



National Data on Participation in VET in Schools Programs & School-based New Apprenticeships for the 2002 School Year

*Compiled by the MCEETYA Taskforce on Transition from School
from data provided by States and Territories*

INTRODUCTION

In April-May 2003, the MCEETYA Taskforce on Transition from School collected from all States and Territories data on student participation in relation to VET in Schools in the following areas:

- Number of students enrolled in VET in Schools programs;
- Number of schools delivering VET in Schools programs;
- Industry coverage by ANTA industry group;
- Annual student contact hours;
- Number of students undertaking workplace learning;
- Total hours of workplace learning undertaken;
- Number of students commencing a Training Agreement as a School-based New Apprentice.

All jurisdictions have their own arrangements for collecting data and maintaining databases. Some data reported in this report are derived from collections maintained by Boards of Studies, while other data are derived from school system/authority collections or from government training departments. Because of this variation within and across jurisdictions, caution must be exercised when attempting to draw comparisons.

The data reflect the different policy emphases and approaches for VET in Schools arrangements across jurisdictions. For example, the proportion of senior secondary students participating in VET in Schools programs is larger for some jurisdictions than others, but the depth at which students engage in these courses, measured in contact hours, is less. Irrespective of the approach there has been continued substantial growth in VET in Schools (and School-based New Apprenticeships) since 1998 when national statistics were first reported by MCEETYA.

NUMBER OF STUDENTS PARTICIPATING IN VET IN SCHOOLS PROGRAMS

A VET in Schools program is one that meets the *Principles and Guidelines* established by the Commonwealth through ANTA. These Principles build on principles previously agreed by MCEETYA for the Australian Vocational Training System, and those developed for the establishment of New Apprenticeships agreed by the ANTA Ministerial Council.

In accordance with these principles, and for the purpose of this report, a VET in Schools program:

- is based on national industry/enterprise competency standards based on Training Packages where endorsed, or involve modules based on available industry/enterprise competency standards;
- relates to, or provides, VET certificates within the Australian Qualifications Framework (AQF) and senior secondary certificates endorsed by State and Territory Boards of Studies.

Accordingly, MCEETYA considers a VET program to be a VET in Schools program if:

- it is undertaken as part of a senior secondary certificate; and
- its completion by the student provides credit towards a recognised qualification within the Australian Qualifications Framework.

The statistics shown in Exhibits 1, 2 and 3 indicate that the number of students who have undertaken one or more units of competence through a VET in Schools program has grown from approximately 60,000 in 1996 to more than 185,000 in 2002.

This represents a rise from approximately 16% of senior secondary students undertaking VET within their senior secondary certificate in 1996 to 44% in 2002.

Exhibit 1:**NUMBER OF STUDENTS ENROLLED IN 2002 IN VET IN SCHOOLS PROGRAMS**

NSW	
Government School	34057
Catholic School	10625
Independent School	2866
TAFE	16874
Total	64422 (a)
VIC	
Government School	17343
Catholic School	5177
Independent School	3451
TAFE	117
Total	26088
QLD	
Government School	35030
Catholic School	9244
Independent School	6416
Total	50690
SA	
Government School	14428
Catholic School	3801
Independent School	3609
Total	21838
WA	
Government School	11515
Catholic School	1061
Independent School	1028
Total	13604
TAS	
Government School	2724
Catholic School	268
Independent School	106
Total	3098
NT	
Government School	1442
Catholic School	143
Independent School	168
Total	1753 (b)
ACT	
Government School	2903
Catholic School	1016
Independent School	108
Total	4027
AUST	185,520

Notes:

- (a) Table 1 shows enrolments in NSW HSC (Senior Secondary Certificate) VET courses across the three school sectors and TAFE. All courses are industry specific VET courses that contribute both to the HSC and an AQF VET qualification, thereby meeting the MCEETYA definition of VET in Schools. Initial courses are a minimum of 120 indicative hours in length, with most students undertaking a further 120 indicative hours towards the same AQF qualification in the second year of their HSC.

For the vast majority of students undertaking more than one course within a calendar year, the second enrolment is in a different industry area than the first enrolment and leads towards a separate AQF VET credential. Typically, where students are

undertaking 180 or 240 indicative hours towards one qualification within a calendar year this is defined as a single HSC course and constitutes one enrolment. Students enrolled in more than one VET course in 2002 are counted in Table 1 for each enrolment. This is consistent with AVETMISS definitions and the data in Table 1 corresponds approximately to the AVETMIS standard relating to an enrolment within a qualification (NAT00030 Course Identifier). This form of data is also more meaningful than individual student data in calculating indicators of depth of VET study (eg AHC/ASCH per student) as it refers to progress towards or achievement of a specific qualification rather than to several different qualifications.

It is also necessary to report enrolment rather than individual student data in this table so that it can be disaggregated into school sector and TAFE data as requested and as historically provided by NSW and Victoria, as many of the students enrolled in more than one VET course within a calendar year undertake one course at a school and a second (or third) through TAFE NSW.

The data in Table 1 is an extension of the series of NSW data reported to MCEETYA and ANTA since 1997.

Students in TAFE delivered courses are drawn from all school sectors. The TAFE delivered total of 16,874 enrolments in 2002 includes 14,348 government student enrolments (including 732 for students undertaking the HSC through TAFE NSW), 1,646 Catholic sector student enrolments and 880 independent sector student enrolments. TAFE delivered courses are provided to the three school sectors on a fee for service basis.

As reported to ANTA in the 2002 Report of the NSW Schools Consortium, 50868 individual students were enrolled in one or more HSC VET courses in 2002. This represented 36% of all students enrolled for the NSW HSC. For the vast majority of students undertaking more than one course within a calendar year, the second and (in some cases) subsequent enrolment is in a different industry area than the first enrolment and leads towards a separate AQF VET credential. (The combined length of courses and AHC/ASCH per individual student should not therefore be interpreted as measures of the depth of a VET study.) Data on individual students cannot be disaggregated into school sector delivery and TAFE delivery as requested and as historically reported for NSW and Victoria, as many of the students enrolled in more than one course undertook one course at a school and a second through TAFE NSW. Nor, as recognised in Tables 4-6, can it be disaggregated by course type or ANTA industry category, as single students are enrolled in more than one course type or category.

All NSW data in this Appendix except for those relating to school based traineeships is based on Board of Studies (BOS) enrolment data as at June 2002 with reference to TAFE NSW data. As such it does not include students who may have commenced courses in 2002 but who withdrew after a short time and were never formally enrolled in HSC VET courses through BOS in March/April 2002, or who were enrolled but withdrew before June 30. Such students may appear in the schools VET in Schools AVETMISS collection and will appear in the TAFE NSW VET in Schools AVETMISS collection. The June "snapshot" is consistent with data provided for previous years and has been necessary historically because the BOS enrolment/examination system is dynamic and does not archive student withdrawals or changes of course. The eBOS VCS sub-system which has been developed for VET credentialling and reporting does archive withdrawals (from March/April only) but for school delivered courses only. This system does not currently include information on TAFE NSW delivered VET in Schools courses.

Data on school based new apprentices is included in Table 1 as all school based part-time trainees in NSW are enrolled in accredited HSC VET courses.

- (b) This data does not include students in Community Education Centres which may offer secondary education options including VET.

