



Explaining the divergence between student numbers and hours, 2002 to 2007

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RESEARCH

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Explaining the divergence between student numbers and hours, 2002 to 2007

Tom Karmel and Peter Mlotkowski, NCVER

This technical paper provides information on the divergence between student numbers and the numbers of delivery hours for the period 2002 to 2007. Previous explanations of this divergence focused on 'hours inflation', whereby nominal hours increase over time for the same unit of competency or module. The approach we take is to decompose the change in hours from one year to the next into three effects:

- ✧ the effect due to changes in the number of enrolments among modules that are common to the years in question
- ✧ the effect due to changes in the average hours per enrolment among modules that are common to the years in question ('hours inflation')
- ✧ the difference between the hours associated with new and ceased modules.

Key messages

- ✧ The move to nationally consistent hours has not brought student numbers and hours back into alignment.
- ✧ The mooted hours inflation explains relatively little of the divergence between students and hours.
- ✧ There is some evidence however to suggest that another form of hours creep, whereby new modules have higher average hours than ceased modules, was of some significance between the years 2002, 2003 and 2004.
- ✧ A further point to emerge from the analysis is the dynamic nature of the VET system, with very large numbers of hours being associated with the introduction of new modules.

Tom Karmel
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Explaining the divergence between student numbers and hours, 2002 to 2007¹

The purpose of this paper is to explain the divergence between the number of students and the number of delivery hours for the period 2002 to 2007. Previous explanations of this divergence focused on ‘hours inflation’, whereby nominal hours increase over time for the same unit of competency or module. Here we show that the move to nationally consistent hours (referred to as ‘new’ hours in this paper) has not brought student numbers and hours back into alignment. We then show why this is the case; it is because the ‘hours inflation’ explains relatively little of the divergence between students and hours. We attempt to explain the puzzle by comparing the average hours of new and ceased modules; for example, between 2003 and 2004 the average hours of new modules was around 18% higher than the average hours of ceased modules. A further point to emerge from this analysis is the dynamic nature of the vocational education and training (VET) system, with very large numbers of hours being associated with the introduction of new modules.

Introduction of nationally consistent hours

In 2006 nationally consistent hours were introduced in all states and territories except Victoria. This meant that any common unit of competency or module was assigned the same hour value in all states and territories (except Victoria). Victoria moved to nationally consistent hours in 2007. However, unlike all other states and territories, which had their data backcast to 2002, the Victorian data has a break in series. Victoria uses scheduled hours for 2002–06 and nationally consistent hours for 2007. This break in series acts to muddy the water and we make a special point to put caveats on our findings where appropriate.

Before we present our analysis, a brief word is needed on the definitions used in the paper. Figure 1 refers to old and new data scopes for students and hours. The new data scope for students includes data from the training organisation, SA VISA, whereas the old scope doesn’t.² Similarly, the new data scope for hours includes data from SA VISA and uses nationally consistent hours for all states and territories except Victoria, where scheduled hours are retained for 2002–06. The old data scope for hours, as well as excluding data from SA VISA, uses nominal hours supervised

¹ The analysis contained herein is of a complex and involved nature. As such, this publication does not meet standard NCVER data-quality assurances, with only the broad methodology and data easily reproduced independently checked. In addition, since this analysis was conducted, the Northern Territory has resubmitted data for 2004, adding 8100 hours to the state (and national) total. We have decided not to re-run the analysis to take account of such an insubstantial change.

