

Recovery in the Training System

THE GOVERNMENT-FUNDED TRAINING SYSTEM — AN OVERVIEW

Government-funded training activity in Victoria rose by 2.0 per cent during YTD June 2022 when compared with YTD June 2018.

Enrolment activity was affected by unusual circumstances during the intervening years, including one-off pent-up demand for free or low-fee training with the introduction of Free TAFE in 2019, restrictions due to the COVID-19 pandemic in 2020 and a surge in returning students during 2021 (who could not complete their training in the prior year).

Consequently, a comparison of YTD June 2022 with YTD June 2018 data provides a better indication of recovery in the training system. The half-year to June 2022 saw growth across many sectors and cohorts, and activity measures exceeded equivalent 2018 levels.

This recovery was driven by training providers adapting to alternative delivery methods and the successful implementation of government initiatives such as the extension of Free TAFE.

Free TAFE is improving access to training

The Free TAFE initiative focuses on reducing financial barriers for students so they can train in courses that lead to jobs in demand which support the Victorian economy.

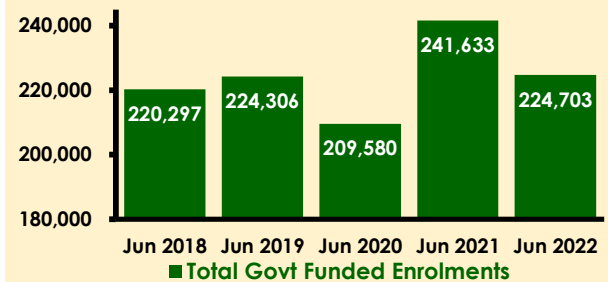
Enrolments in courses on the 2022 Free TAFE Course List were 31 per cent higher than in YTD June 2018, with 38 per cent more at the TAFE Network and 25 per cent greater at non-TAFEs. Elevated levels during 2021 were due to returning students (who could not complete their training in the prior year).

Training supports positive outcomes for all Victorians

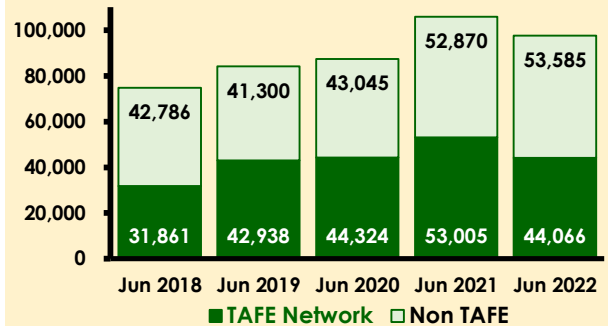
Government-funded training rose by 4 per cent at TAFE Institutes and Dual Sector Universities and by 9 per cent at Private providers.

Enrolments were 28 per cent higher for Trainees, 17 per cent greater for Apprentices, 7 per cent more each for females and the Indigenous, and 2 per cent up among the Culturally and Linguistically Diverse (CALD) cohort compared with YTD June 2018.

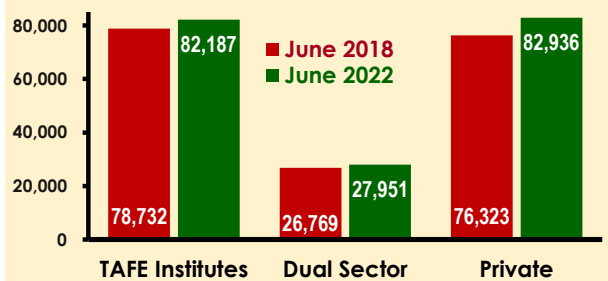
ALL GOVERNMENT FUNDED ENROLMENTS



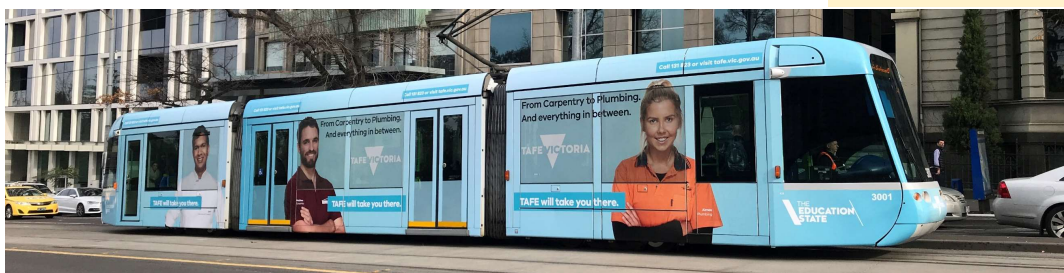
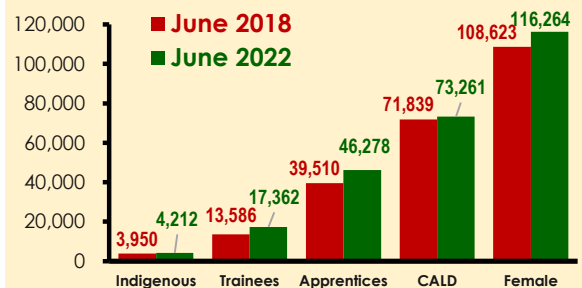
ALL GOVT-FUNDED ENROLMENTS IN COURSES ON THE 2022 FREE TAFE COURSE LIST



