



NATIONAL DATA ON PARTICIPATION IN VET IN SCHOOLS PROGRAMS & SCHOOL-BASED NEW APPRENTICESHIPS FOR THE 2003 SCHOOL YEAR

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

SUMMARY OF DATA

VET in Schools has developed into an established part of mainstream senior secondary school education across Australia. Nearly all schools offering the senior secondary certificate offer VET in Schools programs.

- In 2003, a total of 202,935 students were enrolled in VET in Schools programs. This represents approximately 47 per cent of all senior secondary students.
- The most popular industry areas for VET in Schools were Tourism & Hospitality, Business & Clerical, and Computing which accounted for nearly 50 per cent of all enrolments.
- 42.89 million hours of training were delivered representing an average of 211 hours per student across Australia. The average varies across States/Territories ranging from 112 to 387 hours per student.
- 106,160 students spent a total of 6,249,743 hours in structured workplace learning, an average of 60 hours per student. The average varies across States/Territories ranging from 35 to 186 hours per student
- 10,571 School-based New Apprenticeships were commenced during 2003. Approximately 75 per cent of these apprenticeships were in the areas of Sales and Personal Services, Tourism and Hospitality, Business and Clerical, Automotive, and Primary Industry

The above statistics should be read in conjunction with the qualifying notes that appear throughout the report.

INTRODUCTION

In March 2004, the MCEETYA Taskforce on Transition from School collected data on VET in Schools from all States and Territories in the following areas:

- number of students enrolled in VET in Schools programs;
- industry coverage by ANTA industry group;
- number of students completing at least one unit of competency/module
- annual student contact hours;
- number of students undertaking workplace learning & total hours;
- 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 state/territory training authorities. Because of this variation within and across jurisdictions, caution must be exercised when attempting to compare data.

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.

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.

Exhibit 1:**NUMBER OF STUDENTS ENROLLED IN VET IN SCHOOLS IN 2003**

NSW (a)	
Government School	36937
Catholic School	10835
Independent School	2656
TAFE	16753
Total	67181
VIC (b)	
Government School	19031
Catholic School	5618
Independent School	3598
Adult	1640
Total	29887
QLD (c)	
Government School	43511
Catholic School	9713
Independent School	6777
Total	60001
SA	
Government School	15966
Catholic School	3938
Independent School	3471
Total	23375
WA	
Government School	10847
Catholic School	1605
Independent School	1206
Total	13658
TAS (d)	
Government School	2693
Catholic School	283
Independent School	111
Total	3087
NT	
Government School	1475
Catholic School	182
Independent School	254
Total	1911
ACT (e)	
Government School	2944
Catholic School	821
Independent School	70
Total	3835
AUST.	202935

Notes:

- (a) Exhibit 1 shows **enrolments** in NSW HSC (Senior Secondary Certificate) VET courses across the three school sectors and TAFE NSW. 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 2003 are counted in Exhibit 1 **for each enrolment**. This is consistent with AVETMISS definitions and the data in Exhibit 1 corresponds approximately to the AVETMIS standard relating to an enrolment within a qualification (NAT00030 Course Identifier).

It is necessary to report enrolment rather than individual student data in this exhibit 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. 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.

The data in Exhibit 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 16,753 enrolments in 2003 includes 14,320 government student enrolments, 1,647 Catholic sector student enrolments and 786 independent sector student enrolments. TAFE delivered courses are provided to the three school sectors on a fee for service basis.

50,737 individual students were enrolled in **one or more** HSC VET courses in 2003. This represented 36% of all students enrolled for the NSW HSC. 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 Exhibits 4, 5, 6, 8 and 9, can it be disaggregated by course type or ANTA industry category, as single students are enrolled in more than one course type or category.

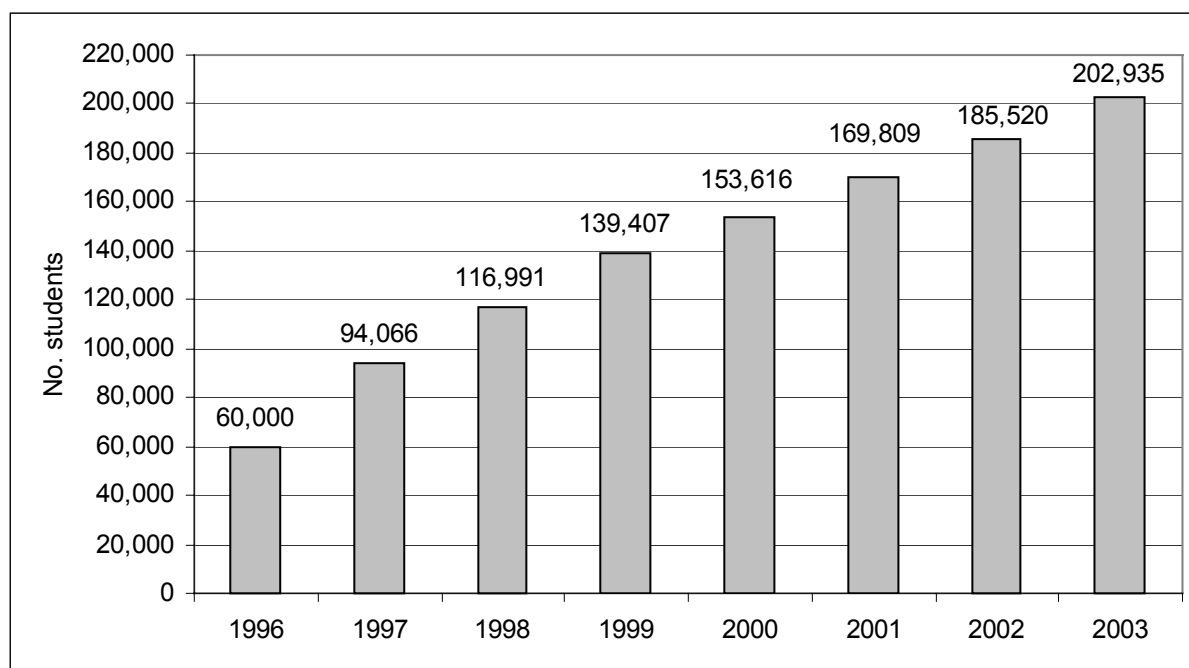
Data is based on NSW Board of Studies (BOS) enrolment data as at end June 2003 with reference to TAFE NSW data. As such it does not include students who may have commenced courses in 2003 but who withdrew after a short time and were never formally enrolled in HSC VET courses through BOS in March/April 2003. Some of these students will appear in the TAFE NSW National VET Provider collection. The June "snapshot" is consistent with data provided for previous years and has been necessary historically because, in the past, the BOS enrolment/examination system did not archive student withdrawals or changes of course. The system does now archive withdrawals (from March/April only) for VET courses.

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

- (b) For the first time in 2003 VCAL students participating in VETiS were added. Previously VCE students only were included in this report.
- (c) Data provided by the Queensland Studies Authority (QSA). There is no enrolment (as per AVETMISS definition) process for VET in Queensland schools. QSA collects achievement data only. This year's data include students who exited before the completion of Year 12. Data in previous years did not include these students.
- (d) The data is the home school of the sector, which may not be the sector from which the RTO is assigned.
- (e) "VET in schools" program is interpreted as enrolment in Units of study from an ACT Board of Senior Secondary Studies accredited course which has been approved by industry to deliver competencies under the AQF.

Exhibit 2:**NUMBER OF STUDENTS ENROLLED IN VET IN SCHOOLS IN 1996-2003**

	1996	1997	1998	1999	2000	2001	2002	2003
Government	-	53258	66366	83367	97982	109900	119442	133404
Catholic	-	12165	17825	22202	25778	28925	31335	32995
Independent	-	5043	8300	11035	14252	15721	17752	18143
TAFE & Adult	-	23600	24500	22803	15604	15263	16991	18393
AUST.	60000	94066	116991	139407	153616	169809	185520	202935

Exhibit 3:**NUMBER OF STUDENTS ENROLLED IN VET IN SCHOOLS IN 1996-2003****INDUSTRY COVERAGE**

Jurisdictions have provided participation data disaggregated by ANTA industry groupings, and some 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.