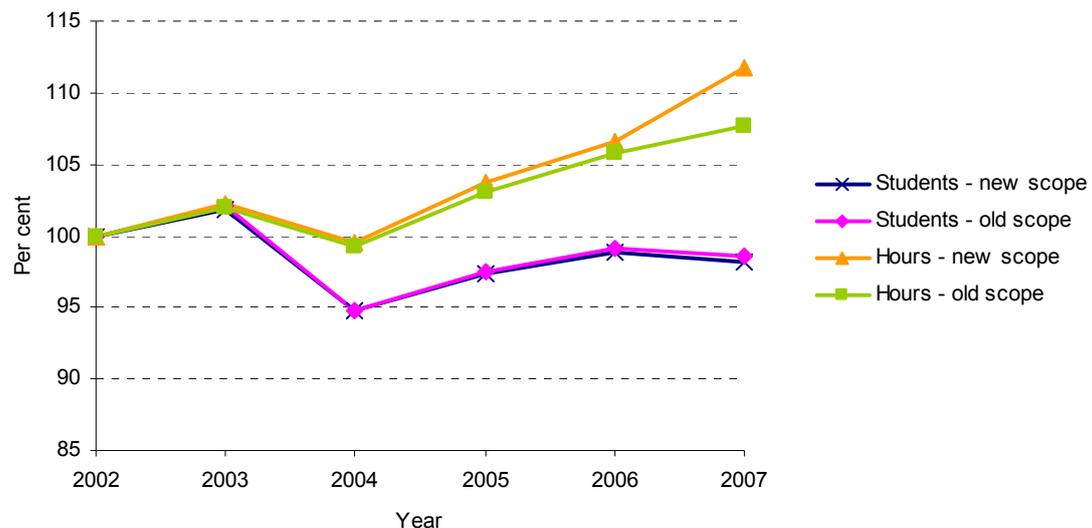
² Training organisation SA VISA was previously deemed to be providing VET in Schools programs and hence was excluded from the data scope.

for all states and territories except Victoria, where scheduled hours are used for all years. Put a bit more simply, we are trying to compare student numbers and hours, both for the way they are reported now and the way they were reported in the past.

Impact of nationally consistent hours

Figure 1 shows changes in the number of students (both old and new data scope) and ‘old’ and ‘new’ hours relative to 2002. Rather than align student numbers and hours, the move to nationally consistent hour values has increased the divergence between students and hours, particularly in 2006–07.

Figure 1 VET students and hours relative to 2002 activity, Australia



Notes: Calculations include Victorian data.

Source: Derived from NCVER National VET Provider Collection (2002–07).

Figure 1 needs to be considered in two parts: 2002–06 and 2006–07. The move to nationally consistent hour values slightly increased the divergence between students and hours in 2002–06. The move resulted in larger absolute changes in national hours from one year to the next between 2002 and 2006 (table 1). The effect was most evident in Queensland in 2004–05, where the change in hours was 2 700 100 using the old data scope and 3 938 300 using the new scope, a difference of 1 238 300 hours or 2.5 percentage points (appendix table A1).

Looking at 2006–07, the very large difference between changes in old and new hours at the national level is explained by the break in series in the Victorian data. Appendix table A1 shows that the change in hours in Victoria in 2006–07 was 6 327 200 using the old data scope (scheduled hours) and 11 624 800 using the new scope (nationally consistent hours), a difference of 5 297 600 hours or 4.9 percentage points. The net effect is an increased divergence between student numbers and hours at the national level.

Table 1 Change in hours, Australia, 2002–07

	2002–03		2003–04		2004–05		2005–06		2006–07	
	'000'	%	'000	%	'000	%	'000	%	'000	%
Old hours	6 648.8	1.9	-9 318.0	-2.6	13 266.9	3.9	9 173.2	2.6	6 717.2	1.8
New hours	7 599.5	2.2	-9 492.0	-2.7	14 874.8	4.3	10 088.4	2.8	17 970.9*	4.8*