ALL GOVERNMENT-FUNDED ENROLMENTS - BY PROVIDER TYPE



ALL GOVERNMENT-FUNDED ENROLMENTS - BY COHORT



DELIVERING HIGH-QUALITY TRAINING THAT IS STRONGLY ALIGNED WITH INDUSTRY

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

Growth across different age cohorts

Course enrolments showed growth among those aged 20 to 44, with a 22 per cent rise for those aged 35 to 39, 13 per cent increase for those who were 30 to 34 and 40 to 44, and 5 per cent more for the 20 to 29-year-olds.

Changing training delivery modes

The lingering impact of the pandemic was also evident in the 230 per cent surge in external (eg. On-line) training delivery and a 23 per cent increase in workplace training, while internal delivery (classroom-based) fell by 12 per cent.

Industry alignment

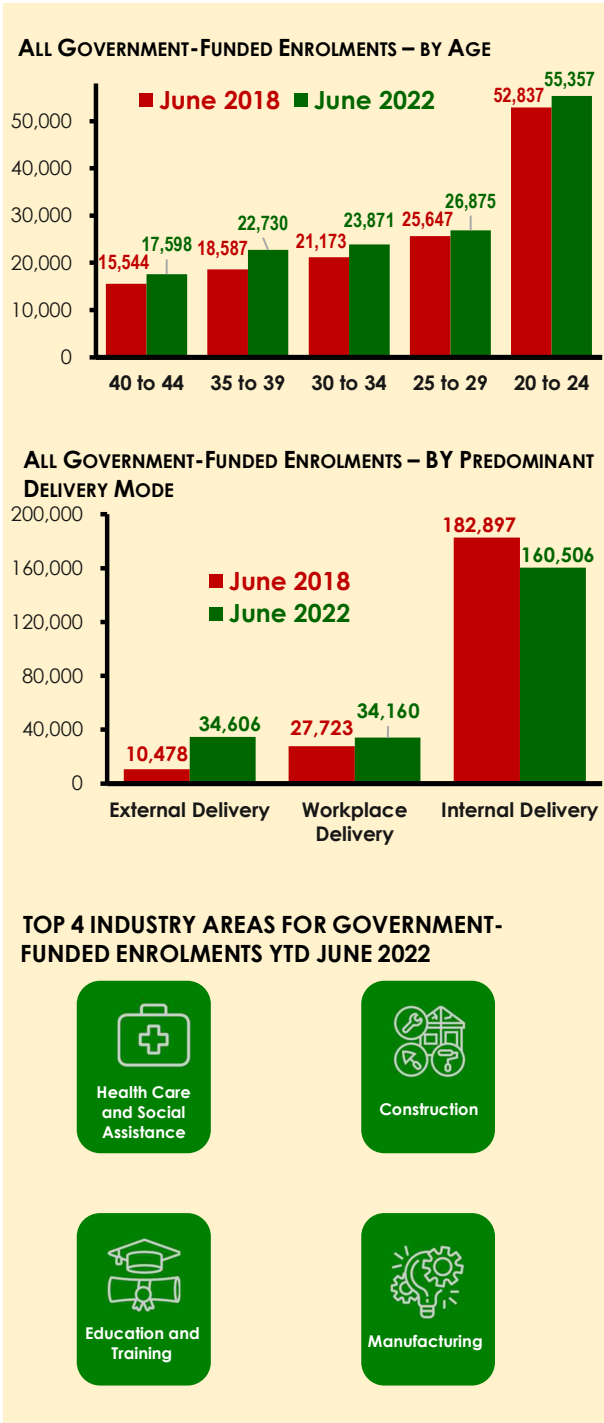
The top four industries by enrolments are in the Health Care and Social Assistance, Construction, Education and Training and Manufacturing sectors.

Role of TAFEs and Government

In all four industries, TAFEs continue to play a key role in training provision.

TAFEs and other training providers play a critical role in supporting Victorians to re-skill and upskill and drive economic recovery in the post-COVID-19 economy.

The Skills for Economic Recovery package and other Victorian Government initiatives are making it easier for people with pre-existing qualifications to retrain and improve access to training for Victorians impacted by the pandemic, particularly women and young people.



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 Education and Training, 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 YTD June 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.