Students can enrol in units of competency/modules across a range of industry areas. Therefore the total of *enrolments* will exceed the total of *students*. (Compare the total of Exhibit 1 and Exhibit 8).

The following exhibits illustrate that although at the national level enrolments are registered in all of the nineteen ANTA industry groups, there is considerable variability across States and Territories and across sectors.

Exhibit 10 identifies some clear patterns of industry provision, with Tourism & Hospitality, Business & Clerical, Computing, and General Education & Training

accounting for over sixty percent of all enrolments. This has been the trend since 1999.

Exhibit 4:

ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2003 BY ANTA INDUSTRY GROUP (GOVERNMENT SECTOR)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation	2107	4599	3134	1057	927	229	425	632
Automotive	1756	1574	26	407	681	153	107	516
Building & Construction	3920	701	2768	385	482	128	62	263
Community Services, Health & Education	2060	1137	1319	1171	464	1009	128	309
Finance, Banking & Insurance	248	27					2	
Food processing	129	13		461	95	1	16	9
TCF & Furnishings	593	1116	7582	197	141			63
Communications	305			107	48	11		
Engineering & Mining	2251	1236	8530	756	1288	55	166	46
Primary Industry	2432	989	2299	729	673	174	110	
Process Manufacturing	3	41	542	37				2
Sales & Personal Services	5193	458	482	750	504	282	81	66
Tourism & Hospitality	14807	3366	13018	3076	2093	418	302	606
Transport & storage	5	3		11	75			
Utilities	377			29	24		14	
CATEGORY B								
Business & Clerical	5785	1398	14840	1764	6217	351	276	343
Computing	9266	3766	10644	2448	2014	21	103	1657
Science, Technical & Other	20			254	58	19	1	48
CATEGORY C								
General Education & Training		964	21455 (d)	2311	1150		182	
Not Classified			2458				48	
TOTAL	51257 (a)	21388	89097 (b)	15950	16934	2851 (c)	2023	4560

Notes:

- (a) This data corresponds to that in Exhibit 1 and is based on NSW Board of Studies (BOS) enrolment data as at end June 2003. 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 since NSW does not consider these courses to fit the definition of VET in Schools expressed in the *MCEETYA Framework for VET 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) Data provided by the Queensland Studies Authority (QSA). Data includes students who exited before the completion of Year 12.
- (c) The data is the home school of the sector, which may not be the sector from which the RTO is assigned.

- (d) 'General Education and Training' includes enrolments in the following subjects/certificates in Queensland:

QSA Authority-registered subjects

- English Communication SAS -(Cert. I/II Communication for the Workplace)
- Literacy and Numeracy SAS - (Cert. I Communication and Cert. I in Vocational Mathematics)
- Trade and Business Mathematics SAS - (Cert. I/II Trade and Business Mathematics)

Queensland has developed three work preparation certificates which are highly valued by schools

- Cert. I Work Readiness
- Cert. I Work Education
- Cert. II Workplace Practices

Offering such a wide diversity of certificates (especially those focusing on general employability skills) accounts for Queensland's large numbers in 'General Education and Training'.

Exhibit 5:

ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2003 BY ANTA INDUSTRY GROUP (CATHOLIC SECTOR)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation	235	1323	825	260	122			34
Automotive	150	309	2	88	62	32	5	13
Building & construction	1449	127	778	69	322	10	39	126
Community services, Health & Education	201	169	175	134	32	1	11	39
Finance, Banking & Insurance	48			36				
Food processing	10	25		9	16			
TCF & Furnishings	122	194	1502	80	14	6		52
Communications	19				5	3		
Engineering & Mining	355	211	1799	16	36	36	1	31
Primary Industry	302	300	294	49	73		14	
Process Manufacturing		28	49	29				
Sales & Personal Services	1354	116	44	230	32	2		26
Tourism & Hospitality	4373	1185	2797	618	506	115		408
Transport & storage				13	10	1		
Utilities	40				40		1	
CATEGORY B								
Business & Clerical	1593	568	4049	490	285	64	3	154
Computing	2231	1351	2504	1131	263	4		170
Science, Technical & Other				83				16
CATEGORY C								
General Education & Training		111	3005 (d)	1164	31	9	3	
Not Classified		1	511		46	42	142	
TOTAL	12482 (a)	6018	18334 (b)	4499	1895	325 (c)	219	1069

Notes:

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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 since NSW does not consider these courses to fit the definition of VET in Schools expressed in the *MCEETYA Framework for VET in Schools*.

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Exhibit 6:**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2003 BY ANTA INDUSTRY GROUP (INDEPENDENT SECTOR)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation	223	1021	83	434	97	34	9	
Automotive	50	80		77	64	5	14	
Building & construction	135	34	152	9	23		21	
Community services, Health & Education	131	27	86	47	116	6	14	
Finance, Banking & Insurance	31	58						
Food processing		14		69	3			
TCF & Furnishings	1	77	1401	63	20			19
Communications	34			7				
Engineering & Mining	66	111	1425	38	14	1		
Primary Industry	113	166	179	90	14	17	21	
Process Manufacturing		1	25					
Sales & Personal Services	137	21	16	163	29			
Tourism & Hospitality	1539	872	1782	730	335	27		46
Transport & storage				19	6		2	
Utilities	14			30	14			
CATEGORY B								
Business & Clerical	245	270	3179	99	116	17		
Computing	723	1147	1059	649	177			13
Science, Technical & Other				1	10			
CATEGORY C								
General Education & Training		44	1233 (d)	946	47		47	
Not Classified			449		107	4	228	
TOTAL	3442 (a)	3943	11069 (b)	3471	1192	111 (c)	356	78

Notes:

- (a) This data corresponds to that in Exhibit 1 and is based on NSW Board of Studies (BOS) enrolment data as at end June 2003. 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 since NSW does not consider these courses to fit the definition of VET in Schools expressed in the *MCEETYA Framework for VET in Schools*.

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Exhibit 7:

ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2003 BY ANTA INDUSTRY GROUP (ADULT SECTOR – VICTORIA ONLY)

	VIC
CATEGORY A	
Arts, Entertainment, Sport & Recreation	390
Automotive	95
Building & construction	182
Community services, Health & Education	70
Finance, Banking & Insurance	
Food processing	
TCF & Furnishings	199
Communications	
Engineering & Mining	182
Primary Industry	107
Process Manufacturing	51
Sales & Personal Services	129
Tourism & Hospitality	217
Transport & storage	
Utilities	
CATEGORY B	
Business & Clerical	104
Computing	257
Science, Technical & Other	
CATEGORY C	
General Education & Training	2289 (a)
Not Classified	120
TOTAL	4392

Notes:

- (a) The high proportion of General Education and Training enrolments is due to the introduction of Victorian Certificate of Applied Learning (VCAL) in 2003. As part of this certificate the providers in the adult sector (which includes the TAFE and ACE sectors) use curriculum modules from the general education certificates to satisfy the literacy and numeracy requirements for VCAL.

Exhibit 8:**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2003 BY ANTA INDUSTRY GROUP (ALL SECTORS)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
CATEGORY A									
Arts, Entertainment, Sport & Recreation	2565	7333	4042	1751	1146	263	434	666	18200
Automotive	1956	2058	28	572	807	190	126	529	6266
Building & Construction	5504	1044	3698	463	827	138	122	389	12185
Community Services, Health & Education	2392	1403	1580	1352	612	1016	153	348	8856
Finance, Banking & Insurance	327	85		36			2		450
Food processing	139	52		539	114	1	16	9	870
TCF & Furnishings	716	1586	10485	340	175	6		134	13442
Communications	358			114	53	14			539
Engineering & Mining	2672	1740	11754	810	1338	92	167	77	18650
Primary Industry	2847	1562	2772	868	760	191	145		9145
Process Manufacturing	3	121	616	66				2	808
Sales & Personal Services	6684	724	542	1143	565	284	81	92	10115
Tourism & Hospitality	20719	5640	17597	4424	2934	560	302	1060	53236
Transport & storage	5	3		43	91	1	2		145
Utilities	431			59	78		15		583
CATEGORY B									
Business & Clerical	7623	2340	22068	2353	6618	432	279	497	42210
Computing	12220	6521	14207	4228	2454	25	103	1840	41598
Science, Technical & Other	20			338	68	19	1	64	510
CATEGORY C									
General Education & Training		3408	25693 (d)	4421	1228	9	232		34991
Not Classified		121	3418		153	46	418		4156
AUST.	67181 (a)	35741	118500 (b)	23920	20021	3287 (c)	2598	5707	276955

Notes:

- (a) This data corresponds to that in Exhibit 1 and is based on NSW Board of Studies (BOS) enrolment data as at end June 2003. 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 since NSW does not consider these courses to fit the definition of VET in Schools expressed in the *MCEETYA Framework for VET in Schools*.