Exhibit 2:

NUMBER OF STUDENTS ENROLLED IN VET IN SCHOOLS PROGRAMS IN AUSTRALIA 1996-2002

	1996	1997	1998	1999	2000	2001	2002
Government	NA	53,258	66,366	83,367	97,982	109,900	119,442
Catholic	NA	12,165	17,825	22,202	25,778	28,925	31,335
Independent	NA	5,043	8,300	11,035	14,252	15,721	17,752
TAFE	NA	23,600	24,500	22,803	15,604	15,263	16,991
TOTAL	60,000	94,066	116,991	139,407	153,616	169,809	185,520

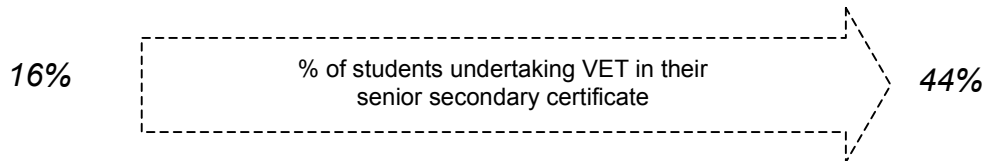
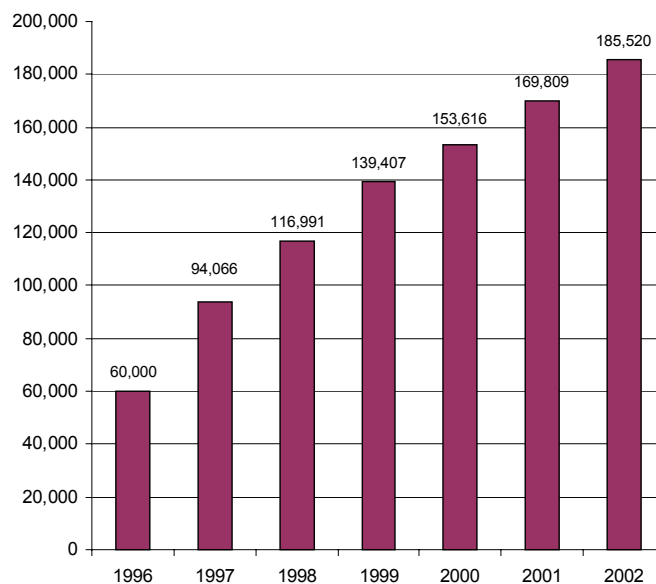


Exhibit 3:

NUMBER OF STUDENTS ENROLLED IN VET IN SCHOOLS PROGRAMS IN AUSTRALIA 1996-2002



NUMBER OF SCHOOLS

Just as there has been a substantial growth in the number of students enrolled, there has been a similar growth in the number of schools providing VET in Schools programs for their students.

Exhibits 4 and 5 show that:

- in 1997, 70% of all schools across Australia offering a senior secondary curriculum also offered VET in Schools programs, and
- in 2002, this has risen to slightly more than 95%.

Exhibit 4:**NUMBER OF SCHOOLS PROVIDING VET IN SCHOOLS PROGRAMS IN
2002**

NSW	
Government School	437
Catholic School	115
Independent School	124
Total	676 (a)
VIC	
Government School	288
Catholic School	85
Independent School	94
TAFE	14
Total	481
QLD	
Government School	209 (b)
Catholic School	74
Independent School	89
Total	372
SA	
Government School	120 (c)
Catholic School	26
Independent School	33
Total	179
WA	
Government School	133
Catholic School	35
Independent School	34
Total	202
TAS	
Government School	32
Catholic School	5
Independent School	8
Total	45
NT	
Government School	17
Catholic School	3
Independent School	4
Total	24 (d)
ACT	
Government School	8
Catholic School	7
Independent School	2
Total	17
AUST	1996

Notes:

- (a) The 437 Government schools include 23 TAFE NSW colleges/campuses delivering the NSW HSC whose students undertook HSC VET courses.

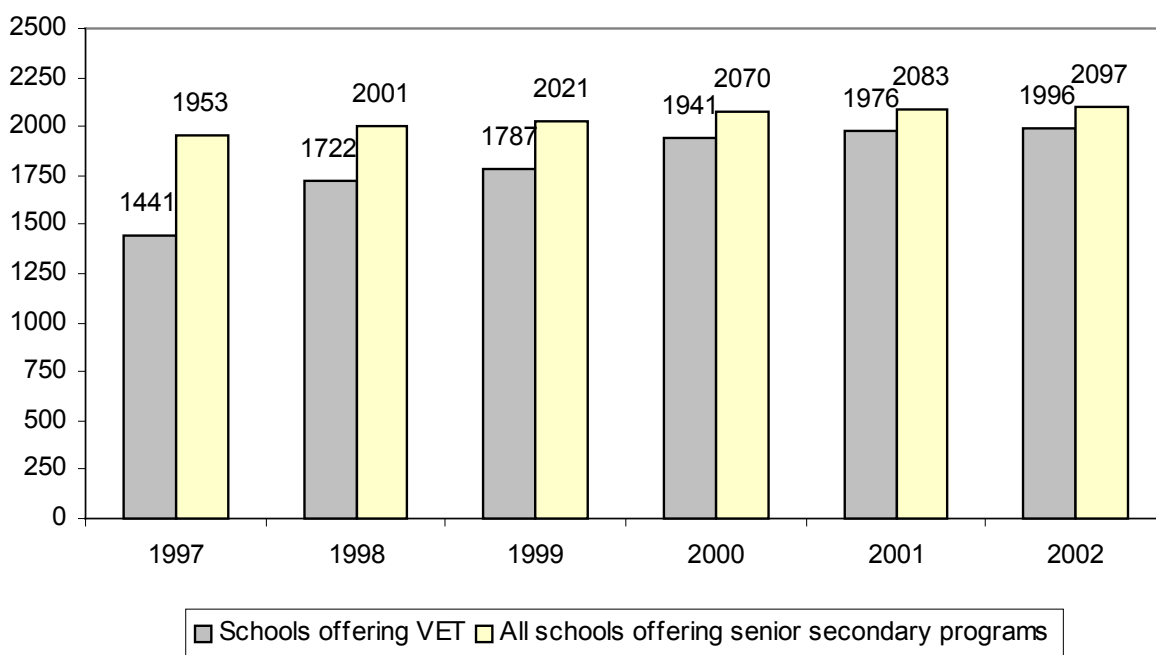
The number of NSW government schools providing HSC VET courses decreased in 2002. This was the result of a number of collegiate arrangements whereby groups of high schools have been combined to form junior campuses and senior campuses (some of which also include TAFE NSW). While students at the senior campuses have substantially increased access to VET, the junior campuses no longer deliver the HSC.

- (b) Data from QSA. P-10 schools which deliver VET to Year 10 students are excluded.

- (c) This is understated. Not all schools had reported data to the Department of Education and Children's Services at the time this report was compiled.
- (d) This data does not include Community Education Centres that may offer secondary education options including VET.

Exhibit 5:

**NUMBER OF SCHOOLS PROVIDING VET IN SCHOOLS PROGRAMS
1997-2002**



INDUSTRY COVERAGE

Government and Catholic school systems have provided participation data disaggregated by ANTA industry groupings. [Under current reporting arrangements, Independent schools have not been required to provide this level of data]. Some jurisdictions have reported minor problems in classifying some VET in Schools programs, particularly when the program combines units of competence from across a range of training packages.

Exhibits 6 and 7 show the *number* of students participating by ANTA industry groups in each State/Territory for the Government and Catholic sectors respectively.

Exhibit 8 shows the *percentage* of students participating by ANTA industry groups in each State/Territory for the Government and Catholic sectors combined.

Exhibit 6:**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2002 BY ANTA
INDUSTRY GROUP IN GOVERNMENT SCHOOLS**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation	1265	3710	2871	1143	1088	325	400	424
Automotive	1528	1446	21	480	743	133	106	488
Building & Construction	3606	535	2174	294	772	177	71	75
Community Services, Health & Education	1827	804	1401	1114	739	1116	77	267
Finance, Banking & Insurance	214							
Food processing	125	12		292	28	10	40	7
TCF & Furnishings	794	976	5445	190	304		9	64
Communications	232	35		267	16	15	18	
Engineering & Mining	2055	794	6372	580	2303	43	152	57
Primary Industry	1988	931	1592	830	1038	197	111	
Process Manufacturing	8		463	45	75			157
Sales & Personal Services	4722	242	251	597	137	256	133	66
Tourism & Hospitality	14341	3161	9803	3116	2507	398	298	772
Transport & storage	1			18	151			
Utilities	421	266		11	22		31	
CATEGORY B								
Business & Clerical	5890	2078	12805	1403	4651	392	259	361
Computing	9384	3133	8763	1743	2161	23	163	1568
Science, Technical & Other	4			166	279	21		93
CATEGORY C								
General Education & Training			15734	2139	2311		220 (d)	
Not Classified			1913					
TOTAL	48405 (a)	18123	69608 (b)	14428 (c)	19325	3106	2088	4399

Notes:

- (a) This data corresponds to that in Table 1. Student numbers are course enrolments in industry specific VET courses that contribute both to the HSC and an AQF VET qualification and are a minimum of 120 indicative hours in length for initial courses. Note that NSW does not report general education courses such as generic work skills, vocational learning or work preparation programs as VET in Schools whether or not such courses are listed on state or national VET registers, as NSW does not consider these courses to fit the definition of VET in Schools expressed in the MCEETYA Framework for Vocational Education and Training in Schools.