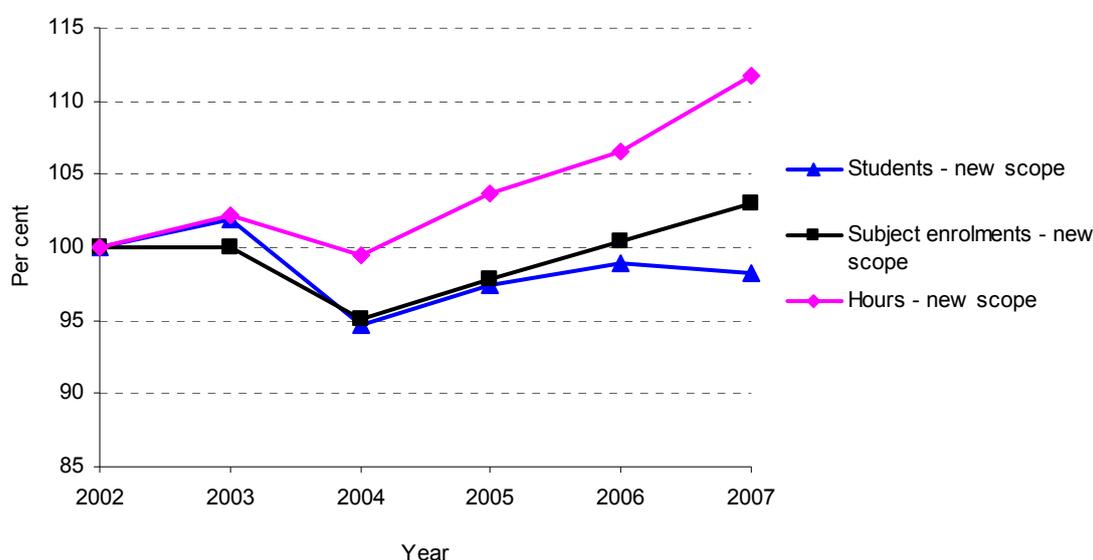
Notes: Calculations include Victorian data.

* Break in series. New hours for Victoria are scheduled hours in 2002–06 and nationally consistent hours in 2007. See appendix table A1 for details.

Source: Derived from NCVET National VET Provider Collection (2002–07).

A simple explanation for the divergence between student numbers and hours could be that students, for any number of reasons, are increasingly switching to qualifications that require more subjects—and hence more hours—to be undertaken. So it could be the case that there is a divergence between students and hours, but not between subject enrolments and hours.

Figure 2 VET students, subject enrolments and hours relative to 2002 activity, Australia



Notes: Calculations include Victorian data.

Source: Derived from NCVET National VET Provider Collection (2002–07).

Figure 2 shows that there has indeed been a divergence between subject enrolments and hours, and that the divergence occurred at the start of the period in question; in 2004–07, subject enrolments and hours grew proportionately.

We now undertake a simple decomposition of the change in hours between years to show why the mooted ‘hours inflation’, whereby the hours for a particular unit of competency/module creep up over time, does not explain the divergence between student numbers (or subject enrolments) and hours.

Isolating the impact of ‘hours inflation’

It is a simple matter to decompose the change in hours between years into three effects:

- ✧ the effect due to changes in the number of enrolments among modules that are common to the years in question

- ✧ the effect due to changes in the average hours per enrolment among modules that are common to the years in question ('hours inflation')
- ✧ the difference between the hours associated with new and ceased modules.

These calculations can be done on both the old hours and the new nationally consistent hours. When using the new hours, the second effect should, by definition, be zero for all states and territories. However, the fact that Victoria retains scheduled hours for 2002–06 before moving to nationally consistent hours in 2007 prevents this from being the case. The calculations are done at the state level (appendix table A2) and are summed to the national level (table 2).

Table 2 Components of change in old and new hours, Australia, 2002–07

	2002–03		2003–04		2004–05		2005–06		2006–07	
	Old %	New %	Old %	New %	Old %	New %	Old %	New %	Old %	New %
Common modules, change in enrolment effect	-1.6	-1.6	-6.6	-6.5	0.2	0.7	-0.8	-0.7	-3.6	-4.0*
Common modules, change in hours per enrolment effect	0.2	0.1	0.0	-0.2	0.1	0.1	0.0	0.2	0.3	0.6*
Difference between new and ceased modules effect	3.4	3.7	4.0	4.0	3.6	3.5	3.3	3.3	5.1	5.3*
Total	1.9	2.2	-2.6	-2.7	3.9	4.3	2.6	2.8	1.8	4.8*

Notes: Calculations include Victorian data.
 Calculations exclude enrolments that did not contain any reporting hours.
 Calculations are done at the state level and summed to national level.
 The retainment of scheduled hours by Victoria in 2002–06 prevents the common modules, change in hours per enrolment effect from equalling zero for new hours. See appendix table A2 for details.
 * Break in series. New hours for Victoria are scheduled hours in 2002–06 and nationally consistent hours in 2007. See appendix table A2 for details.

