments in courses that were added to the Free TAFE Course List have increased by 33 per cent across the TAFE Network since 2018, as Government has continued to expand the list.

Training supports positive outcomes for all Victorians

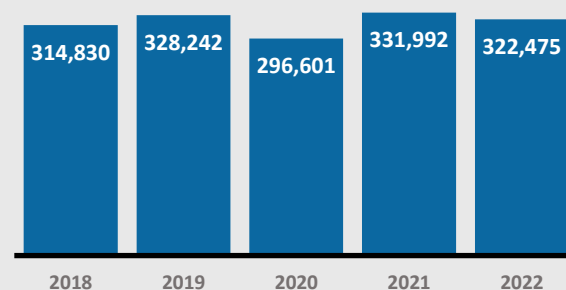
In 2022, enrolments for apprenticeships and traineeships reached the highest level in the last five years.

Compared to 2018, enrolments for trainees increased by 29 per cent, apprenticeships saw an 18 per cent increase, female enrolments rose by 7 per cent, Indigenous Australian enrolments rose by 6 per cent, and a 3 per cent rise in the Culturally and Linguistically Diverse (CALD) cohort.

ALL GOVERNMENT-FUNDED ENROLMENTS

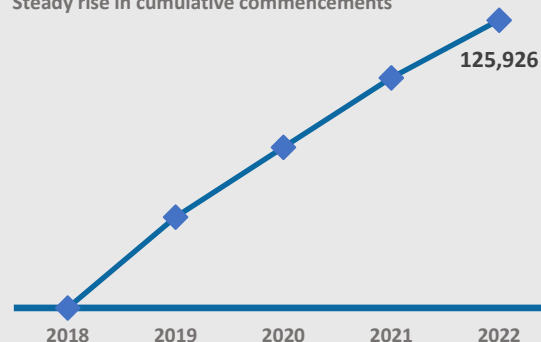
2022 enrolments show post-COVID recovery

■ Total Govt Funded Enrolments



FREE TAFE FOR PRIORITY COURSES

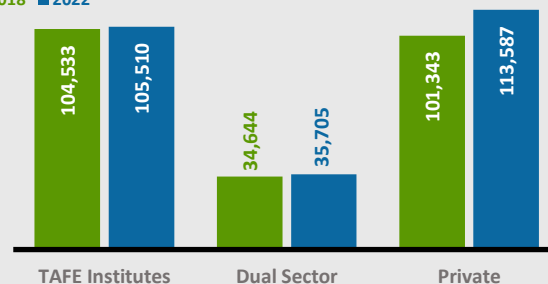
Steady rise in cumulative commencements



ALL GOVERNMENT-FUNDED ENROLMENTS – BY PROVIDER TYPE

TAFE and Dual Sector rose 1.5%

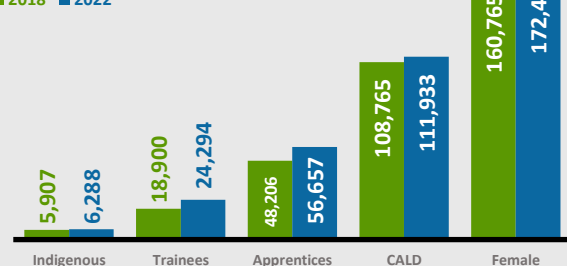
■ 2018 ■ 2022



ALL GOVERNMENT-FUNDED ENROLMENTS – BY COHORT

Eligibility settings support key cohorts

■ 2018 ■ 2022



DELIVERING HIGH-QUALITY TRAINING THAT IS STRONGLY ALIGNED WITH INDUSTRY

The *Skills First* reforms continue to ensure that growth in training delivery is aligned with government priority areas and support economic recovery.

Growth across different age cohorts

Course enrolments grew across all age groups from 20 to 44 years, with increases ranging from 3.4 per cent for the 20-24 age group to the largest increase of 21 per cent for the 35 to 39 age group.

Changing training delivery modes

Training providers have continued to offer more flexible training options, including external (online) delivery, which were initially introduced in 2020 in response to COVID restrictions. These options have remained available as they provide convenience and accessibility for learners. Additionally, there has been an increase in workplace delivery as the strong labour market has led individuals to seek training solutions that can be integrated into their work schedules.

Industry alignment

The top four industries in terms of enrolments are Health Care and Social Assistance, Construction, Education and Training and Professional, Scientific and Technical Services.

These industries represent the sectors with the highest labour market demand.

