SUPPORT DOCUMENT

Effective measures for school-to-work transition in the vocational education system: Lessons from Australia and Korea – Support document

This document was produced by NCVER and KRIVET based on their research for the report *Effective measures for school-to-work transition in the vocational education system: Lessons from Australia and Korea* and is an added resource for further information. The report is available on NCVER's website: <http://www.ncver.edu.au>

Contents

FINDINGS
Group training companies

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About group training companies

In the Australian VET system group training companies have been established to assist industry to maintain levels of apprentices and trainees, by taking on the major legal responsibility for the employment of apprentices and trainees. That is, they are the employer party to the contract of training. They will pay the wages, and meet all the on-costs related to superannuation, holiday pay, and sick pay. They will then hire these apprentices and trainees to host industry-based employers for a fee. There will be some of these host employers who will only want to hire apprentices and trainees on a needs basis. There will be others who will be prepared to keep the same apprentice or trainee for the duration of the contract of training.

This arrangement allows those businesses that may not be able to commit themselves to providing employment-based training for the full term of a contract of training (generally between four and five years for apprentices and 12 or 18 months for trainees) to participate in the training of apprentices or trainees.

Group training companies are responsible for allocating apprentices and trainees to employers and for monitoring the quality of their workplace experience. To do this they must have close connections with the industry sectors they are servicing. This means that field officers and managers will be networking, meeting with and discussing employer needs with employers and always on the look-out for new employers who will be able to provide placements for apprentices and trainees. They are well placed to provide information on the practical problems encountered by apprentices and trainees in making the transition from school to work.

About the respondents

Eighteen respondents (16 males, 2 females) with practical hands-on experience in allocating students to workplaces, and monitoring their workplace progress provided information for this study. These respondents represented all of the 18 group training companies currently operating in South Australia. Representatives of four Queensland group training companies, all males, also provided information for the study. This latter group was interviewed to establish if there were any major differences in the experience of group training companies in the two States. In the main their responses did not establish any major differences. Only the information from companies operating in South Australia is included in this report.

Locations serviced

Almost two thirds (61.1%) of these companies serviced the metropolitan area, with just over a quarter (27.8%) servicing the whole State, that is both metropolitan and country areas. There was one company that was operating Australia wide. One company was presently setting up offices in South Australia.

About the programs

In the main these companies generally employed full-time apprentices and trainees. A small group also employed school-based part-time apprentices or trainees. A breakdown of the number of apprentices and trainees employed by these companies is detailed in table 1.

Table 1: Numbers of apprentices and trainees employed by group training companies by category of contract of training

	Nos. of apprentices and trainees employed by group training companies	No. of companies employing different categories of apprentices or trainees	% of cases of group training companies employing different categories of apprentices and trainees (companies are involved in multiple programs)	% of total responses
Full time apprentices (post-school)	2484	14	77.8	34.1
Full-time trainees (post-school)	724	11	61.1	26.8
Part-time apprentices (post-school)	87	9	50.0	22.0
School-based part-time apprentices	42	4	22.2	9.8
School-based part-time trainees	43	3	16.7	7.3
				100.0

Industry sectors

Group training companies involved in this study were involved in a variety of industries. However, there were a number of companies that solely employed apprentices or trainees for one industry sector, and for one specialisation within the industry sector. Companies that tended to have a broad industry focus were generally in country areas. There was also one company with a focus on the employment of apprentices and trainees of Aboriginal and Torres Strait Islander descent. Another company focussed on providing employment for trainees that were mostly involved in elite sporting activities. This company aimed to provide a vocational grounding (in a variety of fields including sports and recreation) for those who were planning to become or would become elite athletes, and those who were at present involved in sporting activities for a major part of their life. This group training company was originally established to provide vocational training for young footballers in the national football league, so that they had something to fall back on should they not continue in elite sports.

The different industries serviced by the group training companies appears in table 2.

Table 2: Industry focus of group training companies

Industry Focus	No. of group training companies
Motor trades	1
Information technology	1
Plumbing, electrical, & refrigeration trades	1
Plumbing trade only	1
Broad industry sectors	5
Building and construction trades	2
Sports people	1
Construction, rail and food processing	1
Aerospace and defence	1
Painting and decorating only	1
Engineering trades	1
Hospitality trades	1
Local government	1
	18

About plans for further development

These companies are generally in the business of growing their programs so the great majority was aiming to expand their full-time apprenticeship and traineeship programs in a partial or major way. In the main few companies were aiming to expand school-based apprenticeship or traineeship programs. There were those who had no school-based apprentices or trainees and would continue not to do so (that is retain current levels). There were also those who had not ventured into such programs and would like to gradually increase their involvement. Two of the companies employed part-time apprentices, one would like to retain current levels, another was looking to have a major expansion. The percentage of companies aiming to expand, retain current levels or downsize the number of participants for each of the different types of apprenticeship and traineeship programs appears in table 3.

Table 3: Plans for expanding or downsizing programs by category of apprenticeship or traineeship programs

	Full-time apprenticeship (post-school)	Part-time apprenticeship (post-school)	Full-time traineeship (post-school)	School-based part-time apprenticeships	School-based part-time traineeships
	% of companies	% of companies	% of companies	% of companies	Total
Major downsizing	0.0	0.0	0.0	0.0	0.0
Partial downsizing	0.0	0.0	0.0	0.0	0.0
Retain current levels	22.2	5.6	33.3	33.3	27.8
Partial expansion	55.6	5.6	50	55.6	55.6
Major expansion	22.2		11.1	11.1	5.6
Not applicable		88.9	5.6		11.1
Total	100	100	100	100	100

Analysing industry needs

Keeping in mind that the role of group training companies is to find work for apprentices and trainees, the need to understand the skill needs of employers is paramount to their survival. All but two companies (88.9%) were regularly surveying the demand for apprentices and trainees through a formal needs analysis process, employer surveys, or through regular interactions with employers. In addition, many had access to data on industry skill needs from other industry bodies. Where such research or analysis of needs had not been formally conducted this was due to lack of time to conduct the research, and lack of staff to conduct the formal research.

Collaboration with industry

Respondents were asked to indicate the adequacy of the collaboration they received from industry in a number of areas dealing with work placements, full-time work opportunities, time for off-the-job training, assessment, provision of information on employment, labour market trends in employment and work changes. In the main respondents reported adequate collaboration in most of these areas.

Providing placements for apprentices and trainees

As already noted the role of group training companies is to be continually on the look-out for opportunities for obtaining paid work placements for their apprentices and trainees, and their ability to keep apprentices and trainees in work is heavily reliant on collaboration from industry. In the main group training companies experienced little difficulty in finding jobs for their apprentices and trainees, however, for one company it was easy to find jobs for trainees in the food processing sector but not as easy to find placements for those in construction industries.

All but three reported adequate to very adequate industry collaboration in providing placements for apprentices and trainees. However, where industry shortages existed it was often hard to find appropriate placements for apprentices and trainees. A breakdown of the extent to which collaboration with industry was felt to be adequate is presented in 4.

Table 4: Collaboration with industry on industry-based training arrangements

	adequate to very adequate	not adequate	depends on industry	neutral	Total %
Providing placements for apprentices and trainees	75	18.8	5.6		100.0
Making time for apprentices or trainees to attend off-the-job training	25	75			100.0
Keeping trainees in permanent jobs once they complete their training	93.3		6.7		100.0
Keeping log books for on-the-job assessment purposes	57.2	21.4	21.4		100.0
Provision of information on trends in employment, labour market and work changes	56.3		18.8	25	100.0

About the skills and attributes developed in apprenticeship and traineeship programs

Respondents were asked to indicate the effectiveness of post-school and school-based apprenticeship and traineeship programs for developing students' technical skills and knowledge, team building, problem-solving and decision-making strategies. Respondents generally believed that post-school programs were more effective in developing identified skills, knowledge and abilities than were school-based programs. The only instance where this was not the case was in the development of basic computer skills. Here school-based programs were judged to be slightly more effective than post-school programs.

All respondents believed that post-school programs were effective or very effective in developing students' abilities in applying skills and knowledge to specialist areas. However, this was the case for just over half of those respondents with experience of school-based programs. Respondents were not unanimous in their ratings for the effectiveness of these programs for developing computer skills, with just over half of post-school, and 60% of school-based programs being judged as effective or very effective in developing basic computer skills. In the main this was felt to be due to the fact that for some trades (for example, building and construction) the development of computer skills was not always a major part of initial training. There were also instances where trainees were not expected to develop creative problem-solving skills or negotiate and make decisions. For example, in aviation programs students were not encouraged to apply creative problem-solving skills because they were expected to follow exact procedures, and in initial training and working years, apprentices and trainees were in the main expected to be able to implement rather than negotiate and make decisions. Although the overwhelming majority of respondents believed that the programs allowed students to obtain jobs in their specialist fields there were isolated instances (for example, jobs in elite sports areas) where jobs were often hard to obtain. A breakdown of the extent to which these programs were considered to be effective in developing such skills appears in table 5.

Table 5: The effectiveness of post- school full-time or part-time traineeship and apprenticeship programs and school-based apprenticeship and traineeship programs in developing specific skills and abilities in students.

	Effective to very effective	Neutral	Not effective	Depends on trade	N/a
Ability to apply skills and knowledge to specialist areas					
Post-school programs	100.0				
School-based programs	54.6	27.3	18.2		
Ability to use basic computer skills					
Post-school programs	42.9	28.6	14.3		14.2
School-based programs	60.0	30.0	10.0		
Ability to analyse information					
Post-school programs					
School-based programs	64.7	23.5	5.9	5.9	
	50	50.0			
Ability to apply creative problem solving strategies					
Post-school programs	56.3	25	6.3	6.3	6.3
School-based programs	40.0	60.0			
Ability to plan and organise tasks					
Post-school programs	70.6	29.4			
School-based programs	40.0	60.0			
Ability to negotiate and make decisions					
Post-school programs	53	29.4	17.6		
School-based programs	40.0	60.0			
Ability to work in teams					
Post-school programs	76.5	17.6	5.9		
School-based programs	70.0	30.0			
Aspirations to enter challenging careers					
Post-school programs	76.5	11.8	11.8		
School-based programs	60.0	40.0			
Opportunities for getting a job in their specialist fields					
Post-school programs	88.2		11.8		
School-based programs	80.0	20.0			

Effectiveness of group training company activities

Respondents were asked to rate the performance of their company on a variety of items. In the main they believed that their companies performed at above average levels in promoting

student participation in apprenticeship and traineeship programs, producing learning materials for students, and collaborating with industry to obtain required material and human resources. They were less likely to rate their companies at above average levels for the provision of professional development for staff, and securing additional funding for the for the delivery of these programs. A breakdown of respondent ratings appears in table 6.

Table 6: Respondent effectiveness ratings of group training company performance

	Above average	Average	Below Average	Total
Promoting the participation of students in apprenticeship and traineeship programs	75	12.5	12.5	100.0
Providing professional development for staff	56	38	6	100.0
Producing learning materials for students in these programs	85.7	14.3		100.0
Securing additional funding for the delivery of these programs	50	25	25	100.0
Collaborating with industry to access required material resources for these programs	86.7	13.3		100.0
Collaborating with industry to access required human resources for these programs	80	13.3	6.7	100.0

Benefits of apprenticeship and traineeship programs

Post-school programs

Respondents identified a diverse range of benefits derived by students undertaking a full-time or part-time post-school apprenticeship or traineeship. The major benefits included the opportunity to start a career, form networks that would enable them to progress through a career, obtain practical skills and knowledge in a specific industry sector and earn a wage while they were learning their trade. Also reported were the benefits of gaining a qualification, and undertaking studies that could eventually be used to articulate into further studies at university should they so desire.

Completing an apprenticeship or traineeship program was also seen to provide participants with a foundation and stepping stone to the whole industry sector chosen, an opportunity for stable and on-going employment, and an opportunity to commence their own businesses when the time came to do so. In addition, it allowed them to experience 'contracted employment security' while they were gaining important skills and knowledge.

For trainees who were undertaking a shorter contract of training, the traineeship gave them an opportunity to experience one year or one and a half years of full-time work which they could use to help them get a job in the external labour market when they had completed their training.

There were also personal and psychological benefits to be derived from these programs. These included improvements in self-esteem, development of an appropriate work ethic, and the provision of a direction and purpose in life. This was seen to be especially important for those students who might tend to drift from one job to another or not to enter the job market at all.

Respondents believed that one of the major benefits of apprenticeship and traineeship training related to the portability of qualifications across State boundaries within Australia and for some trades (for example, hospitality) the ability to travel and gain jobs overseas. For trainees in the elite sports program the traineeship allowed them to obtain practical skills and knowledge in an industry divorced from the sportsworld and at the same time also maintain

their sports commitments. The opportunity to gain specific vocational skills and qualifications would hold them in good stead once their involvement in elite sports was over, or if they did not make the elite sports teams. For country students undertaking an apprenticeship or traineeship allowed them to remain in country regions while they were gaining their qualifications.

School-based apprenticeships and traineeships

Although the great majority of respondents identified benefits for students in undertaking these programs, they were not as positive in their evaluations of these programs for assisting students in school to work transition as they were of the post-school apprenticeship or traineeship programs.

The major benefits that were identified for these school-based programs included opportunities for students to start a trade while they were still at school, and to participate in an occupation on a part-time basis before making a longer-term commitment to it. Also seen to be important was the slow initiation of students to an industry and the world of work. By learning the basic skills and knowledge required for certain occupations students were perceived to be able to gain a head start in a full-time apprenticeship or traineeship program when they left school. For example, students in a construction traineeship program would learn the basic skills of the trade like using a hammer, circular saw and a nail gun. They would also have learnt the basic occupational health and safety issues that were relevant to the particular industry sector. Having completed some of the off-the-job training that was required would then enable such students to accelerate the completion of the off-the-job training programs should they move into full-time apprenticeship programs when they left school.

School-based part-time apprenticeships and traineeships enabled students to obtain a VET qualification or part-qualification while they also completed their studies for their senior secondary certificate of education.

There were also other non-trade related benefits for students and especially those who were not academically inclined. These were described in terms of giving students an opportunity to get out of 'boring school work' and to engage in training that was seen to be more relevant to their current needs.

Problems and issues

Respondents were asked to identify the major problems experienced by students in post-school and school-based apprenticeship and traineeship programs. They identified a variety of different problems and issues.

Post-school apprenticeship and traineeship programs

One of the major problems identified by respondents for post-school apprenticeship and traineeship programs included the lack of promotion of the benefits of these programs to students. That is schools were still being perceived by respondents to be reluctant to promote the trades and other VET occupations as viable career options for students, and were felt to be continuing to encourage students to undertake academic pathways.

Respondents also reported that students experienced difficulties in dealing with the stresses and demands of the workplace sometimes due to their lack of mental and physical readiness to participate effectively in regular work routines. For example, hospitality apprentices were often affected by the long and irregular hours associated with an industry servicing the recreation interests of others, and sometimes were frustrated with the fact that they were working precisely at those times when their peers were out socialising and having a good time. The difficulty of modifying behaviours that were acceptable in the school environment to

appropriate work habits was also felt to be difficult for some students. This included the need to get to work on time, get on well with workmates, accept discipline and direction, and be a productive member of the work team. There was also a concern among respondents that some apprentices and trainees were not used to being ordered to do things, lacked respect for authority, to 'want to be the boss' and to believe that 'they knew more than they actually did'.

Respondents also identified practical problems related to financial, logistical and work availability that had to be addressed by apprentices and trainees. Financial problems associated with meeting the costs of accommodation, travel and living expenses, were experienced by apprentices and trainees who lived independently from parents, and those from country areas who would need either to travel or move to the city for training. In general, apprentices and trainees in the construction trades (for example, painters and carpenters) were expected to have their own transport to get to the different construction or building sites on time. And even though they might rely on public transport or on their parents to take them to work, it was felt that these were not effective arrangements for the long-term. This is because one should not always rely on the punctuality of public transport, or on the enduring preparedness or ability of parents to get up early to take children to work on a daily basis. In addition, where country apprentices and trainees who worked in country regions but had to travel to the city to access off-the-job training, there were the problems associated with the extra time and energy that had to be devoted to travelling. This travel time was perceived to take them away from other life commitments, and to make them too tired to devote adequate and productive time to their studies. This was also felt to limit their ability to complete their courses. Apprentices and trainees in country areas were also adversely affected when work in country areas 'dried up'.

Respondents generally agreed that apprentices and trainees needed to meet the financial and emotional costs of making the transition from school to work, that is, moving from the world of the child to the world of the adult. They would need to meet the costs associated with paying their share on social outings, (for example, paying for drinks at the pub if they were part of group, or reciprocating when someone had bought them a drink). They would need to buy appropriate clothes for work and for social occasions. They also needed to develop a 'thick skin' to cope with any aggressive or negative comments made to them in the workplace, either by bosses or workmates and to do their best to meet the employer expectations when things needed to be completed on time. A concern was voiced that the curriculum of the school did not prepare students adequately for meeting these obligations.

Apprentices and trainees in those programs requiring proficient numeracy skills, (for example, mechanical, electrical, and electronic engineering, plumbing and metal fabrication) were believed to be particularly 'underskilled' in mathematical techniques and knowledge. There were also those who had a low level of understanding of the industry sector they had chosen. For example, it was not uncommon for painting apprentices to believe that the sector would enable them to demonstrate some 'artisic flair' in their jobs. However, they needed to understand that this would be rare, and that there was also a routine and monotony to the painting of walls in houses or corporate buildings, that they would have to cope with.

School-based apprenticeships and traineeships (SBNAs)

SBNAs were seen to provide problems for students which were in part similar to and different from the problems identified for post-school apprentices and trainees. These related to inflexibility of school arrangements, reluctance of many employers in traditional trade areas to wholeheartedly accept the concept of SBNAs, and the work place inexperience of students.

Inflexible school timetables were seen to especially hinder adequate arrangements for students to be engaged in paid work while also keeping up with both their VET and school studies. This often meant that schools were unable or unwilling to 'mainstream' VET involvement as a regular timetable line, and SBNAs were expected to miss subjects and to catch up on missed

subjects. At times students undertook their work obligations during school holidays. This placed special burdens on students as they tried to juggle work, training and secondary school requirements. In addition, there was a concern that students were not always able to enter appropriate workplacements for effective skill development. For SBNAs in country regions a major problem was concerned with travelling to the nearest TAFE or other RTO for off-the-job training.

Employers in traditional trades were reported to be reluctant to engage SBNAs and in view of this many group training company were not heavily involved in such programs. This was because it was often difficult to get students at the times when host employers required them, and because of the disjointed blocks of time spent by SBNAs in the workplace. Because students were only available to spend a limited amount of time in the workplace it was often difficult for employers (and especially those in construction and engineering trades) to provide students with adequate experience for effective skill development. In addition, it was also difficult for host employers to allocate SBNAs to a 'project' that could be completed during their work placement. The lack of continuity of skills practice associated with limited time in the workplace often meant that when students returned to the workplace they had often what they had learned during the previous week or fortnight.

Adjusting to the discipline of the workplace was also seen to be especially problematic for SBNAs. This was also due to their inexperience and their immaturity.

Suggestions for improvement

Post-school programs

Respondents identified a number of diverse arrangements to improve post-school apprenticeships and traineeships. These included making training more relevant and up-to-date in the traditional trades where they believed training had often lagged behind the adoption of new technologies in industry. There were also suggestions for improved customisation of training arrangements to meet the needs of individuals and the needs of workplaces. This included improved access to and implementation of Recognition of Current Competency (RCC) and Prior Learning (RPL) arrangements, and increased use of on-site workplace assessment. Having in place these assessment pathways would avoid help duplication of training, and focus training on the 'topping up' of existing knowledge, and new skills acquisition.

There were also suggestions made for increasing the nature of financial incentives made available to employers to participate in apprenticeship and traineeship training and to keep on apprentices and trainees as permanent employees when they had completed their contracts of training. Suggestions also included a set of disincentives that were applied to employers who did not keep apprentices and trainees on as permanent employees once contracts were completed.

In view of the difficulties in obtaining work for trainees in country regions, one respondent suggested the 're-instatement' of the 'Small Business' traineeship (a program which enabled small businesses to engage in traineeship training by customising off-the-job training to their particular sectors). (This traineeship program was stopped because it was considered to be ineffective in developing skills and knowledge.)

In view of the skills shortages in some trades (for example, bricklayers) suggestions were made for apprentices and trainees to undertake one year's up-front insitution-based training. In this way students could focus on the theory and skills practice in a simulated setting in the first year, and then move into the commercial and real world of work in their second year of training.

Suggestions were also made for improving the focus on technical, mathematical, and communication skills training in the secondary school. It was felt to be important for students to understand the importance of having a positive attitude, determination, a willingness to learn, and general enthusiasm about work.

The restructuring of the training wage to provide pay increases for apprentices and trainees was also suggested. Increased wages were perceived to help apprentices and trainees to better meet training, travel and living expenses, which would then help them make the effective transition from the 'world of the child to the world of the adult'.

School-based new apprenticeships and traineeships

In the main suggestions were made to improve the ability of students to undertake SBNAs through the implementation of flexible timetables within the school. This would ensure that students had adequate amounts of time for vocational skill development and the completion of their secondary school certificate. The 'mainstreaming' of VET into the school timetable could make it easier for students to meet work and school obligations, not have to use their holidays to make up work time in industry, and not be constantly engaged in catching up on lessons missed.

One way of improving skills development for SBNAs was to adopt a 'block training' arrangement to the scheduling of paid workplacements. This would enable students to spend adequate amounts of time in the workplace, and would encourage employers to participate in the training of SBNAs. One day a week, as was the practice in many schools, was not considered to be a sufficient amount of time to develop specific industry skills, knowledge and experience.

Reducing the costs of training for employers, by increasing subsidies for wages, and improving insurance arrangements were felt to be the major methods for encouraging employers to participate in SBNA training.

Respondents also felt that it was important for trainers and teachers from TAFE and other RTOs and to be engaged in providing off-the-job training in schools and for tradesmen to provide specific skills training for students. There was also a need for schools to promote the 'trades' as viable career options and pathways to students and their parents. In addition, it was felt to be important for students to be provided with effective career counselling advice from knowledgeable individuals (practising tradesmen and women, and or their representatives) so that students had appropriate advice before they ventured into a career.

To avoid any possibility of inadequate workplace training it was important that employers undergo stringent selection before they were accepted as suitable to take on an apprentice or trainee.

In addition, the use of pre-employment programs would enable schools to be able to better schedule workplacements into the regular timetable, and to provide adequate time for the development of underpinning knowledge and skill.

FINDINGS
Lecturers in institution-based training programs

Institution-based pathways

About VET

Vocational Education and Training (VET) in Australia covers:

- preparatory vocational programs in schools, Technical and Further Education (TAFE) Institutes, workplaces and community settings
- entry level vocational programs for people seeking to enter the workforce or changing jobs
- advanced skills training
- updating skills, and
- programs for access and re-entry to the workforce

About VET institutions

The Australian VET sector comprises:

- a formal VET sector of registered training organisations (RTOs), both public (mainly TAFE Institutes) and private providers, delivering national recognised VET programs and services, and
- an informal VET sector of equivalent size offering mainly non-recognised training through in-house training by businesses, commercial providers and fee-for-service activity by TAFE Institutes.

