



# NATIONAL DATA ON PARTICIPATION IN VET IN SCHOOLS PROGRAMS & SCHOOL-BASED NEW APPRENTICESHIPS FOR THE 2004 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 also offer VET in Schools programs.

- In 2004, a total of 211 885 students were enrolled in VET in Schools programs. This represents approximately 49 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 48 per cent of all enrolments.
- 46.19 million hours of training were delivered representing an average of 218 hours per student across Australia. The average varies across States/Territories ranging from 332 to 28 hours per student.
- 114 865 students spent a total of 6.71 million hours in structured workplace learning, an average of approximately 58 hours per student. The average varies across States/Territories ranging from approximately 11 to 160 hours per student.
- 12 998 School-based New Apprenticeships were commenced during 2004. More than 70 per cent of these apprenticeships were in the areas of Sales & Personal Services, Tourism & Hospitality, Business & Clerical, and Automotive.

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

## INTRODUCTION

Early in 2005, 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;
- annual student contact hours;
- number of students undertaking structured 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 not as great. 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 2004**

<b>NSW</b>	
Government School	37,225
Catholic School	11,179
Independent School	3,310
TAFE	17,849
<b>Total</b>	<b>69,563 (a)</b>
<b>VIC (b)</b>	
Government School	21,031
Catholic School	5,825
Independent School	4,172
Adult	2,002
<b>Total</b>	<b>33,030</b>
<b>QLD (c)</b>	
Government School	42,553
Catholic School	9,268
Independent School	6,224
<b>Total</b>	<b>58,045</b>
<b>SA</b>	
Government School	16,100
Catholic School	3,928
Independent School	4,340
<b>Total</b>	<b>24,368</b>
<b>WA</b>	
Government School	14,908
Catholic School	1,832
Independent School	1,697
<b>Total</b>	<b>18,437</b>
<b>TAS (d)</b>	
Government School	2,555
Catholic School	280
Independent School	101
<b>Total</b>	<b>2,936</b>
<b>NT</b>	
Government School	1,531
Catholic School	138
Independent School	182
<b>Total</b>	<b>1,851</b>
<b>ACT (e)</b>	
Government School	2,761
Catholic School	829
Independent School	65
<b>Total</b>	<b>3,655</b>
<b>AUST.</b>	<b>211,885</b>

## Notes:

(a) Exhibit 1 shows **enrolments (not students)** in NSW HSC (Senior Secondary Certificate) VET courses across the three school sectors and TAFE NSW. [53 936 individual *students* were enrolled in **one or more** HSC VET courses in 2004. This represented 35% of all students enrolled for the NSW HSC.] 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.

In most cases, multiple enrolments are in different industry areas and lead to separate AQF VET credentials. Students enrolled in more than one VET course in 2004 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 table so that it can be disaggregated into school sector and TAFE data as requested and as historically provided by NSW. This data cannot be used to calculate ASCH (or work placement hours) per student but can be used to calculate ASCH (or work placement hours) per student per course. These are more meaningful indicators of depth of VET study as they refer to progress towards 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 17 849 enrolments in 2004 includes 15 236 government student enrolments (including 894 undertaking their HSC through TAFE NSW), 1 720 Catholic sector student enrolments and 893 independent sector student enrolments. TAFE delivered courses are provided to the three school sectors on a fee for service basis.

Data is based on NSW Board of Studies (BOS) enrolment data as at end June 2004 with reference to TAFE NSW data. As such it does not include students who may have commenced courses in 2004 but who withdrew after a short time and were not formally enrolled in HSC VET courses through BOS. As such, it excludes some data included in the TAFE NSW National VET Provider collection. The June "snapshot" is consistent with data provided for previous years.

Data on School-based New Apprentices is **included** in Exhibit 1 as all school-based trainees in NSW are enrolled in accredited HSC VET courses.

- (b) Data includes VCE and VCAL students.
- (c) There is no enrolment (as per AVETMISS definition) process for VET in Queensland schools. The Queensland Studies Authority currently collects achievement data only. Therefore, these data may be understated.
- (d) The number of students has decreased from previous years due to an earlier change in the school starting age. This cohort have now reached Year 11/12, and the decrease in enrolments is due to a decrease in the Year 11/12 cohort overall.
- (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.

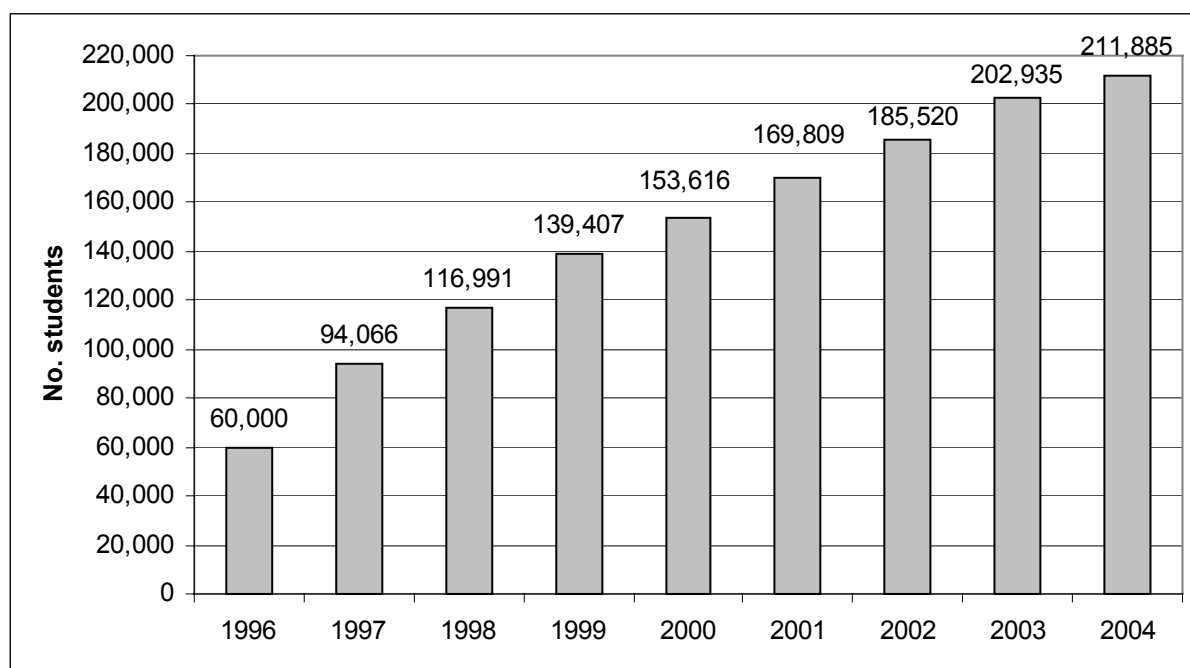
## Exhibit 2:

### NUMBER OF STUDENTS ENROLLED IN VET IN SCHOOLS IN 1996-2004

	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>Government</b>	-	53,258	66,366	83,367	97,982	109,900	119,442	133,404	138,664
<b>Catholic</b>	-	12,165	17,825	22,202	25,778	28,925	31,335	32,995	33,279
<b>Independent</b>	-	5,043	8,300	11,035	14,252	15,721	17,752	18,143	20,091
<b>TAFE &amp; Adult</b>	-	23,600	24,500	22,803	15,604	15,263	16,991	18,393	19,851
<b>AUST.</b>	<b>60,000</b>	<b>94,066</b>	<b>116,991</b>	<b>139,407</b>	<b>153,616</b>	<b>169,809</b>	<b>185,520</b>	<b>202,935</b>	<b>211,885</b>

### Exhibit 3:

#### NUMBER OF STUDENTS ENROLLED IN VET IN SCHOOLS IN 1996-2004



#### 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).

Exhibits 4-9 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 nearly sixty percent of all enrolments. This has been the trend since 1999.

