

Notes on tables

1. For consistency of reporting, senior secondary education has been excluded from AQF qualifications in *Students and courses 2007*. It has been included as part of 'Other recognised courses' in the non-AQF qualifications grouping. As a result, the number of qualifications completed in AQF and non-AQF qualifications may not match those previously reported in earlier publications.
2. In 2004, there was a large decrease in VET activity in the NSW adult and community education (ACE) sector due to problems with software compatibility associated with the introduction of new systems by many of their providers. There were significant improvements in NSW Adult and Community Education (ACE) reporting system in 2005, evident in the increases in the reported number of female students and students in the older age groups (45–64 years and 65 years and older).
3. In 2006 New South Wales reported activity for workplace learning and the NSW Adult Migrant English Service (AMES) Skillmax Program for the first time.
4. The decline in student numbers in New South Wales can be partly attributed to new and better defined exclusions from reporting scopes. In 2007, New South Wales excluded subcontracted VET activity for 2600 students, 29 200 subject enrolments and 892 100 nominal hours. In addition, 3400 students, 47 300 subject enrolments and 1 706 600 nominal hours were excluded because it was activity undertaken at overseas campuses.
5. Participation rates are derived by calculating student numbers in the age group as a percentage of the estimated residential population in the corresponding age groups. Figures for all years are based on Australian Bureau of Statistics (ABS) population figures, catalogue number 3201.0.
6. Access/Remoteness Index of Australia (ARIA+) was developed by The National Centre for Social Applications of Geographic Information Systems (GISCA) based on ARIA. ARIA+ is now the standard ABS endorsed measure of remoteness. It is an index of remoteness derived from measures of road distances between populated localities and service centres. These road distances are then used to generate a remoteness score for any location in Australia. ARIA+ forms the basis for the ABS 'Remoteness Structure' component of the Australian Standard Geographical Classification. For more details refer to <<http://www.gisca.adelaide.edu.au>>.
7. 'Outside Australia' refers to overseas postal addresses of students studying in Australia.
8. 'Others' includes students for whom this characteristic is 'not known'. Caution should be taken when using data with a large number of 'not known' responses. Variables with high proportions of 'not known' include Indigenous status (10.7%), disability status (15.1%) and non-English speaking background (11.6%).
9. Full-time and part-time study mode is based on hours of delivery. Between 2003 and 2006 this excluded hours associated with continuing enrolments in all states and territories, except Victoria.
10. Apprentices and trainees enrolled in the public VET system for off-the-job training. From 2005, there have been improved processes in identifying apprentices and trainees undertaking their off-the-job training at NSW TAFE. A large number of apprentices and trainees undertaking their off-the-job training was not identified in 2003 and 2004.
11. From 2005, NSW ACE implemented changes in the way that it reported non-nationally accredited courses, i.e. from reporting 'pseudo' courses to reporting module-only enrolments. This is in line with the AVETMIS Standard. This change in reporting practice has resulted in increases in the number of students enrolled in subjects only and in lower-level AQF qualifications.
12. Rural/remote localities comprise 'outer regional', 'remote' and 'very remote' ARIA+ categories.

13. Industry skills councils represent particular industries and groups of training packages. For more information on how training packages are grouped by industry skills councils, go to <http://www.ncver.edu.au/statistics/vet/ann07/industryskillsgroup.pdf>
14. These numbers refer to students undertaking training packages. The coverage of training packages is constantly changing, as new training packages are developed and existing training packages reviewed, to meet emerging requirements across industries.
15. Because data for qualifications completed in 2007 are based on preliminary data submissions, they are not presented in detail in this publication. Preliminary estimates indicate that there were a total of 281 200 qualifications completed in 2007 (compared with a preliminary estimate of 263 000 qualifications completed in 2006). The 2007 data will be revised upwards in the 2008 edition of this publication to accommodate further notification of qualifications completed.
16. In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break-in-series for Victorian and Australian hours. Because of this break-in-series, the calculation of national percentage growth for hours of delivery between 2006 and 2007 excludes Victoria.
17. TAFE SA has amended the funding source of some data previously reported in 2006.
18. The number of students includes students who were attending various providers. Students attending more than one provider are included in the total but not assigned to provider or major funding type.
19. Includes subjects only.
20. For students with subject enrolments in more than one funding category, the major funding source is assigned in hierarchical order (Commonwealth and state general purpose recurrent funding, Commonwealth specific purpose program funding, state specific purpose program funding, international full-fee paying funding and domestic full-fee paying funding).
21. In 2007, the identification of recognition of prior learning (RPL) and recognition of current competency (RCC) can be reported as one of four values:
 - 51 recognition of prior learning–granted
 - 52 recognition of prior learning–not granted
 - 53 recognition of current competency–granted
 - 54 recognition of current competency–not granted.

In previous years, only recognition of prior learning–granted was identified. As a consequence of the introduction of the new reporting values, this represents a break-in-series for reporting purposes.

In this publication, 52 recognition of prior learning–not granted; and 54 recognition of current competency–not granted have been grouped together.