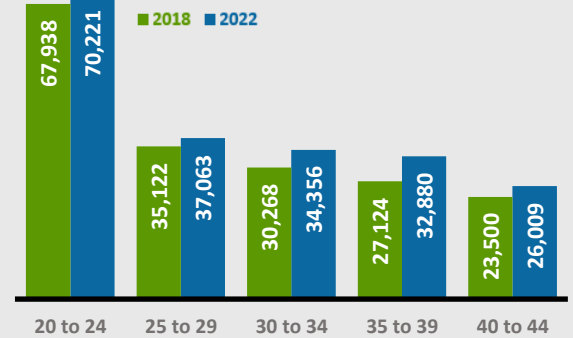
The most popular courses are Certificate IV in Disability, courses in Early Childhood Education and Care, and apprenticeships for Carpentry and Electricians.

Role of TAFEs

TAFEs continue to be vital in delivering training across the State, playing a crucial role in assisting Victorians with re-skilling and upskilling. TAFEs deliver more than 80 per cent of apprenticeships and more than 70 per cent of training in regional Victoria.

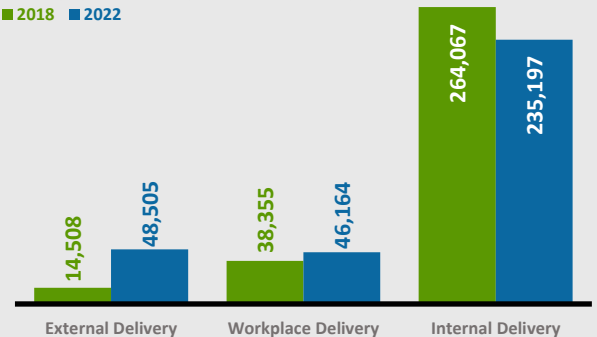
ALL GOVERNMENT-FUNDED ENROLMENTS – BY AGE

21% increase for 35 to 39 year olds



ALL GOVERNMENT-FUNDED ENROLMENTS – BY PREDOMINANT DELIVERY MODE

Delivery type reflects post-COVID settings



TOP 4 INDUSTRY AREAS FOR GOVERNMENT-FUNDED ENROLMENTS 2022



NOTES ON THE DATA

Data source

The source of data in this report is DET's training activity Skills Victoria Training System (SVTS) database. This administrative data is reported to DET by government-funded training providers.

SVTS data included in this report may differ from previous publications as classifications are updated from time to time to improve data quality and consistency across years. In addition, changes to reporting and data standards may lead to minor revisions to data previously reported.

SVTS data presented in this report are not comparable to other publicly available data such as:

- National Centre for Vocational Education Research (NCVER) data. While NCVER data for Victoria is sourced from data submitted by the Victorian Department of Jobs, Skills, Industry and Regions, there will be differences between Departmental data and NCVER data due to statistical moderation, inter-jurisdictional anomalies and varying counting rules. Additionally, NCVER data include training by all providers while SVTS data only cover providers that have a Victorian Training Contract.
- Budget Paper No. 3 (Chapter 2 – Department performance statements) — due to differences in counting rules, calculation methodologies and data definitions.

The measures used in this report are course enrolments. Total course enrolments include both new commencements and continuing enrolments. A student may be enrolled in more than one course at a training provider during a given reporting period.

Fee Free TAFE Priority Courses List

This Report covers enrolments in the Free TAFE (Waiver) for Priority Courses Initiative 2022 Course List. For comparison purposes, the same list of courses is used for prior years and backcast to 2018, before the introduction of the Free TAFE Initiative.

Student Cohorts and industry classifications

Student cohorts are not mutually exclusive. Industry classifications included in this Report are defined as per the Australian and New Zealand Standard Industrial Classifications (ANZSIC). Where a qualification is considered relevant across several industries, enrolments have been proportionally allocated across relevant ANZSIC industries using employment data as a guide.

Data scope

This report covers government-funded training activity only. Training activity for 2022 is compared with the same period in 2021, 2020, 2019 and 2018 to provide a comparable picture of patterns and trends over time.

Training Delivery Mode

Internal delivery: e.g., classroom-based is where the client and the trainer both interact in real-time and physically attend training delivery locations organised or managed by the training organisation. This includes workshop, laboratory, simulator and classroom-based training even when the training is delivered using video or internet links in real-time. The client and trainer must interact in real-time and must attend a training delivery location to be classified as internal.

External delivery: e.g., online is where the client does not attend a physical training delivery location but instead undertakes training at a location of their choosing and using training materials that are provided online or by correspondence. A client learning at home either by engaging with self-paced materials or interacting with a trainer in real-time would be classified as external.

Workplace-based delivery includes training activity conducted in the workplace whether it is conducted by the training organisation or the employer; for example, industrial/work experience, field placement, fully on-the-job training or structured workplace training delivered at a place of employment.