Data on school based new apprentices are included in this data as all school based part-time trainees in NSW are enrolled in accredited HSC VET courses.

- (b) QSA data and categorisation. Excludes Year 10 students and students exiting before the end of Year 12.
- (c) At the time of compiling this report, some schools had not reported to the Department of Education and Children's Services, and hence totals may be under-reported by about 10%.
- (d) The number of students undertaking General Education and Training programs is overstated, and other categories understated, due to variations in interpretation by schools.

Exhibit 7:**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2002 BY ANTA
INDUSTRY GROUP IN CATHOLIC SCHOOLS**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation	160	1139	811	206	32	4	3	52
Automotive	134	226		82	65	30	5	20
Building & construction	1291	76	1066	60	30	12	9	51
Community services, Health & Education	193	139	192	135	37		1	52
Finance, Banking & Insurance	41			36				
Food processing	13	2		1	20			
TCF & Furnishings	158	240	564	34				43
Communications	14	12	1992		59			
Engineering & Mining	334	169	770	88	72	26	5	29
Primary Industry	254	262	342	51	45	2	2	
Process Manufacturing				29	3			28
Sales & Personal Services	1372	52	54	214	8	1	6	21
Tourism & Hospitality	4232	1160	2378	635	277	102	16	391
Transport & storage				13	1	1		
Utilities	46	61		11				
CATEGORY B								
Business & Clerical	1689	740	4162	511	209	66	11	155
Computing	2340	947	2258	1008	59	19	54	436
Science, Technical & Other			580	1		5		11
CATEGORY C								
General Education & Training			2035	1165	144	20	40 (b)	
Not Classified			416					
TOTAL	12271 (a)	5225	17620	4280	1061	288	152	1289

Notes:

- (a) This data corresponds to that in Table 1. Student numbers are course enrolments in industry specific VET courses that contribute both to the HSC and an AQF VET qualification and are a minimum of 120 indicative hours in length for initial courses. Note that NSW does not report general education courses such as generic work skills, vocational learning or work preparation programs as VET in Schools whether or not such courses are listed on state or national VET registers, as NSW does not consider these courses to fit the definition of VET in Schools expressed in the MCEETYA Framework for Vocational Education and Training in Schools.

Data on school based new apprentices are included in this data as all school based part-time trainees in NSW are enrolled in accredited HSC VET courses.

- (b) The number of students undertaking General Education and Training programs is overstated, and other categories understated, due to variations in interpretation by schools.

Exhibit 8:

**ENROLMENTS AS PERCENTAGES IN VET IN SCHOOLS PROGRAMS IN
2002 BY ANTA INDUSTRY GROUP IN GOVERNMENT AND
CATHOLIC SCHOOLS**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
CATEGORY A									
Arts, Entertainment, Sport & Recreation	2.3	20.8	4.2	7.2	5.5	9.7	18.0	8.4	6.2
Automotive	2.7	7.2	0.0	3.0	4.0	4.8	5.0	8.9	2.5
Building & construction	8.1	2.6	3.7	1.9	3.9	5.6	3.6	2.2	4.6
Community services, Health & Education	3.3	4.0	1.8	6.7	3.8	32.9	3.5	5.6	3.7
Finance, Banking & Insurance	0.4	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.1
Food processing	0.2	0.1	0.0	1.6	0.2	0.3	1.8	0.1	0.2
TCF & Furnishings	1.6	5.2	6.9	1.2	1.5	0.0	0.4	1.9	4.0
Communications	0.4	0.2	2.3	1.4	0.4	0.4	0.8	0.0	1.2
Engineering & Mining	3.9	4.1	8.2	3.6	11.7	2.0	7.0	1.5	6.2
Primary Industry	3.7	5.1	2.2	4.7	5.3	5.9	5.0	0.0	3.4
Process Manufacturing	0.0	0.0	0.5	0.4	0.4	0.0	0.0	3.3	0.4
Sales & Personal Services	10.0	1.3	0.3	4.3	0.7	7.6	6.2	1.5	3.7
Tourism & Hospitality	30.6	18.5	14.0	20.1	13.7	14.7	14.0	20.4	19.7
Transport & storage	0.0	0.0	0.0	0.2	0.7	0.0	0.0	0.0	0.1
Utilities	0.8	1.4	0.0	0.1	0.1	0.0	1.4	0.0	0.4
CATEGORY B									
Business & Clerical	12.5	12.1	19.5	10.2	23.8	13.5	12.1	9.1	16.0
Computing	19.3	17.5	12.6	14.7	10.9	1.2	9.7	35.2	15.4
Science, Technical & Other	0.0	0.0	0.7	0.9	1.4	0.8	0.0	1.8	0.5
CATEGORY C									
General Education & Training	0.0	0.0	20.4	17.7	12.0	0.6	11.6	0.0	10.7
Not Classified	0.0	0.0	2.7	0.0	0.0	0.0	0.0	0.0	1.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Exhibit 8 identifies some clear patterns of industry provision, with Tourism & Hospitality, Business & Clerical, Computing and General Education & Training accounting for over half of all enrolments. Consideration needs to be given to the relationship between this highly skewed pattern, skill shortages and the needs of industry. Flexibility and responsiveness will be required to meet both student needs and also to support the development of programs in emerging occupations.

More than ninety percent of all enrolments (in the Government and Catholic sectors) are accounted for by the industry areas shown in Exhibit 9.

Exhibit 9:**INDUSTRY COVERAGE BY VET IN SCHOOLS PROGRAMS IN 2002 FOR GOVERNMENT AND CATHOLIC SCHOOLS**

Industry area	% of total enrolments
Tourism & Hospitality	19.7 %
Business & Clerical	16.0 %
Computing	15.4 %
General Education & Training	10.7 %
Engineering & Mining	6.2 %
Arts, Entertainment, Sport & Recreation	6.2 %
Building & construction	4.6 %
TCF & Furnishings	4.0 %
Sales & Personal Services	3.7 %
Community services, Health & Education	3.7 %

Note:

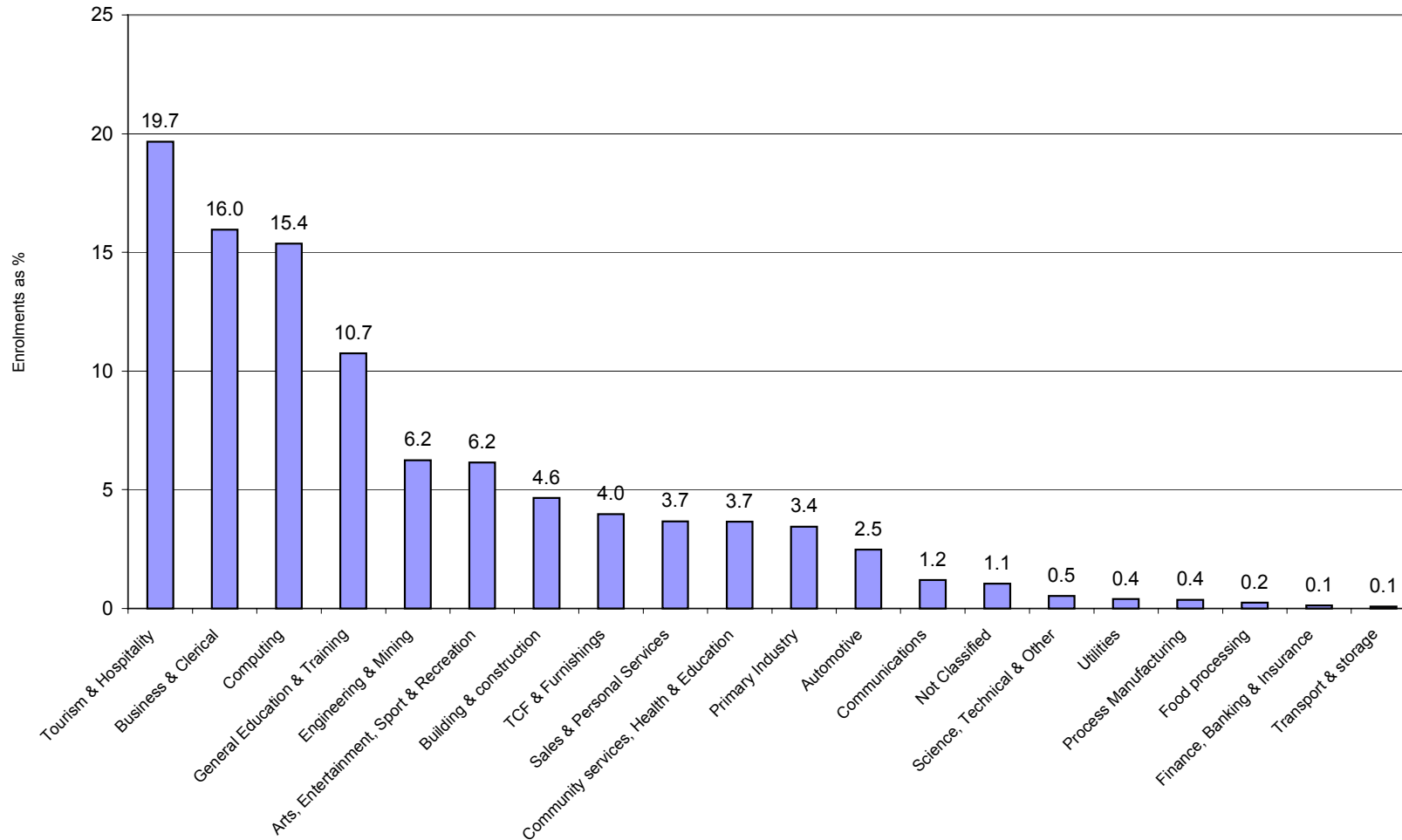
The category 'General Education and Training' includes job seeking skills, personal development, work-place communications, and Occupational Health and Safety.

