



Government-funded students and courses 2025: explanatory notes

National Centre for Vocational Education Research
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Contents

- Tables and figures 4
 - Tables 4
- Explanatory notes 5
 - Scope 5
 - Data sources 5
 - Data treatment 5
 - Data revisions 6
 - Student counts 6
 - Student attributes 6
 - Training providers 6
 - Reporting derivations 7
 - Data quality and comparability issues 8
 - Not known' information 9
 - Administrative outcomes 10
 - Miscellaneous 11

Tables and figures

Tables

1	Government-funded clients with ‘not known’ data, 2019 to 2025 (%)	9
2	Government-funded students with ‘not known’ data, 2019 to 2025 (%)	10
3	Government-funded subject enrolments by credit transfer and state/territory, 2019 to 2025 (‘000)	10
4	Government-funded subject enrolments by superseded subject and state/territory, 2019 to 2025 (‘000)	11
5	Government-funded subject enrolments by ‘not yet started’ and state/territory, 2019 to 2025 (‘000)	11

Explanatory notes

Scope

- 1 This publication reports on government-funded VET students, subject enrolments, program enrolments, and qualification completions delivered by registered and non-registered training organisations.
- 2 This publication does not cover the following types of training activity:
 - fee-for-service training activity (reported with *funding source - national* '20 - domestic client', '30 international client', '31 - international onshore client', or '32 - international offshore client')
 - delivery undertaken at overseas campuses of Australian VET institutions
 - credit transfer (reported with *outcome identifier - national* '60 - credit transfer')
 - subjects that were superseded part-way through training (reported with *outcome identifier - national* '61 - superseded training')
 - training that has not yet started (reported with *outcome identifier - national* '85 - not yet started')
 - VET delivered in schools, where the training activity was undertaken as part of a senior secondary certificate and is not government-funded
 - any Commonwealth-specific funded administrative records not held by state training authorities
 - any activity where revenue was earned from another training provider in terms of subcontracting, auspicing, partnership or similar arrangements¹ (reported with *funding source - national* '80 - revenue earned from another training organisation').

Data sources

- 3 Data are sourced from the administrative records reported to NCVET by the state and territory training authorities.
- 4 The information contained in this publication is, unless otherwise stated, derived from the National VET Provider Collection. This collection is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), release 8.0. For further information on AVETMISS go to <https://www.ncver.edu.au/rto-hub/statistical-standard-software/avetmiss-vet-provider-collection-specifications-release-8.0>.
- 5 This publication also makes use of data and classification information from the Australian Bureau of Statistics (ABS). For more information, refer to the fact sheet Use of ABS data in 'total VET activity' located at <https://www.ncver.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets>.

Data treatment

- 6 The percentages presented in this publication are reported to one decimal place.

¹ Third party delivery is issued under the name and logo of the principal provider. The principal provider is expected to submit the administrative records to the National VET Provider Collection; it is this activity that is reported on in lieu of any administrative records provided by a sub-contracted training organisation.

- 7 Other numbers have been rounded, after aggregation, to the nearest five. Rounding can lead to situations where the sum of rows does not add up to the rounded totals.
- 8 Where relevant, students are counted distinctly against each by variable in a chart or table, including the total. This can lead to situations where the sums of rows or columns do not sum to the total (e.g., a student studying at multiple provider types is counted once for each type but counted only once in the total).

Data revisions

- 9 Data from previous collections and reporting periods, represented within this publication, may differ from those presented in prior publications as:
 - Data may have been rebased. Data revisions take place to facilitate comparisons across collection periods and years based on current data. For example, if a training provider was reported in the current year with provider type of 'school' but in the previous year the same provider was reported as 'community education provider', NCVET will adjust the previously reported provider type to match that of the current year. Improvements to the student counting methodology may also lead to minor variations in data reported between years
 - Data may have been submitted to NCVET after the original reporting window has closed. These data would not have been included in that collection's publication. However, they will be included in the following year's publication
 - Program completions are revised annually
 - Updates to the National Register of VET at [training.gov.au](https://www.training.gov.au) (such as changes to accreditation, program or unit/module details, training provider information) have been applied to data for both the current and previous years.