Source: Derived from NCVET National VET Provider Collection (2002–07).

We can see that the 'hours inflation' effect is positive for the old hours, but that the effect is quite insubstantial. All the action is in the first and third effects: the change in enrolments for common modules and the hours associated with new modules relative to ceased modules.

Prima facie this tells us very little about why student numbers and hours have diverged so much. The fact that, for example, enrolment numbers in common modules go down and there are large numbers of hours associated with new modules may merely indicate how responsive the system is, with demand shifting towards new modules. However, there is a possibility that the new modules have higher average hours than the ceased modules—a different sort of hours inflation. This is what we now turn to.

Table 3 Old and new hours per enrolment for new and ceased modules, Australia, 2002–07

	2002–03		2003–04		2004–05		2005–06		2006–07	
	New modules	Ceased modules								
Old hours	31.6	27.0	36.9	30.8	29.2	30.2	29.8	30.0	29.3	30.6
New hours	32.4	27.1	37.5	31.8	29.4	30.8	30.4	31.2	30.3*	31.0

Notes: Calculations include Victorian data.
 Calculations exclude enrolments that did not contain any reporting hours.
 Calculations are done at the state level and summed to national level.
 * Break in series. New hours for Victoria are scheduled hours in 2002–06 and nationally consistent hours in 2007. See appendix table A3 for details.

Source: Derived from NCVET National VET Provider Collection (2002–07).

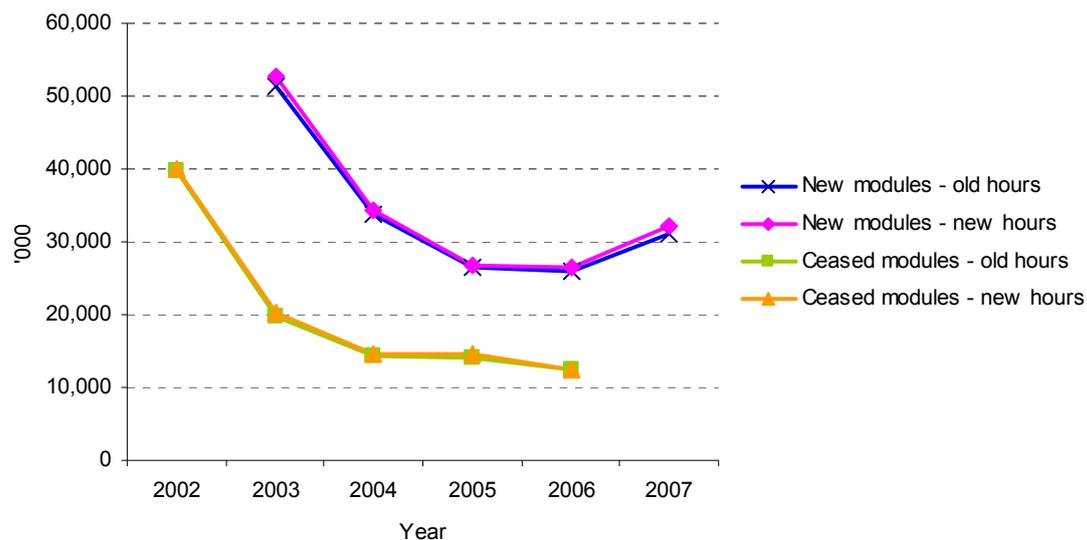
It appears that this new form of hours inflation was of some significance in 2002–03 and 2003–04, with new modules on the whole being substantially larger than ceased modules (table 3). In 2003–04, the average hours of new modules was around 18% higher than the average hours of ceased modules (using the new hours scope). By state the results vary (appendix table A3). Queensland and South Australia, in particular, had new modules that were substantially larger than ceased modules: in Queensland the average hours of new modules in 2003–04 was around 40% higher than the average hours for ceased modules.