Provision in some of these industry areas reflects what has traditionally been provided by schools or what can easily be adopted by schools; others are new for schools and have required new relationships to be established. In all States and Territories, schools have substantially broadened their VET offerings.

In the context of a rapidly changing labour market and increasingly sophisticated student choices, it is essential that systems and schools are able to respond to changing needs and business and community expectations. For example, the achievement of parity of outcomes between the VET and VET in Schools sectors is of critical importance for industry. To achieve this, on-the-job experience (where considered appropriate by industry) must be made available on terms acceptable to industry partners. On-the-job experience as part of the overall delivery process is a key reason why some industries (such as Retail) have declared a preference for School-based New Apprenticeships over VET in Schools programs.

Exhibit 10:

ENROLMENTS AS PERCENTAGES IN VET IN SCHOOLS PROGRAMS IN 2002 BY ANTA INDUSTRY GROUP IN GOVERNMENT AND CATHOLIC SCHOOLS



ANNUAL STUDENT CONTACT HOURS

For the purposes of this report, the total of student contact hours spent in VET in Schools programs (excluding time spent in the workplace) is estimated by the total Annual Hours Curriculum (AHC) which for a training program is the number of supervised nominal hours as determined by its accrediting body.

It is acknowledged there is not consistency across States and Territories in the number of hours that are attributed to units of competency within programs. The number of hours is generally obtained from a curriculum document and usually represents the anticipated hours of supervised training under a traditional delivery strategy.

Therefore AHC is:

- the number of hours specified in Board of Studies VET curriculum statements; or
- the nominal hours attached to modules; or
- the nominal hours attached to units of competence.

According to the AVETMIS standard, AHC is defined to be “the anticipated hours of supervised learning or training deemed necessary to adequately present the education material associated with the delivery of a training program when delivered in standard classroom delivery mode. These hours are generally specified in the curriculum documentation and *do not include hours associated with work experience, industry placement, or field placement*”.

Recognising there is a range of reasons for the structure and length of programs in each State/Territory, it is therefore difficult to compare activity across jurisdictions and sectors. Nevertheless, Exhibits 11 and 12 provide a basis for comparing depth of study across jurisdictions (measured in average AHC per student). Some States/Territories have high levels of participation but lower average levels of VET hours per student compared to other jurisdictions which have lower overall enrolments but higher hours. This is graphically represented in Exhibit 13 which shows that depth of study ranges from 111 hours per student to 341 hours per student.

Given that approximately 185,500 students were undertaking VET in Schools programs across Australia in 2002 totalling approximately 37.4m hours, it is estimated that the average length of a VET in Schools program is approximately 201 hours per student.

Exhibit 11:
STUDENT CONTACT HOURS 2002

State/Territory & Sector	Total AHC
NSW	
Government School	4,490,535
Catholic School	1,400,943
Independent School	377,892
TAFE	2,224,896
Total	8,494,266 (a)
VIC	
Government School	4,466,105
Catholic School	1,187,673
Independent School	836,654
TAFE	29,626
Total	6,520,058 (b)
QLD	
Government School	8,550,000 (c)
Catholic School	4,734,722
Independent School	2,372,775
Total	15,657,497
SA	
Government School	1,658,176
Catholic School	381,603
Independent School	373,545
Total	2,413,324
WA	
Government School	2,094,734
Catholic School	123,878
Independent School	105,865
Total	2,324,477
TAS	
Government School	988,624
Catholic School	41,166
Independent School	25,540
Total	1,055,330
NT	
Government School	378,775
Catholic School	34,740
Independent School	42,899
Total	456,414
ACT	
Government School	33,1375
Catholic School	108,130
Independent School	12,375
Total	451,880
TOTAL	37,373,246

Notes:

- (a) Annual Hours Curriculum is calculated from Board of Studies and TAFE curriculum documents and enrolments as of June 2002 and attributed to the calendar year. As such, it may differ from nominal hours supervised/module scheduled hours calculated per unit/module reported to NCVET for AVETMISS.

While data on student attempts and achievement of units of competency/modules is collected for accreditation and archiving purposes, it is currently not possible to provide

meaningful quantitative data quarantined to a single calendar year. This is a result of the holistic approach to teaching and learning typically adopted by schools, in which individual elements of competency are visited and revisited over two years of course delivery and work placement experience. As such, whole units of competency, and the nominal hours associated with them, may be spread over two calendar years. NSW is continuing to address the issue that this poses for reporting.

Data on school based new apprentices is included in this data as all school based part-time trainees in NSW are enrolled in accredited HSC VET courses.

- (b) An error occurred in the database during the calculation of previously reported 2001 data. The revised 2001 figures are as follows: Government sector 4,284,042, Catholic sector 1,221,470, Independent sector 730,849 and TAFE 49, 211. Total Annual Hours Curriculum 6,249,211 which was previously misreported as 8,541,122 hours.
- (c) QSA data. The total hours are based on data collected over 2 years. The data from the QSA has been adjusted to a single year value as well as compensating for various factors that potentially impact on the QSA data. The data excludes Year 10 students.

Exhibit 12:

AVERAGE AHC AND VET IN SCHOOL ENROLMENTS IN 2002

	Enrolments	AHC	Average AHC Per enrolment
NSW	64,422	8,494,266	132
VIC	26,088	6,520,058	250
QLD	50,690	15,657,497	309
SA	21,838	2,413,324	111
WA	13,604	2,324,477	171
TAS	3,098	1,055,330	341
NT	1,753	456,414	260
ACT	4,027	451,880	112
AUSTRALIA	185,520	37,373,246	201

Exhibit 13:

AVERAGE AHC AND VET IN SCHOOL ENROLMENTS IN 2002

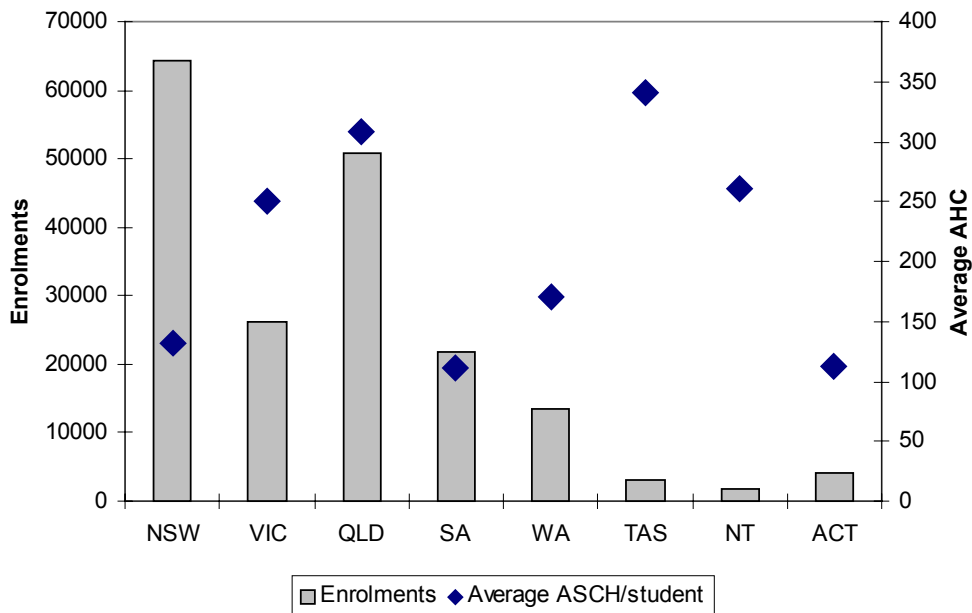
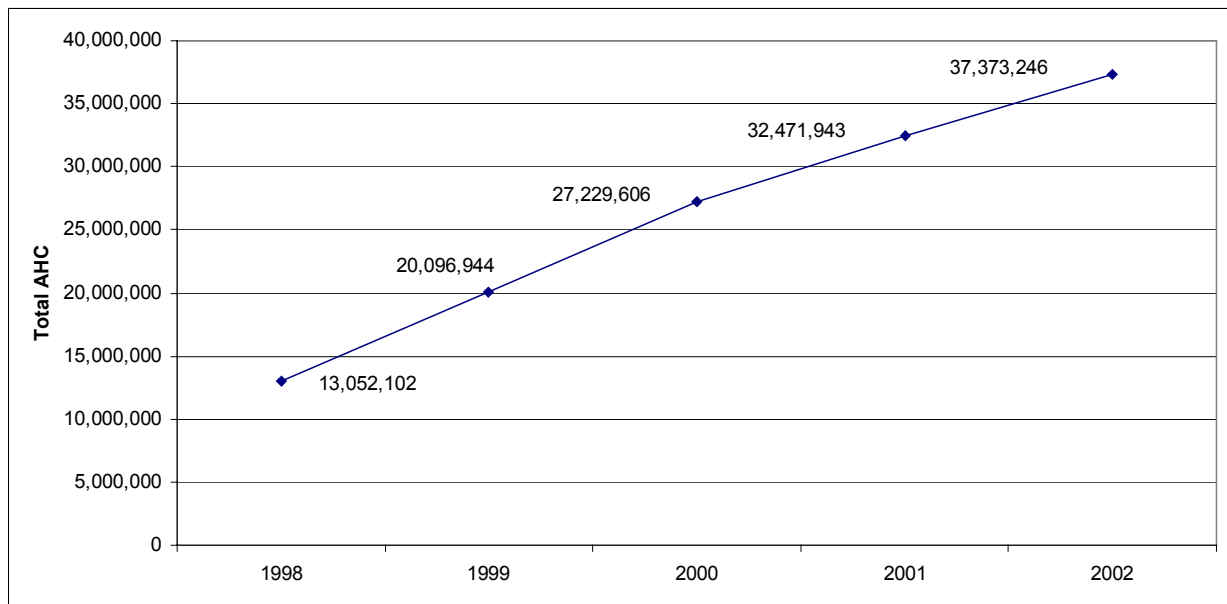


Exhibit 14:

TOTAL AHC FOR 1998-2002



PARTICIPATION IN STRUCTURED WORKPLACE LEARNING

School systems and authorities generally interpret Structured Workplace Learning (SWL) as learning opportunities that are integrated into a VET program and take place in a workplace or simulated workplace. SWL is generally structured, monitored, regulated and assessed.

Exhibits 15, 16 and 17 indicate the number of students undertaking structured workplace learning and the estimated number of hours involved. It is important to note that:

- not all VET in Schools programs require students to undertake work placement;
- not all work placement strictly qualifies as structured workplace learning;
- jurisdictions are progressively improving their ability to report workplace learning participation in accordance with the defining criteria of structured workplace learning.

It is expected that as school programs more closely link with Training Packages there will continue to be increasing demand for structured work placement undertaken as part of an approved VET in Schools program for both delivery and assessment purposes.

Almost 61% of students undertaking VET in Schools programs were involved in structured work placements in 2002 (compared with 44% in 2000 and 55% in 2001). Although the demand for SWL is increasing, industry is only able to provide a finite number of structured work placement opportunities, and Exhibit 18 shows that the average number of hours spent in SWL is showing a downward trend.

Exhibit 15:**VET IN SCHOOLS STRUCTURED WORKPLACE LEARNING:
STUDENT ENROLMENTS AND HOURS 2002**

<i>State/Territory & Sector</i>	<i>No. of Students</i>	<i>SWL Hours</i>
NSW		
Government School	34,054	1,193,785
Catholic School	10,625	371,290
Independent School	2,866	97,629
TAFE	7,733	272,412
Total	55,278	1,935,116 (a)
VIC		
Government School	11,471	768,622
Catholic School	3,332	190,198
Independent School	2,024	126,791
Total	16,827	1,085,611
QLD		
Government School (b)	14,389	991,423
Catholic School	2,455	338,746
Independent School	982	95,489
Total	17,826	1,425,658
SA		
Government School (c)	5,115	144,966
Catholic School	956	77,736
Independent School	1,157	91,432
Total	7,228	314,134
WA		
Government School	8,882	1,807,740
Catholic School	1,476	273,060
Independent School	993	119,160
Total	11,351	2,199,960
TAS		
Government School	2,104	345,656
Catholic School	268	24,638
Independent School	70	11,068
Total	2,442	381,362
NT		
Government School	1,061	37,426
Catholic School	22	680
Independent School	84	4,040
Total	1,167	42,146
ACT (d)		
Government School	228	13,072
Catholic School	56	2,812
Independent School	0	0
Total	284	15,884
TOTAL	112,403	7,399,871

Notes:

- (a) Data corresponds to that in Table 1. The number of students are course enrolments in industry specific VET courses that contribute both to the HSC and an AQF VET qualification, are a minimum of 120 indicative hours in length for initial courses and which include a work placement component. It is necessary to use enrolment rather than individual student data so that it can be disaggregated into school sector and TAFE data as requested and historically provided. This data extends the data set previously reported by NSW.

Data on school based new apprentices enrolled in HSC courses with a workplace component are included in this data, as all school based part-time trainees in NSW are

also enrolled in accredited HSC VET courses. However, only the work placement hours associated with their VET courses are counted here. Additional on-the-job hours required for traineeships are not included.

- (b) Data is collected by Education Queensland. It includes student structured work placements and vocational placements associated with VET courses but does not include generic work experience.
- (c) There has been significant under-reporting of SWL, and this figure probably represents only 25% of activity.
- (d) The statistics derive from the ACT BSSS data base, and represent a significant reduction on 2001 participation due to strict compliance with the definition of 'structured workplace learning'. A significant number of students who have undertaken work placements (simulated, vocational placements) that is not a required component of their VET in Schools program have not been included in the data.