**Exhibit 4:**

**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2004  
BY ANTA INDUSTRY GROUP  
(GOVERNMENT SECTOR)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
<b>CATEGORY A</b>								
Arts, Entertainment, Sport & Recreation	2,768	5,591	3,383	1,062	1,209	255	376	601
Automotive	1,966	1,688	116	412	877	122	101	389
Building & Construction	4,431	1,159	2,875	390	931	111	76	299
Community Services, Health & Education	2,015	1,171	397	1,176	911	735	39	289
Finance, Banking & Insurance	385							
Food processing	125	12		466	135	1		
TCF & Furnishings	463	1,055	6,126	163	108		14	79
Communications	246			107	163			
Engineering & Mining	2,340	997	6,724	761	1,229	66	143	70
Primary Industry	2,573	1,058	2,218	734	10,979	127	90	
Process Manufacturing	4	23	229	43	184			
Sales & Personal Services	5,918	978	545	755	353	452	273	86
Tourism & Hospitality	15,165	3,674	12,906	3,081	2,441	483	315	675
Transport & storage	2	18		35	75	16		
Utilities	337	824		29	9	12		
<b>CATEGORY B</b>								
Business & Clerical	5,494	1,535	14,306	17,69	8,727	360	259	342
Computing	8,216	2,941	10,549	2,453	2,284	8	29	1304
Science, Technical & Other	13			254	129	13		38
<b>CATEGORY C</b>								
General Education & Training		1,110	21,259	2,410	1,048		57	
Not Classified			2313					
<b>TOTAL</b>	<b>52,461 (a)</b>	<b>23,834 (b)</b>	<b>83,946 (c)</b>	<b>16,100</b>	<b>31,792</b>	<b>2,761</b>	<b>1,772 (d)</b>	<b>4,172</b>

## 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 2004. Student numbers are course enrolments in industry specific VET courses that contribute both to the HSC and an AQF VET qualification. 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 agreed by Ministers and expressed in the *MCEETYA Framework for VET in Schools*, the *ANTA Principles and Guidelines for VET in Schools* and in the definitions provided for this data collection.

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 includes VCE and VCAL students.
- (c) Data includes students who exited before the completion of Year 12.
- (d) The Northern Territory assigns industry groups against qualifications, not individual units of competency.

**Exhibit 5:**

**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2004  
BY ANTA INDUSTRY GROUP  
(CATHOLIC SECTOR)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
<b>CATEGORY A</b>								
Arts, Entertainment, Sport & Recreation	370	1544	671	257	152	8		63
Automotive	180	302	4	82	48	30		19
Building & construction	1,692	249	840	62	6	20		162
Community services, Health & Education	236	189	69	124	69	28		35
Finance, Banking & Insurance	73			1				
Food processing	4	11				3		
TCF & Furnishings	85	180	1,070	80	30			99
Communications	18							
Engineering & Mining	375	141	1,420	85	41	30		16
Primary Industry	325	321	339	49	91	6		
Process Manufacturing			29	29				
Sales & Personal Services	1,372	260	19	219	15			19
Tourism & Hospitality	4,680	1,320	2,925	618	491	115		353
Transport & storage		6		13	1			
Utilities	30	208		11	41			
<b>CATEGORY B</b>								
Business & Clerical	1,651	554	3,605	490	438	39		150
Computing	1,808	1,039	2,394	931	350	11		155
Science, Technical & Other				3	6	3		24
<b>CATEGORY C</b>								
General Education & Training		46	3,305	1,166	53			
Not Classified			382					
<b>TOTAL</b>	<b>12,899 (a)</b>	<b>6,370 (b)</b>	<b>17,072 (c)</b>	<b>4,220</b>	<b>1,832</b>	<b>293</b>	<b>N/A (d)</b>	<b>1,095</b>

## Notes:

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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 includes VCE and VCAL students.
- (c) Data does not correspond to Exhibit 1, which represents student numbers as opposed to total enrolment numbers. Data includes enrolments for students who exited before the completion of Year 12.
- (d) In previous years a single data management system was used by all sectors, but it was decommissioned in 2004. SSABSA do not collect participation data against *qualification*

levels, and so, for 2004, the non-government schools were unable to collect data against ANTA industry areas.

**Exhibit 6:**

**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2004  
BY ANTA INDUSTRY GROUP  
(INDEPENDENT SECTOR)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
<b>CATEGORY A</b>								
Arts, Entertainment, Sport & Recreation	374	1,223	68	355	496	17		
Automotive	63	83		109	55	2		
Building & construction	169	75	132	47	27	2		
Community services, Health & Education	138	100	36	76	99	17		
Finance, Banking & Insurance	36			3				
Food processing	2	3		80	4			
TCF & Furnishings	3	51	909	27	26	2		18
Communications	28				25			
Engineering & Mining	95	58	806	57	18	1		
Primary Industry	152	150	163	134	68	1		
Process Manufacturing		4	12	1				
Sales & Personal Services	154	62	21	181	41	11		
Tourism & Hospitality	1,796	997	1,961	943	645	26		46
Transport & storage		7		27	1			
Utilities	17	253		23	16			
<b>CATEGORY B</b>								
Business & Clerical	365	621	2,581	110	108	9		
Computing	811	1,019	1,260	787	104	14		9
Science, Technical & Other				6		1		
<b>CATEGORY C</b>								
General Education & Training		47	1,299	1,356				
Not Classified			366	18	235			
<b>TOTAL</b>	<b>4,203 (a)</b>	<b>4,753 (b)</b>	<b>9,614 (c)</b>	<b>4,340</b>	<b>1,968</b>	<b>103</b>	<b>N/A (d)</b>	<b>73</b>

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 2004. Student numbers are course enrolments in industry specific VET courses that contribute both to the HSC and an AQF VET qualification. 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 agreed by Ministers and expressed in the *MCEETYA Framework for VET in Schools*, the *ANTA Principles and Guidelines for VET in Schools* and in the definitions provided for this data collection.

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 includes VCE and VCAL students.
- (c) Data includes students who exited before the completion of Year 12.



The numbers of students shown for 2004 reflects a slightly smaller cohort in Year 12 in 2004 and also the removal of some VET competencies from Study Area Specifications in which they were previously embedded eg Child Care.

- (d) In previous years a single data management system was used by all sectors, but it was decommissioned in 2004. SSABSA do not collect participation data against *qualification* levels, and so, for 2004, the non-government schools were unable to collect data against ANTA industry areas.

**Exhibit 7:**

**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2004  
BY ANTA INDUSTRY GROUP  
(ADULT SECTOR – VICTORIA ONLY)**

	<b>VIC</b>
<b>CATEGORY A</b>	
Arts, Entertainment, Sport & Recreation	449
Automotive	96
Building & construction	227
Community services, Health & Education	166
Finance, Banking & Insurance	
Food processing	
TCF & Furnishings	186
Communications	
Engineering & Mining	87
Primary Industry	128
Process Manufacturing	12
Sales & Personal Services	229
Tourism & Hospitality	478
Transport & storage	1
Utilities	87
<b>CATEGORY B</b>	
Business & Clerical	73
Computing	371
Science, Technical & Other	
<b>CATEGORY C</b>	
General Education & Training	2,186 (a)
Not Classified	
<b>TOTAL</b>	<b>4,776 (b)</b>

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.
- (b) Data includes VCE and VCAL students.