Government-funded training programs may be delivered under contract by registered training organisations.

About TAFE institutes

Traditionally, state governments funded institutions for education and training of workers and these were called Technical and Further Education (TAFE) colleges. TAFE Institutes are publicly owned enterprises that deliver vocational education and training programs and services to satisfy client expectations and to contribute to the social and economic development of a state or territory.

There are eight TAFE Institutes covering the metropolitan and regional areas of the state of South Australia.

About the respondents

One hundred and five respondents (38 males, 67 females) with current experience with post-compulsory vocational preparatory education or training in TAFE institutes in South Australia provided information for this study.

Ninety one (87%) of the respondents indicated they were lecturers while five (5%) respondents indicated they were educational managers. Two hourly-paid instructors, two

course coordinators, two lecturer's assistants, one campus coordinator and one executive manager engineering also provided responses. One respondent did not indicate their role in the institute or college while four of the respondents also indicated dual roles of lecturing combined with other activities (for example, lecturer's assistant, professional development coordinator, course coordination or management).

The respondents represented four of the eight TAFE Institutes currently operating in South Australia. Almost three quarters of these institutions or colleges represented in this study were based in the metropolitan area, while the remainder (27%) were located in country towns.

About the training programs

The respondents were involved with the delivery of over one hundred different training programs including pre-vocational training programs. Twenty one of the programs were identified as pre-vocational courses or training programs. The training programs and the different industries serviced by the training programs appear in table 1.

Table 1. Names of institution-based training programs covered by respondents.

Industry	Training program	Frequency	% courses
	Literacy/Numeracy - Vocational preparation maths & English/ESL or Literacy & Numeracy, preparatory education-Literacy	6	6.7
	Vocational preparation - introductory vocational education/IVEC/Certificate I in Employment Skills	11	21.2
	Women's education	3	3.3
	Preparatory education - driver education	1	
	Aboriginal education - community services	3	3.3
	Certificate 3 & 4 Aboriginal Primary Health Care	1	1.1
	Aboriginal education - Arid lands/Horticulture/community management/certificate entry level training	3	3.3
	Aboriginal education sub-total	7	7.8
Community Services & Health	Community Services & Health (not further classified)	8	8.9
	CS&H—Children's Services (including two with Diploma in Children's Services) or Child Studies	13	14.4
	CS&H—Aged care work	2	2.2
	CS&H—Alcohol & other Drugs	2	2.2
	CS&H - Disability work	2	2.2
	CS&H—Mental health	1	1.1
	Community work Certificate III & IV	1	1.1
	Certificate IV Health (Nursing) - professional development	3	3
	Community Services & Health sub-total	*32*	*28.8*
Business management and Office Administration	Diploma in Business or Business Administration/Certificate II, III in Office Administration	4	4.4
	Financial services- accounting	1	1.1
	Property investment	1	1.1
	Advanced diploma of management/international business	2	2.2
	Marketing/Retail	2	2.2
Information technology	Diploma in IT or Diploma in IT (Business Analysis)	2	2.2
	IT/IT Studies (voc.ed)	6	6.7
	Microsoft networking 3N2/3N4	1	1.1
	Business, administration & information technology subtotal	*19*	*21.1*
Automotive	Autobody finishing	1	1.1
	Automotive mechanic	1	1.1
	Automotive Retail, Service and Repair	2	2.2

Engineering	Advanced Engineering (Electronics) Certificate IV, V, VI	3	3.3
	Engineering - mechanical	3	3.3
	Certificate I Voc.Ed Mechanical/Certificate I Engineering (prevoc)/Certificate II Engineering mechanical/Prevoc Engineering Multi-trade certificate II	4	4.4
	Certificate III Engineering - Fabrication	1	1.1
	Prevoc & MCT Apprentices	1	1.1
	PV programs engineering/mining	1	1.1
	Automotive and Engineering subtotal	*17*	*18.9*
Hospitality	Hospitality Studies/Hospitality-cookery (prevoc & adult)	2	2.2
	Meat studies	1	1.1
	Certificate IV Hospitality	1	1.1
	Retail Baking	1	1.1
Arts	Visual Art/ bachelor Visual Arts & Applied design	2	2.2
	Printing & Graphic Art	1	1.1
	Bachelor of Dance Performance	1	1.1
Hair and Beauty	Hair and Beauty	4	4.4
Fashion industry	Fashion industry training program	1	1.1
Footwear	Certificates 3 & 4 in Custom-made footwear	1	1.1
	Other industries subtotal	*15*	*16.7*
	Total number of courses	*111*	*100*
	Total number of respondents	*105*	

Development plans for institution-based training programs

Respondents were asked to indicate whether there were their institutions had plans for increasing or decreasing their particular programs. About half of the respondents believed that their institutes would retain the current status. Around a quarter of the respondents stated that there were plans to expand their program and a similar number stated that there were plans to downsize these programs (refer to table 2).

Table 2: Plans for expanding or downsizing programs

	Number of respondents	% of respondents
Major expansion	9	8.6
Partial expansion	18	17.1
Retain current levels	49	46.7
Partial downsizing	24	22.9
Major downsizing	1	1.0
Not reported	4	3.8
Total respondents	105	100

Reasons given for introducing major or partial downsizing of training programs were mostly related to costs, reduced funding, and reduced student hours. This included changes to the requirements of the Purchase Agreement signed with the State department responsible for vocational education and training. The agreement sets out the number of hours of training provision that will be delivered. Other reasons for downsizing programs related to previous over-spending in programs or delivery of more training hours than were required by the Agreement (which was noted as 'too efficient'). In addition, the restructuring of TAFE institutes and introduction of the new Health Training Package were also mentioned as reasons for downsizing of programs.

Analysing industry needs

Keeping in mind that the role of the institutes is to deliver training programs required by clients, the need to understand the skill needs of employers is important to their survival. Forty-six per cent of respondents stated that their department or institute had conducted needs analyses or other research into the type of skills required by local industries. A similar proportion of respondents (42%) indicated that such research had not been formally conducted. The major reasons given were lack of money, time or staff to conduct such research or analysis. Additional reasons given included the lack of departmental interest in conducting such research and the existence of research that had already been conducted in the national review of industry training packages. The remaining 12 per cent of respondents did not report whether or not needs analysis or other research into the types of skills required by local industries was conducted, presumably because they did not know.

Training objectives

Respondents were asked to indicate what type of emphasis their college placed on various objectives for institution-based programs (see table 3). Three quarters (76%) of respondents indicated that institutes placed a strong or very strong emphasis on the objective of preparing workers to meet the skill needs of industry while less than 10 per cent indicated that there was little or no emphasis on this objective .

Over two thirds of respondents indicated that a strong or very strong emphasis was placed on the objective of ensuring that graduates of their programs had enhanced opportunities for future employment. While there were no respondents who indicated that colleges placed no emphasis at all on this objective, about 11 per cent of respondents indicated there was little emphasis on this objective.

Two thirds of respondents also indicated a strong or very strong emphasis on the objective of providing training for trade or vocational qualifications. While just over half of the respondents indicated a strong or very strong emphasis on the objective of strengthening linkages between industry and training providers, just less than half indicated a strong or very strong emphasis on the objective of keeping instructors current with what is happening in the field. The least emphasis was placed on accessing user choice funding for the institute.

Table 3: Percentage of respondents indicating emphasis on linking institutional-based training programs with industry.

Objective	Strong/Very strong emphasis	Moderate emphasis	Little or no emphasis	Not reported
Preparing workers to meet the skill needs of industry	**76.2**	**12.4**	**7.7**	**3.8**
Ensuring that graduates of programs have enhanced opportunities for future employment	69.5	16.2	11.0	3.8
Providing training for trade or vocational qualifications	**67.6**	**21.0**	**3.8**	**7.6**
Strengthening linkages between industry and training providers	57.8	22.9	14.3	5.7
Keeping instructors current with what is happening in the field	**49.5**	**24.8**	**20.0**	**5.7**
Accessing user choice funding for the institute	41.0	26.7	15.2	17.1

Analysis of the responses from metropolitan and country institutions indicated that country and metropolitan institutions place strong/very strong emphasis on similar objectives,

especially preparing workers to meet the skill needs of industry, providing training for trade or vocational qualifications and keeping instructors current with what is happening in the field. (see table 4).

However, in this study country institutions compared to their metropolitan counterparts placed a stronger emphasis on ensuring that graduates of programs have enhanced opportunities for future employment, strengthening linkages between industry and training providers, and accessing user choice funding for the institute.

Table 4: Percentage of respondents working in metropolitan area and country town institutions indicating strong/very strong emphasis on linking institutional-based training programs with industry.

Objective	Metropolitan area	Country town
Preparing workers to meet the skill needs of industry	**75.3**	**78.6**
Providing training for trade or vocational qualifications	67.5	67.9
Ensuring that graduates of programs have enhanced opportunities for future employment	**64.9**	**82.1**
Strengthening linkages between industry and training providers	51.9	71.4
Keeping instructors current with what is happening in the field	**49.4**	**50.0**
Accessing user choice funding for the institute	37.7	50.0

About training and assessment practices

Training packages

About one third of the respondents indicated they were not following a training package. However, the Community Services Training Package was most widely used (reported by almost a quarter of respondents). This package applies to various different specialisations including Children's Services, Aged Care, Disability, Mental Health and Drugs and Alcohol (see table 5). Thirteen other training packages were also reported. Details of the training packages used in the programs and the National Industry Training Advisory Boards (ITAB) responsible for their development appear in table 5.

Table 5. Training packages used in delivery of institution-based training programs covered by respondents.

National ITAB	Training Package	Frequency	% cases
	Not applicable - following national modules, national curriculum or state-based customised curriculum (eg women's education, Aboriginal primary health care), English/ESL or Literacy & Numeracy, Certificate I in Employment Skills, Aboriginal preparatory education & entry-level training certificate	33	30.5
Community Services and Health Training Australia	Community Services (CHC99) including Children's services & orientation courses for Drug & Alcohol and Mental Health sectors	25	23.8
Manufacturing, Engineering & Related Services	Metal & Engineering (MEM98)	9	8.6
Business Services Training Australia Limited	Business Services (BSB01)	8	7.6
Information Technology and Telecommunications	Information Technology (ICA99)	7	6.7
Automotive Training Australia Ltd	Automotive Industry Retail, Service & Repair (AUR99)	5	4.8
National Wholesale, Retail & Personal Services (WRAPS)	National Beauty (WRB99)- including Hair & Beauty voc. prep. (Hairdressing WRH00)	4	3.8
ElectroComms and EnergyUtilities Qualifications Standards Body of Australia Ltd	Electrotechnology (VTE99)	3	2.9
Tourism Training Australia	Hospitality (TTH02)	2	1.9
National Food Industry Training Council Ltd	Food processing (FDF98) - Retail Baking	2	1.9
National Meat Industry Training Advisory Council Ltd - MINTRAC	Australian Meat Industry (MTM00)	2	1.9
Rural Training Council of Australia	Horticulture/Aridlands (RUH98)	1	1.0
National Finance	Financial Services (FNB99)	1	1.0
National Mining	Metalliferous Mining (MNM99)	1	1.0
Other	Bachelor of Dance Performance	1	1.0
	Total responses	105*	100
**Responses from 101 respondents*			

Of those respondents who were using training packages more than a third found it easy or very easy to follow the requirements of the training package. While less than a third indicated it was 'not easy not difficult', a similar number of respondents found it was not easy or not easy at all to follow the requirements of the training package (see table 6).

Table 6: How respondents followed the requirements in training packages

	Number of responses	% of responses
Very easy	10	13.1
Easy	21	27.6
Not easy not difficult	23	30.3
Not easy	16	21.1
Not easy at all	6	7.9
Total responses	76	100

Of those respondents who indicated that it was not easy to follow the training package requirements, around half indicated the reason was one of lack of clear direction on what to teach. For example 'too much room for individual interpretation' or 'competencies are too broadly defined' were commonly identified barriers. Other respondents found the language

used in the training packages to be complicated, poorly expressed or ambiguous. Others found it difficult to understand why some competencies or elements were in the training package or why underpinning knowledge was not more realistically stated. A small group of respondents reported difficulties in meeting training package requirements when students had no access to workplaces. However, there were others who noted that original difficulties had been addressed through the training package review and the units were re-written and/or new units or electives were now available. Table 7 provides a break down of these responses.

Table 7. Reasons respondents found it not easy to follow training package requirements

General/specific	Reason	Frequency	% of cases
All training packages	Not a clear direction as to what to teach, too much interpretation, competencies too broadly defined, language used is ambiguous and complicated and some inconsistencies which causes confusion	13	32.5
	Requirements not clear for institution-based programs (eg no. of hours, prerequisite knowledge)/students want much more hands on practical/assumption that student is in the workplace or has easy access to a workplace/difficult to maintain standards	4	10.0
	No consideration of educational requirements in the units, competencies and qualifications in training packages/underpinning knowledge should be part of training/unreasonable expectations of underpinning knowledge	3	7.5
	Assessment guidelines are vague/too open	3	7.5
	Sometimes difficult to understand why certain material/elements are in training packages	2	5.0
	Resources not found	2	5.0
	Lack of definition in places, lack of precision for trade	2	5.0
	Very difficult to track students enrolments in competencies and track results/no tools developed for tracking and recording results	2	5.0
	Not designed for current industry needs, training package developers not in the relevant trade	2	5.0
Specific training packages	Diploma and Advanced diploma in Accountancy not well written but reviewed and are now much better	1	2.5
	Originally no units in Cert IV & III so difficult to put together pathway to Diploma & Advanced Diploma (Accountancy) but Cert IV units have now been written	1	2.5
	Not yet available from training package - Electives in training package from 2003	1	2.5
	Details of National Beauty Training Package had not been worked out two years ago when it was launched.	1	2.5
	New training package clearly set out	1	2.5
	Certain amount of repetition does not allow easy mapping to Information Technology vendor training	1	2.5
	Matching competencies with essential skills with IT software applications/operating systems is difficult.	1	2.5
	Total number of reasons (from 22 respondents = 20.8%)	40	100.00

AQF qualifications

As noted in table 1 respondents were involved with the delivery of over one hundred different training programs including twenty one identified as pre-vocational training programs. Most students in the institution-based training programs were hoping to attain an Australian Qualification Framework (AQF) recognised qualification when they completed their training. The AQF levels covered included AQF 1 (Certificate I), AQF 2 (certificate II), AQF 3 (Certificate III), AQF 4 (Certificate IV), AQF 5 (Diploma), AQF 6 (Advanced diploma) and AQF 7 (Bachelor degree).

Table 8. AQF qualifications which students in institution-based training programs were hoping to attain when they completed this training.

Industry	Training program	AQF level	Frequency
	IVEC/CESOL Cert 2, 3 & 4/ literacy & numeracy	NA	15
	Certificate I in Employment Skills	1	1
	Women's education	2, 3 & 4	2 for each level
	Aboriginal Primary Health Care	3 & 4	1
	Aboriginal education - childcare & IT	Certificate	2
	Aboriginal education - Aridlands/Horticulture/	3	2
	Aboriginal community management	3	1
	Aboriginal foundation studies, preparatory education and vocational preparation	1, 2 & 3	2
Community Services & Health	Community Services & Health (not further classified)	3, 4 & 5	8
	CS&H—Children's Services or Child Studies	2, 3, 5, 6	13
	CS&H—Aged care work	3, 4	2
	CS&H—Alcohol & other Drugs	3, 4	2
	CS&H - Disability work	3, 4	2
	CS&H—Mental health	3, 4	1
	Community work Certificate III & IV	3, 4	1
	Certificate IV Health (Nursing) - professional development	4	3
	Community Services & Health sub-total		*32*
Business management and Office Administration	Business or Business (Office) Administration	2, 3, 5, 6	4
	Financial services- accounting	3, 4, 5 & 6	1
	Property investment	Not reported	1
	Advanced diploma of management/international business	6	2
	Marketing/Retail	4, 5, 6	2
Information technology	Diploma in IT or Diploma in IT (Business Analysis)	5	2
	IT/IT Studies (voc.ed)	2, 3, 4, 5, 6	6
	Microsoft networking 3N2/3N4	3	1
	Business, administration & information technology subtotal		*19*
Automotive	Autobody refinishing	3	1
	Automotive mechanic	3	1
	Automotive Retail, Service and Repair	3	2
Engineering	Advanced Engineering (Electronics) Certificate IV, V, VI	4, 5, 6	3
	Engineering - mechanical	1, 2, 3, 4	3
	Certificate I Voc.Ed Mechanical/Certificate I Engineering (prevoc)/Certificate II Engineering mechanical/Prevoc Engineering Multi-trade certificate II	1, 2, 3	4
	Certificate III Engineering - Fabrication	3	1
	Prevoc & MCT Apprentices	2	1
	PV programs engineering/mining	3	1
	Automotive and Engineering subtotal		*17*
Hospitality	Hospitality Studies/Hospitality-cookery (prevoc & adult)	2, 3	2
	Meat studies	3	1
	Hospitality	2, 3, 4 & 5	2
	Retail Baking	3	1
Arts	Visual Art/ bachelor Visual Arts & Applied design	4, 5, 6, 7	2
	Printing & Graphic Art	NA	1
	Bachelor of Dance Performance	7	1

Industry	Training program	AQF level	Frequency
Hair and Beauty	Hair and Beauty	2, 3, 5	4
Fashion industry	Fashion industry training program	5	1
Footwear	Custom-made footwear	3 & 4	1
	Other industries subtotal		*15*

Training delivery methods

Respondents were asked to indicate the most frequently used strategies for delivering their training. A variety of methods and combinations of methods were used. However, lectures, practical workshops and group discussions were the three most frequently used methods of delivery. About four-fifths of respondents used 'lectures', just over three-quarters used 'practical' workshops. Just under two-thirds used 'group discussions', and just under a third used 'team-based projects'. A tenth used on-line learning, and talks by industry figures. About 8% of respondents that they used field trips in their programs, and about the same proportion indicated using facilitated self-paced learning. Facilitated self-paced learning included 'printed-based open-learning supported by lecturer, phone, email and mail support' or 'face to face open learning, study centre methodology' or 'individual programs with flexible delivery'.

In addition, individual respondents included the use of 'computer assisted learning', informal lectures emphasising student participation, activities of small groups or pairs, field placements and external packages. Activities comprising 'modelling' 'role play', 'on the job training/placements' and 'practice firm simulations were also described.

Table 9: Most frequently used delivery methods

	No. of responses	% of respondents	% of responses
Lectures	83	79.0	26.3
Practical workshops	81	77.1	25.7
Group discussion	64	61.0	20.3
Team-based projects	34	31.4	10.8
Online learning	11	10.5	3.5
Talks by leading industry figure	11	9.5	3.5
Facilitated self-paced learning	13	8.6	4.1
Field trips	9	7.6	2.9
Other	9	5.7	2.9
Not reported	2	1.9	
Total responses	315		100

A more accurate picture of the variety of different strategies used in combination is provided in Figure 1.

Figure 1: Different combinations of delivery methods used in training

Delivery strategy	No. of respondents
Lectures, practical workshops and group discussions	30
Lectures practical workshops, group discussions and team based projects	14
Lectures, practical workshops and team-based projects	7
Lectures and practical workshops only	6
Lectures, group discussions and team-based projects	4
Lectures, practical workshops and on-line learning	3
Lectures only	1
Lectures, group discussions, team-based projects, and self-paced learning	1
Lectures, group discussions, on-line learning	4
Lectures, practical workshops and industry talks	5
Lectures, practical workshops, group discussions, and industry talks	1
Lectures, practical workshops, group discussions, team-based projects and on-line learning	2
Lectures, practical workshops and field trips	1
Lectures group discussion and field trips	1
Lectures and field trips	1
Lectures, practical, workshops and self-paced learning	1
Lectures, practical workshops, group discussions and field trips	1
Lectures, team-based projects and field trips	1
Practical workshops, team-based projects and self-paced learning	2
Practical workshops, group discussions, and team-based projects	2
Practical workshops, industry talks, self-paced learning	2
Practical workshops, field trips, self-paced learning	1
Practical workshops, group discussions and industry talks	1
Practical workshops, group discussions and on-line learning	1
Practical workshops, team-based projects and field work	1
Self-paced learning and field placements	1
Self-paced learning	1
Group discussions and industry talks	3
Group discussions, on-line and self-paced learning	1
Group discussions, small group work	1
Lectures, team-based projects and field trips	1
Online and self-paced learning	1
Not reported	2
Total number of respondents	105

Type of assessments

About 70% of respondents indicated that both written and practical assessments were used most frequently to assess the performance of students in the institution-based training programs. Just over half of these used exams with equal focus on both written and practical components while about a quarter placed more focus on the written assessments and a fifth more focus on the practical assessment. Written or practical assessments alone were used by less than 3% and 5% of respondents respectively.

About a fifth of respondents indicated that they most frequently used assessments which did not include traditional forms of written and practical assessments. These assessments included a combination of oral, written and computer-based assessments (2.8%), oral assessments (1.9%), group work or presentations (1.9%), 'competency based assessment including underpinning knowledge' (1.9%) or a combination of written and work-based assessments

(1.9%). A similar proportion of respondents noted that students were given a choice on how they completed assessments and they believed that allowing choice catered for the needs of indigenous students and students with a disability. Students could choose to be assessed via presentations in writing, on audio-tapes or video-tapes, through role-plays, work sample displays, or work-based assessments (1.9%).

In addition, individual respondents noted other combinations of assessment types including written, practical and computer-based assessments; practical and written assessments for group or individuals; and written, oral and group presentations. Ongoing classroom observation (for English as a Second Language vocational preparation), a focus on practical activities, work-based field placement assessments, and a checklist related to the student's employment environment were also used.

Table 10: Most frequently used type of assessments

	Number of respondents*	% of respondents
Written and practical exams with equal focus on both written and practical components	38	36.2
Written and practical assessments with more focus on written assessments	20	19.0
Written and practical assessments with more focus on practical exams	16	15.2
Practical assessments only	5	4.7
Written assessments only	3	2.8
Other (including combinations with oral, computer-assisted, work-based and/or group assessments or individual student choice of written, audio, visual, role play, work samples or work-based assessment.)	19	18.1
Not reported	4	3.8
Total number respondents	105	100.0

Type of support required

About half of all respondents wanted support in developing learning and assessment materials and access to professional development. Just over half of those who were using training packages required support in developing assessment materials, while a similar proportion required support in developing learning materials. Just less than half of those who were using training packages required access to professional development and over one third requested support in buying equipment and materials.