Exhibit 16:

STRUCTURED WORKPLACE LEARNING HOURS 1997-2002

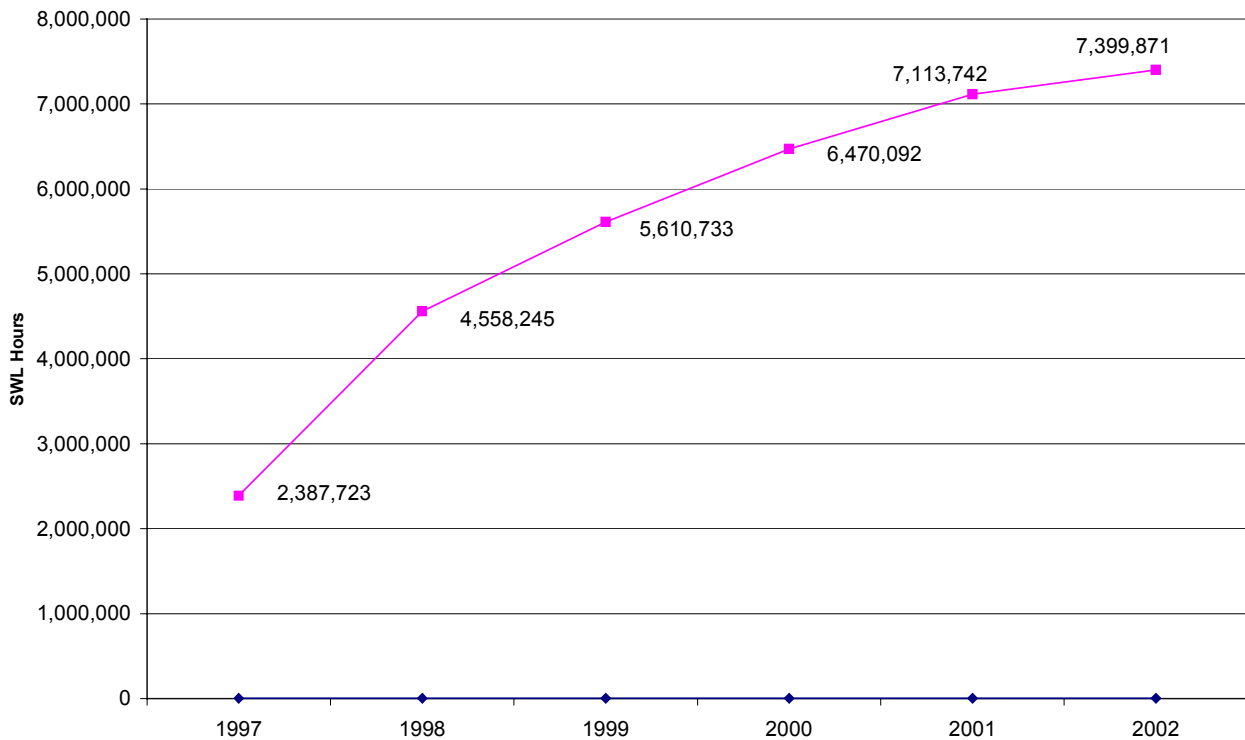


Exhibit 17:

**NUMBER OF STUDENTS IN STRUCTURED WORKPLACE LEARNING
1997-2002**

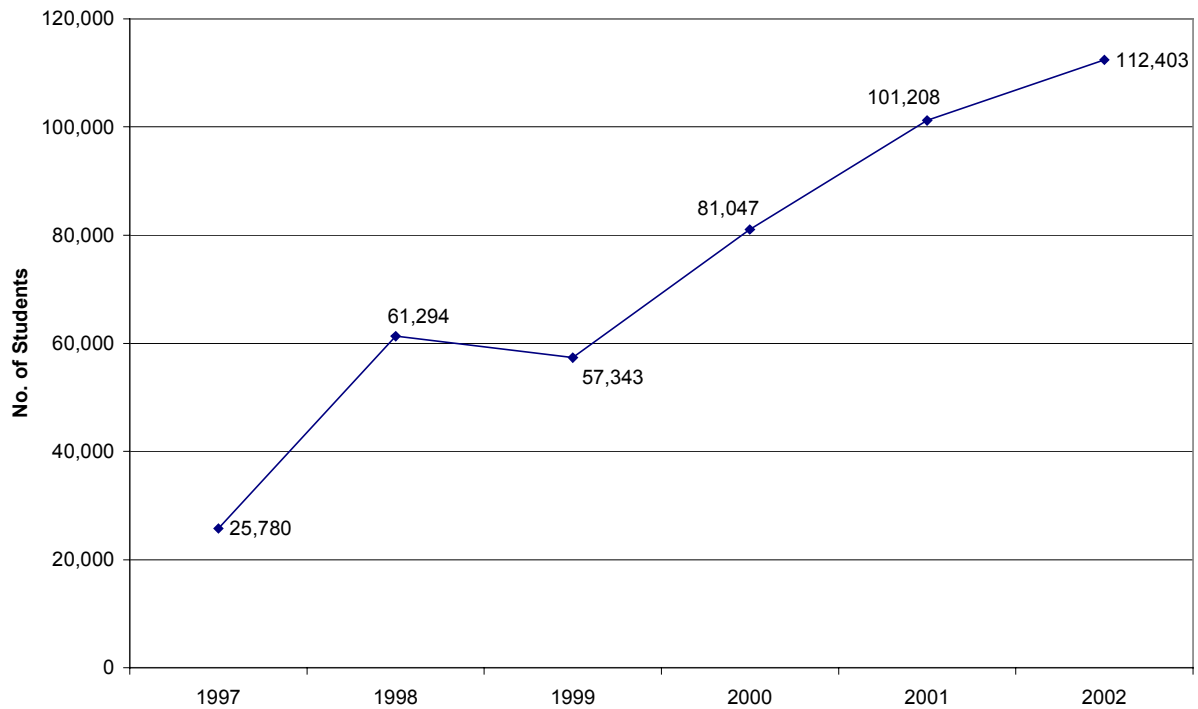
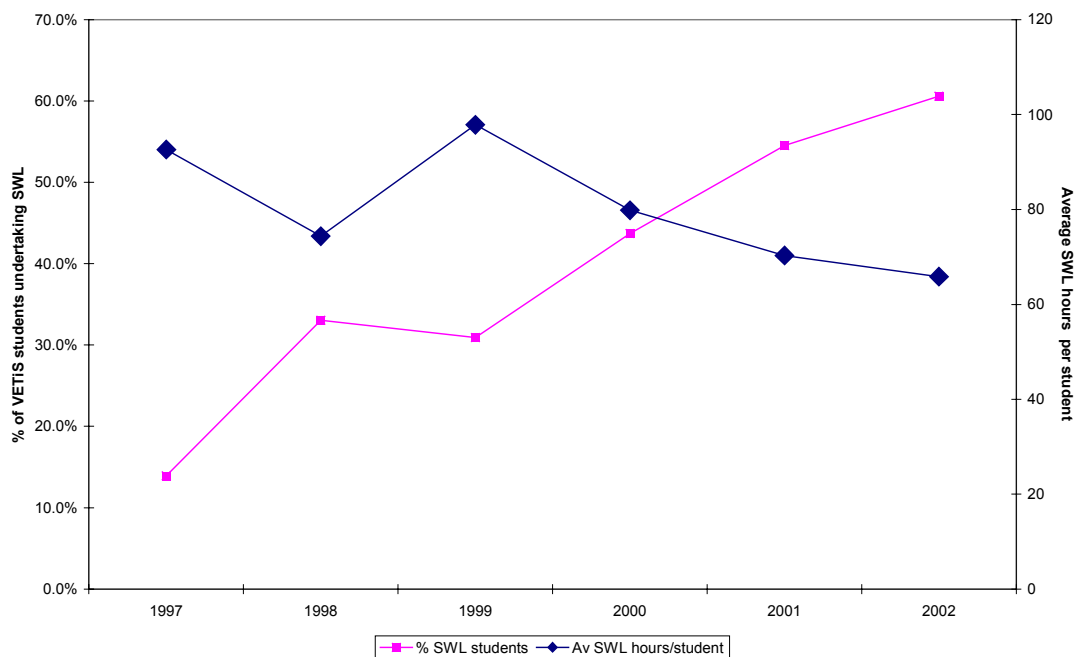


Exhibit 18:

**PERCENTAGE OF VET IN SCHOOLS STUDENTS UNDERTAKING SWL,
AND THE AVERAGE HOURS SPENT IN SWL - 1997-2002**



SCHOOL-BASED NEW APPRENTICESHIPS

DEFINING SCHOOL-BASED NEW APPRENTICESHIPS

At the June 1997 MCEETYA meeting Ministers endorsed the *Principles and Framework for New Apprenticeships for School Students*. This agreement established the arrangements for New Apprenticeships which commenced in schools, with guidelines developed that clearly determine the relationships between apprentice/trainees, employers and schools.

The defining characteristics of New Apprenticeships include:

- a registered training agreement;
- a negotiated training program leading to a nationally recognised qualification; and
- paid work and structured training.

Under the nationally agreed arrangements for School-based New Apprenticeships, secondary school students are required to:

- be enrolled as full-time students;
- undertake School-based New Apprenticeships as part of their broader study towards the secondary school certificate;
- enter a formal training agreement with an employer;
- attend school for part of their time, be employed and attend work for part of the time and attend a place of training for the off-the-job component;
- be paid a pro-rata wage for the on-the-job component of the New Apprenticeship.