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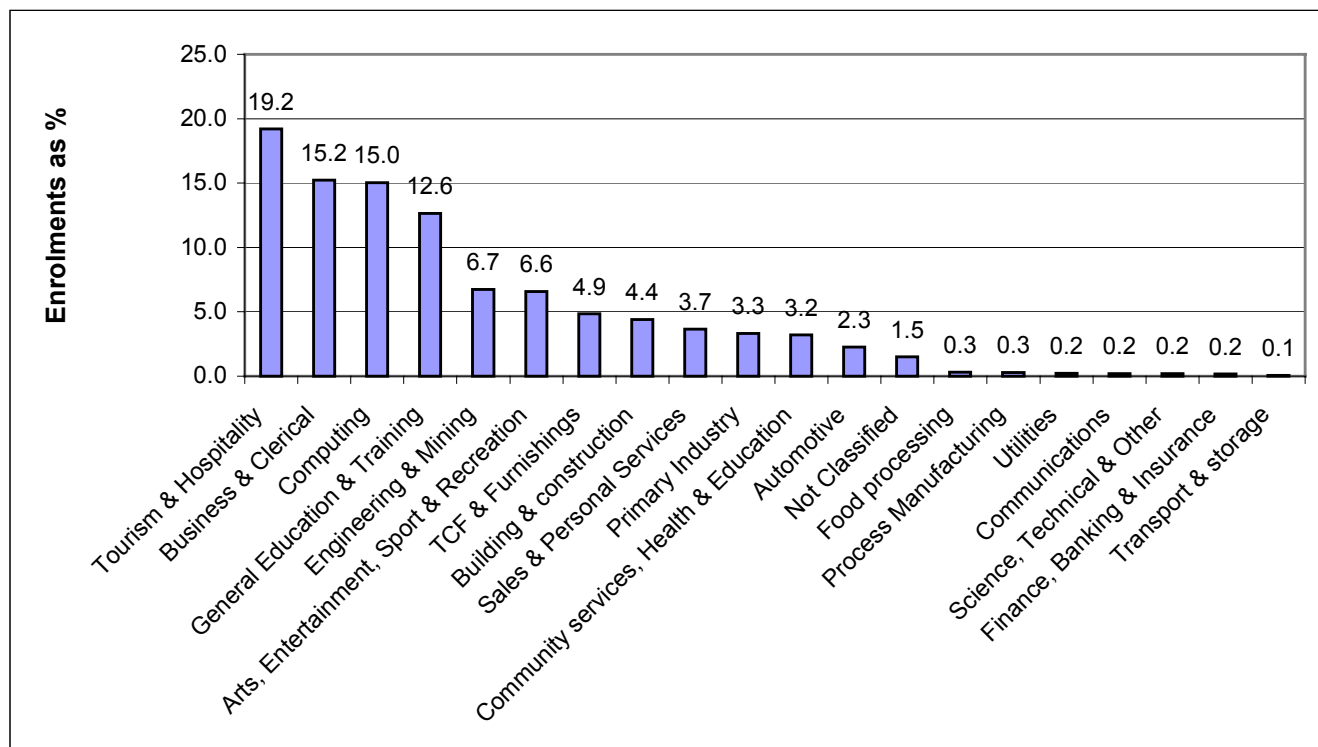
Exhibit 9:

ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2003 BY ANTA INDUSTRY GROUP AS PERCENTAGES (ALL SECTORS)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST.
CATEGORY A									
Arts, Entertainment, Sport & Recreation	3.8	20.5	3.4	7.3	5.7	8.0	16.7	11.7	6.6
Automotive	2.9	5.8	0.0	2.4	4.0	5.8	4.8	9.3	2.3
Building & construction	8.2	2.9	3.1	1.9	4.1	4.2	4.7	6.8	4.4
Community services, Health & Education	3.6	3.9	1.3	5.7	3.1	30.9	5.9	6.1	3.2
Finance, Banking & Insurance	0.5	0.2	0.0	0.2	0.0	0.0	0.1	0.0	0.2
Food processing	0.2	0.1	0.0	2.3	0.6	0.0	0.6	0.2	0.3
TCF & Furnishings	1.1	4.4	8.8	1.4	0.9	0.2	0.0	2.3	4.9
Communications	0.5	0.0	0.0	0.5	0.3	0.4	0.0	0.0	0.2
Engineering & Mining	4.0	4.9	9.9	3.4	6.7	2.8	6.4	1.3	6.7
Primary Industry	4.2	4.4	2.3	3.6	3.8	5.8	5.6	0.0	3.3
Process Manufacturing	0.0	0.3	0.5	0.3	0.0	0.0	0.0	0.0	0.3
Sales & Personal Services	9.9	2.0	0.5	4.8	2.8	8.6	3.1	1.6	3.7
Tourism & Hospitality	30.8	15.8	14.8	18.5	14.7	17.0	11.6	18.6	19.2
Transport & storage	0.0	0.0	0.0	0.2	0.5	0.0	0.1	0.0	0.1
Utilities	0.6	0.0	0.0	0.2	0.4	0.0	0.6	0.0	0.2
CATEGORY B									
Business & Clerical	11.3	6.5	18.6	9.8	33.1	13.1	10.7	8.7	15.2
Computing	18.2	18.2	12.0	17.7	12.3	0.8	4.0	32.2	15.0
Science, Technical & Other	0.0	0.0	0.0	1.4	0.3	0.6	0.0	1.1	0.2
CATEGORY C									
General Education & Training	0.0	9.5	21.7	18.5	6.1	0.3	8.9	0.0	12.6
Not Classified	0.0	0.3	2.9	0.0	0.8	1.4	16.1	0.0	1.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Exhibit 10:

ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2003 BY ANTA INDUSTRY GROUP AS PERCENTAGES (ALL SECTORS)



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 units of competence (or modules) as specified by the Training Authority in each state/territory.

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 12 and 13 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.

Exhibit 11:**VET IN SCHOOLS UNIT OF COMPETENCY/MODULE ENROLMENTS AND
CORRESPONDING ANNUAL STUDENT CONTACT HOURS 2003**

[Note that module data is **only** reported where training package units of competency do not exist]

	Total Unit of Competency/Module enrolments	Annual Student Contact Hours
NSW (a)		
Government School	386210	4878695
Catholic School	117147	1431103
Independent School	29080	350808
TAFE	109849	2212762
Total	642286	8873368
VIC (b)		
Government School	217443	5555704
Catholic School	60947	1452373
Independent School	38280	969009
Adult	16917	725005
Total	333587	8702091
QLD (c)		
Government School	552889	10660000
Catholic School	237936	5053191
Independent School	103877	2305949
Total	894702	18019140
SA		
Government School (d)	97928	1956835
Catholic School	18216	394416
Independent School	15195	350447
Total	131339	2701698
WA		
Government School	101386	2118019
Catholic School	12235	241636
Independent School	7496	140535
Total	121102	2500190
TAS (e)		
Government School	45114	1105795
Catholic School	3097	64721
Independent School	1312	23839
Total	49523	1194355
NT		
Government School	14362	366694
Catholic School	1796	49862
Independent School	2411	57068
Total	18569	473624
ACT (f)		
Government School	7941	327443
Catholic School	2223	95590
Independent School	158	6573
Total	10322	429606
AUST.	2201430	42894072

Notes:

- (a) Annual Hours Curriculum is calculated from indicative hours shown in Board of Studies curriculum documents and enrolments as of June 2003 (as shown in Exhibit 1) 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 the National VET Provider Collection.