Table 11: Type of support required

	Number of respondents	% of total respondents	Number of respondents (excluding those not using a training packages)	% of total respondents using a training packages
Support in developing learning materials	50	47.6	36	50.0
Access to professional development	47	44.8	35	48.6
Support in developing assessment materials	44	41.9	38	52.8
Support in buying equipment and materials	44	41.9	28	38.9
Support with provision of practical experience for students	26	24.7	16	22.2
Support in understanding the training packages	19	18.1	13	18.1
Other (especially more funding, PD, staff and/or time)	19	18.1	12	16.7
Not reported	4	3.8		
Total respondents	105		72	100.0

Other requests made by smaller groups of respondents were for more funding (5.3%), more professional development in specialised areas (3.8%) and more time or staff to share extra responsibilities (2.8%). In addition individual requests were made for extra assistance:

- for students from student counsellors
- for students using online delivery in Community Services and Health industry
- in improving administration processes for recording competencies achieved
- in marketing the programs to high school students and students at risk
- in coordinating part-time instructors involved in delivery so that their subject matter does not overlap and there is more emphasis placed on practical
- with additional funding for staff personal development to meet demands of prospective or present clients in specific areas.
- with finding appropriate work experience in industry and overcoming insurance problems (Pre-vocational Certificate II in Engineering)
- with developing curriculum and assessment materials for competencies in the training package

About VET-in-schools programs

Well over half of the respondents indicated that their institute provided training for VET-in-schools students (not in apprenticeship or traineeship programs) in secondary schools (see table 12). Just over a quarter of the respondents indicated that their institute did not provide VET in schools training. The remainder of the respondents (14%) did not provide a response to the question.

Table 12: Provision of training for VET-in-schools students

	Number of responses*	% of responses
Provides training for VET-in-school students	62	59.0
Does not provide training for VET-in-school	28	26.7
Not reported	15	14.3
Total respondents	105	100.0

Major benefits for students in VET-in-schools programs

Respondents were asked to identify the benefits for students in these programs. They reported a wide variety of benefits (see table 13). The most commonly reported benefits (reported by

over a quarter of respondents) referred to pathways and linkages between school and post-school education and training. The second most frequently reported group of benefits referred to a smoother transition from school to the workplace. Also frequently reported were benefits for students in finding out whether or not they were suited to certain career pathways.

Smaller groups of respondents also noted that VET-in-schools programs provided students with more choices and access to a wider curriculum and an alternative to academic programs (8%), kept students in school or encouraged students to complete their secondary schooling (8%) and prepared students for vocational studies (7%). Others commented that VET-in-schools programs provided training that was more focussed, based on industry standards and enabled students to experience success at school. VET-in-schools programs also provided students with learning activities outside of the school environment and which were more adult in their approach.

Table 13: Main benefits of VET-in-schools

	Number of responses*	% of responses*
Provides a pathway/links to post-school training and adult education (demystifies tertiary institutions) or head start on vocational qualifications	32	30.5
Provides smoother transition from school to work environment or a faster track to employment	18	17.1
Provides an option for students to explore career pathways or the appropriateness of this course for them or learn 'real skills' for industry	15	14.3
Provides students access to a wider curriculum	8	7.6
Keeps students at school/complete schooling	8	7.6
Provides preparation for vocational studies	7	6.7
Other (eg provides success at school, no need to travel, learning outside school, adult approach, focussed training or focus on industry standards)	17	16.2
Total responses	105	100.0

** some respondents gave more than one answer*

Major problems in delivering training for VET-in-schools programs

Respondents indicated that the major problem experienced by institutes in delivering training for VET-in-schools students was related to maintaining the quality and consistency of the industry competency standards delivered (noted by 38% of the responses- see table 14). Almost two thirds of these respondents were of the opinion that where TAFE lecturers did not deliver the training, teachers often did not appreciate what was required and lacked the industry experience or expertise to provide training and conduct assessments based on industry standards. The VET-in-schools training provided by school teachers was considered to lack the industry-based context and relevance required to deliver the competencies to expected standards. It was noted that students who had continued at TAFE after VET-in-schools training had not demonstrated the expected competencies in the industry context. Others noted that the lack of standards and maintaining quality, or the lack of moderation or consistency of in assessments, was the major problem. Another respondent considered the major problem to be teachers' lack of understanding of competency-based training. Partnerships between schools and institutes were suggested so that TAFE lecturers and or workplace assessors could deliver the VET modules to industry-based competency standards.

The next major problem (identified in a fifth of the responses) dealt with the lack of maturity of school students. It was noted that immaturity often caused behavioural problems, and that VET-in-schools students did not have the self-discipline, self motivation and time management skills required to operate successfully in the adult environment. They also did not

accept the rigour needed to achieve the standard of work required for successful completion of the VET program.

It was also felt that students used VET-in-schools training programs 'to get away from school'. Others noted that schools use VET-in-schools training programs as a diversionary activity or 'soft option' for students and that the students often had inadequate underpinning knowledge and skills and lacked the pre-requisites for the modules they were undertaking.

Almost a tenth of the responses indicated that the major problem with these programs was that an adult curriculum was being delivered in the school environment where the methodology may not be appropriate. These respondents were of the opinion that VET-in-schools students needed to be in the TAFE environment (at least part of the time) where they could be treated as adults, gain more industry-based experiences, and interact with other TAFE students.

Other individual problems referred to the lack of practical experience opportunities, lack of resources, and lack of opportunities for Aboriginal students. It was also noted that students experienced problems in small classes. There were problems in students trying to fit vocational learning into a rigid school timetable and having to cope with the different expectations of the institute and school, lack of communication between institutes and schools, and insufficient resources. Other respondents were of the opinion that VET-in-schools programs were a problem for students because the students were influenced by other people to narrow their career options far too early.

Table 14: Major problems with VET-in-schools

	Number of responses*	% of responses
Teachers not appreciating what was required or lacking experience of industry-based competency standards, consistency of standards/assessment	29	37.7
Lack of maturity of students, lacking self-discipline for adult education and not accepting standards requ'd	15	19.5
Adult curriculum in school environment inappropriate, need industry-based experiences and peer interaction in adult environment at least part-time	7	9.1
Other (lack of practical experience, lack of resources, small numbers of students, lack of communication between institute and schools, rigid school timetable)	26	33.7
Total responses	77	100.0

** some respondents gave more than one answer*

Major problems experienced by institutes delivering VET-in-Schools programs

Respondents noted that the lack of motivation and maturity of the students and corresponding problems with their behaviour and attendance were major problems for those lecturers delivering VET-in-schools programs (see table 15). It was also felt that students lacked the prerequisites for the modules being studied, and that the selection of programs by schools for students was not based on relevance to the careers (eg use of VET-in-schools programs as a distraction for students). In addition, a lack of understanding of the rigorous nature of TAFE study, and of the fact that 'open learning' is not a 'soft option', was also noted as a problem. There was also a view that students did not always respect safety, time keeping and appropriate behaviour requirements.

Poor communication between schools and the institute was also reported as problematic. This was felt to be due to lack of funding or time for collaboration between school and institute. It was also perceived to be due to lack of time set aside for working with school teachers who required guidance in delivering VET-in-schools or in selecting the appropriate courses for

students was also reported as major problems for institutes. This need for a partnership between the school and institute was also emphasised by those respondents who believed that some teachers lacked understanding of competency based training or the knowledge of curriculum used in TAFE. Problems were also noted with ensuring quality of training and establishing effective 'auspicing' arrangements.

Respondents also noted that the institute experienced problems when students from VET-in-schools programs went on to further training at the institute. This was felt to be due to the fact that although students had already experienced parts of the curriculum it was not exactly clear what they had covered. Often, their life experiences were too remote from that which was required for working in the industry. For example in aged care, young people were expected to shower the clients and school students often lacked the sensitivity required to do this in the workplace.

Keeping track of what VET-in-schools programs were being offered and the lack of communication and coordination between different organisations, that resulted in the duplication of courses in the same area, were also identified as problems for institutes.

Problems were also experienced in ensuring adequate record keeping so that final results may be supplied to meet the deadlines set for the South Australian Certificate of Education (SACE). Other problems included insufficient time available, especially for Year 12 students, uncertainty of payment and lack of funding for staff and other resources such as equipment, and travel.

Table 15: Major problems experienced by institutions

	Number of responses	% of responses
Lack of motivation and maturity of students; attendance and behavioural problems; lack of prerequisite knowledge, learning difficulties, inappropriate selection of programs.	15	32.6
Lack of contact time with teachers for guidance, no collaboration with school; partnership needed	6	13.0
Ensuring quality and auspicing arrangements; lack of moderation or standards; teachers lacking understanding of competency based training and knowledge of TAFE curriculum or industry experience	5	10.9
Keeping track of what VET-in-schools is being offered; no communication between organisations to reduce duplication of programs	5	10.9
VET in-schools students who continue at TAFE have done much of curriculum without industry context	4	8.7
Record keeping at schools eg final results to meet SACE deadline	3	6.5
Other (insufficient time, staff and equipment, rigid school timetable, travel)	8	17.4
Total responses	46	100.0

** some respondents gave more than one answer*

Development plans for VET-in-schools programs

Around a third of the respondents indicated that their institute would retain its current status in future with regard to its involvement in VET-in-schools programs. Over a third of the respondents expected their institute's involvement in VET-in-schools to expand, while 8% expected a partial downsizing (see table 16). However, a quarter of those respondents, who had previously indicated that their institute provided training for VET-in-schools in secondary schools, did not answer this question, presumably because they were unaware of institute plans.

Table 16: Plans for expanding or downsizing provision of VET-in-schools where respondents had indicated that their institute provided VET-in-schools

	Number of respondents	% of respondents
Major expansion	5	8.1
Partial expansion	17	27.4
Retain current levels	19	30.6
Partial downsizing	5	8.1
Major downsizing	0	
Not reported	16	25.8
Total respondents	62	100.0

Those institutes that were planning to downsize their involvement in VET-in-schools programs were doing so because:

- they believed there were no benefits for school or students
- there was no budget allocation or funding to continue these programs
- they plan to use Certificate I in Employment Skills for school leavers
- school teachers are not appropriately trained and have limited access to others teaching the program (curriculum not used the same way as in an adult environment)
- there is a lack of moderation of standards and so the institute does not know exactly what students have done in VET-in-schools programs
- of a lack of understanding between the institute and high school
- the school is reducing the amount of delivery because of stringent requirements of the Australian Training Qualifications Framework (AQTF)
- the difficulty of providing VET-in-schools program in rural and remote communities

About collaborating with industry

Respondents were asked to indicate the adequacy of industry support in financing the development of learning materials and providing specialists to assist with on campus training or the development of curriculum facilities and equipment for training and information on employment and labour market trend (see table 17).

Well over half of the respondents reported that industry financial support for the development of learning materials was inadequate. A quarter of those who responded to this question considered industry support in the other areas was adequate while almost half believed it was inadequate.

Table 17: Percentage of respondents indicating adequacy of collaboration with industry in delivering institutional-based training programs.

Objective	Adequate/ Very adequate	Neutral	Inadequate/ Very inadequate	Not reported
Providing facilities and equipment for training	**22.8**	**20.0**	**32.4**	**24.8**
Provision of information on trends in employment, labour market, or work change	22.8	22.9	30.4	23.8
Participation of industry specialists in developing the curriculum to be used	**21.9**	**18.1**	**34.2**	**25.7**
Providing industry specialists to assist in delivering and assessing specific campus-based training	21.0	18.1	35.2	25.7
Financial support for developing the learning materials	**9.6**	**13.3**	**54.2**	**23.8**

Skills and attributes developed in institutional-based programs

Lecturers delivering institution-based training programs were asked to rate the effectiveness of their program in developing in students a set of specialist and generic skills and attributes (see table 18). Between 60% and 83% of respondents indicated that programs were successful in developing these skills and attributes. In particular, over 80% of the respondents indicated their training program was effective at developing the ability to apply skills and knowledge in their specialist areas with more than half of the respondents indicating that it was very effective.

Well over three-quarters of the respondents indicated that their training program was effective in developing the ability of students to work in teams. Well over two-thirds of respondents indicated their training program was effective in providing students with opportunities to get a job in their specialist field, and developing students' abilities to plan and organise tasks, analyse information, apply creative problem solving strategies, and negotiate and make decisions. However there were about 10% of respondents who indicated that these programs were ineffective in providing students with opportunities to get a job. Although well over half of the respondents indicated that programs were effective in developing students' abilities to use basic computer skills and aspirations to enter challenging careers about an eighth were of the opinion that programs were either ineffective or not effective at all.

Table 18: Percentage of respondents indicating effectiveness of development of skills and attributes of students in their institutional-based training programs.

Objective	Slightly effective/Very effective	Neutral	Ineffective/Not effective at all	Not reported
Ability to apply skills and knowledge in their specialist area	**82.8**	**10.5**	**0.0**	**6.7**
Ability to work in teams	77.1	14.3	4.8	3.8
Ability to plan and organise tasks	**71.4**	**19.0**	**4.8**	**4.8**
Ability to apply creative problem solving strategies	70.5	16.2	9.5	3.8
Ability to analyse information	**71.5**	**18.1**	**6.7**	**3.8**
Opportunities for getting a job in their specialist fields	68.5	17.1	10.5	3.8
Ability to negotiate and make decisions	**66.7**	**21.0**	**8.6**	**3.8**
Ability to use basic computer skills	60.0	20.0	11.4	8.6
Aspirations to enter challenging careers	**60.0**	**22.9**	**12.4**	**4.8**

Lecturers delivering institution-based training programs were also asked to rate the performance of their institutions in producing learning materials, promoting participation in their programs to school leavers, providing professional development for staff, and collaborating with industry to secure financial, personnel and material resources (see table 19). Almost half of respondents believed that their institute was above average in producing learning materials for students in these programs. Similarly, almost half of the respondents believed that their institute was below average in securing additional funding for delivery of these programs. Over a third of respondents believed that their institute was above average in promoting these programs to school leavers while just over a tenth indicated below average promotion by their institute.

Opinion was equally divided on the institutes' provision of professional development for lecturers with around a quarter of respondents indicating that their institute demonstrated

above average performance in this regard, and similar number indicating that performance was below average.

More than half of the respondents indicated that their institute displayed below average performance in acquiring industry support for material resources while 18 per cent considered it to be above the average. Similarly almost half of the respondents indicated that their institute was below average in gaining access to required human resources from industry for these programs.

Table 19: Percentage of respondents indicating their rating of the performance of the performance of their institution in a number of areas related to delivering their training program.

Objective	Above average/Well above average	Neutral	Below average/Well below average	Not reported
Producing learning materials for students in these programs	**41.9**	**27.6**	**22.9**	**7.6**
Promoting the participation of students in institutional programs like the ones you teach when they leave school	28.6	42.9	13.3	15.2
Providing professional development for lecturers	**25.7**	**41.0**	**26.4**	**6.7**
Collaborating with industry to access required material resources for these programs	18.1	23.8	52.8	15.2
Collaborating with industry to access required human resources for these programs	**16.2**	**30.5**	**37.2**	**16.2**
Securing additional funding for the delivery of these programs	16.2	31.4	41.0	11.4

About the benefits and limitations of training programs

Respondents were asked to identify what were the major benefits they perceived for school leavers undertaking institutional-based programs once they left school, and students in VET-in-Schools programs while still in school.

Major benefits for school leavers in institution-based programs

The five most frequently mentioned major benefits of institutional-based training programs for school leavers were:

- preparation for employment
- preparation for further study
- personal development, self-empowerment and improved self-confidence
- learning in an adult environment
- insight into the reality of working in the industry

Eighty-one per cent of all respondents indicated major benefits of their institutional-based training program for school leavers. Of these around 58% stated that a major benefit was student preparation for employment or the development of skills to enhance employment prospects. Another 21% indicated that a major benefit was student preparation for further study while another 14% indicated the major benefit was students undertaking learning in an adult environment.

Student personal development (especially self-empowerment and improved self confidence) was reported as a major student benefit by about 17% of respondents. The opportunity provided to students to gain an insight into industry realities through work placements, on-the-job experience or workplace simulation activities was considered a major benefit by almost 13% respondents. A smaller group of respondents (7%) responded that a major benefit of these programs was that the industry specialists provided the training and were able to base it on recognised industry standards and competencies. A view was also expressed that students benefited from improved success rates.

Another group of respondents (about 9%) reported that a major benefit was that the school leavers in their training programs received assistance to meet their specific learning needs, while a smaller group (about 7%) indicated that students benefited from access to mature and experienced classmates.

Individual respondents reported that students benefited either from increased choice of programs, access to a broader range and level of skills, or a combination of practical and applied study. It was also felt that students benefited from flexible delivery, and developed a more adult approach to learning in a non-school environment. For aboriginal students institution-based programs provided a real sense of community for students.

Major benefits for students undertaking VET-in-school programs

Respondents were also asked to indicate what they believed to be the major benefits students derived from undertaking a VET-in-schools program. They reported a great variety of student benefits. The four most frequently reported benefits referred to:

- a pathway to further development of skills and knowledge or entrance into adult education
- a head-start to VET qualification or preparation for TAFE studies
- an awareness of the industry or career
- assistance with decision-making for future direction.

Sixty-four per cent of all respondents indicated major benefits for students undertaking VET in schools programs. Of these just over a third (34%) stated that a major benefit was the pathway provided to further development of skills and knowledge and adult education. A quarter (25%) indicated that students obtained a head-start to a VET qualification or preparation for TAFE. About a fifth (22%) believed that the programs provided students with an awareness of the chosen industry or career, while 16% indicated that students benefited from being able to sample the field before making a commitment to a trade or career in the industry.

Other major benefits included opportunities for students to work in a group, work both independently and collaboratively, and remain in the education system. For some students program commitments gave them a reason to get out of bed each day. In addition, VET in schools programs also provided opportunities for students to experience practical examples of subjects they are studying, increase confidence and self-esteem, and develop their abilities to compete in the job market. Alternatively work placements associated with the program could also lead to full-time work in the future.

Major problems for school leavers in institution-based programs

Respondents were also asked to indicate what were the major problems for school leavers in institution-based programs. The five most frequently mentioned major problems these students were difficulties associated with their:

- transition from teacher-directed learning to independent or adult learning

- lack of English language, writing, literacy and/or numeracy skills
- lack of maturity or life experience
- cost of study and lack of financial incentive to study
- lack of knowledge of careers and what courses involve

Three-quarters (75%) of all respondents reported major problems experienced by school leavers in institutional-based training programs. Over half (52%) of these noted that the major problem for school leavers was the transition from teacher-directed learning to adult education. Adapting to independent learning requires the maturity in school leavers to actively participate and think for themselves. Just over an eighth (14%) of those who responded indicated that the major problem for school leavers was poor English language, writing, literacy and/or numeracy skills while others noted poor study skills or poor time management skills. The same proportion (14%) indicated that the lack of maturity or self-discipline and the lack of life experience, especially the 'reality shock' for some school leavers who were undertaking a training program in the disability area, were major problems. Other respondents (10%) noted as problems for students the cost of study or lack of financial study incentives, or insufficient time due to work commitments. A smaller group (6%) reported that school leavers' were disadvantaged because of their lack of prerequisite knowledge for their training program, lack of knowledge of what their course would involve, or awareness of other available courses or careers.

Individual respondents also noted as problems for students the lack of resources (including library, skills laboratory or classrooms), lack of work experience opportunities, and employment on completion of training. There was also a view that students experienced difficulties because of their lack of maturity in terms of their lack of knowledge of the rigour associated with TAFE studies, appropriate standards of behaviour and work expected in the classroom, the workplace, and in an adult training program. There was also a view that students lacked commitment to their job placement responsibilities, had initial difficulty integrating with mature-aged students and had negative perceptions of the education system.

Major problems for VET-in-school students

Respondents also identified a great variety of major problems experienced by students in VET-in-schools programs. The five most frequently mentioned major problems for VET-in-school students concerned:

- the lack of industry experience especially knowledge of industry competency standards of secondary teachers
- lack of opportunity for practical work, on-the-job training or employment
- insufficient time allocated for proficiency or time management problems
- lack prerequisites, inappropriate course (not soft option) or courses too advanced

Just under a third (31%) of all respondents reported a major problem for students in VET-in-schools programs in their field. Of these about a third (32%) reported that the major problem for students in VET- in- schools training programs was the lack of industry experience and industry knowledge of secondary school teachers teaching these programs. About a fifth (20%) of respondents noted that the school environment placed too many other demands on students' time, provided insufficient time for students to practice skills or handle specialised equipment. Students in school programs lacked exposure to more mature-aged students, and lacked opportunities for on-the-job training (14%). These problems were also felt to contribute to lower standards of student performance in assessments, and to students being assessed as competent even though they demonstrated performance was below what would be expected by TAFE assessors. In addition, it was felt that where access to equipment or

industry work placement was not available that VET- in- schools should be limited to AQF Certificate 2 (10%).

A smaller group (4%) of respondents believed that students lacked maturity and life experience. There was also a view that teachers were unable to support students in workplaces because of the extra work-load that this entailed. It was also felt that students experienced problems in contacting externally-based TAFE lecturers when they required assistance.

Extra studies required for graduates of VET in schools program

Well over a third (43%) of respondents provided information on whether or not extra studies were required for school leavers entering TAFE programs. Of these 55% indicated that sometimes, or often, students who have already completed VET-in-schools programs needed extra studies to catch up with requirements for their program once they got to TAFE. Almost a quarter (22%) indicated that extra studies were never, or very rarely, required while the same percentage of respondents indicated that they were not aware of whether or not students had to do extra studies.

The two most frequently mentioned extra training involved:

- giving students extra studies to improve necessary generic skills or competencies they would require to undertake their programs including literacy and numeracy, communication and presentation, research and study, essay writing, and team skills
- increasing student knowledge about industry culture, and practical work skills. This especially included skills and knowledge in occupational health and safety, hygiene and work ethics

Students in business programs required extra studies in accounting, while students in information technology programs required extra studies in networking. It was also felt that extra studies were required in courses which attracted the non-achievers because in the main these students had gained little from undertaking VET-in- schools programs. It was also reported that students often did not have the time management skills to undertake a full time pre-vocational training program.

A view was also expressed that there was inconsistency in the amount of credit or advanced standard given to different VET-in-Schools students once they entered TAFE programs. It was noted that in some courses some (about a fifth) of students who had completed VET-in-Schools programs were given extra studies, while in others students received full credit even though both sets of students required further training. It was also felt that when lecturers enrolled students in TAFE programs they did not always take into account the VET training that had been included in subjects leading to the secondary school certificate of education (SACE).

Suggestions for improvement

Improvements to institutionally-based training programs

Well over half (57%) of all respondents suggested major changes to improve arrangements for students to undertake institutionally-based training programs.

The five most frequently mentioned major changes were for:

- students to be better prepared in terms of what to expect in TAFE courses (reported by 27% of respondents). This could be done through the provision of better information to teachers and school counsellors, and the provision of specific orientation programs focussed on study and time management. These were especially required for students in online learning programs.
- more government funding to increase student placements to meet the demand for TAFE courses (23%)
- the development of increased linkages with industry especially to provide for work placements (14%)
- better equipment and resources, documentation/learning resources and computer access for lecturers (12%)
- increased number of hours in programs to include practical and work experience components or introduce school based New Apprenticeships (10%)

Other major changes were for improved selection processes for students using interviews to select those with work experience in the industry or checking for required prerequisite skills and knowledge (8%). Aboriginal Education staff, in particular, wanted more staff to provide more support to students, especially face to face teaching and extra compulsory literacy and numeracy support (7%) while other respondents suggested providing more internet training. Shorter courses or more intense courses were suggested by smaller groups of respondents while others suggested the introduction of more flexible hours or delivery, particularly making theory and assessment material available online. Closer links between schools and TAFE were also suggested changes. This would include the appointment of a coordinator with adequate time allocated to facilitate these linkages.