Table 3 also indicates that there is no evidence of hours creep in 2004–07, with new modules being on the whole of a similar size to ceased modules.

Dynamic nature of the VET system

The final point to emerge from this analysis is the dynamic nature of the VET system, with very large numbers of hours being associated with the introduction of new modules. Appendix table A4 compares the hours from new and ceased modules by state in 2002–07. In all but a few cases, for example, New South Wales in 2002–03 and the Australian Capital Territory in 2006–07, more hours are associated with new modules than ceased modules every year. The national picture is illustrated in figure 3.

Figure 3 Old and new hours from new and ceased modules, Australia, 2002–07



Notes: Calculations include Victorian data.

Source: Derived from NCVET National VET Provider Collection (2002–07).

This suggests that the VET sector is quite responsive. New modules are being introduced in areas in which demand for training is growing, while modules are disappearing in areas where demand is lower.

Conclusion

To summarise, there has been a divergence between student numbers and hours, and the move to nationally consistent hour values has increased this divergence slightly. Hours inflation, whereby hours for a particular unit of competency/module creep up over time, explains relatively little of the divergence. Of much greater significance are the effects of changes in enrolments for common modules and the hours associated with new modules relative to ceased modules.

There is some evidence to suggest that another form of hours creep, whereby new modules have higher average hours than ceased modules, was of some significance at the start of the period in question. However, there is no obvious explanation for this. The VET system was to some extent less stable in 2002–04. For example, compare 2005–06 with 2002–03 at the national level in appendix table A4: the number of hours (both old and new) from new modules halved, whereas for ceased modules the hours decreased by around two-thirds. So the system was much more in a state of flux at the start, with very large numbers of hours being associated with modules ceasing or being created. Perhaps this explains why the average hours of new modules were out of whack in 2002–04 before coming back into line with ceased modules in 2004–07.

Appendix

Table A1 Change in hours by state and territory, 2002–07

	2002–03		2003–04		2004–05		2005–06		2006–07	
	'000'	%	'000	%	'000	%	'000	%	'000	%
NSW										
Old hours	1 442.3	1.2	-5 924.5	-5.0	10 839.8	9.7	744.7	0.6	-2 983.5	-2.4
New hours	1 882.1	1.6	-6 763.4	-5.6	11 070.5	9.8	713.4	0.6	3 300.5	2.6
Vic.										
Old hours	3 644.3	3.5	-1 212.1	-1.1	-1 778.9	-1.7	4 041.3	3.9	6 327.2	5.8
New hours	3 644.3	3.5	-1 212.1	-1.1	-1 778.9	-1.7	4 041.3	3.9	11 624.8*	10.7*
Qld										
Old hours	1 084.5	2.0	-2 142.4	-3.8	2 700.1	5.0	2 345.0	4.2	981.5	1.7
New hours	1 474.7	2.7	-2 631.2	-4.8	3 938.3	7.5	3 105.4	5.5	580.4	1.0
SA										
Old hours	-1 290.3	-5.6	-454.8	-2.1	470.1	2.2	53.6	0.2	1 228.6	5.6
New hours	-1 575.4	-6.5	-116.5	-0.5	454.8	2.0	47.2	0.2	1 840.6	7.9
WA										
Old hours	1 122.0	3.7	80.9	0.3	771.8	2.5	1 076.5	3.4	712.7	2.2
New hours	1 476.4	4.7	912.7	2.8	1 032.9	3.0	1 441.1	4.1	402.3	1.1
Tas.										
Old hours	980.2	14.6	26.7	0.3	105.1	1.4	467.9	6.0	826.4	10.0
New hours	990.4	14.6	-5.5	-0.1	36.9	0.5	373.5	4.8	686.3	8.4
NT										
Old hours	-247.5	-6.0	38.2	1.0	172.4	4.4	157.2	3.8	-10.4	-0.2
New hours	-228.6	-5.7	24.5	0.6	149.8	3.9	120.4	3.0	-17.0	-0.4
ACT										
Old hours	-86.8	-1.4	270.1	4.4	-13.4	-0.2	287.0	4.5	-365.1	-5.5
New hours	-64.4	-1.0	299.4	4.9	-29.4	-0.5	246.1	3.8	-446.9	-6.7
Australia										
Old hours	6 648.8	1.9	-9 318.0	-2.6	13 266.9	3.9	9 173.2	2.6	6 717.2	1.8
New hours	7 599.5	2.2	-9 492.0	-2.7	14 874.8	4.3	10 088.4	2.8	17 970.9*	4.8*