**Exhibit 8:**

**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2004  
BY ANTA INDUSTRY GROUP  
(ALL SECTORS)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
<b>CATEGORY A</b>									
Arts, Entertainment, Sport & Recreation	3,512	8,807	4,122	1,674	1,857	280	376	664	21,292
Automotive	2,209	2,169	120	603	980	154	101	408	6,744
Building & Construction	6,292	1710	3,847	499	964	133	76	461	13,982
Community Services, Health & Education	2,389	1,626	502	1,376	1,079	780	39	324	8,115
Finance, Banking & Insurance	494			4					498
Food processing	131	26		546	139	4			846
TCF & Furnishings	551	1,472	8,105	270	164	2	14	196	10,774
Communications	292			107	188				587
Engineering & Mining	2,810	1,283	8,950	903	1,288	97	143	86	15,560
Primary Industry	3,050	1,657	2,720	917	11,138	134	90		19,706
Process Manufacturing	4	39	270	73	184				570
Sales & Personal Services	7,444	1,529	585	1,155	409	463	273	105	11,963
Tourism & Hospitality	21,641	6,469	17,792	4,642	3577	624	315	1074	56,134
Transport & storage	2	32		75	77	16			202
Utilities	384	1,372		63	66	12			1,897
<b>CATEGORY B</b>									
Business & Clerical	7,510	2,783	20,492	2,369	9,273	408	259	492	43,586
Computing	10,835	5,370	14,203	4,171	2,738	33	29	1,468	38,847
Science, Technical & Other	13			263	135	17		62	490
<b>CATEGORY C</b>									
General Education & Training		3,389	25,863	4,932	1,101		57		35,342
Not Classified			3,061	18	235				3,314
<b>AUST.</b>	<b>69,563</b> <b>(a)</b>	<b>39,733</b> <b>(b)</b>	<b>110,632</b> <b>(c)</b>	<b>24,660</b>	<b>35,592</b>	<b>3,157</b>	<b>1,772</b> <b>(d)</b>	<b>5,340</b>	<b>290,449</b>

## Notes:

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- (d) In previous years a single data management system was used by all sectors, but it was decommissioned in 2004. SSABSA do not collect participation data against *qualification* levels, and so, for 2004, the non-government schools were unable to collect data against ANTA industry areas. Therefore the data for participation in individual industry areas will be slightly under-reported.

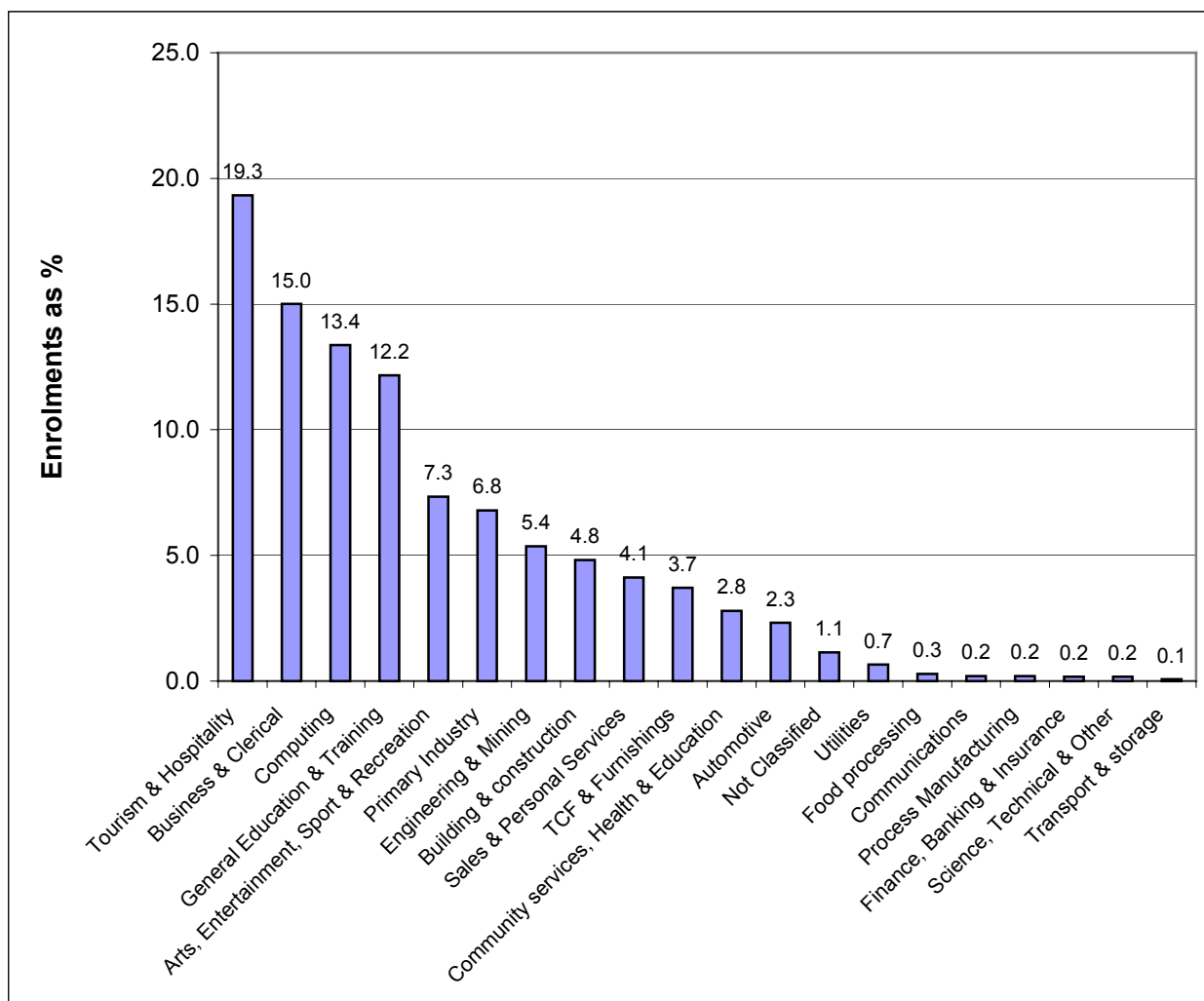
## Exhibit 9:

### ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2004 BY ANTA INDUSTRY GROUP AS PERCENTAGES (ALL SECTORS)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST.
<b>CATEGORY A</b>									
Arts, Entertainment, Sport & Recreation	5.0	22.2	3.7	6.8	5.2	8.9	21.2	12.4	7.3
Automotive	3.2	5.5	0.1	2.4	2.8	4.9	5.7	7.6	2.3
Building & construction	9.0	4.3	3.5	2.0	2.7	4.2	4.3	8.6	4.8
Community services, Health & Education	3.4	4.1	0.5	5.6	3.0	24.7	2.2	6.1	2.8
Finance, Banking & Insurance	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Food processing	0.2	0.1	0.0	2.2	0.4	0.1	0.0	0.0	0.3
TCF & Furnishings	0.8	3.7	7.3	1.1	0.5	0.1	0.8	3.7	3.7
Communications	0.4	0.0	0.0	0.4	0.5	0.0	0.0	0.0	0.2
Engineering & Mining	4.0	3.2	8.1	3.7	3.6	3.1	8.1	1.6	5.4
Primary Industry	4.4	4.2	2.5	3.7	31.3	4.2	5.1	0.0	6.8
Process Manufacturing	0.0	0.1	0.2	0.3	0.5	0.0	0.0	0.0	0.2
Sales & Personal Services	10.7	3.8	0.5	4.7	1.1	14.7	15.4	2.0	4.1
Tourism & Hospitality	31.1	16.3	16.1	18.8	10.1	19.8	17.8	20.1	19.3
Transport & storage	0.0	0.1	0.0	0.3	0.2	0.5	0.0	0.0	0.1
Utilities	0.6	3.5	0.0	0.3	0.2	0.4	0.0	0.0	0.7
<b>CATEGORY B</b>									
Business & Clerical	10.8	7.0	18.5	9.6	26.1	12.9	14.6	9.2	15.0
Computing	15.6	13.5	12.8	16.9	7.7	1.0	1.6	27.5	13.4
Science, Technical & Other	0.0	0.0	0.0	1.1	0.4	0.5	0.0	1.2	0.2
<b>CATEGORY C</b>									
General Education & Training	0.0	8.5	23.4	20.0	3.1	0.0	3.2	0.0	12.2
Not Classified	0.0	0.0	2.8	0.1	0.7	0.0	0.0	0.0	1.1
<b>TOTAL</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Exhibit 10:**