Improvements to VET-in-schools training programs

Well over a third (39%) of all respondents made suggestions for the improvement arrangements for students to undertake VET in schools programs in their field.

The two most frequently mentioned major changes were for:

- VET-in-school students to undertake their studies at TAFE campus where they could join programs with other existing TAFE students; introducing block release for practical workshops. There was a view that students should attend at least one class a semester at TAFE (38%).
- improved school TAFE collaboration through the creation of school-TAFE partnerships where TAFE 'experts' would either teach in schools, or where they would supply school teachers with appropriate curriculum and industry knowledge. A view was also expressed that school teachers should undertake professional development to keep up to date with developments in the field. Increased communication with TAFE counterparts could be done electronically via the email. A view was also expressed for meetings between TAFE and school principals to formalise arrangements the amount of study time that would required by students in these programs (21%).

Suggestions were also made for treating students like adult learners, and introducing them to open learning methodologies through short, practical-based face to face workshops. It was also suggested that teachers should undergo skills audits to ensure they had the suitable skills and experience to teach program. Programs for students could also be improved if students had the necessary underpinning knowledge and skills, and VET in schools programs were treated as a bridging courses into further VET.

In addition, it was suggested that the experience for aboriginal students could be improved if a group of them were placed in the same TAFE class for support and encouragement.

FINDINGS
VET teachers and coordinators in secondary schools

VET teachers and coordinators in secondary schools

Response rates

A total of 49 teachers from 44 high schools in South Australia responded to the questionnaire. They included 13 teachers of industry-specific programs, 27 vocational coordinators, an assistant principal responsible for VET, and two student counsellors. There were five respondents who were both teachers of industry-specific programs and vocational coordinators, and one respondent who fulfilled both these roles in addition to the role of regional coordinator. Just over half were (51%) were female. Almost two-thirds (59.2%) were from country towns, with the remainder from the metropolitan area. All were from the government school system.

Numbers reporting enrolments and involvement in different programs using the school as the unit of analysis. Other information is based on the total number of respondents completing survey questionnaires.

Part-time apprenticeship and traineeship programs

Just over a third (34%) of the schools in the study were reported to have no apprentices or trainees among their enrolments. Just under a third had between one and five students and about a fifth reported between 6 and 10 students. Table 1 presents a breakdown of the number of school-based part-time apprentices and trainees in schools.

Table 1: Number of school-based apprentices and trainees in schools

Number of apprentices and trainees	No. of schools	% of schools
0 students	15	34.1
1 -5 students	13	29.5
6-10 students	9	20.5
11-15 students	3	6.8
16-20 students	3	6.8
Over 20 students (i.e.90 students)	1	2.3
	44	100.0

Respondents were asked to indicate the number of apprenticeship and traineeship places they had planned for 2002. Almost a third had no plans to enrol any apprentices and trainees. Table 2 provides these details.

Table 2: Plans for apprentice and trainee enrolments

Number of apprentices and trainees	No. of schools	% of schools
0 students	15	34.1
1 -2 students	10	22.7
3-4 students	7	15.9
5-6 students	3	6.8
7-8 students	3	6.8
9-10 students	5	11.4
Over 10 students (i.e. 20 students)	2	4.5
	44	100

Respondents were also asked to indicate the extent to which the numbers of apprentices who eventually took up an apprenticeship or traineeship exceeded their plans for enrolment. Of fifteen schools reporting no apprentice or trainee enrolments, there were five schools that had planned to cater for one or two places in 2002. Of the remainder just about a fifth reported that they had been unable to meet their plans for apprentice or trainee enrolments. About the same proportion indicated that their enrolment plans had been exceeded. These details are presented in table 3.

Table3: Enrolment plans by actual enrolments

	No. of schools	% of schools
No plans for enrolling apprentices or trainees	10	22.7
Enrolments greatly exceeded number of planned enrolments	1	2.3
Enrolments just exceeded number of planned enrolments	8	18.2
Enrolments met the number of planned enrolments	16	36.4
Enrolments were just under the number of planned enrolments	5	11.4
Enrolments were well under the number planned enrolments	4	9.1
	44	100

Respondents who reported that their planned enrolments had been exceeded generally attributed this to an increase in the number of interested students, and an increase in student knowledge about the benefits of the program. There was also a view that although student interest in the programs was increasing, actual commitment to enrolment was sometimes influenced by student perceptions that enrolment would preclude university options.

Respondents who reported that actual enrolments were below planned enrolment numbers attributed this to decrease in student populations, decreases in number of interested students, and lack of student knowledge about program benefits. Difficulties in meeting enrolment plans were also reported in terms of the lack of staff knowledge about the programs, workplaces to hire students on these programs, and acceptance in some trades of part-time apprenticeship or traineeship arrangements. Student anxiety about the workplace and interactions with employers, and reduction of university options were also reported as reasons for lack of student take up of programs. In addition, it was also noted that enrolments greatly depended on student interest in undertaking such programs.

Other industry-specific VET-in-Schools programs

As a group these schools enrolled a total of 3222 students in other industry-specific VET-in-Schools programs. Numbers ranged from 6 to 290 enrolments. These details are provided in table 4.

Table 4: Number of students in other industry-specific VET in schools programs

Number of students	No. of schools	% of schools
0 students	2	4.5
1 -10 students	7	15.9
11-20 students	9	20.5
21-30 students	5	11.4
31-40 students	3	6.8
41-50 students	1	2.3
51-100 students	3	6.8
101-150 students	4	9.1
151-200 students	3	6.8
201-300 students	6	13.6
Not reported	1	2.3
	44	100

Just under a two-thirds of the schools reported having between 1 and 20 percent of their total secondary school population enrolled in VET-in-Schools programs that were not part-time apprenticeship or traineeship programs. About a tenth of the schools reported that between 21 and 30% of their school populations undertaking such programs. These details are reported in table 5.

Table 5: Percentage of school population reported in industry-specific VET-in-Schools programs

% of total school population in VET programs	No. of sch	% of schools
0 per cent	2	4.5
1 -10 per cent	14	31.8
11-20 per cent	14	31.8
21-30 per cent	5	11.4
31-40 per cent	4	9.0
Over 40 per cent	2	4.5
Not reported	3	6.8
	44	100.0

Almost two-thirds of the schools had either achieved or exceeded their enrolment plans for VET-in-School programs. However about a fifth had been unable to do so. These details are described in table 6.

Table 6: Planned enrolments by actual enrolments

	Frequency	Percent
Enrolments greatly exceeded number of planned enrolments	5	11.4
Enrolments just exceeded number of planned enrolments	5	11.4
Enrolments met the number of planned enrolments	19	43.2
Enrolments were just under the number of planned enrolments	7	15.9
Enrolments were well under the number planned enrolments	3	6.8
Not reported	5	11.4
	44	100

Respondents who reported actual enrolments had exceeded planned enrolments believed this was due to increase in the number of interested students and in increased student knowledge about the programs. Those who reported that actual enrolments were below planned enrolments believed these to be due to decreased student populations, lack of interested students, and lack of student knowledge of program benefits. A view was also expressed that take-up of programs depended on students interest.

Plans for development

Apprenticeships and traineeships

Respondents were asked to indicate the extent to which their institutions were to expand or downsize their part-time apprenticeship or traineeship programs. Just over half intended to slightly increase their current levels of participants. About a fifth were planning to retain their current levels (table 7). There were minimal numbers planning to introduce major expansion or major downsizing.

Table 7: Plans for expansion or downsizing of part-time apprenticeship and traineeship programs

	No. of respondents	Percentage of respondents
Introduce major expansion	4	9.1
Introduce partial expansion	23	52.3
Retain current status	10	22.7
Introduce partial downsizing	1	2.3
Introduce major downsizing		
Other	4	9.1
No current apprentices or trainees	2	4.6
	44	100.0

The most frequently reported areas for planned expansion were retail, hospitality and information technology. A total of 10 schools were planning to increase student numbers in their retail programs, 7 schools were planning to increase student numbers in hospitality programs, and 6 schools were planning to increase student numbers in information technology programs. Although vocational coordinators in schools reported few plans for downsizing industry areas, information from teachers in the same schools identified a number of areas for downsizing of programs. These details are reported in table 8.

Table 8: Areas for expansion and downsizing of part-time apprenticeships and traineeships

Expansion	Downsizing
Agriculture	Automotive
Aquaculture	Electronics
Automotive	Information Technology
Building and Construction	Retail
Community services (aged care)	Sports and Recreation
Community services (child care)	Tourism
Electronics	
Events management	
Fashion	
Geographic Information Systems	
Hair dressing	
Heavy machinery licensing	
Horse industry	
Horticulture	
Hospitality	
Information Technology	
Multimedia	
Plumbing	
Retail	
Tourism	

Other industry-specific VET-in-Schools programs

Respondents were also asked to indicate the extent to which their institutions were to expand or downsize their industry-specific programs. Just over half intended to slightly increase their current levels of participants. About a third were planning to retain their current levels (see table 1). There were no institutions planning to introduce major expansion or to downsize current programs. These details are provided in table 9.

Table 9: Plans for expansion or downsizing of industry-specific VET-in-Schools programs

	No. of respondents	Percentage of respondents
Introduce major expansion	5	11.4
Introduce partial expansion	23	52.3
Retain current status	14	31.8
Introduce partial downsizing		
Introduce major downsizing		
Other	1	2.3
No students in programs	1	2.3
	44	100.0

The most frequently reported areas for expansion of student numbers were in the information technology, hospitality, and automotive industry areas. There were a total of 9 schools planning to expand information technology (including multi-media) programs, 6 schools planning to expand hospitality programs, and five schools planning to expand automotive programs. Other programs were less frequently reported for expansion. Few industry areas were identified for downsizing. Although vocational coordinators reported that there were no plans for downsizing, information from teachers from the same schools indicated that there were plans to downsize in a small number of areas. Program areas planned for expansion and downsizing are reported in table 10.

Table 10: Areas for expansion or downsizing in industry-specific VET-in-Schools programs

Expansion	Downsizing
Agriculture	Automotive
Aquaculture	Electronics
Automotive	Information Technology (Cert 2)
Building and construction	Retail
Community Services	Sport and recreation
Electronics	
Entertainment	
Food management	
Furnishing	
Hairdressing	
Health Care	
Heavy machinery Licensing	
Horticulture	
Hospitality	
Information Technology	
Laboratory Operations	
Multimedia	
Music Industry Skills	
Retail	
Sound Engineering	
Tourism	
Viticulture	
Welding	

Program objectives

School-based part-time apprenticeship and traineeship programs

Respondents were asked to identify the main objectives of school-based part-time apprenticeship and traineeship programs. By far the most commonly reported objective (reported by just over two-thirds of respondents) for these programs was for participants to obtain employment in a field related to the studies. The opportunity to gain a VET qualification, and to participate in work and further VET studies were also identified as major program objectives by just over half of the respondents. The opportunity to continue with VET studies in a related field (reported by almost a half of respondents) and to combine employment with VET and university studies (reported by well over a third of respondents) were other major objectives. Smaller groups of respondents indicated that a major objective of these projects was to enable participants to undertake employment and university studies, or continue on to university studies in a related field. These details are provided in table 11.

Table 11: Major objectives of school-based part-time apprenticeships and traineeships

Objective	No. of responses	% of respondents	% of responses
Employment in a related field	33	67.3	22.3
Opportunity to gain a VET qualification	27	55.1	18.2
Both employment and further VET studies	26	53.1	17.6
Further VET studies in a related field	23	46.9	15.5
Employment, VET and university studies	19	38.8	12.8
Both employment and university studies	10	20.4	6.8
University studies in a related field	7	14.3	4.7
Other (please specify)	3	6.1	2.0
			100.0

There were also those who believed these programs provided motivation for students, developed transferable skills, provided relevant curriculum to meet students' needs, and developed for students a work history or reputation.

Other industry-specific VET-in-Schools programs

The most commonly reported objectives of industry-specific VET-in-Schools programs (reported by well over half of all respondents) were for participants to gain employment in a related field, continue on to further VET studies in a related field and to gain a VET qualification. Well over a third believed that such programs enabled participants to gain employment or to continue with further studies in any field. There were about a third who believed that the programs enabled participants to combine work with further VET studies in a related field, or to combine employment with further VET and university studies in a related field. These details are provided in table 12.

Table 12: Major objectives of school-based part-time apprenticeships and traineeships

Objective	No. of responses	% of respondents	% of responses
Employment in a related field	28	57.1	18.1
Further VET studies in a related field	28	57.1	18.1
Opportunity to gain a VET qualification	28	57.1	18.1
Employment and further studies in any field	20	40.8	12.9
Employment and further VET studies in a related field	18	36.7	11.6
Employment, and further VET and university studies in a related field	16	32.7	10.3
University studies in a related field	11	22.4	7.1
Other (please specify)	6	12.2	3.9
			100.0

There were also individual respondents who believed that these programs enabled students to decide whether they liked working in a specific industry area, and gave students an opportunity to gain a VET qualification and experience which would then help them to decide on a career pathway. There were also those who were of the opinion that the programs enabled participants to get a 'taste for VET', provided a relevant curriculum to meet students' needs and developed valued skills.

Effective arrangements for articulation to further studies

Respondents were asked to identify the most effective training arrangements for enabling students in school-based apprenticeship and traineeship programs and other industry-specific programs to articulate to further VET studies. They suggested a wide variety of arrangements,

some of which dealt with the formal process of articulation, and some of which referred to more general movement into further studies. Most frequently reported among these arrangements were the implementation of formal articulation and credit transfer arrangements with further training institutions, clearly defined pathways, and improved resources for training. Successful strategies included the delivery of school-based programs (during school time or out of hours) by external RTOs, or by schools working under the auspices or mentorship of external RTOs. Another effective arrangements was for schools to use the same RTO in school-based programs as would be available to students once they left school. The combination of on-the-job training combined with day or block release arrangements for off-the-job training at TAFE or other RTO was also reported to be an effective arrangement. However, there were also isolated cases of those who believed that students should have minimal interaction with external RTOs while they were still in school. Structured work placements, workplace simulation activities, and having students familiar with the training system while they were still in school were also identified as effective strategies for allowing students to move into further studies once they left school. Having students count stand-alone VET subjects towards their senior secondary certificate of education (SACE), or undertake VET studies that are embedded or integrated into normal Year 11 or 12 courses were other arrangements which were believed to help students articulate to further studies once they left school.

Effective arrangements for off-the-job training

Respondents were also asked to identify the most effective arrangements for off-the-job training for VET-in-schools programs (including part-time apprenticeships and traineeships). They identified a wide range of arrangements. However, the most frequently reported of these involved schools working in partnership with external RTOs (for example, TAFE institutes) to deliver the training. This included using TAFE resources, or purchasing training courses from TAFE. However, there were also those who believed that the off-the-job training should initially be delivered at the school because it was a familiar and safe environment for students. There were those who believed that the arrangements used for school-based apprenticeships and traineeship arrangements were the most effective, and those who believed that there should be a combination of off-and-on the job training where schools and RTOs delivered the off-the-job components and industry specialists delivered practical components. This included having students attend structured work placements in industry. However there was also a suggestion for workplace simulations to be used. Where school teachers were responsible for delivering off-the-job training they should be required to be qualified in workplace training and assessment. Suggestions were also made for conducting the off-the-job component during school holidays, or changing the school timetable so that one or two days were devoted to knowledge training. Programs that were integrated or embedded into the normal school curriculum, and stand-alone programs were both favoured as effective arrangements for delivering off-the-job training.

Student motivation for training

Respondents were asked to identify factors which motivated students to undertake VET-in-schools programs.

Industry-specific VET-in-Schools program

Just under three-quarters of respondents were of the opinion that students undertook these VET-in-Schools programs to suit their interests. There were a half who believed that the main student motivation for this program was to get a head start in full-time apprenticeship or traineeship programs. About a third believed that they undertook these programs to gain a

qualification while still at school, and just over a quarter were of the opinion that students were motivated to undertake this training in order to get some experience of work. There were no respondents that students acted on the advice of parents or teachers. Respondents also identified a combination of factors to describe student motivation. In the main students tended to be motivated to undertake studies which suited their interest and helped them gain a VET qualification while still at school, and enabled them to get a head start in full-time apprenticeship and traineeship programs. These details are provided in table 13.

Table 13: Student motivation for undertaking an industry-specific VET-in-Schools program as perceived by teachers and vocational coordinators

	No. of responses	% of respondents	% of responses
To undertake studies which suit their interests	32	69.6	37.6
To get a head start in an apprenticeship or traineeship program when they leave school	23	50.0	27.1
To gain a VET qualification while still at school	17	37.0	20.0
To get some experience of work	13	28.3	15.3
To follow the advice of parents		0.0	0.0
To follow the advice of their teachers		0.0	0.0
			100.0

Respondents were also asked to indicate what were the major objectives for students to complete these programs. The most commonly reported student objective (reported by just over three-quarters of respondents) was to get a job in the chosen field. Just over half indicated that students wanted to complete their programs so as to continue with further VET studies. About the same proportion believed students wanted to complete programs to take up full-time apprenticeships. Getting a job in any field was also frequently reported. A small group indicated that students wanted to complete programs in order to go on to university. There were also a few respondents who believed students wanted to complete their programs so that they could take time off school. Obtaining a dual qualification was reported by minimal numbers of respondents. These details are reported in table 14.

Table 14: Student motivation for program completion

Student motivation	No. of responses	% of respondents	% of responses
Get a job in their chosen field	38	77.6	31.9
Continue with further VET studies	25	51.0	20.8
Take up a full-time apprenticeship	23	46.9	19.3
Get a job in any field	16	32.7	13.4
Go on to university	8	16.3	6.7
Take time off school	4	8.2	3.4
Miscellaneous (complete secondary school certificate and VET qualifications, unsure)	5	10.2	4.2
			100.0

School-based part-time apprenticeship and traineeship program

Almost two-thirds of respondents believed that students undertook these programs so that they could get a head start in full-time apprenticeship or traineeship programs. About a quarter believed that they did so to undertake studies which suited their interest and to gain a VET qualification while still at school. Only one respondent believed students undertook these programs to follow teacher advice. No students were believed to undertake programs to follow parental advice. However there were those who believed that students were motivated by a combination of reasons generally including the opportunity to gain a VET qualification, and to get a head start in full-time apprenticeships or traineeships. These details are provided in table 15.

Table 15: Student motivation for undertaking part-time apprenticeship and traineeship program

Student motivation	No. of responses	% of respondents	% of responses
To get a head start in full-time apprenticeship or traineeship program	30	63.8	45.5
To undertake studies which suit their interests	13	27.7	19.7
To gain a VET qualification while still at school	12	25.5	18.2
To get some experience of work	10	21.3	15.2
To follow the advice of their teachers	1	2.1	1.5
To follow the advice of parents		0.0	0.0
			100.0

Why students do not continue with program

Respondents were asked to indicate reasons for why students had not continued with their programs. There were 28 (63.6%) of respondents who provided an answer to the question. Of these about half of the respondents reported that students left programs either to take up a full-time job, or because they had decided that the chosen career was not suitable for them. Just over a quarter reported that students did not continue because they would rather continue with mainstream academic programs. These details are provided in table 16.

Table 16: Reasons for students not continuing with apprenticeship and traineeship programs

	No. of responses	% of respondents	% of responses
Decide to leave school to take up a full-time job	15	53.6	32.6
Decide that this is not the career for them	14	50.0	30.4
Decide they would rather continue with mainstream academic programs	8	28.6	17.4
Decide to drop out of school altogether	3	10.7	6.5
Decide that wages will be low in this career	0	0.0	0.0
Other	6	21.4	13.0
			100.0

For some students the aprenticeship and traineeship had become too much to handle on top of their academic studies, one student had died, and another's parents had not seen the value of continuing with VET.

Other industry-specific VET-in-Schools programs

Respondents were asked to indicate the reasons for students not continuing with other industry-specific VET-in-Schools programs. There were 43 (97.7%) of respondents who provided a response to the question. Almost two-thirds indicated that students dropped out of programs because they realised that careers were not for them, almost a half because students left school to take up a full-time job. Well over a third reported that students also left programs to undertake further studies in the SACE program. There were also reports of students dropping out of programs because they had left school, and because they had realised that wages would be low if they pursued the career. Table 17 provides these details.

Table 17: Reasons for students not continuing with other VET-in-Schools programs

	No. of responses	% of respondents	% of responses
Realise that this is not the career for them	28	65.1	31.1
Decide to leave school to take up a full-time job	19	44.2	21.1
Decide they would rather continue with mainstream academic programs	16	37.2	17.8
Lack of opportunity to undertake further studies in the SACE program	9	20.9	10.0
Decide to drop out of school altogether	6	14.0	6.7
Realise that wages will be low in this career	3	7.0	3.3
Other	9	20.9	10.0
			100.0

Some students were reported to have discontinued programs for a variety of other reasons. One had discontinued because the program commitments interfered with their other school studies required for university admission. Others had discontinued either because of loss of interest, frequent absenteeism, difficulty of the course, illness, cost of the program, family commitments and because parents did not see the value of continuing with the program.

Identifying skills required by industry

Respondents were asked to describe the strategies they used to identify the skills that were required by the industries in which their students were undertaking training. By far the most frequent strategy reported by almost two-thirds of respondents was to hold discussions or consultations with industry. The second most frequently used strategy (identified by just over a third of respondents) was to identify skills from industry training packages. About a fifth of respondents relied on external RTOs (including TAFE) to help them identify these skills. Table 18 provides a breakdown of the various methods used to identify skills required by industry.

Table 18: Strategies for identifying industry skills

	No. of responses	% of respondents	% of responses
Discussions with industry and employers (including use of regional strategic plans)	26	63.4	43.3
Training packages identify skills	14	34.1	23.3
Consultations with and identification by external RTO	8	19.5	13.3
Miscellaneous ((on-job assessments, student feedback, networking with other teachers, reading, advice from education department)	7	17.1	11.7
Staff industry placements and work experience	5	12.2	8.3
			100.0

Respondents were also asked to identify the most effective way for schools to identify the competencies to be delivered in industry-specific VET in schools programs (not including part-time apprenticeships and traineeships).

The most commonly reported strategy (reported by about a third of respondents) was to employ staff with the appropriate skills, knowledge and training expertise to identify competencies required. Other strategies (reported by smaller groups) of respondents included consulting with industry and industry bodies, using competencies already identified in training packages and liaising closely with TAFE and other external RTOs. Individual respondents reported a variety of other strategies related to using generic modules for Certificate I and II

programs, increasing the role regional coordinators play in identifying competencies, and networking with other providers. Also suggested was the use of the newly developed government strategy which is focussed on ensuring that middle school students are able to tailor their learning to vocational learning opportunities and intended pathways after they leave school. In this strategy a learning plan which identifies student goals and relates these to vocational learning opportunities and intended pathways is developed for each student. Associated with the learning plan is a transition portfolio that will record the skills and abilities that students have developed in school, workplace and community activities. Table 19 provides these details.