To date, jurisdictions have provided data on School-based New Apprenticeships in line with the above definition.

It should be noted that:

- At the 15th MCEETYA, Ministers endorsed an updated definition of School-based New Apprenticeships that will apply to future data collections; and
- The number of School-based New Apprenticeship commencements for 2002 reported by jurisdictions to MCEETYA (as detailed in this report) is not necessarily the same as the number reported by State/Territory Training Authorities to NCVER. There appear to be two main reasons for this lack of congruence:

1. Interpretation of definitions

Discrepancies may be linked to the varied interpretations of what constitutes a School-based new Apprentice. The current national Apprenticeship/Traineeship Training Contract requests employers (in Question 40) to identify trainees as *Full-time*, *Part-time* or *School-based*. The Training Contract includes the following explanatory note in relation to Question 40: "A school-based Apprentice/Trainee involves the employment of a young person who is undertaking an Apprenticeship/Traineeship while still attending school and enrolled in a senior secondary certificate."

This explanatory note may however be at odds with the interpretation of the MCEETYA requirement that, for a School-based new Apprentice, the training must also be '.....part of [the student's] broader study towards the secondary school certificate'. In simple terms, a 'part-time' New Apprentice who is also still 'at school' may be counted as a 'School-based New Apprentice' by State/Territory Training Authorities but not by school authorities. The updated definition agreed at the 15th MCEETYA takes this into account.

2. Time lag in reporting

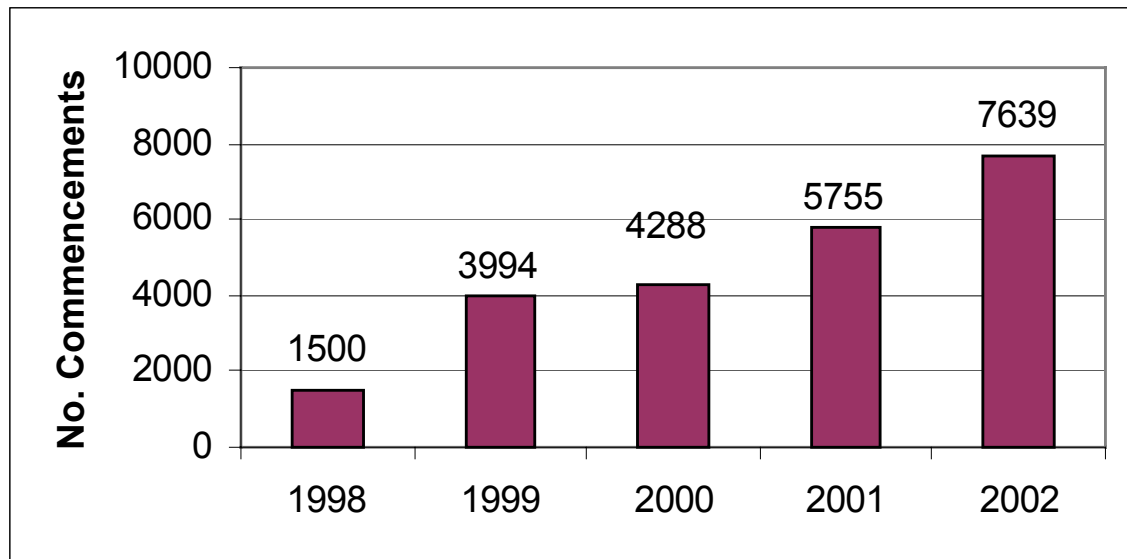
There is sometimes a considerable time lag from the time a contract of training is signed to the time it is received, approved, registered and logged into a database by State/Territory Training Authorities. Therefore, the number of School-based New Apprentices for a given year, as recorded on a database, is dependent on when the database is interrogated.

GROWTH IN PARTICIPATION

By December 2002, State/Territory government and non-government sectors reported that 7 639 Training Agreements were commenced in 2002. This has grown from an estimated base of 1500 in 1998, as shown in Exhibit 19.

Exhibit 19:

SECONDARY SCHOOL STUDENTS COMMENCING SCHOOL-BASED NEW APPRENTICESHIPS 1998-2002



Exhibits 20, 21 and 22 provide the data for each of the three school sectors, and Exhibit 23 aggregates the data for all of Australia. Exhibit 24 shows how these School-based New Apprenticeships are distributed across the ANTA industry groups.

Within these arrangements analysis of the industry coverage indicates that whilst the provision of programs ranges across a large number of industry areas, more than 75% of students are employed in Sales and Personal Services, Tourism and Hospitality, Business and Clerical, and Primary Industry.

Exhibit 20:

**SECONDARY SCHOOL STUDENTS IN GOVERNMENT SCHOOLS
COMMENCING IN 2002 A NEW APPRENTICESHIP PROGRAM BY ANTA
INDUSTRY GROUP**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation	2	13	54	5	1			7
Automotive	35	88	213	40	28			1
Building & Construction			149		6			29
Community Services, Health & Education	14	19	80	7	18			1
Finance, Banking & Insurance								
Food processing		11	55	3	1			4
TCF & Furnishings			78		2			
Communications			11					
Engineering & Mining	2	36	146	15	33			
Primary Industry	45	108	178	66	17			1
Process Manufacturing								
Sales & Personal Services	377	387	1047	339	24		3	107
Tourism & Hospitality	27	138	559	22	62			10
Transport & storage	1		9	2				
Utilities			6					
CATEGORY B								
Business & Clerical	44	73	401	131	107	3		10
Computing	11	32	32	1	5	1		29
Science, Technical & Other			10					
CATEGORY C								
General Education & Training			46					
Not Classified								
TOTAL	558	905	3074 (a)	631	304 (b)	4	3	199

Notes:

- (a) Data provided by and categorised into industry areas by the Department of Employment and Training (DET). The figure reported shows the number of new employees commencing work within the specified time frame where DET has been notified via the lodgement of a Training Contract. It does not include apprentices or trainees who have commenced employment in the specified time period but who have not as yet lodged a training contract. 2002 data may continue to change up to June 2003 due to time lapses associated with obtaining registration data.
- (b) The WA Department of Education and Training data collection has only identified schools from approximately mid-2002. Registrations prior to that time cannot be

allocated to school sector. Therefore several students commencing SBNAs therefore have not been identified by the Department by school/sector.

Exhibit 21:

**SECONDARY SCHOOL STUDENTS IN CATHOLIC SCHOOLS
COMMENCING IN 2002 A NEW APPRENTICESHIP PROGRAM BY ANTA
INDUSTRY GROUP**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation		1	11					1
Automotive	7	17	37	2				
Building & construction			47					17
Community services, Health & Education		1	26					
Finance, Banking & Insurance								
Food processing		1	3	1				2
TCF & Furnishings			25					
Communications					1			
Engineering & Mining	1	5	42	2	1			
Primary Industry		23	22	9				1
Process Manufacturing			1					
Sales & Personal Services	59	143	213	88	15			41
Tourism & Hospitality	2	34	105	5				24
Transport & storage			2	2				
Utilities			5					
CATEGORY B								
Business & Clerical	5	11	55	28	4	1		1
Computing	1	5	16					
Science, Technical & Other								
CATEGORY C								
General Education & Training			4					
Not Classified								
TOTAL	75	241	614 (a)	138	21 (b)	1	0	87

Notes:

- (a) Data provided by and categorised into industry areas by the Department of Employment and Training (DET). The figure reported shows the number of new employees commencing work within the specified time frame where DET has been notified via the lodgement of a Training Contract. It does not include apprentices or trainees who have commenced employment in the specified time period but who have not as yet lodged a training contract. 2002 data may continue to change up to June 2003 due to time lapses associated with obtaining registration data.
- (b) The WA Department of Education and Training data collection has only identified schools from approximately mid-2002. Registrations prior to that time cannot be allocated to school sector. Therefore several students commencing SBNAs therefore have not been identified by the Department by school/sector.