Student counts

- 10 NCVET applies a methodology to distinctly count students who may be enrolled at multiple training providers within the state or territory. For further information, refer to the fact sheet Counting students in 'total VET activity' located at <https://www.ncvet.edu.au/research-and-statistics/collections/students-and-courses-collection/total-vet-activity-tva-fact-sheets>.

Student attributes

- 11 When reporting on training activity (subject enrolments, program enrolments, or qualification completions), NCVET uses the student attributes as reported with the training activity and not as derived by the student counting methodology.
- 12 When reporting on students, NCVET uses the student attributes as derived by the student counting methodology.

Training providers

- 13 There have been reductions in the number of TAFE institutes reported in New South Wales, Western Australia, and Queensland in recent years due to the implementation of reform measures in those jurisdictions. For example, from 1 January 2019 the number of TAFEs reported in New South Wales decreased from 11 to one as part of the One TAFE consolidation program.

14 As a consequence of how the data are reported and the *provider reporting type* derivation (see Reporting Derivations), some training providers in South Australia and New South Wales may be reported as both ‘Community education provider’ and some other *provider reporting type* value. However, they are only reported and counted once in both the state’s total and total for Australia.

Reporting derivations

15 *Government-funded students and courses* reports training activity according to the state/territory that administered the funding of that training. NCVER applies several derivations to the data in scope of the government-funded collection, submitted by state training authorities, so that the data are reported from that state or territory’s perspective.

16 Unlike *Total VET students and courses*, which only reports on nationally recognised training, *Government-funded students and courses* also includes non-nationally recognised training. A student enrolled in a program is considered to have undertaken nationally recognised training if they were enrolled in at least one nationally recognised subject delivered by a registered training organisation. Otherwise, if all the subjects in which they were enrolled were non-nationally recognised, or if their training was delivered by a non-registered training organisation, they are considered to have undertaken non-nationally recognised training. Students may be counted against both nationally and non-nationally recognised training because they may enrol in multiple programs and/or subjects and/or at multiple providers in a calendar year.

17 One of the major derivations is *provider reporting type*, which determines how training organisations are reported in the various *Government-funded students and courses* resources. *Provider reporting type* is based on the combination of *submitter identifier* and *training organisation type identifier*. For example, training delivered by a TAFE institute in its own jurisdiction is reported as being delivered by a ‘TAFE institute’. However, if the TAFE institute successfully contests funding contracts in another state or territory, then any training delivery is reported as being delivered by ‘other training providers’ in that state or territory’s data.

18 NCVER derives a parent training package for training package qualifications, which summarises superseded and current training package identifiers into a single training package name. As this derivation is made at the training package level, it does not account for scenarios where a training package qualification is superseded by one from an unrelated training package (i.e., where the training package is not part of the supersession chain within the same training package).

19 By using a two-stage matching process, first with a Unique Student Identifier and then with a client’s details, it is possible to set commencing status values. NCVER provides two types of commencing status: *Commencing student status* and *Commencing program status*.

- *Commencing student status* identifies whether this is the first time a student has been reported to NCVER as part of the Government-funded collection irrespective of the training they undertook, provider with which they were enrolled, or submitter of the data
- *Commencing program status* identifies whether this is the first time a student has been reported to NCVER as participating in a program at a training organisation as part of the Government-funded collection, irrespective of the submitter of the data.
 - i. Changes to the program identifier - e.g., via supersession - or training organisation identifier - e.g., consolidation of TAFE institutions - can impact the derivation, which relies on linking on the specific identifiers across years.

Data quality and comparability issues

- 20 The COVID-19 pandemic, and states and territories' economic responses, may have impacted training data, particularly from March 2020 onwards. Any comparison with previous years should be made with caution.
- 21 Training products may be added to the national VET register that take effect from a previous year. Once these products are added to NCVER's classification and reference management system they will be rebased within NCVER's data as nationally recognised training products. This can impact how many subject enrolments, program enrolments, and students are considered in scope.
- 22 As of 2023 the Australian Statistical Geography Standard (ASGS) Edition 3 classification is based on the 2021 Census of Population and Housing. This classification has also been applied retrospectively to data from 2021 onwards so figures may differ from those published previously by statistical area, Socio-Economic Indexes for Areas (SEIFA), and/or Accessibility/Remoteness Index of Australia (ARIA+). Earlier editions of the ASGS have been applied to data prior to 2021.
- 23 Occupations are classified using the 2022 release of the Australian and New Zealand Standard Classification of Occupations (ANZSCO).
- 24 Some training providers do not report data for the first three quarters to training authorities, which affects the completeness of data provided to NCVER across the year.
- 25 Significant remediation was undertaken on training activity in the period 2020 to 2024. See 28, below.