Table 19: Most effective strategies for identifying competencies to be delivered in VET-in-schools programs

	No. of responses	% of respondents	% of responses
Have staff who have the appropriate skills and knowledge and training to identify competencies	11	32.4	32.4
Consult with industry and industry bodies regarding the skills required	7	20.6	20.6
Use competencies identified in training packages	6	17.6	17.6
Liase closely with external RTOs or TAFEs	4	11.8	11.8
Understanding of student, interests, aspirations and prior performance	3	8.8	8.8
Miscellaneous (generic modules for Cert I & II, increased input from regional coordinators, networking, learning plans and transition portfolios)	3	8.8	8.8
			100.0

About the workplace experience of apprentices and trainees

Respondents were asked to indicate the extent to which apprentices and trainees and students in other VET-in-Schools programs had developed the required industry skills associated with their programs. Well over half of the respondents with apprentices and trainees believed that these students had developed required industry skills to 'a great extent', with just under a third indicating that these skills had been developed to 'some extent'. Table 20 provides these details.

Table 20: The extent to which programs had developed required industry skills in students

	Apprentices and trainees	
Workplace experience has developed students' industry skills to a great extent	22	44.8
Workplace experience has developed students' industry skills to some extent	12	24.5
Workplace experience has developed students' industry skills to no extent	0	0.0
No responses because of no current apprentices or trainees	11	22.4
Not reported	4	8.2
	49	100.0

Almost all respondents (with part-time apprentices and trainees in school programs) who believed that the workplace experience of students was very successful (that is, 'to a great extent') in developing industry-required skills attributed this success to the training that took

place on-the-job in practical and real work situations. Those who believed that these programs were only somewhat successful in developing such skills attributed this to the fact that they could not be sure that all students developed industry-required skills to the same extent. There was also a view that that students did not spend enough time in workplaces to develop such skills, and that it all depended on the work ethic of the students and employers in putting in the time and effort to develop such skills.

About the workplace experience of other VET-in-Schools students

Respondents with students in other industry-specific VET-in-schools programs were more evenly divided between those who believed that the workplace experience of students in these programs had developed required industry skills to 'a great extent', and those who were of the opinion that this had only occurred 'to some extent'. Table 21 provides these details.

Table 21: The extent to which programs had developed required industry skills in students

	Students in VET-in-Schools programs	
Workplace experience has developed students' industry skills to a great extent	22	44.9
Workplace experience has developed students' industry skills to some extent	24	49.0
Workplace experience has developed students' industry skills to no extent	0	0.0
Not reported	3	6.1
	49	100.0

Respondents who believed that the workplace experience of students in these VET-in-Schools programs were very successful ('to a great extent') in developing industry-required skills most frequently attributed this to the practical skills training students acquired in real work situations during work-placements. There were also individual respondents who believed that programs were successful in developing industry-required skills because students enjoyed the experience in the workplace, and because the programs enabled students to decide whether they wanted to pursue a is career in the field. Programs were also felt to be successful because they enhanced student motivation, provided a less intense exposure to a range of industry skills, or because they enabled different students to focus on skills which matched their interests. They were also felt to be successful because workplace supervisors and lecturers from RTOs were experienced in their fields and had an understanding of competency-based training and assessment.

Those who believed that the programs were only somewhat successful in developing such skills attributed this to a variety of different factors. These included variability in the quality of training available in different workplaces, limited amount of time spent by students in workplaces, lack of facilities in schools to simulate workplaces, and limited availability of placements (especially in information technology areas). There was also a view that the types of activities in which students were engaged at work did not provide enough challenge and kept them within their comfort zones.

Development of industry-specific competencies for VET-in-Schools students

Respondents were asked whether they found it easy to ensure that students who were not in apprenticeships or traineeships acquired real life or practical experience in industry specific competencies. Just over half (51%) of the respondents replied that this had been easy for them to do. These respondents were also asked to identify the strategies they used to ensure that

students acquired this practical experience. The majority (almost half) reported that students acquired this in simulated work environments at school in combination with industry workplaces. About a third indicated that students acquired this practical experience solely in industry workplaces. Only one respondent reported that a simulated work environment at school was used as a sole strategy for the acquisition of these competencies. Table 22 provides a breakdown of this information.

Table 22: Strategies used to ensure practical experience for students

	No. of respondents	% of respondents
Students acquire this experience both in a simulated workplace or environment at school and in industry workplaces	15	60
Students acquire this experience in industry workplaces	9	36.0
Students acquire this experience in a simulated workplace or environment at school	1	4.0
	25	100.0

Well over a third (38.8%) of respondents had found it difficult to ensure that non-apprentices and trainees were able to acquire real-life or practical experience in industry-specific competencies. They were asked to identify the reasons for this difficulty. The lack of available workplaces for students to acquire this practical experiences was identified by well over four-fifths of these respondents. Well over two-thirds of these respondents identified insufficient time allocated for practical experience in the program. Just over a half of this group believed that they had found it difficult to ensure that students acquired sufficient practical experience because of the lack of teachers with expert knowledge in the field. Just under half indicated that difficulties were due to the lack of funds to purchase equipment and material for students to practise skills. Other reasons identified by individual respondents included insufficient time given for staff to supervise practical experience, remoteness, distance to training college, limited amount of time given by employers, and lack of suitable workplacements. A breakdown of these details appears in table 23.

Table 23: Reasons for difficulties in ensuring practical experience for students

Barriers	No of responses	% of respondents	% of responses
Lack of available workplaces in area	16	84.2	30.2
Lack of sufficient time allocated for practical experience in the program	13	68.4	24.5
Lack of teachers with expert knowledge in field	10	52.6	18.9
Lack of funds to purchase equipment and material for student to practise skills	9	47.4	17.0
Other (please specify)	5	26.3	9.4
			100.0

Major barriers to skills development

Respondents were asked to indicate what were the major obstacles to ensuring that apprentices and trainees and other VET-in-Schools students acquired sufficient skills and knowledge during their workplacements. For both groups the most frequently identified obstacle was the lack of time for school teachers to visit workplaces in order to monitor student progress. The second most frequently cited obstacle for both groups was lack of time for workplace supervisors to attend to students. The third most frequently cited obstacle for apprentices and trainees was conflicting school timetabling arrangements. For other VET-in-Schools students it was lack of variety in workplace tasks. Conflicting school timetabling arrangements were also

frequently reported obstacles for other VET-in-Schools students. These reasons are detailed in table 24.

Table 24: Reasons for difficulties in ensuring sufficient skill and knowledge development during workplacements

	Apprentices and trainees		Students in other VET programs	
	No. of responses	% of responses	No. of responses	% of responses
Lack of time for school teachers to monitor progress of students in workplaces	26	24.3	35	24.3
Lack of time for workplace supervisors to attend to students	25	23.4	29	20.1
Conflicting school timetabling arrangements	20	18.7	24	16.7
Lack of structured training in workplaces	19	17.8	23	16.0
Lack of variety in workplace tasks	15	14.0	28	19.4
Miscellaneous (lack of money, time, workplaces, and training)	2	1.9	5	3.5
		100.0		100.0

Developing generic competencies

Respondents were asked to indicate the extent to which they believed VET-in-Schools programs (including school-based apprenticeships and traineeships) developed a variety of generic skills and abilities. The great majority (about three-quarters) of respondents indicated that programs demonstrated above average performance in developing students' abilities to work in teams, and plan and organise tasks. Just under two-thirds indicated that programs demonstrated above average performance in developing students' negotiation and decision making skills, and just over half indicate the same for developing students' basic computer skills. However, the majority (just over half) of respondents reported that programs exhibited average performance in developing students abilities in analysing information, and applying creative problem solving strategies. Very few or no respondents were prepared to provide a below average rating for any of these skill areas. Table 25 provides these details.

Table 25: Ratings of program performance in developing generic skills in students

	Well above average	Above average	Average	Below average	Not reported	Total
Ability to use basic computer skills	22.4	34.7	34.7	2.0	6.1	100.0
Ability to analyse information.	2.0	32.7	55.1*	4.1	6.1	100.0
Ability to apply creative problem solving strategies.	2.0	38.8	51.0*	2.0	6.1	100.0
Ability to plan and organise tasks.	8.2	63.3	22.4		6.1	100.0
Ability to negotiate and make decisions.	12.2	49.0	32.7		6.1	100.0
Ability to work in teams.	20.4	57.1	14.3	2.0	6.1	100.0

Respondents were also asked to indicate the extent to which they believed VET-in-Schools programs (including school-based apprenticeships and traineeships) developed students' abilities to apply practical skills in their specialist areas, and aspirations to enter challenging careers. The great majority of respondents (just over three-quarters) rated programs as above average in developing students' abilities to apply practical skills in their specialist areas. Respondents were evenly divided between those who rated programs were at above average and average levels in developing students' aspirations to enter challenging careers. Table 26 provides these details.

Table 26: Ratings of performance of VET-in-Schools programs in develop students' practical skills and career aspirations

	Well above average	Above average	Average	Below average	Not reported	Total
Ability to apply practical skills in their specialist areas	10.2	65.3	18.4		6.1	100.0
Aspirations to enter challenging careers.	10.2	32.7	38.8	12.2	6.1	100.0

The great majority of respondents believed that these programs performed at above average levels in providing opportunities for students to gain employment in any field, and a job related to their particular field of study. Minimal numbers of respondents provided a below average rating of performance in these areas. Table 27 provides these details.

Table 27 Ratings of program performance in providing opportunities for students to get jobs when they leave school

	Well above average	Above average	Average	Below average	Not reported	Total
Opportunities for getting a job when they leave school.	22.4	44.9	24.5	2	6.1	100.0
Opportunities for gaining a job related to their field of study when they leave school	18.4	55.1	18.4	2	6.1	100.0

Government assistance for programs

Respondents were asked to indicate how extra resources from governments could assist them to deliver their programs. The overwhelming majority (between 75% and 96%) of respondents believed that VET-in-Schools programs would be improved by increased government assistance in a variety of areas. It was required for improving the provision of information on the skill needs of industry, developing formal articulation pathways between school and post-secondary institutions, and providing opportunities for professional development for VET teachers and coordinators. Increased government funding was required for the purchase of required materials and equipment and facilities to be used by schools or clusters of schools, and for hiring workers to help school VET coordinators with assistance in administration and in finding work placements in industry for students. Table 28 provides a breakdown of details.

Table 28: The provision of government funding and assistance for VET-in-Schools programs

	Strongly agree	Agree	No feelings one way or the other	Disagree	Not reported	Total
Information on the skill needs of industry.	40.8	42.9	10.2	2.0	4.1	100.0
Professional development opportunities for VET-in-schools teachers and coordinators.	59.2	30.6	4.1	2.0	4.1	100.0
Increased funding for the purchase of materials and equipment required by the school to deliver the programs.	73.5	14.3	6.1	2.0	4.1	100.0
Increased funding for equipment and facilities that can be used by clusters of schools to deliver the training.	75.5	14.3	4.1	2.0	4.1	100.0
Assistance to schools in establishing formal articulation pathways between school and post-secondary institutions.	46.9	28.6	20.4		4.1	100.0
Funding for assistance to VET-in-schools coordinators for administrative activities and finding work placements or jobs for students.	75.5	20.4			4.1	100.0

About industry initiatives

The majority of respondents believed that industry could improve the effectiveness of VET-in-Schools programs by providing more support to schools and to students. This included more work placement opportunities for students during their training programs, full-time jobs for part-time apprentices and trainees to move into on completion of their school programs, paying school-based part-time apprentices and trainees increased wages, and providing more structured time for workplace supervisors to work closely with students. Table 29 provides a breakdown of these details.

Table 29: Suggested for industry initiatives for improving effectiveness of VET-in-Schools programs

	Strongly agree	Agree	No feelings one way or the other	Disagree	Not reported	Total
Provide more work placement opportunities for students.	55.1	32.7	6.1	2.0	4.1	100.0
Provide full-time jobs for part-time apprentices and trainees on completion of school studies.	40.8	42.9	10.2		6.1	100.0
Pay part-time apprentices and trainees increased wages.	24.5	30.6	32.7	6.1	6.1	100.0
Provide more structured time for workplace supervisors to work closely with students.	49.0	38.8	4.1	2.0	6.1	100.0

Perceived benefits

Part-time apprentices and trainees

A variety of benefits were identified for students undertaking apprenticeship and traineeship programs while still in school. The most frequently identified groups of benefits (reported by well over a third of respondents) dealt with opportunities for students to gain dual qualifications, or gain industry-specific skills and experience while completing the senior secondary school certificate (SACE), or secondary school studies. The next most frequently identified group of benefits (reported by just over a third of respondents) dealt with the opportunities that programs provided for students to become more employable and acquire a headstart in their chosen careers. The programs were also seen to enhance and fulfill student motivation and interest (reported by just over a quarter of respondents) and to maintain the engagement in school of non-academic students (also reported by just over a quarter of respondents). Less frequently reported benefits concerned the acquisition of relevant skills and knowledge and the development of personal skills and attributes (including organisational skills, sense of responsibility, confidence, maturity, sense of purpose). Learning in an adult atmosphere and having parents being supportive of the program were also identified program benefits. Table 30 provides a breakdown of the frequency with which different benefits were identified.

Table 30: Benefits for students undertaking part-time apprenticeship and traineeship while still at school

	No. of responses	% of respondents	% of responses
Gaining industry skills and knowledge and dual qualifications	13	37.1	17.1
Providing relevant industry-learning while still at school	13	37.1	17.1
Gaining a head start in chosen career and employment	12	34.2	15.8
Enabling non-academic students to experience a sense of purpose or success	12	34.2	15.8
Enhancing student motivation and interest in school and work	10	28.5	13.2
Developing personal skills and attributes	7	20	9.2
Providing paid employment while still in school	7	20	9.2
Miscellaneous (parent support, learning in adult atmosphere)	2	5.7	2.6
			100.0

Students in other industry-specific VET programs

Respondents identified a wide variety of benefits derived by students in industry-specific VET-in-Schools programs (not including part-time apprenticeships and traineeships). The most frequently reported groups of benefits (reported by almost a half of respondents) comprised the development of practical employment-related skills and knowledge. The next most frequently reported group of benefits (reported by just under a thirdof respondents) concerned the increased motivation, sense of purpose and interest students had in learning. The development of personal and interpersonal skills and attributes (including a sense of ownership, confidence, responsibility, work ethic, and life, organisational, communication, team and time management skills and initiative) were reported as benefits by just under a quarter of respondents. They represented the third most frequently reported group of benefits. Also frequently reported as benefits were the exploring and making of career choices,

the acquisition of a headstart to careers and further training, and improved chances for employment. There were also a number of less frequently reported benefits dealing with dual qualifications, adult learning environments, school retention, expansion of programs, the availability of different forms of assessment and increased application to school studies by non-academic students. A breakdown of this information appears in table 31.

Table 31: Perceived benefits for students undertaking other VET-in-Schools programs

	No. of responses	% of respondents	% of responses
Practical and relevant employment-related skills and knowledge anchored in real experience	22	59.4	31.4
Increased interest, motivation and sense of purpose in learning	11	29.7	15.7
Personal and interpersonal skills and attributes	9	24.3	12.9
Exploration of career choice and head-start to careers and training pathways	9	24.3	12.9
Heightened employability	6	16.2	8.6
Miscellaneous (eg SACE accreditation, dual qualifications, different forms of assessment, expansion of school programs, school retention, increased application to school studies, adult environment, caters for non academic students)	13	35.1	18.6
			100.0

Perceived problems

Part-time apprentices and trainees

The problem most frequently identified by respondents for apprentices and trainees concerned the difficulties in balancing work, TAFE and school commitments. This was reported by just under half of the respondents. Lack of flexibility in school timetables was the second most frequently identified problem (reported by just under a third of respondents). Transport and distance to training and work, and lack of support for programs from school teachers and administrators were also reported as problems by smaller groups of respondents. In addition, about two-fifths of the group identified a wide variety of individual problems. These included lack of relevant work placements, narrowing of further educational options if students choose a specific vocational pathway too early in their schooling, attendance problems, loss of school holidays in cases where work was to be done during these times, difficulties of communication with RTOs and service providers, lack of community understanding of the programs, and the casual nature of the work involved. Table 32 provides this information.

Table 32: Problems perceived for students in apprenticeships and traineeships

	No. of responses	% of respondents	% of responses
Balancing work with school studies and TAFE program	17	45.9	30.9
Lack of flexibility in timetabling school program	11	29.7	20.0
Transport and distance to training and work	8	18.9	14.5
Lack of support from school teachers and administration	4	10.8	7.3
Miscellaneous (Lack of relevant ,workplacements, reduction of options if choose pathway too early, attendance problems, narrow education, loss of holidays, unrealistic employer demands, costs, prescriptive learning materials, communication with RTO and service providers, lack of understanding in the community, casual nature of work)	15	40.5	27.3
			100.0

Other industry-specific VET programs

Problems of balancing work, school studies and TAFE programs were also the most frequently reported problems for students who were undertaking other industry-specific VET programs (reported by just under half of the respondents). This was followed by problems regarding lack of flexibility in the school timetable. Also reported as problems by smaller groups of respondents were difficulties concerning transport and distance to TAFE colleges, and locating sufficient and adequate work placements for students. A wide variety of other problems were also identified. These included the difficulties encountered by students in remaining focussed on their programs, and lack of access to appropriate information. It also included lack of preparation time for teachers, lack of support from workplace supervisors, extra time commitments required by teachers whose students may be working during school holidays, and teacher resistance to VET pathways. Respondents also reported as problems student uncertainty of career paths, inadequate amount of time available for training delivery, and poor time management skills in students. Table 33. provides this information.

Table 33: Problems perceived for students in other VET-in-Schools programs

	No. of responses	% of respondents	% of all responses
Balancing school studies with work and TAFE program	16	48.5	31.4
Lack of flexibility in school timetable	9	27.2	17.6
Transport and distance to TAFE	6	18.2	11.8
Locating appropriate workplacements for students	7	21.2	13.7
Miscellaneous (students remaining focussed on remainder of program, student access to appropriate information, lack of preparation time for teachers, students not sure of career paths, lack of support from supervisors, extra duties for teachers, teacher resistance to VET, extra time required to conduct program, poor time management skills)	13	39.4	25.5
			100.0

Suggestions for improvement

Part-time apprenticeship and traineeship programs

Respondents were asked to indicate the changes that they would make to improve current arrangements for apprenticeship and traineeship programs. A variety of suggestions were made for improving these programs. The most commonly reported suggestions (reported by just over 40% of respondents) related to improving the flexibility of the timetable. Also frequently reported were suggestions for improving the funding and staffing of programs. It was also felt by smaller groups of respondents that programs would benefit from increased commitment from employers, and support for both staff and students. In particular it was felt that teachers needed extra time to organise and deliver programs and better access to expertise, and students required constant access to counselling services, increased wages, and individual tuition and mentoring.

Individuals also made a variety of miscellaneous suggestions for improvement. These included continuing local school clusters, and improving program promotional activities, involvement in programs of RTOs, provision to schools of regional statistics on industry requirements, school organisational structures, and general flexibility of all parties involved in the programs. It was also suggested that such programs should only be introduced at year 11. Table 34 provides these details.

Table 34: Suggestions for improving apprenticeship and traineeship programs

	No. of responses	% of respondents	% of responses
Improve timetable flexibility	12	41.4	25.5
Increase funding and staffing of programs	11	37.9	23.9
Increase the amount of time and expertise available to staff to organise and to deliver programs	7	24.1	14.8
Increase employer support for programs	4	13.8	8.5
Increase counselling, individual tutoring and wages for students	3	10.3	6.4
Miscellaneous (continue local clusters, expand the program into other industries, improve delivery in rural areas, increase promotion of programs, improve training organisation involvement, provide statistics on a regional needs, review school structure, improve flexibility of all parties in the program, introduce programs only at year 11)	10	34.5	21.3
			100.0

Other industry-specific VET-in-Schools programs

A variety of suggestions were made for the improvement of other industry-specific VET-in-Schools programs. The most commonly reported group of benefits (reported by almost half of the respondents) related to increasing resources available to staff and workplace supervisors in terms of increased staffing levels and time for staff to coordinate programs and establish useful linkages with industry. There were also suggestions for increased training and staff development opportunities for teachers and workplace supervisors.

The second most frequently reported group of benefits (reported by just under a quarter of respondents) related to expanding opportunities for students to participate in programs through broader course offerings (especially in country areas), setting up facilities that could be accessed by school clusters, sharing program costs, and improved funding.

Also frequently reported were suggestions for schools to organise program arrangements to enable students to effectively participate in VET programs. This included arranging timetables to be flexible so that VET commitments could be integrated with other school commitments, and rotating work placement days so that students did not miss the same lessons each week. It also included introducing a four and a half day timetable to enable VET students to undertake work placements on the free half day, and introducing the concept of block training.

Increased support for students was also suggested by another group of respondents. This included suggestions for extra assistance to be provided to students in terms of increased access to information about the programs, the establishment of a pastoral care group for students training in the same industry sector, and the following up of workplacement experiences.

There were also suggestions for improving the general VET program by increasing the number of visits to schools made by regional coordinators, providing schools with data on regional requirements, providing more support from other institutions involved in the program, and applying creative problem-solving strategies.

Suggestions were also made to reduce the cost of training packages, encourage all senior secondary students to undertake VET so that they can get out into the wider community, and provide recognition for the skills and knowledge of school teachers. Table 35 provides these details.

Table 35: Suggestions for improving other industry-specific VET-in-schools programs

	No. of responses	% of respondents	% of responses
Increase time and expertise available to staff for program delivery	13	44.8	34.2
Improve availability and type of course offerings for students	7	24.1	18.4
Provide extra support for students	5	17.2	13.2
Improve school timetabling arrangements	6	20.7	15.8
Improve general program	4	13.8	10.5
Miscellaneous (reduce costs of training packages, encourage all senior secondary students to experience VET, provide recognition for school teachers' skills and knowledge)	3	10.3	7.9
			100.0

Surveys and questionnaires

NCVER
NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD
A.C.N. 007 967 311

Questionnaire Survey of VET coordinators and teachers of vocational education and training programs (VET) in secondary schools.

The National Centre for Vocational Education Research (NCVER) is conducting a joint project with the Korea Research Institute of Vocational Education and Training (KRIVET) on a project looking at school to work transition in the two countries. Australian researchers are seeking information on the effectiveness of VET programs from teachers and coordinators of VET-in-schools programs (including school-based apprenticeships and traineeships) and lecturers and trainers in post-compulsory institutions. Korean researchers will be also be collecting information from teachers in schools and lecturers in post-secondary institutions in Korea.

This questionnaire asks you to provide details about yourself, the VET-in-schools programs in your school and the students who undertake such programs. It also asks you to identify benefits and limitations of these VET-in-Schools programs and to make suggestions for improvement.

Your input is very important to the study and the information provided by you in this survey will help us to understand how best to structure VET-in-schools programs to enable students to make a successful transition to the world of work.

Your responses are of course confidential so do not be afraid to be honest in your answers. I have provided a reply-paid envelope that can be used to seal your completed questionnaires so that they are truly confidential. NCVER complies with the Privacy Act 1998 and National Privacy Principles. For further information on this issue see our website www.ncver.edu.au.

We would be very grateful if you would complete this questionnaire and return it to us in the reply-paid envelope as soon as possible or at the latest by November 24, 2002.

Should you have any other queries about the study, please feel free to call me, Dr Josie Misko, on (08) 8333 8647.