**ENROLMENTS IN VET IN SCHOOLS PROGRAMS IN 2004  
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 2004**

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

	<b>Total Unit of Competency/Module enrolments</b>	<b>Annual Student Contact Hours</b>
<b>NSW (a)</b>		
Government School	376,039	4,921,294
Catholic School	119,505	1,477,909
Independent School	33,947	437,595
TAFE	111,719	2,359,709
<b>Total</b>	<b>641,210</b>	<b>9,196,507</b>
<b>VIC (b)</b>		
Government School	238,562	6,168,624
Catholic School	61,372	1,487,860
Independent School	45,817	1,165,563
Adult	20,873	794,731
<b>Total</b>	<b>366,624</b>	<b>9,616,778</b>
<b>QLD (c)</b>		
Government School	574,212	12,120,308
Catholic School	241,427	5,007,709
Independent School (d)	99,168	2,158,086
<b>Total</b>	<b>914,807</b>	<b>19,286,103</b>
<b>SA</b>		
Government School	98,809	1,974,446
Catholic School	14,239	355,847
Independent School	29,480	391,353
<b>Total</b>	<b>142,528</b>	<b>2,721,646</b>
<b>WA</b>		
Government School	149,407	3,333,435
Catholic School	12,503	279,328
Independent School	9,333	220,116
<b>Total</b>	<b>171,243</b>	<b>3,832,879</b>
<b>TAS</b>		
Government School	31,959	782,526
Catholic School	2,639	59,235
Independent School	1,261	32,308
<b>Total</b>	<b>35,859</b>	<b>874,069</b>
<b>NT</b>		
Government School	16,827	436,902
Catholic School	1,881	52,949
Independent School	3,033	66,984
<b>Total</b>	<b>21,741</b>	<b>556,835</b>
<b>ACT (e)</b>		
Government School	7,607	315,040
Catholic School	2,153	96,910
Independent School	158	6,627.5
<b>Total</b>	<b>2,311</b>	<b>103,538.5</b>
<b>AUST.</b>	<b>2,296,323</b>	<b>46,188,354.5</b>

Notes:

- (a) Annual Hours Curriculum is calculated from indicative hours shown in Board of Studies curriculum documents and enrolments as of June 2004 (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).

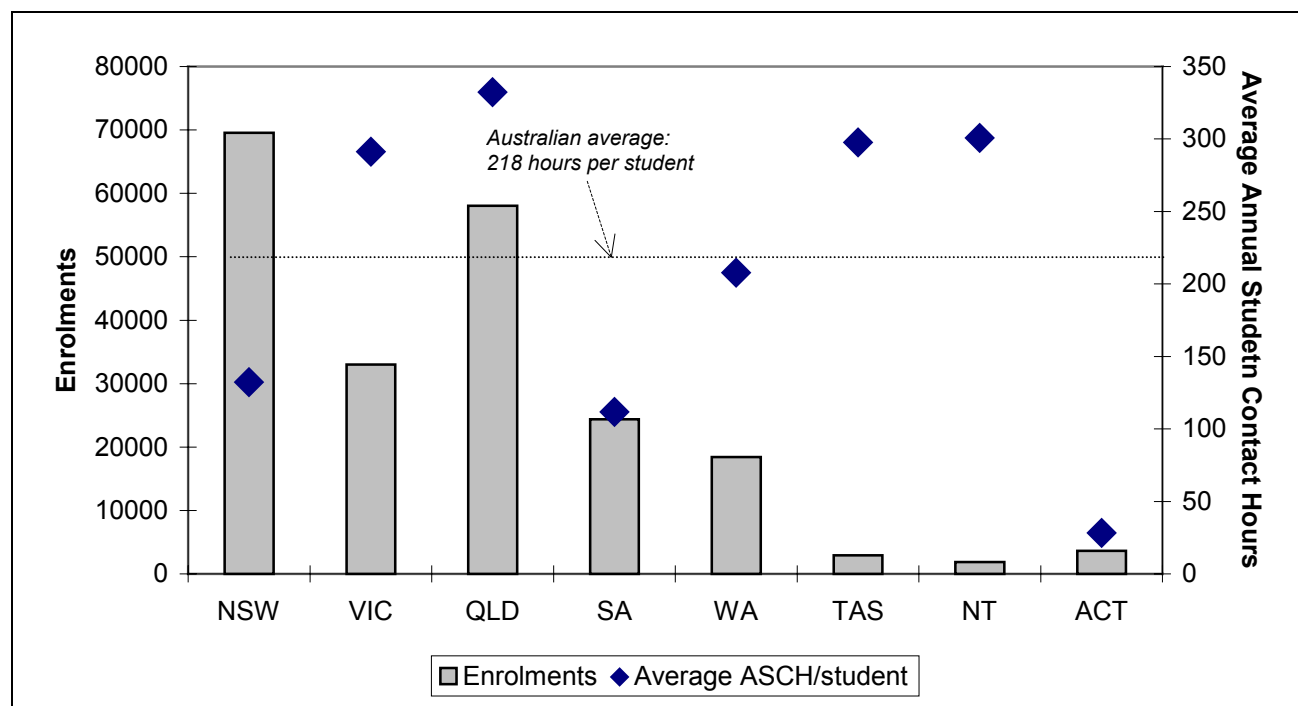
Data on school based new apprentices is **included** in this data as all school based part-time trainees in NSW are enrolled in accredited HSC VET courses.

- (b) Data includes VCE and VCAL students.
- (c) As noted in Exhibit 1, these data may be understated as they reflect achievement rather than enrolment.
- (d) The numbers of students shown for 2004 reflects a slightly smaller cohort in Year 12 in 2004 and also the removal of some VET competencies from Study Area Specifications in which they were previously embedded eg Child Care.
- (e) 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 AHC will be determined by the "number of hours specified in Board of Studies VET curriculum statements". Units can be offered over a term or a semester. A "one Standard Unit" represents a minimum of 55 contact hours delivered over a semester.

**Exhibit 12:**

**NUMBER OF STUDENTS AND AVERAGE ANNUAL STUDENT CONTACT HOURS PER STUDENT IN 2004**

	<i>No. of Students</i>	<i>Total ASCH</i>	<i>Average ASCH/student</i>
NSW	69,563	9,196,507	132
VIC	33,030	9,616,778	291
QLD	58,045	19,286,103	332
SA	24,368	2,721,646	112
WA	18,437	3,832,879	208
TAS	2,936	874,069	298
NT	1,851	556,835	301
ACT	3,655	103,537.5	28
<b>AUST.</b>	<b>211,885</b>	<b>46,188,354.5</b>	<b>218</b>

**Exhibit 13:****NUMBER OF STUDENTS AND AVERAGE ANNUAL STUDENT CONTACT HOURS PER STUDENT IN 2004****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.

Approximately 54% of students undertaking VET in Schools programs were involved in structured work placements in 2004 (compared with approximately 53% in 2000, 60% in 2001 and 2002, and 52% in 2003).

In interpreting Exhibits 14-23 caution must be exercised in interpreting comparative trend data in relation to SWL. There are 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 appears to be showing two trends:

- the number of students engaging in SWL is increasing but at a decreasing rate. [There was a fall in numbers over the period 2002-03 but this may have been due to conservative application of the definition of SWL];
- a downward trend in the average hours spent in SWL per student, but the trend appears to be 'plateauing'.