Unit/module data for school delivered courses is for units of competency and is drawn from the NSW eBOS Vocational Credentialing System (eBOS VCS). However, it is currently difficult 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 units and elements of competency may be revisited over two years of course delivery and work placement. As such, whole units of competency may be spread over two calendar years. NSW is addressing the issue that this poses for reporting.

Unit/module data for TAFE delivered courses is drawn from the TAFE NSW Student Information System (SIS).

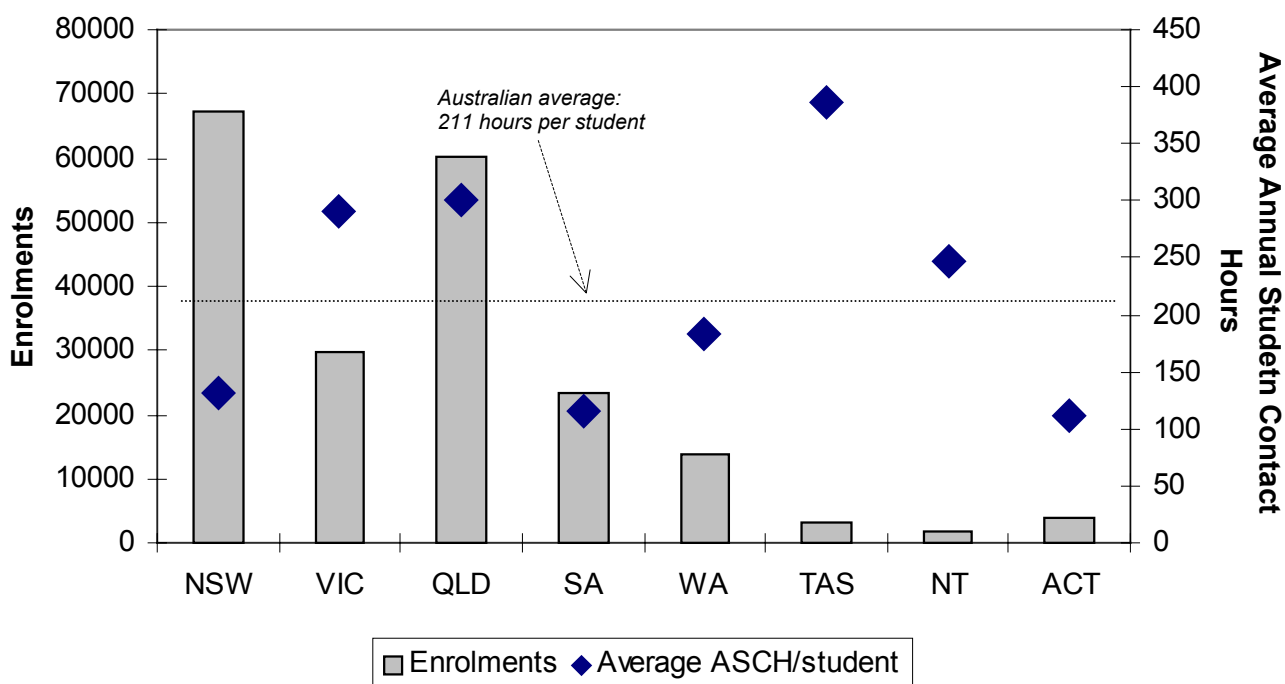
Data on school based new apprentices is **included** in this data as all school based part-time trainees in NSW are enrolled in accredited HSC VET courses.

- (b) For the first time in 2003 VCAL students participating in VETiS were added. Previously VCE students only were included in this report.
- (c) Data provided by the Queensland Studies Authority (QSA). As noted in Exhibit 1, these data may be understated as they reflect achievement rather than enrolment.
- (d) It is estimated that schools have under-reported VET activity by as much as 10%, which is not included in these totals.
- (e) The data is the home school of the sector, which may not be the sector from which the RTO is assigned.
- (f) In the ACT, students do not enrol in competencies or certificates. They enrol in "Standard Units" of study that are part of an ACT Board of Senior Secondary Studies accredited course which has been approved by industry to deliver competencies under the AQF. The competencies that are part of the content of these Units are not taught sequentially or individually. Therefore ASHC will be determined by the "number of hours specified in Board of Studies VET curriculum statements". This is a minimum of 55 contact hours over generally a semester for "one Standard Unit".

Exhibit 12:

NUMBER OF STUDENTS AND AVERAGE ANNUAL STUDENT CONTACT HOURS PER STUDENT

	<i>No. of Students</i>	<i>Total ASCH</i>	<i>Average ASCH/student</i>
NSW	67181	8873368	132
VIC	29887	8702091	291
QLD	60001	18019140	300
SA	23375	2701698	116
WA	13658	2500190	183
TAS	3087	1194355	387
NT	1911	473624	248
ACT	3835	429606	112
AUST.	202935	42894072	211

Exhibit 13:**NUMBER OF STUDENTS AND AVERAGE ANNUAL STUDENT CONTACT HOURS PER STUDENT****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. However, in interpreting Exhibits 14-23 it is important to note that:

- there is much debate about the definition of SWL, and how systems might reliably capture and report work placement data;
- 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 current defining criteria of structured workplace learning.

Almost 60% of students undertaking VET in Schools programs were involved in structured work placements in 2003 (compared with 44% in 2000, 55% in 2001, and 61% in 2002).

Caution must be exercised in interpreting comparative trend data in relation to SWL. As mentioned above, there are marked differences across jurisdictions in the way the data is gathered and reported to central agencies, and in the way the current

definition is applied. In general, the definition has been more strictly applied over time, and data gathering processes are improving.

The significant variation in the data across jurisdictions also reflects different policy environments.

The data on SWL is appears to be showing two trends:

- a downward trend in the number of students engaging in SWL (or at least a 'plateauing');
- a downward trend in the average hours spent in SWL per student.

Exhibit 14:**NUMBER OF STRUCTURED WORKPLACE LEARNING STUDENTS AND HOURS
IN 2003**

	No. Students	SWL Hours
NSW (a)		
Government School	36937	1299016
Catholic School	10835	378827
Independent School	2653	94127
TAFE	6627	231945
Total	57052	2003915
VIC		
Government School	12589	623797
Catholic School	2809	142360
Independent School	1034	70783
Total	16432	836940
QLD		
Government School	9467	707468
Catholic School	2870	241515
Independent School	243	38336
Total	12580	987319
SA		
Government School (b)	5000	300000
Catholic School	937	60707
Independent School	828	65696
Total	6765	426403
WA		
Government School (c)	7298	1352458
Catholic School (d)	603	102510
Independent School	1029	123480
Total	8930	1578448
TAS		
Government School	2254	314065
Catholic School	287	39158
Independent School	88	14480
Total	2629	367703
NT (e)		
Government School	330	27605
Catholic School	10	830
Independent School	52	554
Total	392	28989
ACT (f)		
Government School	1066	17480
Catholic School	304	2356
Independent School	10	190
Total	1380	20026
AUST.	106160	6249743

Notes:

- (a) Data corresponds to that in Exhibit 1. The number of students is 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) There is significant under-reporting by schools. This has resulted in data that is estimated to be only one third of actual activity. Improvements in data collection processes will capture data more accurately in 2004.
- (c) The total exceeds the number of students undertaking Structured Workplace Learning because many students have more than one industry placement during the year. The decline in student numbers from 2002 to 2003 is due in part to more rigorous application of the national criteria for identifying VET in Schools students. Each year there is a drop in student numbers between the February Census and August Census due to students entering employment or further training
- (d) The Curriculum Council nominal hours for SWL is 110 hours. On average, students spend 170 hours in the workplace as part of SWL when part of a VET in Schools Program.
- (e) This only covers students who, through a separate submission by the school, sought credit for the workplace learning within their NT Certificate of Education.
- (f) "VET in schools" program is interpreted as enrolment in Units of study from an ACT Board of Senior Secondary Studies accredited course which has been approved by industry to deliver competencies under the AQF. Students enrolled in these courses can complete a BSSS course without having completed all the VET in schools requirements. The Total Workplace Learning Hours represents: for the government sector 311 students who completed 460 structured workplace learning units, for the Catholic Sector 32 students who completed 62 structured workplace learning units and for the independent sector 5 students who completed 5 structured workplace learning units. Each unit represented 38 hours of activity.