Yours sincerely

Josie Misko
National Centre for Vocational Education Research
Should you misplace your reply-paid envelope please send the completed questionnaire to:
Reply Paid 5 (attention Josie Misko)
National Centre for Vocational Education Research
PO Box 115
Kensington Park SA 5068
(no stamp required)

SURVEY OF VET TEACHERS AND COORDINATORS IN SECONDARY SCHOOLS

SECTION A: About you

Q1. What is your role in the VET-in-schools program at your school (*please tick one only*)

- Teacher of industry-specific program ☐
- Vocational Coordinator ☐
- Regional Coordinator ☐
- Other (*please specify*) ☐

Q2. What is your gender? *(please tick one only)*

- Male ☐
- Female ☐

SECTION B: About your school

Q3. Where is your school located? (*please tick one only*)

- Metropolitan area ☐
- Country town ☐

Q4. To which sector does your school belong?

- Public school sector ☐
- Private school sector ☐

Q5. What is the total secondary school student population of your school? (*please specify total number of students*)

SECTION B: About VET participation at your school

Q6. How many of the students in your school are undertaking a part-time school-based apprenticeship or traineeship program? (*please specify total number of students*)

Q7. How many students in your school are undertaking a VET-in-schools program which is not a part-time apprenticeship or traineeship? (*please specify total number of students*)

Q8. How many part-time school apprenticeship or traineeship places had you planned to cater for in 2002? (*please specify total number of students*)

Q9. How many other industry-specific VET program places had you planned to cater for in 2002? (*please specify total number of students*)

Q10. To what extent did the number of students who did eventually take up a part-time apprenticeship or traineeship meet your plans or 'quota' of places?

- Numbers greatly exceeded the quota ☐
- Numbers just exceeded planned quota ☐
- Numbers met the quota ☐
- Numbers were just under the quota ☐
- Numbers were well under the quota ☐

Q11. To what extent did the number of students who did eventually take up an industry-specific VET program (which was not a part-time apprenticeship or traineeship) meet your plans or 'quota' of places?

- Numbers greatly exceeded the quota ☐
- Numbers just exceeded planned quota ☐
- Numbers met the quota ☐
- Numbers were just under the quota ☐
- Numbers were well under the quota ☐

Q12. If you exceeded your planned 'quota' of places for part-time apprenticeships or traineeships what do you think are the major reasons for students taking up the number of available places this year? (*please tick as many as apply*)

- Increase in total student population ☐
- Increase in number of interested students ☐
- Increased student knowledge of program benefits ☐
- Other (*please specify*) ☐

Q13. If you exceeded your planned 'quota' of places for places in industry-specific VET programs (which are not part-time apprenticeships or traineeships) what do you think are the major reasons for students taking up the number of available places this year? (*please tick as many as apply*)

- Increase in total student population ☐
- Increase in number of interested students ☐
- Increased student knowledge of program benefits ☐
- Other (*please specify*) ☐

Q14. If you had difficulties meeting your planned 'quota' of places for part-time apprenticeships or traineeships what do you think are the major reasons for students not taking up the number of available places this year? (*please tick as many as apply*)

- Decrease in total student population ☐
- Decrease in number of interested students ☐
- Lack of student knowledge of program benefits ☐
- Other (*please specify*) ☐

Q15. If you had difficulties meeting your planned 'quota' of places for industry-specific VET programs (which are not part-time apprenticeship or traineeships) what do you think are the major reasons for students not taking up the number of available places this year? (*please tick as many as apply*)

- Decrease in total student population ☐
- Decrease in number of interested students ☐
- Lack of student knowledge of program benefits ☐
- Other (*please specify*) ☐

Q16. What are your school's plans for its part-time apprenticeship or traineeship programs? (*please tick <u>one only</u>*)

- Introduce major expansion ☐
- Introduce partial expansion ☐
- Retain current status ☐
- Introduce partial downsizing ☐
- Introduce major downsizing ☐
- Other (*please specify*) ☐

Q17. What are your school's plans for its other industry-specific programs? (*please tick one only*)

- Introduce major expansion ☐
- Introduce partial expansion ☐
- Retain current status ☐
- Introduce partial downsizing ☐
- Introduce major downsizing ☐
- Other (*please specify*) ☐

Q18. Name the industry areas in which your school has plans for expansion or downsizing of its part-time apprenticeship or traineeship programs? (*please specify)*

Expansion

Downsizing

Q19. Name the industry areas in which your school has plans for expansion or downsizing of industry-specific VETprograms? (*please specify*)

Expansion

Downsizing

SECTION B: About the objectives of VET-in-school programs

Q20. What do you think should be the main objective for school-based part-time apprenticeship or traineeship programs? (*please tick as many as apply*)

School-based part-time apprenticeship and traineeship programs should prepare students for:

- Employment in a related field ☐
- University studies in a related field ☐
- Further VET studies in a related field ☐
- Both employment and university studies ☐
- Both employment and further VET studies ☐
- Employment, VET and university studies ☐
- Opportunity to gain a VET qualification ☐
- Other *(please specify)* ☐

Q21. What do you think should be the main objective of other industry-specific VET programs? (*please tick as many as apply*)

Industry-specific VET-in-schools programs (which are not part-time apprenticeships or traineeships) should prepare students for:

- Employment in a related field ☐
- Further VET studies in a related field ☐
- University studies in a related field ☐
- Employment and further VET studies in a related field ☐
- Employment, and further VET and university studies in a related field ☐
- Employment and further studies in any field ☐
- Opportunity to gain a VET qualification ☐
- Other *(please specify)* ☐

Q22. What in your opinion are the most effective training arrangements for enabling students in VET-in-schools (including part-time apprenticeship and traineeship programs) to articulate to further VET studies?

Q23. What in your opinion are the most effective off-the-job training arrangements for VET-in-schools programs (including part-time apprenticeships and traineeships)?

Q24. What do you think is the major motive for students to undertake other industry specific VET-in-schools programs (not including part-time apprenticeships or traineeships*?) (please tick <u>one only</u>*).

- To undertake studies which suit their interests ☐
- To gain a VET qualification while still at school ☐
- To get some experience of work ☐
- To follow the advice of parents ☐
- To follow the advice of their teachers ☐
- To get a head start for an apprenticeship or traineeship program when they leave school ☐
- Other (*please specify*) ☐

Q25. What do you think is the major motive for students to undertake a part-time apprenticeship or traineeship program while still at school*? (please tick one only*).

- To undertake studies which suit their interests ☐
- To gain a VET qualification while still at school ☐
- To get some experience of work ☐
- To follow the advice of parents ☐
- To follow the advice of their teachers ☐
- To get a head start in full-time apprenticeship or traineeship program ☐
- Other (*please specify*) ☐

Q26. So far, what percentage of school-based part-time apprentices or trainees at your school have not continued with the program? (*please specify percentage*)

Q27. What are the major reasons for these school-based part-time apprentices and trainees deciding not to continue with these programs? (*please tick as many as apply*)

- Decide that this is not the career for them ☐
- Decide that wages will be low in this career ☐
- Decide they would rather continue with mainstream academic programs ☐
- Decide to leave school to take up a full-time job ☐
- Decide to drop out of school altogether ☐
- Other (*please specify*) ☐

Q28. What are the major reasons for students in VET-in-schools programs (which are not apprenticeships or traineeships) deciding not to continue with these programs? (*please tick as many as apply*)

- Realise that this is not the career for them ☐
- Realise that wages will be low in this career ☐
- Decide they would rather continue with mainstream academic programs ☐
- Decide to leave school to take up a full-time job ☐
- Decide to drop out of school altogether ☐
- Lack of opportunity to undertake further studies in the SACE program ☐
- Other (*please specify*) ☐

SECTION C: About the identification and development of skills

Q29. How do you identify the skills that are required by industries in which students at your schools are undertaking training? (*please specify*)

Q30. Do you find it easy to ensure that students who are not in apprenticeship or traineeship programs acquire real-life or practical experience in industry-specific competencies? *(please tick <u>one only</u>)*

- Yes ☐
- No ☐

Q31. If you answered YES to q.30 please indicate how you ensure that these students are able to get real-life or practical experience in industry-specific competencies? (*please tick <u>one only</u>*)

- Students acquire this experience in industry workplaces ☐
- Students acquire this experience in a simulated workplace or environment at school ☐
- Students acquire this experience both in a simulated workplace or environment at school and in industry workplaces ☐
- Other *(please specify)* ☐

Q32. If you answered NO to q.30 please indicate the reasons for this? (*please tick as many as apply*)

- Lack of funds to purchase equipment and material for student to practise skills ☐
- Lack of available workplaces in area ☐
- Lack of teachers with expert knowledge in field ☐
- Lack of sufficient time allocated for practical experience in the program ☐
- Other *(please specify)* ☐

Q33. What are the major objectives of students (who are not in apprenticeship or traineeship programs) to complete their VET-in-schools program? (*please tick as many as apply*)

- Get a job in their chosen field ☐
- Get a job in any field ☐
- Take up a full-time apprenticeship ☐
- Continue with further VET studies ☐
- Take time off school ☐
- Go on to university ☐
- Other *(please specify)* ☐

Q34. What do you think is the most effective way for schools to identify the competencies that will be delivered in an industry-specific VET-in-schools program that does not include a part-time apprenticeship or traineeship program)?

SECTION D: About the workplace experience of students

Q35. To what extent has the workplace experience of the majority of students in your school-based part-time apprenticeship or traineeship programs helped them to develop required industry skills? (*please tick one only*)

- To a great extent ☐
- To some extent ☐
- To no extent ☐

Q36. Please give reasons for your answer in Q35

Q37. To what extent has the workplace experience of the majority of students in your industry-specific VET-in-schools programs (which are not apprenticeships or traineeships) helped them to develop required industry skills? (*please tick one only*)

- To a great extent ☐
- To some extent ☐
- To no extent ☐

Q38. Please give reasons for your answer in Q37

Q39. What are the major obstacles to ensuring that students in school-based part-time apprenticeships or traineeships acquire sufficient skills and knowledge during their work placements? *(please tick as many as apply)*

- Lack of structured training in workplaces ☐
- Lack of time for workplace supervisors to attend to students ☐
- Lack of time for school teachers to monitor progress of students in workplaces ☐
- Lack of variety in workplace tasks ☐
- Conflicting school time-tabling arrangements ☐
- Other *(please specify)* ☐

Q40. What are the major obstacles to ensuring that students in other industry-specific VET-in-schools programs acquire sufficient skills and knowledge during their work placements? *(please tick as many as apply)*

- Lack of structured training in workplaces ☐
- Lack of time for workplace supervisors to attend to students ☐
- Lack of time for school teachers to monitor progress of students in workplaces ☐
- Lack of variety in workplace tasks for students ☐
- Conflicting school time-tabling arrangements ☐
- Other *(please specify)* ☐

SECTION E: About skills and attributes developed by students in VET-in-schools programs (including part-time apprenticeships and traineeships)

Q41. Please rate the extent to which VET-in-schools programs have been able to develop the skills and attributes of the majority students in such programs at your school (including those in part-time apprenticeships and traineeships). Use the following scale:

Scale				
Well above average	**Above average**	**Average**	**Below average**	**Well below average**
5	**4**	**3**	**2**	**1**

Circle one number only for each statement

a. **Ability to apply practical skills in their specialist areas**

5	***4***	***3***	***2***	***1***

b. **Ability to use basic computer skills**

5	***4***	***3***	***2***	***1***

c. Ability to analyse information.

5	***4***	***3***	***2***	***1***

d. **Ability to apply creative problem solving strategies.**

5	***4***	***3***	***2***	***1***

e. **Ability to plan and organise tasks.**

5	***4***	***3***	***2***	***1***

f. **Ability to negotiate and make decisions.**

5	***4***	***3***	***2***	***1***

g. **Ability to work in teams.**

5	***4***	***3***	***2***	***1***

h. Aspirations to enter challenging careers.

5	***4***	***3***	***2***	***1***

i. Opportunities for getting a job when they leave school.

5	4	3	2	1

j. Opportunities for gaining a job related to their field of study when they leave school,

5	4	3	2	1

Section F: About your needs for extra assistance

Q42. To what extent do you agree that government agencies could help to improve VET-in-schools programs (including part-time apprenticeships or traineeships) by providing the following assistance? Use the following scale.

Scale				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Circle one number only for each statement

a. Information on the skill needs of industry.

5	4	3	2	1

b. Professional development opportunities for VET-in-schools teachers and coordinators.

5	4	3	2	1

c. Increased funding for the purchase of materials and equipment required by the school to deliver the programs.

5	4	3	2	1

d. Increased funding for equipment and facilities that can be used by clusters of schools to deliver the training.

5	4	3	2	1

e. Assistance to schools in establishing formal articulation pathways between school and post-secondary institutions.

5	4	3	2	1

f. Funding for assistance to VET-in-schools coordinators for administrative activities and finding work placements or jobs for students.

5	4	3	2	1

SECTION E: About industry initiatives

Q43. Please indicate the extent to which you agree that industry could implement the following strategies to improve the effectiveness of VET-in-schools programs for students. Use the scale below.

Scale				
Strongly agree	Agree	No feelings one way or other	Disagree	Strongly disagree
5	4	3	2	1

Circle one number only for each statement

a. Provide more work placement opportunities for students.

5	4	3	2	1

b. Provide full-time jobs for part-time apprentices and trainees on completion of school studies.

5	4	3	2	1

c. Pay part-time apprentices and trainees increased wages.

5	4	3	2	1

d. Provide more structured time for workplace supervisors to work closely with students.

5	4	3	2	1

SECTION H: About the benefits and limitations of VET-in-schools programs

Q44. What do you think are the major benefits for students undertaking a part-time apprenticeship or traineeship while still at school? *(please specify*)

Q45. What do you think are the major benefits for students undertaking other industry-specific VET programs while still at school? *(please specify)*

Q46. What do you think are the major problems experienced by students undertaking a part-time apprenticeship or traineeship while still at school? *(please specify*)

Q47. What do you think are the major problems for students undertaking other industry-specific VET programs while still at school? *(please specify)*

Q48. What major changes would you introduce to improve arrangements for students to undertake part-time apprenticeships and traineeships while still at school? *(please specify)*

Q49. What major changes would you introduce to improve arrangements for students to undertake other industry-specific programs while still at school? *(please specify)*

Q50. Any other comments? *(please specify)*

Thank you for your co-operation

Responses to this questionnaire are confidential. However, if you would like to provide us with further clarification should we require it, we would appreciate it if you could provide us with the following details

Your name
……

Phone number:
……

Please place the completed questionnaire in the self-addressed reply-paid envelope provided. If you have misplaced the envelope please address an envelope and mail it to:
Reply Paid 5 (Attention Josie Misko)
National Centre for Vocational Education Research
PO Box 115 Kensington Park
South Australia 5068
(no stamp required)

NCVER
NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD
A.C.N. 007 967 311

Questionnaire Survey of lecturers involved in apprenticeship or traineeship training in registered training organisations (RTOs).

The National Centre for Vocational Education Research (NCVER) is conducting a joint project with the Korea Research Institute of Vocational Education and Training (KRIVET) on a project looking at school to work transition in the two countries. Australian researchers are seeking information on the effectiveness of VET programs from teachers and coordinators of VET-in-schools programs (including school-based apprenticeships and traineeships) and lecturers and trainers in post-compulsory institutions. Korean researchers will be also be collecting information from teachers in schools and lecturers in post-secondary institutions in Korea.

This questionnaire asks you to provide details about yourself, the programs you deliver and the students who undertake such programs. It also asks you to identify benefits and limitations of these programs and to make suggestions for improvement.

Your input is very important to the study and the information provided by you in this survey will help us to understand how best to structure VET-in-schools programs to enable students to make a successful transition to the world of work.

Your responses are of course confidential so do not be afraid to be honest in your answers. I have provided a reply-paid envelope that can be used to seal your completed questionnaires so that they are truly confidential. NCVER complies with the privacy Act 1998 and National Privacy Principles. For further information on this issue see our website www.ncver.edu.au.

We would be very grateful if you would complete this questionnaire and return it to us in the reply-paid envelope as soon as possible or at the latest by November 24, 2002.

Should you have any other queries about the study, please feel free to call me Dr Josie Misko, (08) 8333 8647.

Sincerely

Should you misplace your reply-paid envelope please send the completed questionnaire to:
Reply Paid 5 (attention Josie Misko)
National Centre for Vocational Education Research
PO Box 115
Kensington Park SA 5068
(no stamp required)

SURVEY OF LECTURERS DELIVERING APPRENTICESHIP OR TRAINEESHIP TRAINING IN RTOs

SECTION A: About you

Q1. What is your role in the college in which you work? (*please tick one only*)

- Educational manager ☐
- Lecturer ☐
- Other (*please specify*) ☐

Q2. What is your gender? *(please tick one only)*

- Male ☐
- Female ☐

Q3. Where is the institute or college in which you work located?(*please tick one only*)

- Metropolitan area ☐
- Country town ☐

SECTION B: About the main program you deliver

Q4. What is the name of the full-time apprenticeship or traineeship program in which you spend most of your teaching time? [*please specify name of program(s)]*

Q5. How many apprentices do you teach in this program? (*please specify total number of students*)

Q6. What are your institute's or college's development plans for this apprenticehip or traineeship program? (*please tick one only*)

- Introduce major expansion ☐
- Introduce partial expansion ☐
- Retain current status ☐
- Introduce partial downsizing ☐
- Introduce major downsizing ☐

SECTION C: About the objectives of full-time apprenticehip and traineeship programs

Q7. Has your department or institute conducted a needs analysis or other research into the types of skills required by local industries? (*please tick one only*)

- Yes ☐
- No ☐

Q8. If NO, what are the major reasons for not conducting this research?

- Lack of time to conduct the research ☐
- Lack of staff to conduct the research ☐
- Lack of co-operation from industry ☐
- Other (*please specify*) ☐

Q9. What type of emphasis does your college place on the following objectives for its full-time apprenticeship and traineeship programs? Use the following scale.

Scale				
Very strong emphasis	**Strong emphasis**	**Moderate emphasis**	**Little emphasis**	**No emphasis**
5	***4***	***3***	***2***	***1***

Circle one number only for each statement

a. Preparing workers to meet the skill needs of industry.

5	***4***	***3***	***2***	***1***

b. Ensuring that graduates of programs have enhanced opportunities for future employment.

5	***4***	***3***	***2***	***1***

c. Strengthening linkages between industry and training providers .

5	***4***	***3***	***2***	***1***

d. Providing training for trade or vocational qualifications .

5	***4***	***3***	***2***	***1***

e. Accessing user choice funding for the institute .

5	***4***	***3***	***2***	***1***

f. Keeping instructors current with what is happening in the field .

5	***4***	***3***	***2***	***1***

SECTION D: About training and assessment practices

Q10. How do these apprentices and trainees undertake their off-the-job training?

- Attend campus one day a week ☐
- Attend block training on campus ☐
- Do their studies fully on-the-job ☐
- Other (*please specify*) ☐

Q11. Please name the training package you are following for the delivery of this program.

Q12. How easy have you found it to follow the requirements of this training package?

- Very easy ☐
- Easy ☐
- No feelings one way or other ☐
- Not easy ☐
- Not easy at all ☐

Q13. If it has not been easy for you to follow the training package requirements what is the main reason for this? *(please specify)*

Q14. What AQF qualification(s) are the apprentices or trainees in this program hoping to attain when they complete this training?

Q15. What are the three most frequently used training delivery methods in apprenticeship and traineeship programs taught in your college? (*Rank in order of frequency*)

- Lectures ☐
- Group discussions ☐
- Practical workshops ☐
- Team-based projects ☐
- Field trips ☐
- On-line learning ☐
- Talks by leading industry figures ☐
- Other (*please specify*) ☐

Q16. What type of assessments do you most frequently use to assess the performance of these apprentices and trainees? (*please tick one only*)

- Written assessments only ☐
- Practical assessments only ☐
- Written and practical assessments with more focus placed on written assessments ☐
- Written and practical assessments with more focus on practical exams ☐
- Written and practical exams with equal focus on both written and practical components ☐
- Other (*please specify*) ☐

Q17. What type of support (if any) would help you to deliver successful educational outcomes for this program *(please tick as many as apply)*?

- Support in understanding the training package ☐
- Support in developing learning materials ☐
- Support in buying equipment and materials ☐
- Support with provision of practical experience for students ☐
- Access to professional development ☐
- Support in developing assessment materials ☐
- Other (*please specify*) ☐

SECTION E: About school-based part-time apprenticehip and traineeship programs

Q18. Does your RTO provide training for school-based part-time apprentices and trainees in secondary schools? (*please tick one only*)

Yes ☐
No ☐

Q19. What do you think are the major benefits for students in undertaking these school-based part-time apprenticeships and traineeships? (*please specify*)

Q20. What do you think are the major problems for students in undertaking these school-based part-time apprenticeships and traineeships? (*please specify*)

Q21. What have been the major problems experienced by your RTO in delivering training for these school-based part-time apprentices and trainees. (*please specify*)

Q22. What are your RTO's development plans for these school-based part-time apprenticeship and traineeship programs? (*please tick one only)*

Major Expansion ☐
Partial Expansion ☐
Retain current status ☐
Partial downsizing ☐
Major downsizing ☐

SECTION F: About collaborating with industry

Q23. How adequate is the collaboration you receive from industry in delivering these apprenticeship or traineeship programs ? Use the following scale.

Scale				
Very adequate	Adequate	Neutral	In-adequate	Very in-adequate
5	*4*	*3*	*2*	*1*

Circle one number only for each statement

a. Financial support for developing the learning materials.

5	*4*	*3*	*2*	*1*

b. Providing industry specialists to assist in delivering and assessing specific campus-based training.

5	*4*	*3*	*2*	*1*

c. Providing facilities and equipment for training .

5	*4*	*3*	*2*	*1*

d. Participation of industry specialists in developing the curriculum to be used.

5	*4*	*3*	*2*	*1*

e. Provision of information on trends in employment, labour market, or work changes .

5	*4*	*3*	*2*	*1*

SECTION G: About the skills and attributes developed in apprenticeship or traineeship programs

Q24. How would you rate the effectiveness of your program in developing the following skills and attributes of full-time apprentices and trainees? Use the following scale:

Scale				
Extremely effective	Very effective	Moderately effective	Slightly effective	Not at all effective
5	4	3	2	1

Circle one number only for each statement

a. Ability to apply skills and knowledge in their specialist areas

5	*4*	*3*	*2*	*1*

b. **Ability to use basic computer skills**

5	*4*	*3*	*2*	*1*

c. Ability to analyse information.

5	*4*	*3*	*2*	*1*

d. **Ability to apply creative problem solving strategies.**

5	*4*	*3*	*2*	*1*

e. **Ability to plan and organise tasks.**

5	4	3	2	1

f. **Ability to negotiate and make decisions.**

5	4	3	2	1

g. **Ability to work in teams.**

5	4	3	2	1

h. Aspirations to enter challenging careers.

5	4	3	2	1

i. Opportunities for getting a job in their specialist fields

5	4	3	2	1

Q25. How would you rate the performance of your RTO on the following items? Use the following scale:

Scale				
Well above average	Slightly above average	Average	Slightly below average	Well below average
5	4	3	2	1

Circle one number only for each statement

a. Promoting the participation of students in apprenticeship and traineeship programs to schools.