Notes: * Break in series. New hours for Victoria are scheduled hours in 2002–06 and nationally consistent hours in 2007.

Source: Derived from NCVET National VET Provider Collection (2002–07).

Table A2 Components of change in old and new hours by state and territory, 2002–07 (per cent)

New South Wales										
	2002–03		2003–04		2004–05		2005–06		2006–07	
	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
Common modules, change in enrolment effect	2.6	2.5	-6.6	-6.7	3.8	4.7	-3.8	-3.7	-12.3	-8.5
Common modules, change in hours per enrolment effect	0.3	0.0	0.2	0.0	0.7	0.0	0.5	0.0	-0.8	0.0
Difference between new and ceased modules effect	-1.6	-0.9	1.4	1.1	5.2	5.1	4.0	4.3	10.6	11.2
Total	1.2	1.6	-5.0	-5.6	9.7	9.8	0.6	0.6	-2.4	2.6
Victoria										
	2002–03		2003–04		2004–05		2005–06		2006–07	
	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
Common modules, change in enrolment effect	-0.2	-0.2	-4.6	-4.6	-4.3	-4.3	0.9	0.9	2.7	-3.5*
Common modules, change in hours per enrolment effect	0.2	0.2	-0.6	-0.6	0.4	0.4	0.6	0.6	1.3	2.0*
Difference between new and ceased modules effect	3.5	3.5	4.0	4.0	2.3	2.3	2.4	2.4	1.8	2.1*
Total	3.5	3.5	-1.1	-1.1	-1.7	-1.7	3.9	3.9	5.8	10.7*
Queensland										
	2002–03		2003–04		2004–05		2005–06		2006–07	
	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
Common modules, change in enrolment effect	-4.8	-4.4	-10.9	-10.7	2.8	4.0	2.0	2.4	0.1	-0.2
Common modules, change in hours per enrolment effect	-0.3	0.0	1.1	0.0	-1.4	0.0	-1.7	0.0	0.2	0.0
Difference between new and ceased modules effect	7.1	7.2	6.1	5.9	3.6	3.5	3.8	3.1	1.4	1.2
Total	2.0	2.7	-3.8	-4.8	5.0	7.5	4.2	5.5	1.7	1.0
South Australia										
	2002–03		2003–04		2004–05		2005–06		2006–07	
	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
Common modules, change in enrolment effect	-12.5	-12.4	-10.8	-9.0	1.3	0.4	-2.8	-2.8	4.4	7.9
Common modules, change in hours per enrolment effect	1.1	0.0	-0.3	0.0	-1.0	0.0	0.0	0.0	0.8	0.0
Difference between new and ceased modules effect	5.7	5.9	9.0	8.4	1.9	1.6	3.1	3.0	0.4	0.0
Total	-5.6	-6.5	-2.1	-0.5	2.2	2.0	0.2	0.2	5.6	7.9

Western Australia										
	2002–03		2003–04		2004–05		2005–06		2006–07	
	<i>Old</i>	<i>New</i>								
Common modules, change in enrolment effect	-7.8	-7.0	-4.2	-4.0	-0.6	-0.2	0.5	1.2	-5.4	-5.7
Common modules, change in hours per enrolment effect	0.3	0.0	-1.0	0.0	0.0	0.0	-0.2	0.0	0.3	0.0
Difference between new and ceased modules effect	11.2	11.7	5.5	6.7	3.0	3.2	3.0	3.0	7.2	6.8
Total	3.7	4.7	0.3	2.8	2.5	3.0	3.4	4.1	2.2	1.1