New South Wales

- 26 The increase in training activity for New South Wales in 2020 is due to the introduction of fee-free online short courses by TAFE NSW to people wanting to upskill during the COVID-19 pandemic. The majority of these fee-free short courses are locally developed skill sets.
- 27 NSW Private Providers reported locally developed skill sets for the first time in 2020. This training activity was previously reported as subject only enrolments.
- 28 A proportion of NSW training activity reported between 2020 and 2024 has been remediated to correct subject enrolments. This remediation has had material impacts on NSW subject enrolment trends, minor impacts on program enrolment and student trends, and no impacts on reported hours, Full-Year Training Equivalent or program completion trends.

NSW data may remain overstated for 2025. For further details, contact NCVER.
- 29 Training demand in the 2024 calendar year was impacted by a range of factors, including changes to the Fee Free TAFE program, changes to employer incentives for apprenticeships as well as tight labour market conditions in 2024 in NSW.
- 30 Challenges with the derivation of commencing program status, see 19, are evident in New South Wales elevated 2019 TAFE commencement figures. This was the first year of data following the One TAFE NSW modernisation program, where a network of ten institutes was consolidated under one registered training organisation identifier.

Victoria

- 31 The number of program completions over the years 2015 to 2022 was previously overstated and were remediated. As such, figures for Victoria may differ from the figures originally published for 2015 to 2022.

Western Australia

- 32 Western Australian figures for 2025 onward have been affected by reporting changes associated with the transition to non-accredited literacy and numeracy support ('foundation skills') introduced in January 2025. This change impacts comparability with previous years at the overall program enrolment level, and specifically amongst short course enrolments.
- 33 Two previous Western Australian accredited courses are no longer recorded in national enrolment statistics due to the expiry of their accreditation in December 2024 - the Course in Applied Vocational Study Skills (CAVSS) and the Course in Underpinning Skills for Industry Qualifications (USIQ). These courses were primarily delivered at TAFEs.
- 34 TAFEs have developed an enhanced non-accredited foundation skills support model; however, this activity is not recorded in the national collection. Western Australia's funding and level of effort for foundation skills has not changed.

Australian Capital Territory

- 35 ACT Private Providers have improved their collection and reporting of client demographics from 'not known' to known values. Observed data shifts range between 20 - 30 percentage points.

Not known' information

- 36 Data are reported as 'not known' for the following reasons:

- information was not collected
- a student has not responded to a question on the enrolment form
- invalid information was supplied.

- 37 Caution should be taken when using data which allow a 'not known' response.

- 38 For demonstrative purposes, the extent of 'not known' data, as submitted and before NCVET's counting student methodology has been applied, for selected student variables is illustrated in Table 1 below.

Table 1 Government-funded clients with 'not known' data, 2019 to 2025 (%)

	2019	2020	2021	2022	2023	2024	2025
Disability status	7.7	6.4	6.3	6.0	6.0	6.1	6.6
Gender	0.2	0.2	0.3	0.3	0.2	0.2	0.2
Indigenous status	4.0	3.7	3.5	3.0	3.0	3.2	2.9
Labour force status	11.1	10.5	11.3	11.1	10.8	11.0	11.4
Previous highest education level	4.8	4.6	5.2	4.7	4.9	4.7	4.2
Prior education	3.3	3.0	3.5	3.6	3.2	3.0	2.9
School status	2.1	1.8	2.1	2.1	1.7	1.7	1.3

- 39 NCVET's counting student methodology can impact the rates of 'not known' responses either positively or negatively. For comparison, the extent of 'not known' data once the counting student methodology has been applied is illustrated in Table 2.

- In the event of conflicting demographic information, the value will be set to 'not known'; for example, where the same student is reported as both Indigenous and non-Indigenous

- In the event of a combination of known and unknown information, the value will be set to the known value; for example, where the same student is reported as Indigenous and ‘not known’ they are considered Indigenous.