**Exhibit 14:**


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**NUMBER OF STRUCTURED WORKPLACE LEARNING STUDENTS  
& HOURS IN 2004**

	<b>No. Students</b>	<b>SWL Hours</b>
<b>NSW (a)</b>		
Government School	36,001	1,272,445
Catholic School	10,962	387,449
Independent School	3,074	108,650
TAFE	6,644	234,830
<b>Total</b>	<b>56,681</b>	<b>2,003,374</b>
<b>VIC (b)</b>		
Government School	16390	944139
Catholic School	3695	192140
Independent School	3747	163638
<b>Total</b>	<b>23,832</b>	<b>1,299,917</b>
<b>QLD (c)</b>		
Government School	9,694	607,601
Catholic School	2,502	246,211
Independent School	471	37,982
<b>Total</b>	<b>12,667</b>	<b>891,794</b>
<b>SA</b>		
Government School	5,500	440,000
Catholic School	1,031	86,114
Independent School	1,033	68,951
<b>Total</b>	<b>7,564</b>	<b>595,065</b>
<b>WA (d)</b>		
Government School	8,603	1,391,743
Catholic School	799	147,815
Independent School	583	66,390
<b>Total</b>	<b>9,985</b>	<b>1,605,948</b>
<b>TAS</b>		
Government School	2,060	245,183
Catholic School	272	27,132
Independent School	100	12,608
<b>Total</b>	<b>2,432</b>	<b>284,923</b>
<b>NT</b>		
Government School	314	14,084
Catholic School	17	316
Independent School	18	376
<b>Total</b>	<b>349</b>	<b>14,776</b>
<b>ACT (e)</b>		
Government School	1,025	12,274
Catholic School	316	3,724
Independent School	14	76
<b>Total</b>	<b>1,355</b>	<b>16,074</b>
<b>AUST.</b>	<b>114,865</b>	<b>6,711,871</b>

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 **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 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 sourced from the education authorities not from the Boards of Study.
- (c) This data includes student Structured Work Placements and Vocational Placements associated with VET courses but does not include generic work experience.

Structured Workplace Learning is not mandated in Queensland for students studying VET courses/competencies which are embedded in Authority or Authority-registered subjects.

- (d) The data represent SWL as per the definition. However an additional number of students complete Structured Workplace Learning, not as part of VETIS, but as an accredited subject (minimum of 110 hours).
- (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. **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 224 students who completed 323 structured workplace learning units, for the Catholic Sector 64 students who completed 98 structured workplace learning units and for the independent sector 2 students who completed 2 structured workplace learning units. Each unit represents 38 hours of activity.

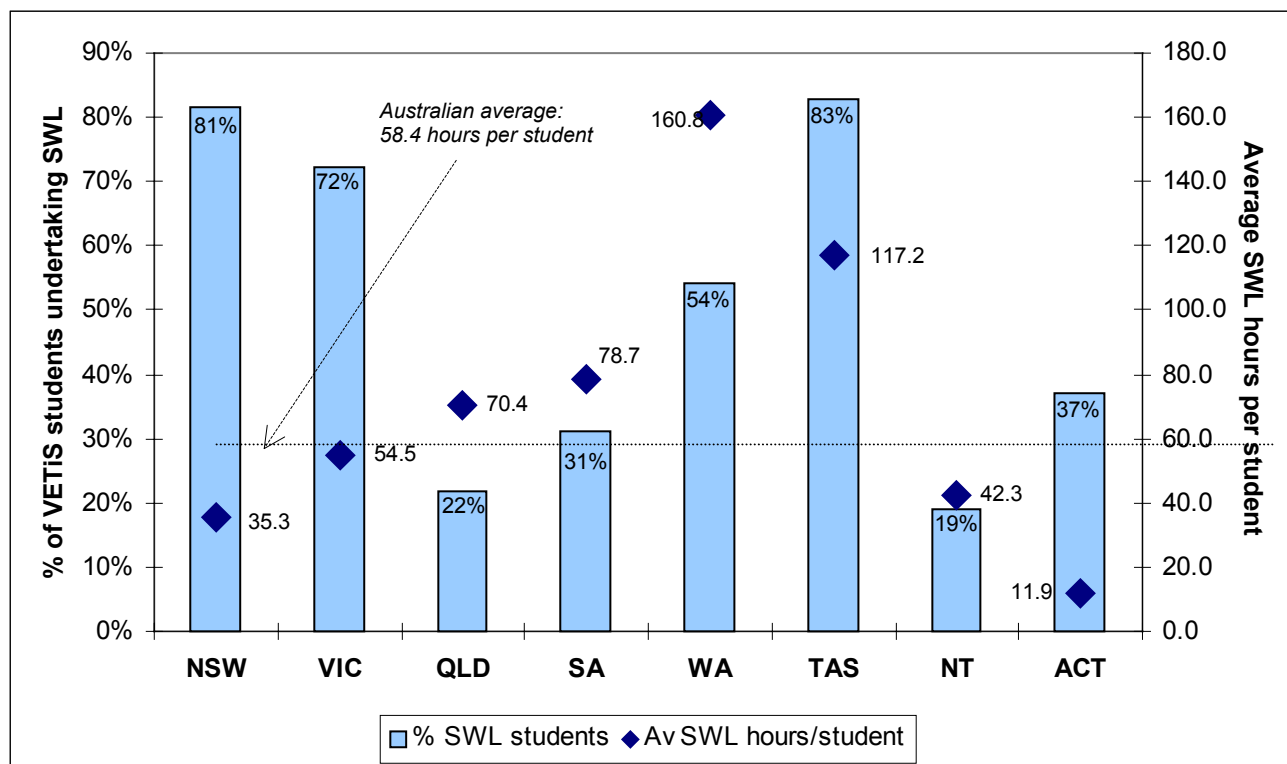
#### Exhibit 15:

### PERCENTAGE OF VET IN SCHOOLS STUDENTS UNDERTAKING STRUCTURED WORKPLACE LEARNING & AVERAGE HOURS PER STUDENT BY STATE/TERRITORY IN 2004

	<b>No. SWL students</b>	<b>No. VETiS students</b>	<b>% VETiS students undertaking SWL</b>	<b>Total SWL hours</b>	<b>Average SWL hours / SWL student</b>
<b>NSW</b>	56,681	69,563	81%	2,003,374	35.3
<b>VIC</b>	23,832	33,030	72%	1,299,917	54.5
<b>QLD</b>	12,667	58,045	22%	891,794	70.4
<b>SA</b>	7,564	24,368	31%	595,065	78.7
<b>WA</b>	9,985	18,437	54%	1,605,948	160.8
<b>TAS</b>	2,432	2,936	83%	284,923	117.2
<b>NT</b>	349	1,851	19%	14,776	42.3
<b>ACT</b>	1,355	3,655	37%	16,074	11.9
<b>AUST.</b>	<b>114,865</b>	<b>211,885</b>	<b>54.2%</b>	<b>6,711,871</b>	<b>58.4</b>

**Exhibit 16:**

**PERCENTAGE OF VET IN SCHOOLS STUDENTS UNDERTAKING  
STRUCTURED WORKPLACE LEARNING  
& AVERAGE HOURS PER SWL STUDENT BY STATE/TERRITORY IN 2004**