Exhibit 15:

**PERCENTAGE OF VET IN SCHOOLS STUDENTS UNDERTAKING
STRUCTURED WORKPLACE LEARNING
& AVERAGE HOURS PER STUDENT BY STATE/TERRITORY IN 2003**

	No. SWL students	No. VETiS students	% VETiS students undertaking SWL	Total SWL hours	Average SWL hours / SWL student
NSW	57052	67181	85%	2003915	35.1
VIC	16432	29887	55%	836940	50.9
QLD	12580	60001	21%	987319	78.5
SA	6765	23375	29%	426403	63.0
WA	8930	13658	65%	1578448	176.8
TAS	2629	3087	85%	367463	139.8
NT	392	1911	21%	28989	74.0
ACT	1380	3835	36%	20026	14.5
AUST.	106160	202935	52.3%	6249503	58.9

Exhibit 16:

**PERCENTAGE OF VET IN SCHOOLS STUDENTS UNDERTAKING
STRUCTURED WORKPLACE LEARNING
& AVERAGE HOURS PER SWL STUDENT BY STATE/TERRITORY IN 2003**

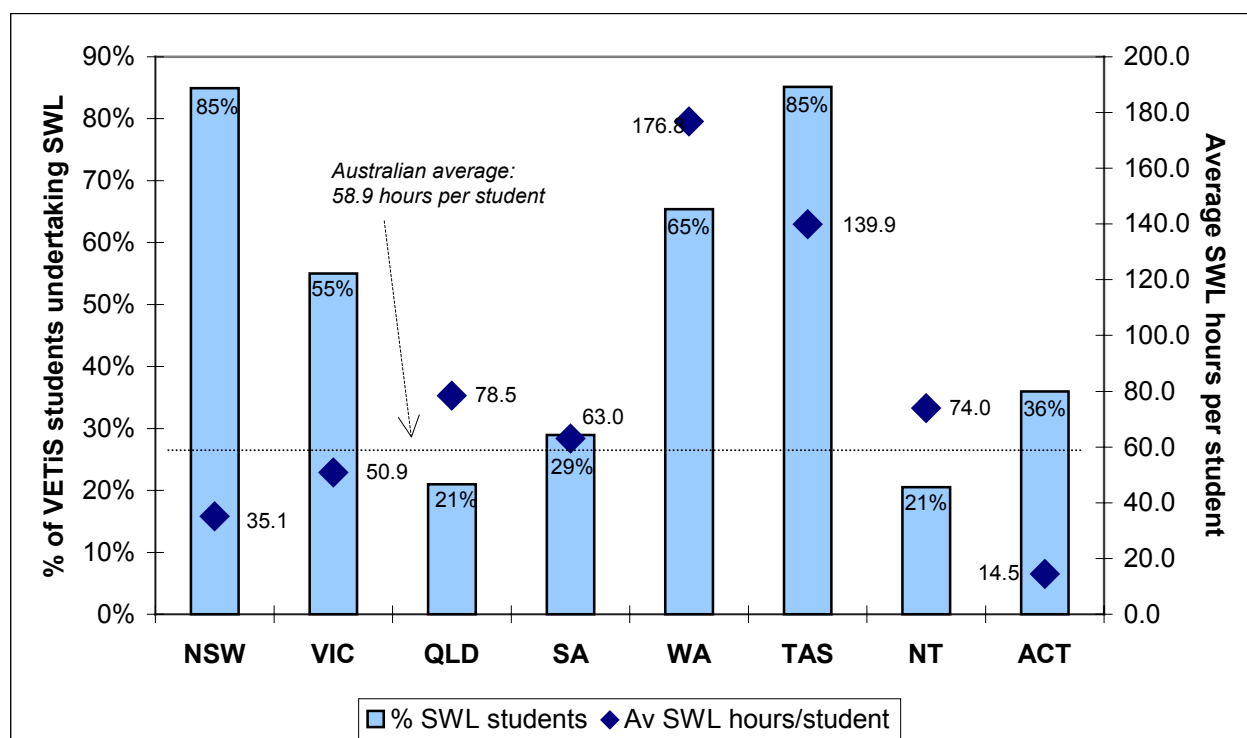


Exhibit 17:**STRUCTURED WORKPLACE LEARNING STUDENTS BY STATE/TERRITORY
1999-2003**

	1999	2000	2001	2002	2003
NSW	10999	29754	47928	55278	57052
VIC	9206	10783	11855	16827	16432
QLD	14249	15390	17305	17826	12580
SA	10308	10309	9100	7228	6765
WA	8560	9123	10648	11351	8930
TAS	2691	3278	2265	2442	2629
NT	353	195	818	1167	392
ACT	977	2215	1289	284	1380
AUST.	57343	81047	101208	112403	106160

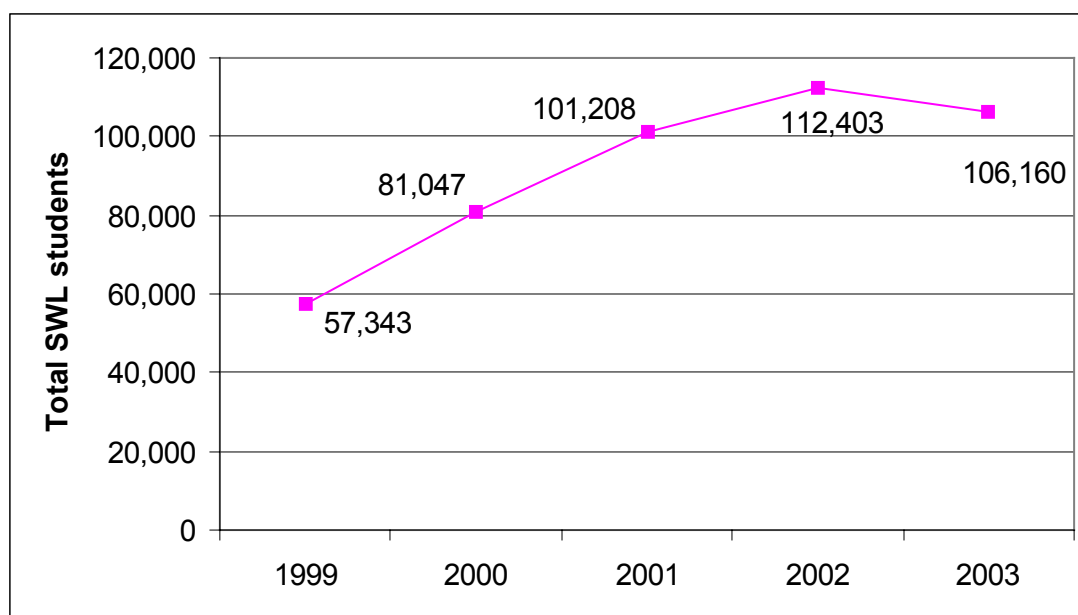
Exhibit 18:**NUMBER OF STRUCTURED WORKPLACE LEARNING STUDENTS 1999-2003**

Exhibit 19:

**TOTAL STRUCTURED WORKPLACE LEARNING HOURS BY
STATE/TERRITORY 1999-2003**

	1999	2000	2001	2002	2003
NSW	692815	1241843	1674966	1935116	2003915
VIC	772746	887378	880635	1085611	836940
QLD	1125229	1311716	1404798	1425658	987319
SA	718228	773927	754576	314134	426403
WA	1808617	1664800	1984315	2199960	1578448
TAS	351420	448928	297582	381362	367463
NT	78597	16220	37990	42146	28989
ACT	63081	125280	78880	15884	20026
AUST.	5610733	6470092	7113742	7399871	6249503

Exhibit 20:

**AVERAGE STRUCTURED WORKPLACE LEARNING HOURS PER STUDENT BY
STATE/TERRITORY 1999-2003**

	1999	2000	2001	2002	2003
NSW	63	42	35	42	35
VIC	84	82	74	82	74
QLD	79	85	81	85	81
SA	70	75	83	75	83
WA	211	182	186	182	186
TAS	131	137	131	137	131
NT	223	83	46	83	46
ACT	65	57	61	57	61
AUST.	98	80	70	80	70

Exhibit 21:

AVERAGE STRUCTURED WORKPLACE LEARNING HOURS PER STUDENT BY STATE/TERRITORY 1999-2003

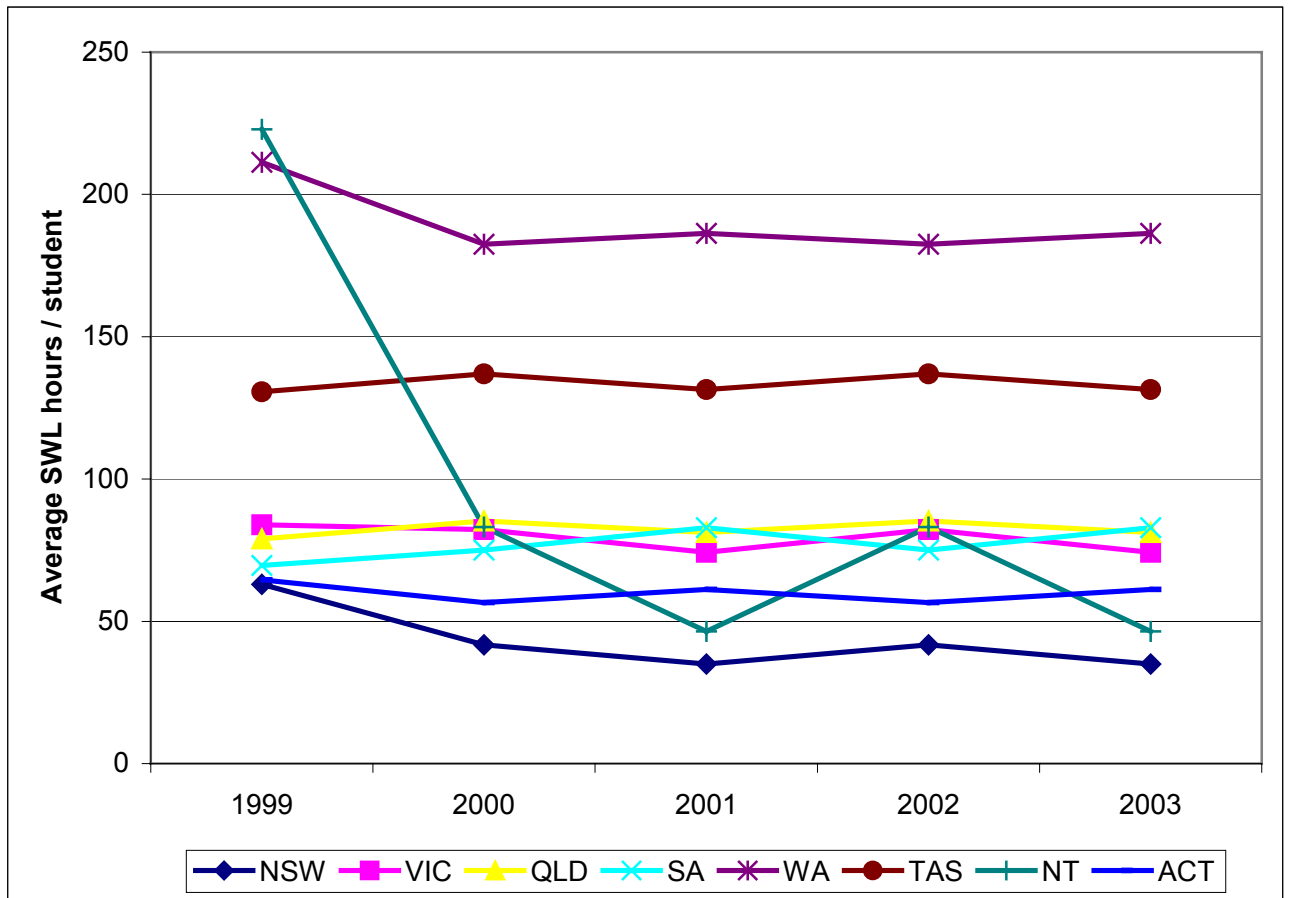


Exhibit 22:

AVERAGE STRUCTURED WORKPLACE LEARNING HOURS PER STUDENT 1999-2003 FOR AUSTRALIA

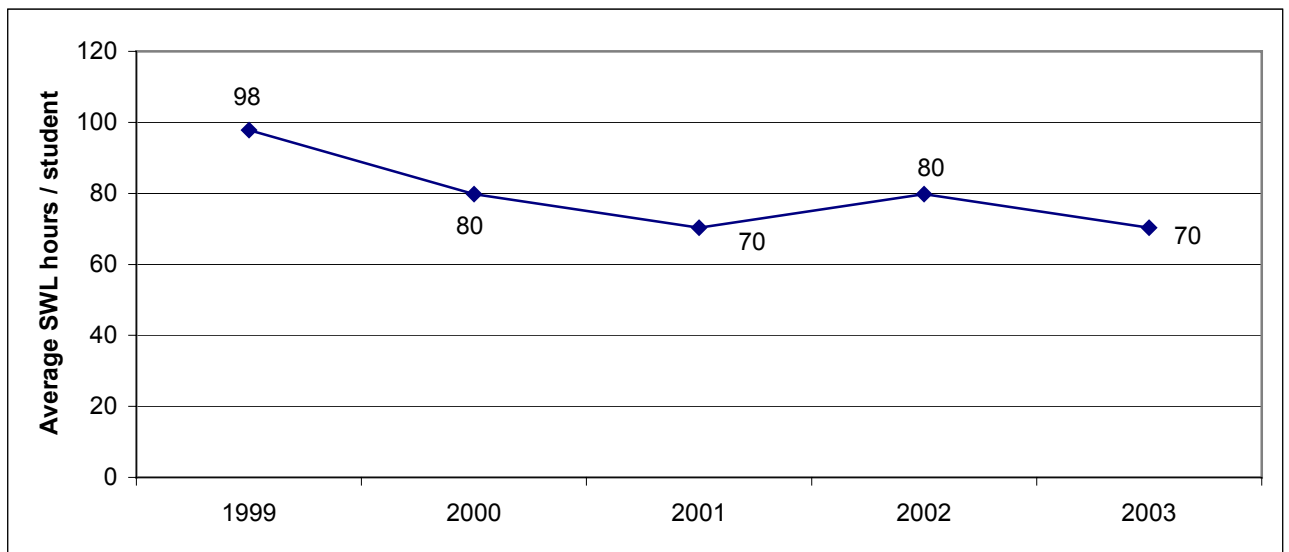
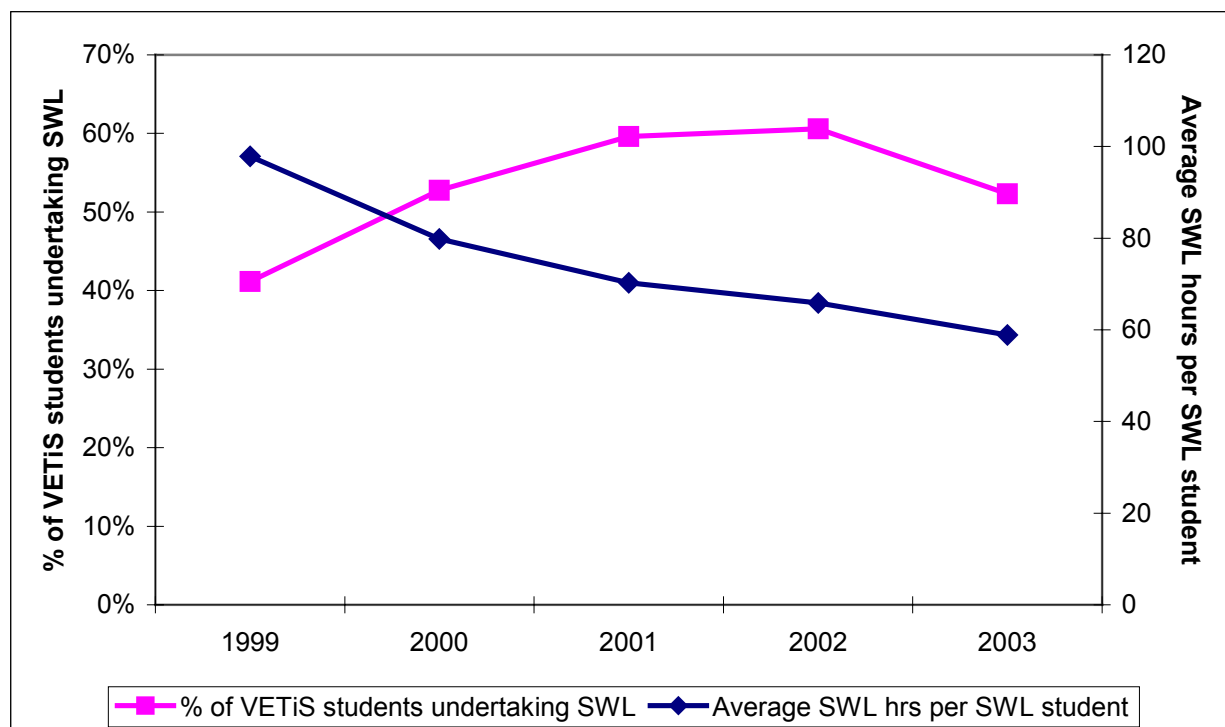