5	4	3	2	1

b. **Providing professional development for lecturers in apprenticeship and traineeship programs.**

5	4	3	2	1

c. Producing learning materials for students in these programs.

5	4	3	2	1

d. **Securing additional funding for the delivery of these programs.**

5	4	3	2	1

e. **Collaborating with industry to access required material resources for these programs.**

5	4	3	2	1

f. **Collaborating with industry to access required human resources for these programs.**

5	4	3	2	1

SECTION H: About the benefits and limitations of apprenticeship and traineeship programs

Q26. What do you think are the major benefits for students undertaking a full-time apprenticeship or traineeship program? *(please specify*)

Q27. What do you think are the major benefits for students undertaking a part-time school-based apprenticeship or traineeship program? *(please specify)*

Q28. What do you think are major problems experienced by students undertaking a full-time apprenticehip program? *(please specify*)

Q29. What do you think are the major problems for students undertaking a part-time school-based apprenticeship or traineeship program? *(please specify)*

Q30. What major changes would you introduce to improve arrangements for students to undertake full-time apprenticeships and traineeships? *(please specify)*

Q32. What major changes would you introduce to improve arrangements for students to part-time school-based apprenticeship and traineeship programs? *(please specify)*

Q32. Any other comments? *(please specify)*

Thank you for your co-operation

This questionnaire is confidential. However, if you would like to provide us with further clarification should we require it, we would appreciate it if you could provide us with the following details

Your name ……

Phone number: ……

Please place the completed questionnaire in the self-addressed reply-paid envelope provided. If you have misplaced the envelope please address an envelope to and mail it to:
Reply Paid 5 (Attention Josie Misko)
National Centre for Vocational Education Research
252 Kensington Rd
Leabrook
PO Box 115 Kensington Park
South Australia 5068

NCVER
NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH LTD
A.C.N. 007 967 311

Questionnaire Survey of lecturers involved in institution-based programs in RTOs (including pre-vocational programs)

The National Centre for Vocational Education Research (NCVER) is conducting a joint project with the Korea Research Institute of Vocational Education and Training (KRIVET) on a project looking at school to work transition in the two countries. Australian researchers are seeking information on the effectiveness of VET programs from teachers and coordinators of VET-in-schools programs (including school-based apprenticeships and traineeships) and lecturers and trainers in post-compulsory institutions. Korean researchers will be also be collecting information from teachers in schools and lecturers in post-secondary institutions in Korea.

This questionnaire asks you to provide details about yourself, the course that you teach and the students who undertake such programs. It also asks you to identify benefits and limitations of these programs and to make suggestions for improvement.

Your input is very important to the study and the information provided by you in this survey will help us to understand how best to structure training programs to enable students to make a successful transition to the world of work.

Your responses are of course confidential so do not be afraid to be honest in your answers. I have provided a reply-paid envelope that can be used to seal your completed questionnaires so that they are truly confidential. NCVER complies with the Privacy Act 1998 and National Privacy Principles. For further information on this issue see our website www.ncver.edu.au.

We would be very grateful if you would complete this questionnaire and return it to us in the reply-paid envelope as soon as possible or at the latest by December 6, 2002.

Should you have any other queries about the study, please feel free to call me, Dr Josie Misko, (08) 8333 8647.

Sincerely

Should you misplace your reply-paid envelope please send the completed questionnaire to:
Reply Paid 5 (attention Josie Misko)
National Centre for Vocational Education Research
PO Box 115
Kensington Park SA 5068
(no stamp required)

SURVEY OF LECTURERS DELIVERING INSTITUTION-BASED TRAINING PROGRAMS (INCLUDING PRE-VOCATIONAL TRAINING PROGRAMS)

SECTION A: About you

Q1. What is your role in the institute or college in which you work? (*please tick <u>one only</u>*)

- Educational manager ☐
- Lecturer ☐
- Other (*please specify*) ☐

Q2. What is your gender? *(please tick one only)*

- Male ☐
- Female ☐

Q3. Where is the institute or college in which you work located? (*please tick <u>one only</u>*)

- Metropolitan area ☐
- Country town ☐

SECTION B: About the main program you deliver

Q4. What is the name of the main institution-based program in which you spend most of your teaching time? [*please specify name of program(s) and ALSO indicate if it is a pre-vocational program]*

Q5. What are the development plans for this program in your institution? (*please tick <u>one only</u>*)

- Introduce major expansion ☐
- Introduce partial expansion ☐
- Retain current status ☐
- Introduce partial downsizing ☐
- Introduce major downsizing ☐

Q6. If you are going to introduce a major or partial downsizing please specify the reasons for this.

SECTION C: About the objectives of this program

Q7. Has your department or institute conducted a needs analysis or other research into the types of skills required by local industries? (*please tick one only*)

- Yes ☐
- No ☐

Q8. If NO, what are the major reasons for not conducting this research?

- Lack of time to conduct the research ☐
- Lack of staff to conduct the research ☐
- Lack of co-operation from industry ☐
- Other (*please specify*) ☐

Q9. What type of emphasis does your college place on the following objectives for its institutional-based programs like the ones that you teach? Use the following scale.

Scale				
Very strong emphasis	**Strong emphasis**	**Moderate emphasis**	**Little emphasis**	**No emphasis**
5	***4***	***3***	***2***	***1***

Circle one number only for each statement

a. Preparing workers to meet the skill needs of industry.

5	***4***	***3***	***2***	***1***

b. Ensuring that graduates of programs have enhanced opportunities for future employment.

5	***4***	***3***	***2***	***1***

c. Strengthening linkages between industry and training providers.

5	***4***	***3***	***2***	***1***

d. Providing training for trade or vocational qualifications.

5	***4***	***3***	***2***	***1***

e. Accessing user choice funding for the institute .

5	***4***	***3***	***2***	***1***

f. Keeping instructors current with what is happening in the field .

5	***4***	***3***	***2***	***1***

SECTION D: About training and assessment practices

Q10. Please name the training package you are following for the delivery of this program.

Q11. How easy have you found it to follow the requirements of this training package?

- Very easy ☐
- Easy ☐
- Not easy not difficult ☐
- Not easy ☐
- Not easy at all ☐

Q12. If it has not been easy for you to follow the training package requirements what are the main reasons for this? *(please specify)*

Q13. What AQF qualification(s) are the students in this program hoping to attain when they complete this training?

Q14. What are the three most frequently used training delivery methods used for institutional-based programs in your college? (*Rank in order of frequency*)

- Lectures ☐
- Group discussions ☐
- Practical workshops ☐
- Team-based projects ☐
- Field trips ☐
- On-line learning ☐
- Talks by leading industry figures ☐
- Other (*please specify*) ☐

Q15. What type of assessments do you most frequently use to assess the performance of the students in your program? (*please tick <u>one only</u>*)

- Written assessments only ☐
- Practical assessments only ☐
- Written and practical assessments with more focus placed on written assessments ☐
- Written and practical assessments with more focus on practical exams ☐
- Written and practical exams with equal focus on both written and practical components ☐
- Other (*please specify*) ☐

Q16. What type of support (if any) would help you to deliver successful educational outcomes for this program?

- Support in understanding the training package ☐
- Support in developing learning materials ☐
- Support in buying equipment and materials ☐
- Support with provision of practical experience for students ☐
- Access to professional development ☐
- Support in developing assessment materials ☐
- Other (*please specify*) ☐

SECTION E: About VET-in-schools programs

Q17. Does your RTO provide training for VET-in-schools students (not in apprenticeship or traineeship programs) in secondary schools? (*please tick one only*)

Yes ☐
No ☐

Q18. What do you think are the major benefits for students undertaking these VET-in-schools programs? (*please specify*)

Q19. What do you think are the major problems for students in undertaking these VET-in-schools programs. (*please specify*)

Q20. What have been the major problems experienced by your RTO in delivering training for these VET-in-schools students. (*please specify*)

Q21. What are your RTO's development plans for involvement in these VET-in-schools programs? (*please tick one only)*

Major Expansion ☐
Partial Expansion ☐
Retain current status ☐
Partial downsizing ☐
Major downsizing ☐

Q22. If your RTO is planning to have a partial or major downsizing in their involvement in these VET-in-schools programs please specify the reasons for this.

SECTION F: About collaborating with industry

Q23. How adequate is the collaboration you receive from industry in delivering the main program in which you teach ? Use the following scale.

Scale				
Very adequate	**Adequate**	**Neutral**	**In-adequate**	**Very in-adequate**
5	***4***	***3***	***2***	***1***

Circle one number only for each statement

a. Financial support for developing the learning materials.

5	***4***	***3***	***2***	***1***

b. Providing industry specialists to assist in delivering and assessing specific campus-based training.

5	***4***	***3***	***2***	***1***

c. Providing facilities and equipment for training .

5	***4***	***3***	***2***	***1***

d. Participation of industry specialists in developing the curriculum to be used.

5	***4***	***3***	***2***	***1***

e. Provision of information on trends in employment, labour market, or work changes .

5	***4***	***3***	***2***	***1***

SECTION G: About the skills and attributes developed in institutional-based pograms

Q24. How would you rate the effectiveness of your program in developing the following skills and attributes of students in your program? Use the following scale:

Scale				
Very effective	Slightly effective	Neutral	In-effective	Not effective at all
5	4	3	2	1

Circle one number only for each statement

a. Ability to apply skills and knowledge in their specialist areas

5	*4*	*3*	*2*	*1*

b. **Ability to use basic computer skills**

5	*4*	*3*	*2*	*1*

c. Ability to analyse information.

5	*4*	*3*	*2*	*1*

d. **Ability to apply creative problem solving strategies.**

5	*4*	*3*	*2*	*1*

e. **Ability to plan and organise tasks.**

5	*4*	*3*	*2*	*1*

f. **Ability to negotiate and make decisions.**

5	*4*	*3*	*2*	*1*

g. **Ability to work in teams.**

5	*4*	*3*	*2*	*1*

h. Aspirations to enter challenging careers.

5	*4*	*3*	*2*	*1*

i. Opportunities for getting a job in their specialist fields

5	*4*	*3*	*2*	*1*

Q25. How would you rate the performance of your RTO on the following items? Use the following scale:

Scale				
Well above average	Above average	Average	Below average	Well below average
5	4	3	2	1

Circle one number only for each statement

a. Promoting the participation of students in institutional programs like the ones you teach when they leave school.

5	*4*	*3*	*2*	*1*

b. **Providing professional development for lecturers.**

5	*4*	*3*	*2*	*1*

c. Producing learning materials for students in these programs.

5	*4*	*3*	*2*	*1*

d. **Securing additional funding for the delivery of these programs.**

5	*4*	*3*	*2*	*1*

e. **Collaborating with industry to access required material resources for these programs.**

5	*4*	*3*	*2*	*1*

f. **Collaborating with industry to access required human resources for these programs.**

5	*4*	*3*	*2*	*1*

SECTION H: About the benefits and limitations of training programs

Q26. What do you think are the major benefits for school leavers undertaking an institutional-based training program like the one you deliver? *(please specify*)

Q27. What do you think are the major benefits for students undertaking a VET-in-schools program in your field? *(please specify)*

Q28. What do you think are major problems experienced by school leavers undertaking an institutional-based program like the one you deliver? *(please specify*)

Q29. What do you think are the major problems for students undertaking a VET-in-schools program in your field? *(please specify)*

Q30. What major changes would you introduce to improve arrangements for students to undertake your institutionally –based program? *(please specify)*

Q31. What major changes would you introduce to improve arrangements for students to undertake a VET-in-schools program in your field? *(please specify)*

32. How often are students who have already completed a VET-in-schools program in your field asked to do extra studies to catch up with your requirements for your program? *(please specify)*

Q33. What sorts of things are they generally needing to catch up on? *(please specify)*

Thank you for your co-operation

This questionnaire is confidential. However, if you would like to provide us with further clarification should we require it, we would appreciate it if you could provide us with the following details:

Your name ……

Phone number: ……

Please place the completed questionnaire in the self-addressed reply-paid envelope provided. If you have misplaced the envelope please address an envelope to and mail it to:
Reply Paid 5 (Attention Josie Misko)
National Centre for Vocational Education Research
PO Box 115 Kensington Park
South Australia 5068

Questionnaire A

Questionnaire on the Development of Specialized High Schools/ Departments

Notice: Please have the questionnaire completed by teachers in charge of specialized programs.

If your school operates partially in specialized courses, please limit your answers to specialized courses.

Please select one answer that is the most appropriate or respond as requested.

1. Where is your school located?

___ 1) Metropolitan area
___ 2) Small or medium sized cities/counties or subcounties

2. Is your school public or private?

___ 1) Public ___ 2) Private

3. What do you think is the most important educational objective for a specialized high school program?

___ 1) Prepare students for employment in a related field
___ 2) Provide training for starting and managing an independent business in a related field
___ 3) Prepare students for higher education (university) in a related field
___ 4) Prepare students for both employment and higher education
___ 5) Other (Please specify: _____)

4. What do you think is the most desirable plan for increasing university enrollments of specialized high school students?

___ 1) Increase special screening opportunities for students wanting to enroll in programs of the same field in vocational colleges or universities
___ 2) Offer increased enrolment opportunities for students to enrol in articulation programs with vocational colleges or universities
___ 3) Offer increased opportunities for students who have worked in companies for a set period of time
___ 4) Other (Please specify: _____)

5. What are your development plans for specialized departments in your school?

___ 1) Major downsizing ___ 2) Partial downsizing ___ 3) Retain current status
___ 4) Partial expansion ___ 5) Major expansion

6. What was the rate of application for admission to your school this year?

___ 1) Greatly under the quota ___ 2) Somewhat under the quota
___ 3) Met the quota ___ 4) Somewhat exceeded the quota
___ 5) Greatly exceeded the quota

7. (For those who answered 1 or 2 in question 6) What do you think was the reason for student enrollments falling short of the quota this year?

___ 1) There was a decrease in the high school aged population in the district
___ 2) The field of specialization offered by the school did not interest students
___ 3) Lack of publicity about the recent implementation of the program
___ 4) Students feel there is no difference between what is offered in specialized high schools or departments and already established vocational high schools
___ 5) Other (Please specify: _____)

8. What do you think is the major motive for students to enroll in your specialized high school or specialized department?

___ 1) To study a subject that suits their abilities, aptitudes, and interests
___ 2) To select a school based on the level of their middle school grades
___ 3) Belief that becoming a specialist in their chosen field of specialization will lead to increased opportunities for employment
___ 4) To obtain advantage in enrolling in university
___ 5) To follow the advice of parents, teachers, or others
___ 6) Other (Please specify: _____)

9. What is the future plan of the majority of the students in your school?

___ 1) Obtain employment directly after graduation
___ 2) Obtain employment directly after graduation and then enter higher education
___ 3) Enter higher education directly after graduation
___ 4) Enlist in military service directly after graduation

10. Has your school conducted a needs assessment of the industry demand for workers and occupational skills and expertise required by companies prior to selecting courses and developing curriculum for these courses?

___ 1) Never ___ 2) Yes, conducted a general needs assessment
___ 3) Yes, conducted a detailed detailed needs assessment

11. (For those who answered 1 in question 10) What was the reason for not conducting this needs assessment?

___ 1) Limited reference materials ___ 2) Limited expertise of specialized faculty
___ 3) Lack of school-based financial assistance ___ 4) Lack of industry cooperation
___ 5) Other (Please specify: _____)

12. Providing opportunities for student practice and experimentation in specialized programs is essential. However, it often does not happen in reality. What do you think is the main reason for this?

___ 1) Lack of funds to purchase equipment or material
___ 2) Limited expertise of teachers in providing such experiences
___ 3) Lack of reference materials and guidelines for providing such experiences
___ 4) Other (Please specify: _____)

13. What do you think is the most desirable way of organizing and managing a specialized education program?

___ 1) Government decides on minimum direction and standards and the school has autonomy in organizing and managing the program
___ 2) Municipal or provincial education departments decide on minimum direction and standards and the school has autonomy in organizing and managing the program
___ 3) Maintain the present approach in that government decides on programs, municipal or provincial education departments decide on minimum direction and standards based on the programs and the school has autonomy in organizing and managing the program
___ 4) The school has autonomy in organizing and managing the program

14. What do you think is the major problem with the textbooks developed and supplied by the government and used for teaching in the specialized departments?

___ 1) The contents do not match real life situations or meet the demands of companies
___ 2) The contents are too difficult for students to follow
___ 3) The teaching of practical skills is limited because contents have a higher focus on theory
___ 4) They are slightly biased towards the national technical qualifications examination
___ 5) Other (Please specify: _____)

Among the following examples of teaching and learning methods please specify the three most frequently used methods that are employed in specialized programs.

> **Example**: 1) Lecture-based class 2) Discussion-based class 3) Experiment and practice based class 4) Collaborative class 5) Project-based class 6) Field trips to sites 7) Computer-based class 8) Special lectures by important figures in industry

15. First ( ) **16.** Second ( ) **17.** Third ( )

18. What assessment methods are mainly used by your school to test student achievement in specialized programs?

___ 1) Written exams
___ 2) Both written and practical exams with more focus on written exams
___ 3) Both written and practical exams with more focus on practical exams

19. Please indicate the area which is in most need of prioritized financial support to improve the effectiveness of your specialized education program

___ 1) Development of the curriculum
___ 2) Development of textbooks and teaching and learning materials
___ 3) Provision of facilities and equipment
___ 4) Support for experiment and practice facilities and equipment
___ 5) Support for faculty training programs for managing specialized programs

20. To what extent are your specialized programs related to the national technical qualifications exams? Please consider the curriculum content and utility of acquiring the national technical certificate?

___ 1) Not related ___ 2) Mostly unrelated ___ 3) Not related, not unrelated
___ 4) Partially related ___ 5) Very closely related

21. (For those who answered 1 or 2 of question 20) What do you think is the main reason for the lack of relationship between your specialized programs and the national technical qualifications exams?

___ 1) National technical qualifications do not have credibility therefore completion of school education is sufficient
___ 2) Contents of textbooks and teaching and learning materials are not related to exams for national technical qualifications
___ 3) Individual companies have low demand for national technical qualifications
___ 4) Other (Please specify:_____)

22. Which of the following do you think should be most closely related to specialized education programs of your school?

___ 1) National technical qualifications
___ 2) Ocupation-specific training courses endorsed by the Ministry of Labor
___ 3) Curriculum of last two years of four-year university program
___ 4) Other (Please specify:_____)

23. Which of the following types of government assistance is most urgently required for on-site training for the students in your articulation program?

___ 1) Support for selecting and providing information about on-site training companies
___ 2) Financial support for professors to visit and provide instruction to on-site trainees
___ 3) Monitoring training activities of on-site trainees and implementing corrective action to any contract violations
___ 4) Developing and distributing teaching and learning materials for on-site training
___ 5) Other (Please specify: _____)

24. Which of the following company support measures is most urgently required for the on-site training of students in your articulation program?

___ 1) Securing experts to deliver on-site training to improve training effectiveness
___ 2) Administrative and financial support for professors to visit and provide instruction for on-site trainees
___ 3) Limiting excessive requests for trainees to participate in production activities
___ 4) Developing and utilizing teaching and learning materials for on-site training
___ 5) Providing career guidance and counselling to on-site trainees

Please use your teaching experience to compare the abilities and attributes of students in specialized and general programs. Indicate one response only for each item.

	General program students are far superior	*General program students are somewhat superior*	*Students in both programs are similar*	*Specialized program students somewhat superior*	*Specialised program students are far superior*
25. Ability to apply knowledge related to major skills	1	2	3	4	5
26. Ability to use basic computer skills	1	2	3	4	5
27. Ability to analyze information	1	2	3	4	5
28. Ability at creative problem-solving	1	2	3	4	5
29. Ability to plan and organize tasks	1	2	3	4	5
30. Ability to negotiate and make decisions	1	2	3	4	5
31. Ability to get along with others	1	2	3	4	5
32. Positive attitude to job challenges	1	2	3	4	5
33. Application of effort to developing occupational competencies for acquiring national skills certificates	1	2	3	4	5
34. Employment rates of graduates (respond only if you have graduates)	1	2	3	4	5
35. Employment rates of graduates in area related to major field of study (respond only if you have graduates)	1	2	3	4	5

Please indicate the extent to which you agree that the government should implement the following strategies to ensure the successful development of the specialized programs. Please indicate one response for each item.

	Strongly disagree	*Disagree*	*No feelings one way or the other*	*Agree*	*Strongly agree*
36. Provide information on changes in industry trends in field of specialization, and changes in job responsibilities, and employment opportunities	1	2	3	4	5
37. Develop and provide programs and textbooks on specialized programs	1	2	3	4	5
38. Train and provide specialist teachers for specialized programs	1	2	3	4	5
39. Support costs for experiment and practice facilities and equipment	1	2	3	4	5
40. Increase opportunities for specialized program graduates to enroll in universities	1	2	3	4	5
41. Increase school autonomy to manage specialized high schools/programs	1	2	3	4	5
42. Provide support for choosing companies for on-site training and monitoring the progress of trainees	1	2	3	4	5

Please indicate the extent to which you agree that companies should implement the following strategies to ensure the successful development of the specialized programs. Please indicate one response for each item.

	Strongly disagree	*Disagree*	*No feelings one way or the other*	*Agree*	*Strongly agree*
43. Provide employment opportunities for graduates	1	2	3	4	5
44. Provide opportunities for on-site training and improving training programs	1	2	3	4	5
45. Provide financial support for experiment and practice facilities and equipment	1	2	3	4	5
46. Provide information on industry changes in field of specialization, and changes in work responsibilities, and job opportunities	1	2	3	4	5
47. Provide industry specialists to deliver lectures and help develop education program	1	2	3	4	5

48. Please select one of the following responses to indicate what you believe to be the future success or failure of the specialization programs?

___ 1) Dismal failure ___ 2) Slight failure ___ 3) Neutral
___ 4) Some success ___ 5) Great success

49. (Those who answered 1 or 2 of question 48) What is the main reason that you think the specialized education program might fail?

___ 1) Capable students do not enrol in these programs
___ 2) Students are more interested in pursuing higher education than finding jobs
___ 3) It is getting harder for those with a high school diploma to find jobs in companies
___ 4) There is inadequate government administrative and financial assistance
___ 5) Companies are unwilling to co-operate and provide on-site training
___ 6) It is difficult to locate teachers with the relevant expertise
___ 7) Other (Please specify: _____)

50. (Those who answered 4 or 5 of question 48) What is the main reason that you think that the specialized education program might succeed?

___ 1) It is able to provide education aimed at meeting the needs of students according to their abilities, aptitudes, and interests rather than their grades
___ 2) It develops specialists in particular fields thereby leading to better employment outcomes
___ 3) Small student numbers enable specialized departments to provide quality education
___ 4) Other (Please specify: _____)

Thank you

Questionnaire B

Questionnaire on the Development of 2+1 program in Technical High Schools

Notice: Please have the questionnaire completed by teachers in charge of 2+1 program courses.

Please select one answer that is the most appropriate or respond as requested.