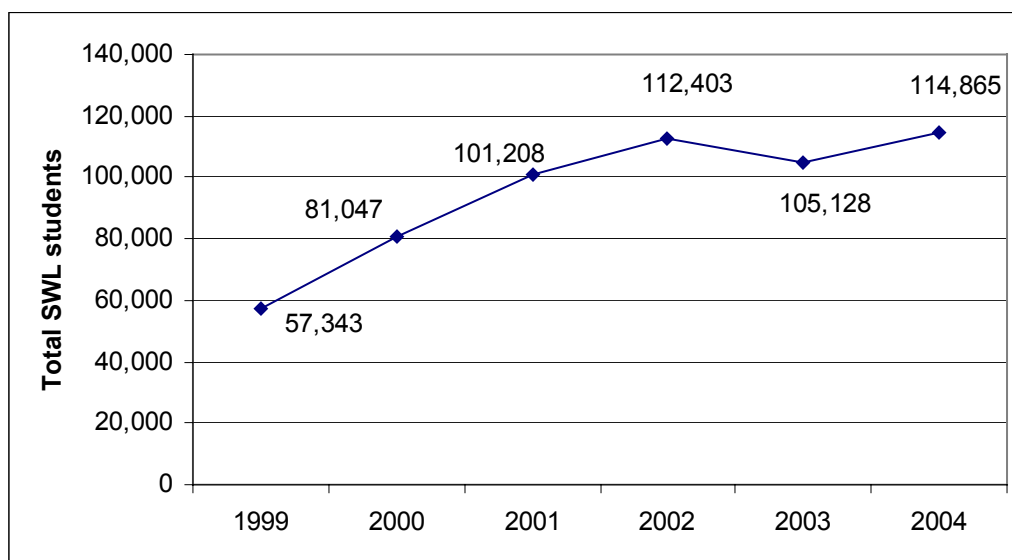
**Exhibit 17:**

**STRUCTURED WORKPLACE LEARNING STUDENTS BY STATE/TERRITORY  
1999-2004**

	1999	2000	2001	2002	2003	2004
<b>NSW</b>	10,999	29,754	47,928	55,278	57,052	56,681
<b>VIC</b>	9,206	10,783	11,855	16,827	16,432	23,832
<b>QLD</b>	14,249	15,390	17,305	17,826	12,580	12,667
<b>SA</b>	10,308	10,309	9,100	7,228	6,765	7,564
<b>WA</b>	8,560	9,123	10,648	11,351	8,930	9,985
<b>TAS</b>	2,691	3,278	2,265	2,442	2,629	2,432
<b>NT</b>	353	195	818	1,167	392	349
<b>ACT</b>	977	2,215	1,289	284	348 (a)	1,355
<b>AUST.</b>	<b>57,343</b>	<b>81,047</b>	<b>101,208</b>	<b>112,403</b>	<b>105,128</b>	<b>114,865</b>

Notes:

- (a) This data was previously over-reported as 1 380 students. The correct data by sector is:  
 Government: 311 students (not 1 066)  
 Catholic: 32 students (not 304)  
 Independent: 5 students (not 10)

**Exhibit 18:****NUMBER OF STRUCTURED WORKPLACE LEARNING STUDENTS 1999-2004****Exhibit 19:****TOTAL STRUCTURED WORKPLACE LEARNING HOURS BY STATE/TERRITORY 1999-2004**

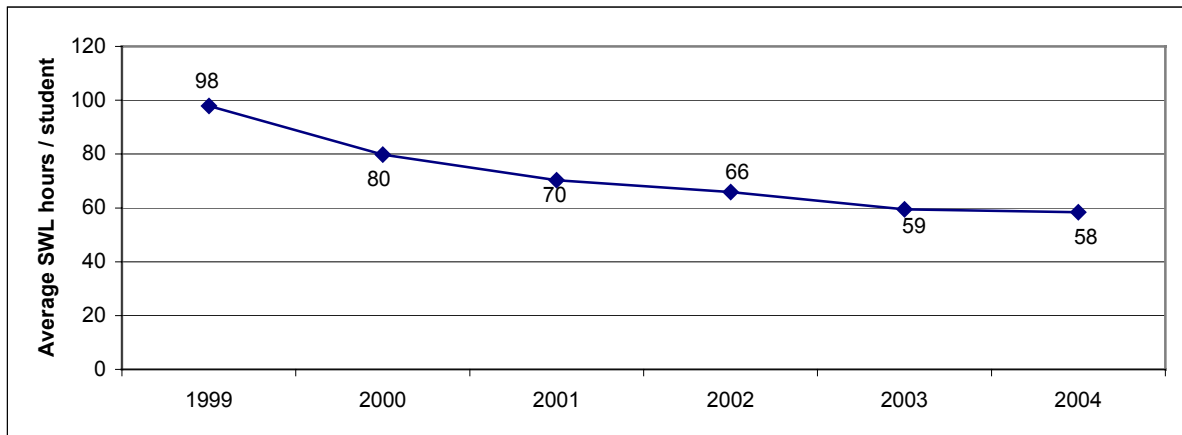
	1999	2000	2001	2002	2003	2004
<b>NSW</b>	692,815	1,241,843	1,674,966	1,935,116	2,003,915	2,003,374
<b>VIC</b>	772,746	887,378	880,635	1,085,611	836,940	1,299,917
<b>QLD</b>	1,125,229	1,311,716	1,404,798	1,425,658	987,319	891,794
<b>SA</b>	718,228	773,927	754,576	314,134	426,403	595,065
<b>WA</b>	1,808,617	1,664,800	1,984,315	2,199,960	1,578,448	1,605,948
<b>TAS</b>	351,420	448,928	297,582	381,362	367,463	284,923
<b>NT</b>	78,597	16,220	37,990	42,146	28,989	14,776
<b>ACT</b>	63,081	125,280	78,880	15,884	20,026	16,074
<b>AUST.</b>	<b>5,610,733</b>	<b>6,470,092</b>	<b>7,113,742</b>	<b>7,399,871</b>	<b>6,249,503</b>	<b>6,711,871</b>

**Exhibit 20:****AVERAGE STRUCTURED WORKPLACE LEARNING HOURS PER STUDENT BY STATE/TERRITORY 1999-2004**

	1999	2000	2001	2002	2003	2004
<b>NSW</b>	63	42	35	35	35	35
<b>VIC</b>	84	82	74	65	51	55
<b>QLD</b>	79	85	81	80	78	70
<b>SA</b>	70	75	83	43	63	79
<b>WA</b>	211	182	186	194	177	161
<b>TAS</b>	131	137	131	156	140	117
<b>NT</b>	223	83	46	36	74	42
<b>ACT</b>	65	57	61	56	58	12
<b>AUST.</b>	<b>98</b>	<b>80</b>	<b>70</b>	<b>66</b>	<b>59</b>	<b>58</b>

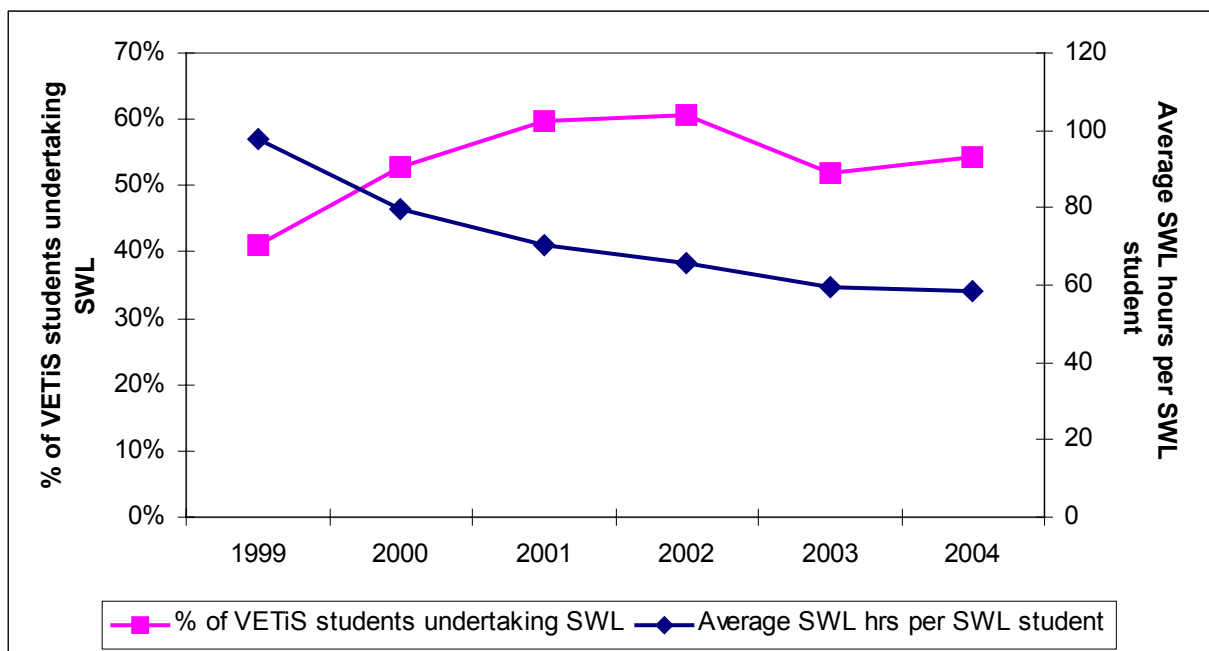
**Exhibit 22:**

**AVERAGE STRUCTURED WORKPLACE LEARNING HOURS PER STUDENT  
1999-2004 FOR AUSTRALIA**



**Exhibit 23:**

**PERCENTAGE OF VET IN SCHOOLS STUDENTS UNDERTAKING  
STRUCTURED WORKPLACE LEARNING  
& AVERAGE HOURS PER STUDENT 1999-2004**