Exhibit 23:**PERCENTAGE OF VET IN SCHOOLS STUDENTS UNDERTAKING
STRUCTURED WORKPLACE LEARNING
& AVERAGE HOURS PER STUDENT 1997-2003****SCHOOL-BASED NEW APPRENTICESHIPS****Defining School-based New Apprenticeships**

School-based New Apprenticeships (SBNA) provide the opportunity for young people to gain quality VET qualifications and undertake employment while also completing a senior secondary certificate.

School-based New Apprenticeships are also known in various States and Territories by the following terms:

- Part-time Apprenticeships and Traineeships for School Students (Victoria)
- School-based New Apprenticeships (South Australia & Northern Territory)
- School-based Apprenticeships and Traineeships (Queensland)
- School-based Part-time Traineeships (New South Wales)
- School-based Traineeships (Western Australia and Tasmania)

Under the following arrangements the school-based new apprentice is both a full time student and a part-time employee, with the same employment and training requirements as for other New Apprenticeships:

- an Apprenticeship/Traineeship Training Contract signed by an employer and an Apprentice/Trainee (or their parent or guardian), which is registered or approved by the appropriate State/Territory government authority (department or agency)

and which facilitates the objectives of the Training Plan and protects the interests of both parties;

- a negotiated Training Plan responsive to client choice that involves obtaining a nationally recognised qualification (meeting a specified package of endorsed standards) through paid work and structured training, which may be both on and off-the-job;
- the Apprentice/Trainee undertaking training in accordance with the Training Plan;
- the Apprentice/Trainee undertaking paid work for the employer; and
- the national VET qualification included on the Apprenticeship/Traineeship Training Contract is approved for School-based New Apprenticeship arrangements through an industrial award or agreement.

Within these New Apprenticeships arrangements a student will meet the definition of a School-based New Apprenticeship when all of the following apply:

- the student is enrolled in a senior secondary certificate under the relevant Education Act. Some jurisdictions have indicated that School-based New Apprenticeship arrangements may also apply where a 15-19 year old student is undertaking a senior secondary certificate at a non-school provider such as a TAFE Institute or an Adult and Community Education centre. In this circumstance the responsibilities normally assigned to a student's school would lie with the non-school provider.
- the school or education provider at which the student is enrolled acknowledges and endorses the Training Plan/Outline required by the Apprenticeship/Traineeship Training Contract; and
- the School-based New Apprenticeship is recognised on the senior secondary certificate.

For the apprenticeship or traineeship to be registered as a School-based New Apprenticeship, the Training Plan/Outline required by the Apprenticeship/Traineeship Training Contract must be endorsed and acknowledged by the school or education provider. The form of this endorsement may vary according to the requirements of individual States and Territories.

If a student undertakes an apprenticeship or traineeship under an Apprenticeship/Traineeship Training Contract when the Training Plan/Outline is not endorsed or acknowledged by the school, then the New Apprenticeship is not school based.

Time lag in reporting data

The number of SBNA commencements for 2003 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 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 2003, State/Territory government and non-government sectors reported that 10568 7639 Training Agreements were commenced in 2003. This represents a 28% increase on 2002.

Exhibit 24:

SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2003 BY ANTA INDUSTRY GROUP (GOVERNMENT SECTOR)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation	1	27	114	12	14		3	7
Automotive	59	122	266	63	36		21	11
Building & Construction			226	3	4		10	69
Community Services, Health & Education	29	24	150	5	45		2	2
Finance, Banking & Insurance			1				2	
Food processing	1	14	86	3	1		1	
TCF & Furnishings			91	1	8		2	
Communications	1		6		1			
Engineering & Mining	11	38	236	8	48		5	
Primary Industry	45	124	232	84	44		10	1
Process Manufacturing	1		10					
Sales & Personal Services	321	678	1195	517	67		12	144
Tourism & Hospitality	51	167	697	31	75		22	30
Transport & storage	3		29	2	1			
Utilities	1		11					
CATEGORY B								
Business & Clerical	43	78	445	21	193	2	30	5
Computing	15	29	89	1	13		4	14
Science, Technical & Other		27		4			2	1
CATEGORY C								
General Education & Training		122	23		393			
Not Classified								
TOTAL	582 (a)	1450 (b)	3907 (c)	755	943 (d)	2	126	284 (e)

Notes:

- (a) Data in this Exhibit is **included** in all other Exhibits.
- (b) For the first time in 2003 VCAL students participating in VETiS were added. Previously VCE students only were included in this report.
- (c) 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 and trainees who have commenced employment in the specified time period but who have not lodged a training contract.
- (d) There has been a significant increase in the number of School-based New Apprenticeships in General Education and Training due to the introduction of a Certificate I in Workplace Readiness for Indigenous students.
- (e) The above figures are actual figures extracted from the TAE database as at the end of March 2004. Lags in reporting should be taken into account when interpreting the figures.

Exhibit 25:**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2003 BY ANTA
INDUSTRY GROUP (CATHOLIC SECTOR)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation			17					
Automotive	4	34	52	7	2		1	
Building & construction			39					8
Community services, Health & Education		8	25		1		2	1
Finance, Banking & Insurance								
Food processing		2	3	1				
TCF & Furnishings			22					
Communications			12					
Engineering & Mining		13	54		2			
Primary Industry		31	18	4	4			
Process Manufacturing			3					
Sales & Personal Services	58	216	175	119	5			41
Tourism & Hospitality	3	41	114				1	2
Transport & storage			6					
Utilities			1					
CATEGORY B								
Business & Clerical	2	12	68	1	1	7	7	3
Computing	1	4	12					
Science, Technical & Other			3					
CATEGORY C								
General Education & Training		34	3					
Not Classified			4					
TOTAL	68 (a)	395 (b)	631	132	15	7	11	55 (c)

Notes:

- (a) Data in this Exhibit is **included** in all other Exhibits.
- (b) For the first time in 2003 VCAL students participating in VETiS were added. Previously VCE students only were included in this report.
- (c) The above figures are actual figures extracted from the TAE database as at the end of March 2004. Lags in reporting should be taken into account when interpreting the figures.