Tasmania										
	2002–03		2003–04		2004–05		2005–06		2006–07	
	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
Common modules, change in enrolment effect	2.8	2.6	-8.4	-8.3	-5.6	-6.1	1.2	0.1	6.5	5.3
Common modules, change in hours per enrolment effect	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Difference between new and ceased modules effect	11.9	12.0	8.7	8.2	7.0	6.5	4.7	4.7	3.5	3.1
Total	14.6	14.6	0.3	-0.1	1.4	0.5	6.0	4.8	10.0	8.4

Northern Territory										
	2002–03		2003–04		2004–05		2005–06		2006–07	
	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
Common modules, change in enrolment effect	-10.7	-10.4	-3.1	-2.6	-0.4	-0.4	4.2	3.4	-4.1	-4.3
Common modules, change in hours per enrolment effect	0.0	0.0	0.3	0.0	-0.2	0.0	-0.4	0.0	0.1	0.0
Difference between new and ceased modules effect	4.6	4.7	3.8	3.2	4.9	4.3	0.1	-0.4	3.8	3.9
Total	-6.0	-5.7	1.0	0.6	4.4	3.9	3.8	3.0	-0.2	-0.4

Australian Capital Territory										
	2002–03		2003–04		2004–05		2005–06		2006–07	
	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
Common modules, change in enrolment effect	-6.2	-6.1	-0.9	-0.8	-0.4	-0.4	-0.9	-1.1	-5.8	-5.9
Common modules, change in hours per enrolment effect	-0.3	0.0	0.0	0.0	-0.1	0.0	-0.3	0.0	1.2	0.0
Difference between new and ceased modules effect	5.1	5.1	5.3	5.7	0.2	0.0	5.6	4.9	-0.9	-0.8
Total	-1.4	-1.0	4.4	4.9	-0.2	-0.5	4.5	3.8	-5.5	-6.7

Notes: Calculations exclude enrolments that did not contain any reporting hours.

* Break in series. New hours for Victoria are scheduled hours in 2002–06 and nationally consistent hours in 2007.

Source: Derived from NCVET National VET Provider Collection (2002–07).

Table A3 Old and new hours per enrolment for new and ceased modules by state and territory, 2002–07

	2002–03		2003–04		2004–05		2005–06		2006–07	
	New modules	Ceased modules								
NSW										
Old hours	25.1	23.7	27.6	23.2	27.4	24.3	23.5	19.4	26.9	25.9
New hours	26.1	23.8	28.8	26.0	27.7	25.4	25.0	19.9	28.5	26.0
Vic.										
Old hours	36.5	33.0	40.4	33.4	28.4	30.2	32.5	33.7	35.8	29.0
New hours	36.5	33.0	40.4	33.4	28.4	30.2	32.5	33.7	37.0*	28.4
Qld										
Old hours	35.6	29.2	48.2	33.9	33.4	37.1	32.9	31.2	29.9	32.0
New hours	35.6	30.6	46.9	33.4	32.3	37.1	32.7	36.9	29.2	33.4
SA										
Old hours	34.4	27.9	33.3	24.2	25.3	28.4	33.3	33.3	28.7	36.1
New hours	35.1	27.9	32.1	24.4	24.9	28.8	33.7	34.0	28.5	37.6
WA										
Old hours	45.5	31.8	36.2	41.1	32.1	40.7	32.4	34.4	30.9	32.9
New hours	48.1	31.9	41.1	42.0	35.2	43.2	33.9	35.6	32.1	33.9
Tas.										
Old hours	39.5	34.8	38.1	39.5	33.2	33.5	31.1	36.3	32.2	31.4
New hours	39.5	33.6	37.0	39.6	31.8	33.1	30.7	36.0	30.4	31.6
NT										
Old hours	37.1	37.8	41.1	40.8	32.3	38.7	36.9	34.6	26.3	43.2
New hours	36.7	37.2	38.8	40.8	30.8	37.9	34.6	34.0	25.6	42.1
ACT										
Old hours	46.1	42.8	45.4	51.0	40.4	39.3	46.2	45.5	41.5	41.6
New hours	46.8	43.8	46.7	51.0	40.4	40.2	45.6	46.5	42.2	42.1
Australia										
Old hours	31.6	27.0	36.9	30.8	29.2	30.2	29.8	30.0	29.3	30.6
New hours	32.4	27.1	37.5	31.8	29.4	30.8	30.4	31.2	30.3*	31.0

Notes: Calculations exclude enrolments that did not contain any reporting hours.