Table 2 Government-funded students with ‘not known’ data, 2019 to 2025 (%)

	2019	2020	2021	2022	2023	2024	2025
Disability status	7.7	6.3	6.3	6.0	6.0	6.1	6.4
Gender	0.2	0.3	0.3	0.4	0.3	0.3	0.3
Indigenous status	4.0	3.7	3.5	3.1	3.1	3.3	2.9
Labour force status	11.8	11.0	12.0	11.9	11.5	11.7	11.9
Previous highest education level	4.6	4.4	4.9	4.5	4.6	4.4	4.0
Prior education	3.1	2.9	3.3	3.5	3.0	2.9	2.8
School status	2.4	2.0	2.3	2.4	2.0	1.9	1.6

Administrative outcomes

40 Administrative outcomes are those that represent a procedural state of a subject rather than a period of active delivery or assessment. These *outcome identifier - national* values include ‘60 - Credit Transfer’, ‘61 - Superseded subject’ and ‘85 - Not yet started’. These outcomes are not reported on in NCVER’s publications.

41 As these outcomes are not in scope of NCVER’s publication, reporting of them will be determined by individual state and territory requirements, which may mean that these outcomes are never captured.

42 Data on these outcomes are presented in the tables following.

43 *Credit transfer* identifies that a student has received training credit for a subject they have completed previously.

Table 3 Government-funded subject enrolments by credit transfer and state/territory, 2019 to 2025 (‘000)

Credit transfer subjects	2019	2020	2021	2022	2023	2024	2025
New South Wales	302.0	300.9	309.6	259.2	285.4	165.9	230.1
Victoria	338.6	293.2	297.6	379.9	378.1	361.3	236.3
Queensland	407.0	378.8	438.6	487.7	477.7	413.7	343.9
South Australia	73.9	79.5	87.0	100.2	107.4	94.3	85.2
Western Australia	129.8	122.9	150.3	166.8	222.2	172.7	133.0
Tasmania	26.2	18.1	27.0	47.9	31.2	21.0	18.0
Northern Territory	19.7	17.4	18.3	20.2	18.2	17.2	14.3
Australian Capital Territory	32.4	20.8	22.4	43.9	28.2	21.1	11.8

44 *Superseded subject* identifies that training activity started in a subject but was not completed before the student was transferred to a superseding subject against which the end outcome will be recorded.

Table 4 Government-funded subject enrolments by superseded subject and state/territory, 2019 to 2025 ('000)

Superseded subjects	2019	2020	2021	2022	2023	2024	2025
New South Wales	21.4	0.2	0.0	38.9	9.5	1.6	0.3
Victoria	-	-	-	-	4.0	2.0	0.1
Queensland	1.2	0.6	1.9	14.6	7.8	2.8	0.1
South Australia	0.1	0.0	0.1	0.3	0.1	0.1	0.1
Western Australia	0.5	0.1	0.9	7.5	2.0	0.8	0.1
Tasmania	0.2	0.1	0.3	3.1	0.9	0.5	0.0
Northern Territory	0.2	0.0	0.0	0.2	0.2	0.0	0.0
Australian Capital Territory	0.0	0.0	0.0	0.1	0.0	0.1	-

Note: A dash (-) represents a true zero.

45 *Not yet started* indicates that a student has been enrolled into a subject, but training activity or assessment has yet to commence. It is not mandatory to report subjects with this outcome to NCVER.

Table 5 Government-funded subject enrolments by 'not yet started' and state/territory, 2019 to 2025 ('000)

Not yet started subjects	2019	2020	2021	2022	2023	2024	2025
New South Wales	1.5	205.0	333.4	366.0	317.7	462.6	142.7
Victoria	1.7	0.1	0.1	0.0	0.0	0.1	0.4
Queensland	-	-	-	-	-	-	-
South Australia	22.9	19.9	19.3	25.8	25.3	22.3	14.9
Western Australia	-	-	-	-	-	-	-
Tasmania	0.5	0.7	1.0	2.5	3.8	4.0	2.0
Northern Territory	0.3	0.3	0.1	1.5	1.6	0.5	1.2
Australian Capital Territory	12.8	7.9	12.9	9.5	7.8	8.0	6.8

Note: A dash (-) represents a true zero.

New South Wales data for 2020 to 2024 has been remediated. Refer to *New South Wales data quality and comparability issue note 28* above for more detail.

Miscellaneous

46 In tables containing student remoteness, 'offshore' refers to the overseas postal addresses of students studying in Australia.