Exhibit 22:

**SECONDARY SCHOOL STUDENTS IN INDEPENDENT SCHOOLS
COMMENCING IN 2002 A NEW APPRENTICESHIP PROGRAM BY ANTA
INDUSTRY GROUP**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation		1	24		1			1
Automotive	2	6	28	7				
Building & construction			22	1				
Community services, Health & Education	2	1	23					
Finance, Banking & Insurance								
Food processing		1	2					
TCF & Furnishings			12	1				
Communications								
Engineering & Mining	1	1	15					
Primary Industry		17	84				1	
Process Manufacturing								
Sales & Personal Services	21	47	139	54				6
Tourism & Hospitality		26	100	18	1			
Transport & storage			3	1				
Utilities			1					
CATEGORY B								
Business & Clerical	3	1	68	4	4		1	
Computing	1	2	18					
Science, Technical & Other			2					
CATEGORY C								
General Education & Training							1	
Not Classified			8					
TOTAL	30	103	549 (a)	86	6 (b)	0	3	7

Notes:

- (a) Data provided by and categorised into industry areas by the Department of Employment and Training (DET). The figure reported shows the number of new employees commencing work within the specified time frame where DET has been notified via the lodgement of a Training Contract. It does not include apprentices or trainees who have commenced employment in the specified time period but who have not as yet lodged a training contract. 2002 data may continue to change up to June 2003 due to time lapses associated with obtaining registration data.
- (b) The WA Department of Education and Training data collection has only identified schools from approximately mid-2002. Registrations prior to that time cannot be allocated to school sector. Therefore several students commencing SBNA's therefore have not been identified by the Department by school/sector.

Exhibit 23:

**SECONDARY SCHOOL STUDENTS IN ALL SCHOOLING SECTORS
COMMENCING IN 2002 A NEW APPRENTICESHIP PROGRAM BY ANTA
INDUSTRY GROUP**

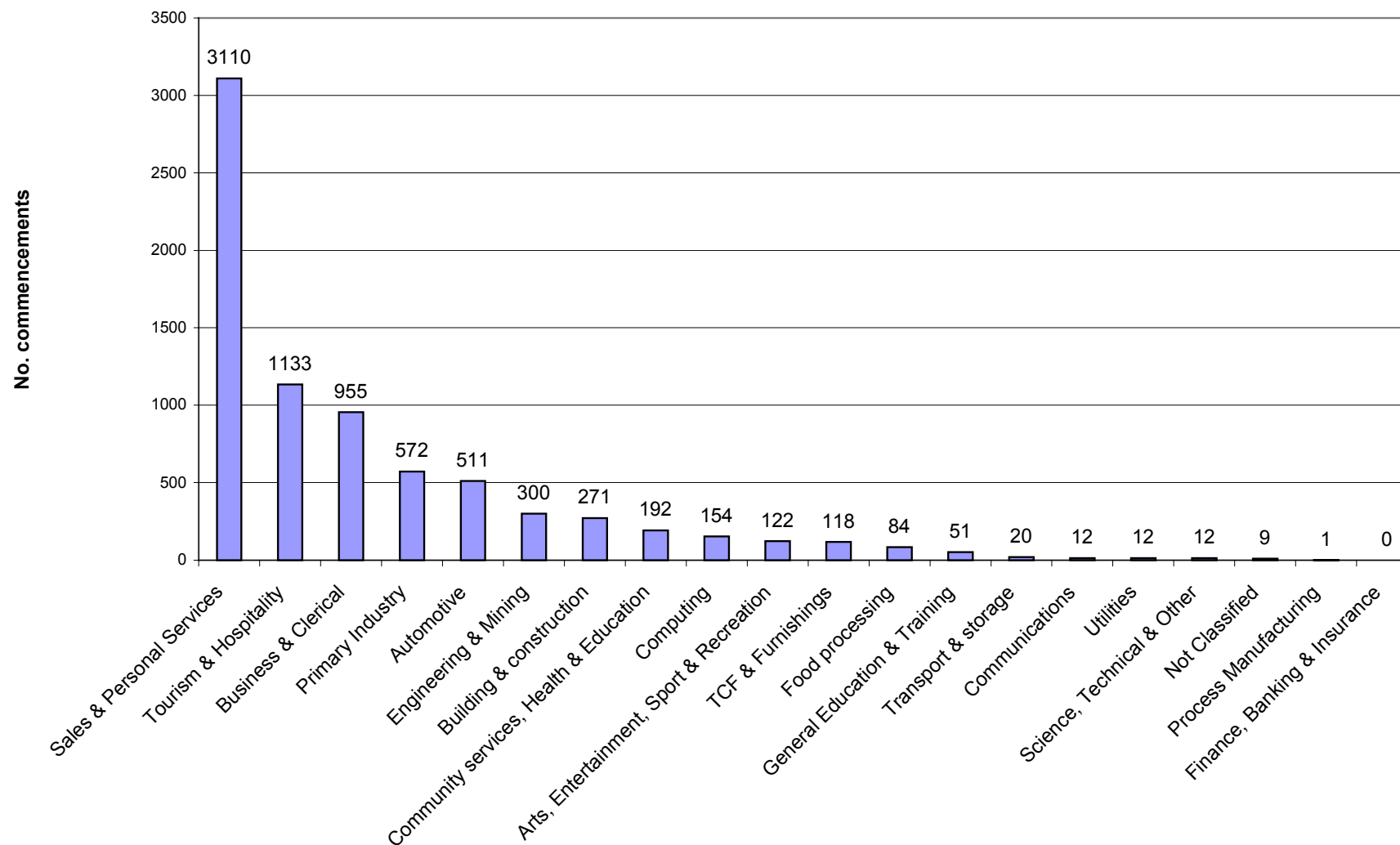
	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
CATEGORY A									
Arts, Entertainment, Sport & Recreation	2	15	89	5	2			9	122
Automotive	44	111	278	49	28			1	511
Building & construction			218	1	6			46	271
Community services, Health & Education	16	21	129	7	18			1	192
Finance, Banking & Insurance									0
Food processing		13	60	4	1			6	84
TCF & Furnishings			115	1	2				118
Communications			11		1				12
Engineering & Mining	4	42	203	17	34				300
Primary Industry	45	148	284	75	17		1	2	572
Process Manufacturing			1						1
Sales & Personal Services	457	577	1399	481	39		3	154	3110
Tourism & Hospitality	29	198	764	45	63			34	1133
Transport & storage	1		14	5					20
Utilities			12						12
CATEGORY B									
Business & Clerical	52	85	524	163	115	4	1	11	955
Computing	13	39	66	1	5	1		29	154
Science, Technical & Other			12						12
CATEGORY C									
General Education & Training			50				1		51
Not Classified		0	8	1					9
TOTAL	663	1249	4237 (a)	855	331 (b)	5	6	293	7639

Notes:

- (a) Data provided by and categorised into industry areas by the Department of Employment and Training (DET). The figure reported shows the number of new employees commencing work within the specified time frame where DET has been notified via the lodgement of a Training Contract. It does not include apprentices or trainees who have commenced employment in the specified time period but who have not as yet lodged a training contract. 2002 data may continue to change up to June 2003 due to time lapses associated with obtaining registration data.
- (b) The WA Department of Education and Training data collection has only identified schools from approximately mid-2002. Registrations prior to that time cannot be allocated to school sector. Therefore several students commencing SBNA's therefore have not been identified by the Department by school/sector and therefore may not be included in this total.

Exhibit 24:

NUMBER OF SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2002, BY ANTA INDUSTRY GROUPS



SUMMARY

Since its introduction in 1996, VET in Schools has developed from a marginal activity to an established part of mainstream school education across Australia. In 2002, there was an emphasis on improving the quality of VET in Schools programs.

- In 2002, a total of 185,520 students were enrolled in VET in Schools programs. This represents 44 per cent of all students enrolled in the senior secondary certificate.
- 95 per cent of all schools offering senior secondary programs offer VET in Schools programs.
- The most popular industry areas were Tourism & Hospitality, Business & Clerical, and Computing which accounted for more than 50 per cent of all enrolments.
- 37.4 million hours of training were delivered representing an average of 201 hours per student across Australia. This average varies across States and Territories ranging from 111 to 341 hours per student.
- 112,403 students spent a total of 7,399,871 hours in structured workplace learning, an average of 66 hours per student.
- In December 2002 States and Territories reported that 7,639 School-based New Apprenticeships were commenced during 2002. More than 80 per cent of these apprenticeships were in the areas of Sales and Personal Services, Tourism and Hospitality, Business and Clerical, Primary Industry, and Automotive.