New modules defined as modules delivered within a state in 2007 but not in 2006, for example.

Ceased modules defined as modules delivered within a state in 2006 but not in 2007, for example.

* Break in series. New hours for Victoria are scheduled hours in 2002–06 and nationally consistent hours in 2007.

Source: Derived from NCVET National VET Provider Collection (2002–07).

Table A4 Old and new hours for new and ceased modules by state and territory, 2002–07

	2002–03		2003–04		2004–05		2005–06		2006–07	
	New modules '000	Ceased modules '000								
NSW										
Old hours	20 053.6	21 882.7	6 725.2	5 102.1	9 872.5	4 065.2	7 464.1	2 567.5	16 073.9	2 991.0
New hours	20 863.9	21 947.5	7 007.3	5 713.2	9 989.1	4 248.8	7 946.2	2 630.9	16 976.0	3 006.7
Vic.										
Old hours	14 284.8	10 648.6	11 760.0	7 426.2	6 658.6	4 262.7	6 790.6	4 321.4	5 398.4	3 418.1
New hours	14 284.8	10 648.6	11 760.0	7 426.2	6 658.6	4 262.7	6 790.6	4 321.4	5 427.9*	3 189.0
Qld										
Old hours	5 682.8	1 799.6	5 785.4	2 398.6	3 446.7	1 500.3	4 195.9	2 044.1	2 172.3	1 363.5
New hours	5 747.1	1 885.4	5 631.5	2 367.3	3 326.3	1 499.2	4 173.7	2 419.3	2 121.6	1 424.7
SA										
Old hours	2 791.2	1 463.2	2 719.7	765.1	1 480.5	1 075.4	2 149.4	1 468.5	1 883.6	1 803.1
New hours	2 923.2	1 476.0	2 701.0	775.4	1 462.3	1 097.4	2 201.7	1 504.5	1 879.2	1 879.4
WA										
Old hours	5 827.4	2 460.9	4 171.2	2 456.9	2 645.6	1 695.0	2 833.3	1 866.8	3 761.5	1 386.4
New hours	6 165.8	2 467.2	4 740.9	2 507.7	2 907.8	1 802.7	2 962.5	1 928.1	3 900.7	1 427.8
Tas.										
Old hours	1 191.5	392.3	1 159.5	488.5	866.2	326.9	737.0	365.8	591.8	303.1
New hours	1 190.4	379.2	1 126.6	489.1	830.6	323.0	728.0	362.5	558.8	305.1
NT										
Old hours	665.7	474.9	509.4	363.1	739.6	546.9	409.6	406.3	476.2	312.5
New hours	658.6	467.0	485.5	362.2	701.7	535.3	384.5	398.8	463.4	305.0
ACT										
Old hours	943.9	625.2	943.1	617.0	765.1	750.5	1 381.7	1 022.2	762.5	820.0
New hours	958.8	640.5	968.8	617.5	765.5	768.0	1 361.8	1 043.3	775.6	829.7
Australia										
Old hours	51 441.0	39 747.4	33 773.6	19 617.5	26 474.8	14 222.8	25 961.6	14 062.6	31 120.3	12 397.7
New hours	52 792.6	39 911.5	34 421.7	20 258.5	26 641.9	14 537.1	26 549.0	14 608.8	32 103.3*	12 367.4

Notes: New modules defined as modules delivered within a state in 2007 but not in 2006, for example.

Ceased modules defined as modules delivered within a state in 2006 but not in 2007, for example.

* Break in series. New hours for Victoria are scheduled hours in 2002–06 and nationally consistent hours in 2007.

Source: Derived from NCVET National VET Provider Collection (2002–07).