## **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 (Australian Capital Territory, 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 2004 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**

State/Territory government and non-government sectors reported that 12 998 Training Agreements were commenced in 2004. This represents a 23% increase on 2003.

**Exhibit 24:**

**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2004  
BY ANTA INDUSTRY GROUP  
(GOVERNMENT SECTOR)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
<b>CATEGORY A</b>								
Arts, Entertainment, Sport & Recreation	4	52	173	9	22		6	36
Automotive	82	164	309	52	71		19	14
Building & Construction			402	10			4	65
Community Services, Health & Education	24	17	128	9	37		2	7
Finance, Banking & Insurance								
Food processing	2	2	115	42	4		2	2
TCF & Furnishings			94	2				
Communications			142				2	
Engineering & Mining	5	114	296	31	41		6	
Primary Industry	22	165	213	88	52		12	7
Process Manufacturing			11	1	10			
Sales & Personal Services	394	1,296	1,279	740	100	7	8	42
Tourism & Hospitality	61	205	834	24	128		16	33
Transport & storage			24	7	4			
Utilities			13		13			
<b>CATEGORY B</b>								
Business & Clerical	50	103	476	30	570	2	19	13
Computing	20	33		4			3	60
Science, Technical & Other							16	1
<b>CATEGORY C</b>								
General Education & Training								
Not Classified								
<b>TOTAL</b>	<b>664 (a)</b>	<b>2151 (b)</b>	<b>4,509 (c)</b>	<b>1,049</b>	<b>1,052</b>	<b>9</b>	<b>115</b>	<b>280</b>

## Notes:

- (a) Data in this Exhibit is **included** in all other Exhibits.
- (b) Data include VCE and VCAL students and report *participation* not commencements.
- (c) Data provided by and categorised into industry areas by the Department of Employment and Training (DET). The continual phasing out and upgrading of qualifications in training packages has resulted in changes to the classifications of 2004 data, eg, Computing (formerly Category B) is now included in Communications in Category A. 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 have not lodged a training contract.



**Exhibit 25:**


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**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2004  
BY ANTA INDUSTRY GROUP  
(CATHOLIC SECTOR)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
<b>CATEGORY A</b>								
Arts, Entertainment, Sport & Recreation	1	18	27	2				
Automotive	15	37	51	11	1		3	5
Building & construction			89					16
Community services, Health & Education	1	4	23	2				8
Finance, Banking & Insurance								
Food processing			12					
TCF & Furnishings			14					
Communications				1				
Engineering & Mining		11	45	3	5		1	
Primary Industry		42	45	6				3
Process Manufacturing			1					
Sales & Personal Services	81	444	200	174	7			19
Tourism & Hospitality	2	49	137	16	9			18
Transport & storage				2				
Utilities			6	1				
<b>CATEGORY B</b>								
Business & Clerical	4	23	76	3	2	4	2	
Computing		2	25	1				
Science, Technical & Other							7	2
<b>CATEGORY C</b>								
General Education & Training			3					
Not Classified			3					
<b>TOTAL</b>	<b>104 (a)</b>	<b>630 (b)</b>	<b>757 (c)</b>	<b>222</b>	<b>24</b>	<b>4</b>	<b>13</b>	<b>71</b>

## Notes:

- (a) Data in this Exhibit is **included** in all other Exhibits.
- (b) Data include VCE and VCAL students and report *participation* not commencements.
- (c) Data provided by and categorised into industry areas by the Department of Employment and Training (DET). The continual phasing out and upgrading of qualifications in training packages has resulted in changes to the classifications of 2004 data, eg, Computing (formerly Category B) is now included in Communications in Category A. 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 have not lodged a training contract.

**Exhibit 26:**

**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2004  
BY ANTA INDUSTRY GROUP  
(INDEPENDENT SECTOR)**

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
<b>CATEGORY A</b>								
Arts, Entertainment, Sport & Recreation		6	55	2				
Automotive	6	3	31	12	1		2	
Building & construction			52				1	
Community services, Health & Education			19	1				1
Finance, Banking & Insurance			1					
Food processing			3	6				
TCF & Furnishings			10					
Communications			22					
Engineering & Mining		2	53	2			1	
Primary Industry		22	102	10	1			1
Process Manufacturing								
Sales & Personal Services	18	165	121	126	3			3
Tourism & Hospitality		24	137	11	2		1	3
Transport & storage			7	1				
Utilities			4	3				
<b>CATEGORY B</b>								
Business & Clerical			71	2	1	3	1	
Computing		1			2			1
Science, Technical & Other				1			5	1
<b>CATEGORY C</b>								
General Education & Training			1					
Not Classified								
<b>TOTAL</b>	<b>24 (a)</b>	<b>223 (b)</b>	<b>689 (c)</b>	<b>177</b>	<b>10</b>	<b>3</b>	<b>11</b>	<b>10</b>

## Notes:

- (a) Data in this Exhibit is **included** in all other Exhibits.
- (b) Data include VCE and VCAL students and report *participation* not commencements.
- (c) Data provided by and categorised into industry areas by the Department of Employment and Training (DET). The continual phasing out and upgrading of qualifications in training packages has resulted in changes to the classifications of 2004 data, eg, Computing (formerly Category B) is now included in Communications in Category A. 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 have not lodged a training contract.

**Exhibit 27:**

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**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2004  
BY ANTA INDUSTRY GROUP  
(ADULT SECTOR – VICTORIA ONLY)**

	<b>VIC</b>
<b>CATEGORY A</b>	
Arts, Entertainment, Sport & Recreation	24
Automotive	41
Building & construction	
Community services, Health & Education	
Finance, Banking & Insurance	
Food processing	
TCF & Furnishings	
Communications	
Engineering & Mining	7
Primary Industry	11
Process Manufacturing	
Sales & Personal Services	48
Tourism & Hospitality	64
Transport & storage	
Utilities	
<b>CATEGORY B</b>	
Business & Clerical	2
Computing	
Science, Technical & Other	
<b>CATEGORY C</b>	
General Education & Training	
Not Classified	
<b>TOTAL</b>	<b>197</b> <b>(a)</b>

Notes:

- (a) Data include VCE and VCAL students and report *participation* not commencements.