Exhibit 26:**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2003 BY ANTA
INDUSTRY GROUP (INDEPENDENT SECTOR)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
CATEGORY A								
Arts, Entertainment, Sport & Recreation		1	66	1	1		1	
Automotive	6	5	30	11	2		2	7
Building & construction			39		1			15
Community services, Health & Education		1	29					
Finance, Banking & Insurance								
Food processing			5					
TCF & Furnishings			12	2				
Communications								
Engineering & Mining		1	27					
Primary Industry	1	18	95	11				1
Process Manufacturing			2	1				
Sales & Personal Services	19	62	134	97	2		2	28
Tourism & Hospitality	2	22	114	5	1			12
Transport & storage			2					
Utilities								
CATEGORY B								
Business & Clerical	1		60	2	6	3	3	6
Computing	2	1	25		2			
Science, Technical & Other		1						
CATEGORY C								
General Education & Training		5	1					
Not Classified								
TOTAL	31 (a)	117 (b)	641	130	15	3	8	69 (c)

Notes:

- (a) Data in this Exhibit is **included** in all other Exhibits.
- (b) For the first time in 2003 VCAL students participating in VETiS were added. Previously VCE students only were included in this report.
- (c) The above figures are actual figures extracted from the TAE database as at the end of March 2004. Lags in reporting should be taken into account when interpreting the figures.

Exhibit 27:**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2003 BY ANTA
INDUSTRY GROUP (ADULT SECTOR – VICTORIA ONLY)**

	VIC
CATEGORY A	
Arts, Entertainment, Sport & Recreation	24
Automotive	15
Building & construction	
Community services, Health & Education	2
Finance, Banking & Insurance	
Food processing	
TCF & Furnishings	
Communications	
Engineering & Mining	16
Primary Industry	2
Process Manufacturing	
Sales & Personal Services	28
Tourism & Hospitality	68
Transport & storage	
Utilities	
CATEGORY B	
Business & Clerical	
Computing	
Science, Technical & Other	24
CATEGORY C	
General Education & Training	15
Not Classified	
TOTAL	194 (a)

Notes:

- (a) For the first time in 2003 VCAL students participating in VETiS were added. Previously VCE students only were included in this report.

Exhibit 28:**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2003 BY ANTA
INDUSTRY GROUP (ALL SECTORS)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
CATEGORY A									
Arts, Entertainment, Sport & Recreation	1	52	197	13	15		4	7	289
Automotive	69	176	348	81	40		24	18	756
Building & construction			304	3	5		10	92	414
Community services, Health & Education	29	35	204	5	46		4	3	326
Finance, Banking & Insurance			1				2		3
Food processing	1	16	94	4	1		1		117
TCF & Furnishings			125	3	8		2		138
Communications	1		18		1				20
Engineering & Mining	11	68	317	8	50		5		459
Primary Industry	46	175	345	99	48		10	2	725
Process Manufacturing	1		15	1					17
Sales & Personal Services	398	984	1504	733	74		14	213	3920
Tourism & Hospitality	56	298	925	36	76		23	44	1458
Transport & storage	3		37	2	1				43
Utilities	1		12						13
CATEGORY B									
Business & Clerical	46	90	573	24	200	12	40	14	999
Computing	18	34	126	1	15		4	14	212
Science, Technical & Other		52	3	4			2	1	62
CATEGORY C									
General Education & Training		176	27		393				596
Not Classified			4						4
AUST.	681 (a)	2156 (b)	5179 (c)	1017	973 (d)	12	145	408 (e)	10571

Notes:

- (a) Data in this Exhibit is **included** in all other Exhibits.
- (b) For the first time in 2003 VCAL students participating in VETiS were added. Previously VCE students only were included in this report.
- (c) 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 and trainees who have commenced employment in the specified time period but who have not lodged a training contract.
- (d) There has been a significant increase in the number of School-based New Apprenticeships in General Education and Training due to the introduction of a Certificate I in Workplace Readiness for Indigenous students.
- (e) The above figures are actual figures extracted from the TAE database as at the end of March 2004. Lags in reporting should be taken into account when interpreting the figures.

Exhibit 29:

SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2003 BY STATE/TERRITORY AS A PERCENTAGE OF TOTAL COMMENCEMENTS

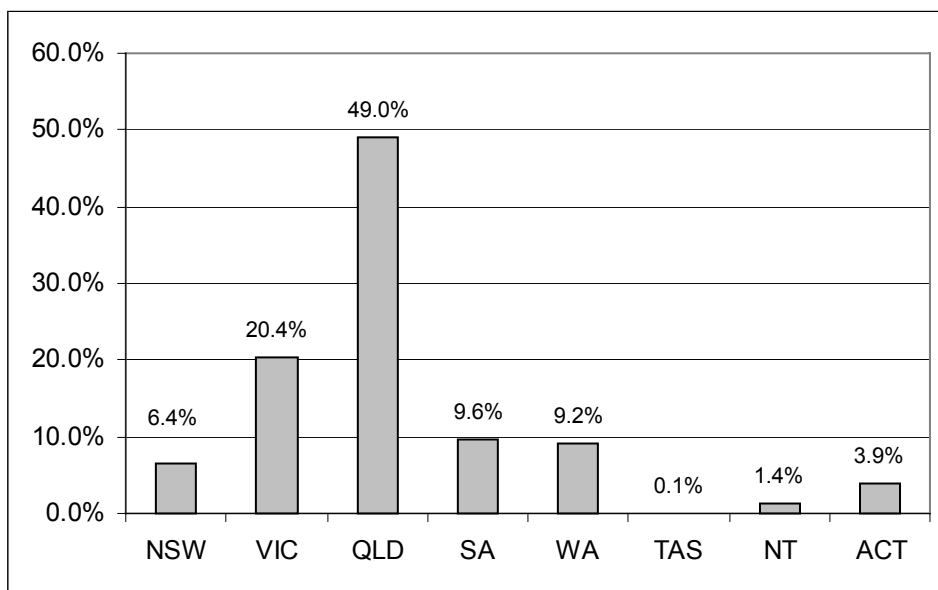


Exhibit 30:

NUMBER SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED 1998-2003

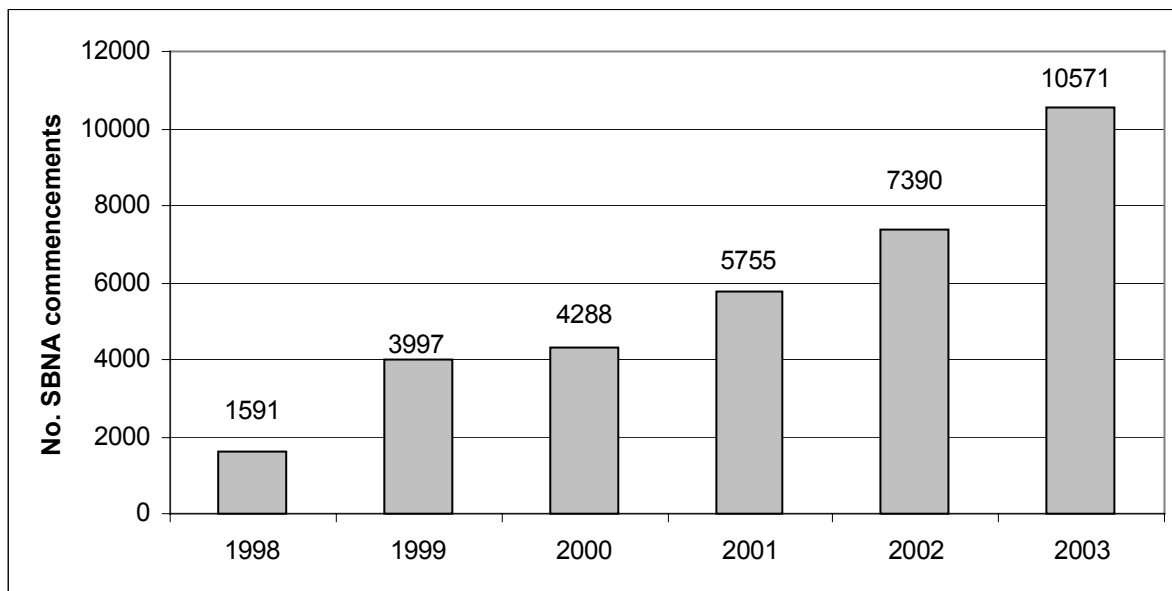


Exhibit 31:

NUMBER SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2003 BY ANTA INDUSTRY GROUP