**Exhibit 28:**

**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2004  
BY ANTA INDUSTRY GROUP  
(ALL SECTORS)**

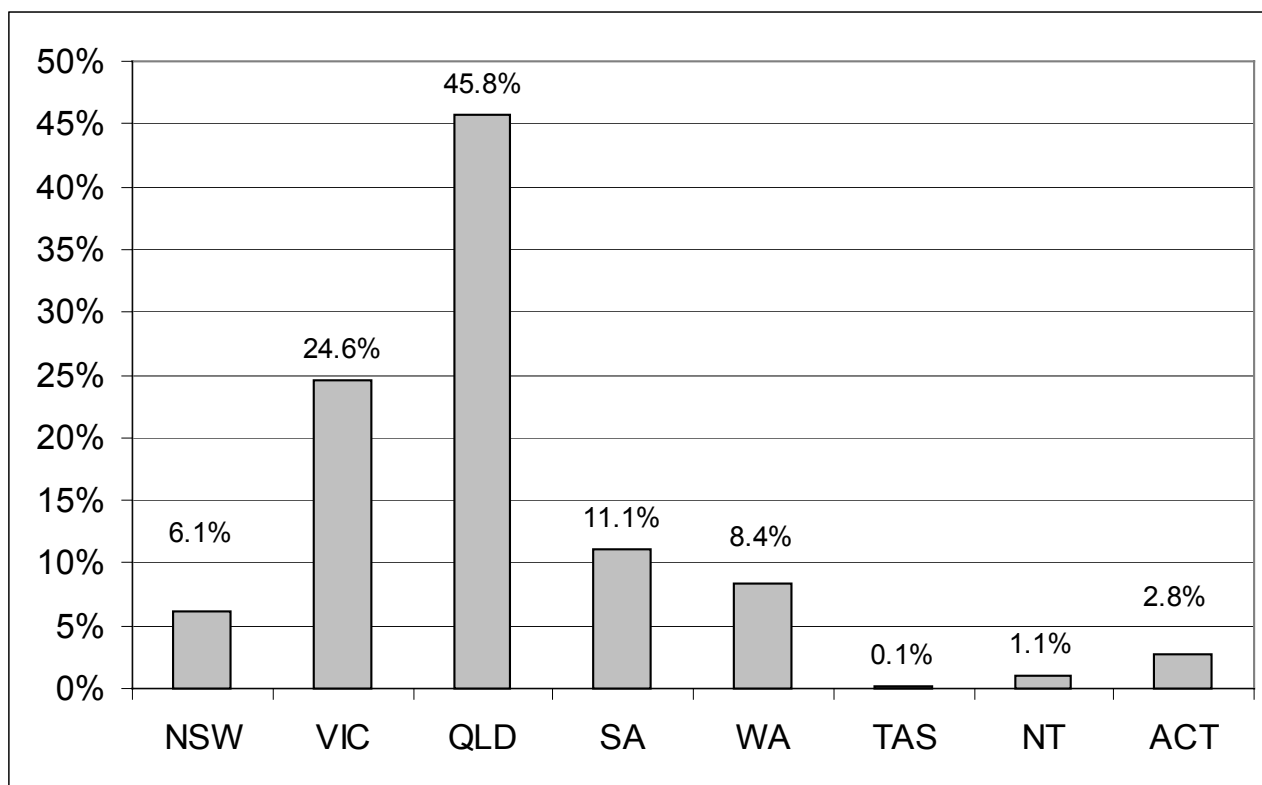
	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
<b>CATEGORY A</b>									
Arts, Entertainment, Sport & Recreation	5	100	255	13	22		6	36	<b>437</b>
Automotive	103	245	391	75	73	0	24	19	<b>930</b>
Building & construction			543	10			5	81	<b>639</b>
Community services, Health & Education	25	21	170	12	37		2	16	<b>283</b>
Finance, Banking & Insurance			1						<b>1</b>
Food processing	2	2	130	48	4		2	2	<b>190</b>
TCF & Furnishings			118	2					<b>120</b>
Communications			164	1			2		<b>167</b>
Engineering & Mining	5	134	394	36	46		8		<b>623</b>
Primary Industry	22	240	360	104	53		12	11	<b>802</b>
Process Manufacturing			12	1	10				<b>23</b>
Sales & Personal Services	493	1,953	1,600	1,040	110	7	8	64	<b>5,275</b>
Tourism & Hospitality	63	342	1,108	51	139		17	54	<b>1,774</b>
Transport & storage			31	10	4				<b>45</b>
Utilities			23	4	13				<b>40</b>
<b>CATEGORY B</b>									
Business & Clerical	54	128	623	35	573	9	22	13	<b>1,457</b>
Computing	20	36	25	5	2		3	61	<b>152</b>
Science, Technical & Other				1			28	4	<b>33</b>
<b>CATEGORY C</b>									
General Education & Training			4						<b>4</b>
Not Classified			3						<b>3</b>
<b>AUST.</b>	<b>792 (a)</b>	<b>3,201 (b)</b>	<b>5,955 (c)</b>	<b>1,448</b>	<b>1,086</b>	<b>16</b>	<b>139</b>	<b>361</b>	<b>12,998</b>

## Notes:

- (a) Data in this Exhibit is **included** in all other Exhibits.
- (b) Data include VCE and VCAL students and report *participation* not commencements.
- (c) Data provided by and categorised into industry areas by the Department of Employment and Training (DET). The continual phasing out and upgrading of qualifications in training packages has resulted in changes to the classifications of 2004 data, eg, Computing (formerly Category B) is now included in Communications in Category A. 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 have not lodged a training contract.

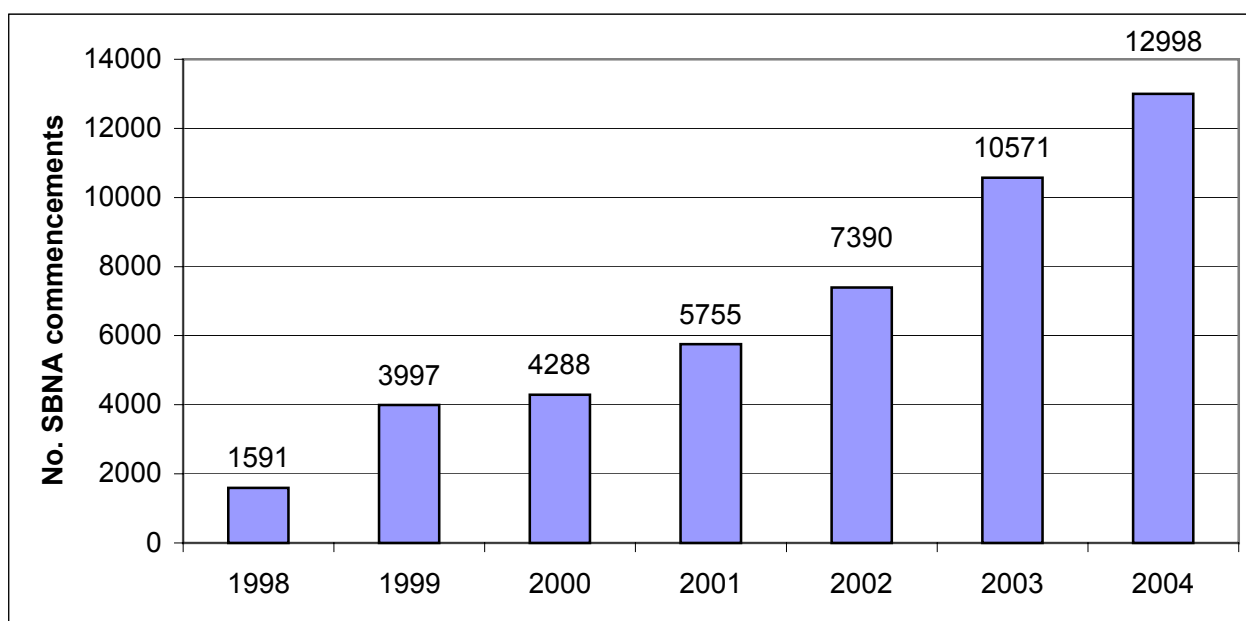
**Exhibit 29:**

**SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2004 BY STATE/TERRITORY AS A PERCENTAGE OF TOTAL COMMENCEMENTS**



**Exhibit 30:**

**NUMBER SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED 1998-2004**



**Exhibit 31:**

**NUMBER SCHOOL-BASED NEW APPRENTICESHIPS COMMENCED IN 2004  
BY ANTA INDUSTRY GROUP**