1. Where is your school located?

___ 1) Metropolitan area
___ 2) Small or medium sized cities/counties or subcounties

2. Is your school public or private?

___ 1) Public ___ 2) Private

3. What do you think is the most important educational objective for a 2+1 program in technical high schools?

___ 1) Prepare students for employment in a related field
___ 2) Provide training for starting and managing an independent business in a related field
___ 3) Prepare students for higher education (university) in a related field
___ 4) Prepare students for both employment and higher education
___ 5) Other (Please specify: _____)

4. What do you think is the most desirable plan for university enrollment of students of 2+1 program in technical high school?

___ 1) Increase special screening opportunities for students wanting to enroll in programs of the same field in vocational colleges or universities
___ 2) Increase enrollment opportunities through articulation programs with vocational colleges or universities
___ 3) Offer increased enrollment opportunities for students who have worked in companies for a set period of time
___ 4) Other (Please specify: _____)

5. What are your development plans for the 2+1 programs?

___ 1) Major downsizing ___ 2) Partial downsizing ___ 3) Retain current status
___ 4) Partial expansion ___ 5) Major expansion

6. What was the rate of application for admission to your school this year?

___ 1) Greatly under the quota ___ 2) Somewhat under the quota
___ 3) Met the quota ___ 4) Somewhat exceeded the quota
___ 5) Greatly exceeded the quota

7. (For those who answered 1 or 2 in question 6) What do you think was the reason for student enrollments falling short of the quota this year?

___ 1) There was a decrease in the high school aged population in the district
___ 2) The field of specialization offered by the school did not interest students
___ 3) Lack of publicity about the recent implementation of the program
___ 4) Students feel there is no difference between what is offered in the 2+1 program or already established vocational high schools
___ 5) Other (Please specify: _____)

8. What do you think is the major motive for students to enroll in 2+1 programs?

___ 1) To study a subject suited to their abilities, aptitudes, and interests
___ 2) To select a school they can apply to based on their middle school grades
___ 3) They believe that they will have more employment opportunities because they can become a specialist in their respective fields
___ 4) To gain advantage in enrolling in university
___ 5) To follow the parents, teachers, or others
___ 6) Other (Please specify: _____)

9. What is the future plan for the majority of the 2+1 program students of your school?

___ 1) Obtain employment directly after graduation
___ 2) Obtain employment directly after graduation and then enter higher education
___ 3) Enter higher education directly after graduation
___ 4) Enlist in military service directly after graduation

10. What do you think is the major reason for graduates of 2+1 programs in technical high schools changing jobs soon after employment?

___ 1) Discontent with salary
___ 2) Enlistment in the army
___ 3) Preparation for university entrance exams
___ 4) Doubts about their probability of success in the job
___ 5) Discontent with working environment
___ 6) Other (Please specify: _____)

11. Has your school conducted a needs assessment of the demand for workers and occupational skills and expertise required by companies prior to selecting courses and developing curriculum for these courses?

___ 1) Never ___ 2) Yes, conducted a general needs assessment ___ 3) Yes, conducted a detailed needs assessment

12. (For those who answered 1 of question 11) What was the reason for not conducting this needs assessment?

___ 1) Limited reference materials ___ 2) Limited expertise of specialized faculty
___ 3) Lack of school-based financial assistance ___ 4) Lack of cooperation from companies
___ 5) Other (Please specify: _____)

13. Providing opportunities for student practice and experimentation in the 2+1 programs is essential. However it often does not happen in reality. What do you think is the main reason for this?

___ 1) Lack of funds to purchase equipment or material
___ 2) Limited expertise of teachers in providing such experiences
___ 3) Lack of reference materials and guidelines for providing such experiences
___ 4) Other (Please specify: _____)

14. What do you think is the most desirable way of organizing and managing a 2+1 program?

___ 1) Government decides on minimum direction and standards and the school has the autonomy to organize and manage the program
___ 2) Municipal or provincial education departments decide on minimum direction and standards and the school has the autonomy to organize and manage the program
___ 3) As in the present situation, government decides on programs, municipal or provincial education departments decide on minimum direction and standards for programs and the school has autonomy to organize and manage the program
___ 4) The school has autonomy to organize and manage the program

15. What do you think is the major problem with the textbooks developed and supplied by the government and used for teaching in the 2+1 program?

___ 1) The contents do not match real life situations or meet the demands of companies
___ 2) The contents are too difficult for students to follow
___ 3) The teaching of practical skills is limited because contents have a higher focus on theory
___ 4) They are slightly biased towards the national technical qualifications examination
___ 5) Other (Please specify: _____)

Among the following examples of teaching and learning methods please specify the three most frequently used methods that are employed in 2+1 programs.

Example: 1) Lecture-based class 2) Discussion-based class 3) Experiment and practice based class 4) Collaborative class 5) Project-based class 6) Field trips to sites 7) Computer-based class 8) Special lectures by important figures in industry

16. First ( ) **17.** Second ( ) **18.** Third ( )

19. What assessment methods are mainly used by your school to test student achievement in the 2+1 program?

___ 1) Written exams
___ 2) Both written and practical exams with more focus on written exams
___ 3) Both written and practical exams with more focus on practical exams

20. Please indicate the area which is in most need of prioritized financial support to improve the effectiveness of your 2+1 program

___ 1) Development of the curriculum
___ 2) Development of textbooks and teaching and learning materials
___ 3) Provision of facilities and equipment
___ 4) Support for experiment and practice facilities and equipment
___ 5) Support for faculty training programs for managing 2+1 programs

21. To what extent are the national technical qualifications exams related to your 2+1 program? Please consider the curriculum content and utility of acquiring the national technical certificate.

___ 1) Not related ___ 2) Mostly unrelated ___ 3) Not related, not unrelated
___ 4) Partially related ___ 5) Very closely related

22. (For those who answered 1 of question 21) What do you think is the reason for the lack of relationship between your 2+1 program and the national technical qualifications exams?

___ 1) National technical qualifications do not have credibility therefore completion of school education is sufficient
___ 2) Contents of textbooks and teaching and learning materials are not related to exams for national technical qualifications
___ 3) Individual companies have low demand for national technical qualifications
___ 4) Other (Please specify:_____)

23. Which of the following do you think should be the most closely related to the 2+1 program of your school?

___ 1) National technical qualifications
___ 2) Ocupation-specific training courses endorsed by the Ministry of Labor
___ 3) Curriculum of last two years of four-year university program
___ 4) Other (Please specify:_____)

24. What is the greatest difficulty that is experienced in managing on-site training for the 2+1 program of your school?

___ 1) Difficulty in selecting an appropriate company
___ 2) Perfunctory on-site training due to a lack of specialists in on-site training (companies use it as only a means for recruitment)
___ 3) Lack of teacher involvement in providing instruction and monitoring the progress of trainees
___ 4) Lack of school funding
___ 5) Other (Please specify: _____)

25. What do you think is the major reason for 2+1 program students dropping out of their on-site training program?

___ 1) The work is difficult
___ 2) It is not suited to their aptitude
___ 3) To prepare for university admission
___ 4) Limited opportunity to practice the skills in their major field of specialization
___ 5) Inhumane treatment
___ 6) Job has no future prospects

26. Which of the following types of government assistance is most urgently required for on-site training for the students in your 2+1 program?

___ 1) Support for selecting and providing information about on-site training companies
___ 2) Financial support for professors to visit and provide instruction to on-site trainees
___ 3) Monitoring training activities of on-site trainees and implementing corrective action to any contract violations
___ 4) Developing and distributing teaching and learning materials for on-site training
___ 5) Other (Please specify: _____)

27. Which of the following company support measures is most urgently required for the on-site training of students in your 2+1 program?

___ 1) Securing experts to deliver on-site training to improve training effectiveness
___ 2) Administrative and financial support for professors to visit and provide instruction for on-site trainees
___ 3) Limiting excessive requests for trainees to participate in production activities
___ 4) Developing and utilizing teaching and learning materials for on-site training
___ 5) Providing career guidance and counselling to on-site trainees

Please use your teaching experience to compare the abilities and attributes of students in 2+1 programs and general programs. Please indicate one response for each item.

	General program students are far superior	*General program studentsd are somewhat superior*	*Students in Both programs similar*	*2+1 program students are somewhat superior*	*2+1 programs students are program far superior*
28. Ability to apply knowledge related to major	1	2	3	4	5
29. Ability to use basic computer skills	1	2	3	4	5
30. Ability to analyze information	1	2	3	4	5
31. Ability at creative problem-solving	1	2	3	4	5
32. Ability to plan and organize tasks	1	2	3	4	5

33. Ability to negotiate and make decisions	1	2	3	4	5
34. Ability to get along with others	1	2	3	4	5
35. Positive attitude to job challenges	1	2	3	4	5
36. Application of effort to developing occupational competencies for acquiring national skills certificates	1	2	3	4	5
37. Employment rates of graduates (respond only if you have graduates)	1	2	3	4	5
38. Employment rates of graduates in area related to major field of study (respond only if you have graduates)	1	2	3	4	5

Please indicate the extent to which you agree that the government should implement the following strategies to ensure the successful development of the 2+1 programs. Please indicate one response for each item.

	Strongly disagree	*Disagree*	*No feelings one way or the other*	*Agree*	*Strongly agree*
39. Provide information on changes in industry trends in field of specialization, and changes in job responsibilities, and employment opportunities	1	2	3	4	5
40. Develop and provide programs and textbooks on 2+1 programs	1	2	3	4	5
41. Train and provide specialist teachers for 2+1 programs	1	2	3	4	5
42. Provide financial support for experiment and practice facilities and equipment	1	2	3	4	5
43. Increase the budget for the latest experiment and practice facilities to be used by all schools in the district	1	2	3	4	5
44. Increase opportunities for 2+1 program graduates to enroll in universities	1	2	3	4	5
45. Increase school autonomy to manage 2+1 program	1	2	3	4	5
46. Provide support for choosing companies for on-site training and monitoring the progress of trainees	1	2	3	4	5

47. Provide exception from military service for 2+1 program graduates employed by their on-site training companies	1	2	3	4	5
48. Award certificates related to the on-site training program on completion of the program	1	2	3	4	5

Please indicate the extent to which you agree that companies should implement the following strategies to ensure the successful development of the 2+1 programs. Please indicate one response for each item.

	Strongly disagree	*Disagree*	*No feelings one way or the other*	*Agree*	*Strongly agree*
49. Provide employment opportunities for graduates	1	2	3	4	5
50. Provide opportunities for on-site training and improve training programs	1	2	3	4	5
51. Provide financial support for experiment and practice facilities and equipment	1	2	3	4	5
52. Provide information on industry changes in field of specialization, and changes in work responsibilities, and job opportunities	1	2	3	4	5
53. Provide industry specialists to deliver lectures and help develop education program	1	2	3	4	5

54. Please select one of the following responses to indicate what you believe to be the future success or failure of the specialization programs?

___ 1) Dismal failure ___ 2) Slight failure ___ 3) Neutral
___ 4) Some success ___ 5) Great success

55. (Those who answered 1 or 2 of question 54) What is the main reason that you think that the 2+1 program system might fail?

___ 1) Capable students do not enrol in these programs
___ 2) Students are more interested in pursuing higher education than finding jobs
___ 3) It is getting harder for those with a high school diploma to find jobs in companies
___ 4) There is inadequate government administrative and financial assistance
___ 5) Companies are unwilling to co-operate and provide on-site training
___ 6) It is difficult to locate teachers with the relevant expertise
___ 7) Other (Please specify:_____)

56. (Those who answered 4 or 5 of question 54) What is the main reason that you think that the 2+1 program might succeed?

___ 1) It increases the workplace adaptability of graduates by increasing the length of the on-site training period

___ 2) It provides better employment opportunities because students are able to develop into high quality human resource from on-site training

___ 3) It increases industry-school cooperation due to the active involvement of companies in the education and training of human resources

___ 4) Other (Please specify: _____)

Thank you

Questionnaire C–1

Questionnaire on the development of Articulation Programs between Vocational High Schools and Vocational Colleges (For Vocational Colleges)

Notice: Please have this questionnaire completed by professors in charge of articulation program courses.

Please answer this questionnaire with respect to running the articulation program with vocational high schools.

Please select one answer that is the most appropriate or respond as requested.

1. Where is your school located?

___ 1) Metropolitan area ___ 2) Small or medium sized cities/counties or subcounties

2. What is the major purpose for your college's articulation program with vocational high schools?

___ 1) Develop the skills and knowledge of vocational college students by providing educational courses which do not duplicate prior learning from vocational high school courses
___ 2) Secure student enrolments for the college
___ 3) Increase pool of high achieving students from vocational high schools
___ 4) Pre-select students for vocational college courses
___ 5) Other (Please specify: _____)

3. What does your college focus on the most in promoting the articulation program?

___ 1) Developing appropriate curriculum content and materials, and applying appropriate teaching and learning methodologies
___ 2 Utilizing and exchanging human, material, and information resources with vocational high schools in the articulation program
___ 3) Securing, allocating, and managing financial resources for the articulation program
___ 4) Providing career guidance, information on employment opportunities, and job-seeking skills for graduates directly after program completion
___ 5) Other (Please specify: _____)

4. What are your development plans for the articulation programs of your college?

___ 1) Major downsizing ___ 2) Partial downsizing ___ 3) Retain current status
___ 4) Partial expansion ___ 5) Major expansion

5. What is the criteria you use to select the vocational high school for your articulation program?

___ 1) Schools that have attained a high level of student achievement in comparison with all neighboring schools
___ 2) Schools that attained a high level of student achievement regardless of distance from college
___ 3) All schools in the neighbourhood which deliver curriculum relevant to the articulation program
___ 4) All schools which deliver curriculum relevant to the articulation program regardless of distance from college

The following were identified as problems of student selection into articulation programs. Considering the experience of your college, please indicate the extent to which these have proved to be serious problems for your college. Select one response for each item.

	Not serious at all	*Rarely serious*	*Neutral*	*Somewhat serious*	*Extremely serious*
6. Non-enrolment of students who have participated in the high school component of the articulation program	1	2	3	4	5
7. Enrolment of students with low basic learning abilities has led to a decrease in the quality of college education	1	2	3	4	5
8. Administrative difficulties due to the large number of dropouts	1	2	3	4	5
9. Difficulties in forming separate classes for articulation students	1	2	3	4	5

10. Please indicate the personnel who participated in developing the textbook and teaching-learning materials used in your articulation program?

___ 1) Professors of your college
___ 2) Professors of your college and high school teachers of the articulation program
___ 3) Professors of your college and people in related industries
___ 4) Professors of your college, high school teachers of the articulation program, people in related industries
___ 5) Professors of your college and other colleges

11. Has your school conducted a needs assessment the demand for workers and occupational skills and expertise required by companies prior to selecting departments, identifying courses and developing curriculum for your articulation program?

___ 1) Never ___ 2) Yes, conducted a general needs assessment
___ 3) Yes, conducted a detailed needs assessment

12. (For those who answered 1 in question 11) What was the reason for not conducting this needs assessment?

___ 1) Scarcity of reference materials___ 2) Low levels of faculty expertise in conducting needs assessment
___ 3) Lack of financial resources ___ 4) Lack of cooperation from companies
___ 5) Other (Please specify: _____)

13. Providing opportunities for student practice and experimentation in articulation programs is essential. However, it often does not happen in reality. What do you think is the main reason for this?

___ 1) Lack of funds to purchase equipment or material
___ 2) Limited expertise of professors in providing such experiences
___ 3) Lack of reference materials and guidelines for providing such experiences
___ 4) Other (Please specify: _____)

14. How does your school access facilities and equipment for the articulation program?

___ 1) Facilities and equipment are shared jointly by college and vocational high school as required
___ 2) Facilities and equipment are shared jointly by college and vocational high school during college vacations
___ 3) Only facilities and equipment belonging to the college are used
___ 4) Facilities and equipment are hired from external sources

Among the following examples of teaching and learning methods please specify the three most frequently used methods that are employed in your articulation program.

Example: 1) Lecture-based class 2) Discussion-based class 3) Experiment and practice-based class 4) Collaborative class 5) Project-based class 6) Field trips to sites 7) Computer-based class 8) Special lectures by important figures in industry

15. First ( ) **16.** Second ( ) **17.** Third ( )

18. What assessment methods are used in your school to test student achievent in your articulation program?

___ 1) Written exams
___ 2) Both written and practical exams but with more focus on written exams
___ 3) Both written and practical exams with more focus on practical exams

19. Which of the following types of government assistance is most urgently required for on-site training for the students in your articulation program?

___ 1) Support for selecting and providing information about on-site training companies
___ 2) Financial support for professors to visit and provide instruction to on-site trainees
___ 3) Monitoring training activities of on-site trainees and implementing corrective action to any contract violations
___ 4) Developing and distributing teaching and learning materials for on-site training

20. Which of the following company support measures is most urgently required for the on-site training of students in your articulation program?

___ 1) Securing experts to deliver on-site training to improve training effectiveness
___ 2) Administrative and financial support for professors to visit and provide instruction for on-site trainees
___ 3) Limiting excessive requests for trainees to participate in production activities
___ 4) Developing and utilizing teaching and learning materials for on-site training
___ 5) Providing career guidance and counselling to on-site trainees

21. To what extent are your articulation programs related to national technical qualifications exams? Please consider this question in terms of curriculum content or utility of acquiring the national technical qualification certificate?

___ 1) Not related ___ 2) Mostly unrelated ___ 3) Not related, not unrelated
___ 4) Partially related ___ 5) Very closely related

22. (For those who answered 1 or 2 in question 21) What do you think is the main reason that there is not a relationship between your articulation programs and the national technical qualifications exams?

___ 1) National technical qualifications do not have credibility therefore completion of school education is sufficient
___ 2) Contents of textbooks and teaching and learning materials are not related to exams for national technical qualifications
___ 3) Individual companies have low demand for national technical qualifications
___ 4) Other (Please specify: _____)

23. Which of the following do you think should be the most closely related to the articulation programs of your college?

___ 1) National technical qualifications
___ 2) Ocupation-specific training courses endorsed by the Ministry of Labor
___ 3) Curriculum of last two years of four-year university program
___ 4) Other (Please specify: _____)

24. What is the attitude of the teachers in your partner vocational high school towards the implementation of the articulation program?

___ 1) Very negative ___ 2) Somewhat negative ___ 3) Not negative, not positive
___ 4) Somewhat positive ___ 5) Very positive

25. (For those that answered 1 or 2 of question 24) What do you think is the major reason for this?

___ 1) Difficulties in changing the vocational high school curriculum to suit articulation program
___ 2) Additional burden of managing and supporting students in the articulation program
___ 3) Lack of students wanting to enter the articulation program
___ 4) Lack of vocational high school teachers' understanding of and enthusiasm for the articulation program
___ 5) Other (Please specify: _____)

26. (For those who answered 4 or 5 of question 24) What do you think is the major reason for this?

___ 1) They think it is a good way to provide vocational high school students with continuous specialized education
___ 2) It helps vocational high school students select various career pathways
___ 3) It increases student enrolments which can be used in the promotional activities to attract new students
___ 4) It provides a good example for implementing changes to the existing vocational high school curriculum
___ 5) They think that students completing articulation programs at vocational colleges have better chances of employment
___ 6) Other (Please specify: _____)

Please indicate the extent to which staff members from the vocational high school and your vocational college are involved in the development, delivery and management of your articulation program. Please select one response for each item.

	Very low	*Low*	*Mediocre*	*High*	*Very high*
27. Participation of vocational high school teachers in curriculum development	1	2	3	4	5
28. Joint delivery of program by vocational high school teachers and college progressors during vacations	1	2	3	4	5
29. Delivery of classes for vocational high school students by college professors	1	2	3	4	5
30. Appointment of vocational high school teachers as sessional lecturers or professors in vocational colleges	1	2	3	4	5

Please use your teaching experience to compare the attributes and abilities of students in articulation programs with those in general programs. Select one response for each item.

	General program students are far superior	*General program students somewhat superior*	*Students in both programs similar*	*Articulation program students are somewhat superioe*	*Articulation program students are far superior*
31. Ability to apply knowledge related to major	1	2	3	4	5
32. Ability to use basic computer skills	1	2	3	4	5
33. Ability to analyze information	1	2	3	4	5
34. Ability at creative problem-solving	1	2	3	4	5
35. Ability to plan and organize tasks	1	2	3	4	5
36. Ability to negotiate and make decisions	1	2	3	4	5
37. Ability to get along with others	1	2	3	4	5
38. Positive attitude towards job challenges	1	2	3	4	5
36. Application of effort to developing occupational competencies for acquiring national skills certificates	1	2	3	4	5
39. Employment rates of graduates (respond only if you have graduates)	1	2	3	4	5
40. Employment rates of graduates in jobs related to their major field (respond only if you have graduates)	1	2	3	4	5

The following aspects have been identified as being required for the successful implementation of articulation programs. Please rate the extent to which your college applies its resources to achieve the following.

	To no extent	*To some extent*	*Neutral*	*To a great extent*	*To a very great extent*
42. Active participation and positive attitude toward the program of college professors	1	2	3	4	5
43. Increased expertise of college professors to manage the system	1	2	3	4	5
44. Recruitment of adequate numbers of professors reflecting changes in curriculum	1	2	3	4	5
45. Establishment of separate classes for articulation program graduates from vocational high schools	1	2	3	4	5
46. Promotion of co-operation and support from companies in relevant industries	1	2	3	4	5
47. Increased role in the development and delivery of articulation program for vocational high school teachers	1	2	3	4	5

The following aspects have been identified as being required for the successful implementation of articulation programs. Please rate the extent to which the participating <u>vocational high school</u> applies its resources to achieve the following.

	To no extent	*To some extent*	*Neutral*	*To a great extent*	*To a very great extent*
48. Active participation and postitive attitude towards the program of vocational high school teachers	1	2	3	4	5
49. Development of vocational high school teacher expertise in running the program	1	2	3	4	5
50. Application of school resources to improving the curriculum	1	2	3	4	5
51. Applying resources to ensure that students have the basic learning skills	1	2	3	4	5

The following factors have been identified as required by governments to ensure the successful development of articulation programs. Please rate the extent to which you agree that the government needs to pursue the following. Indicate one response for each item.

	Strongly disagree	*Disagree*	*No feelings one way or the other*	*Agree*	*Strongly disagree*
52. Provide information on relevant industry trends, changes in job responsibilities, and employment opportunities	1	2	3	4	5
53. Provide financial support for experimentation and practice facilities and equipment	1	2	3	4	5
54. Provide support for selecting companies for on-site training and monitoring progress of trainees	1	2	3	4	5
55. Provide exemption from military service for articulation program graduates employed by their on-site training companies	1	2	3	4	5

The following activities have been identified as being required by companies to ensure the successful development of articulation programs. Please rate the extent to which you agree that companies need pursue the following. Indicate one response for each item.

	Strongly disagree	Disagree	No feelings one way or the other	Agree	Strongly agree
56. Provide employment opportunities for graduates of articulation programs	1	2	3	4	5
57. Provide opportunities for on-site training and improving training programs for students of articulation program	1	2	3	4	5
58. Provide financial support for experiment and practice facilities and equipment for articulation program	1	2	3	4	5
59. Provide information on relevant industry trends, and changes in job responsibilities, and employment opportunities	1	2	3	4	5
60. Provide industry specialists to assist in the development and delivery of training programs	1	2	3	4	5

61. Please select one of the following responses to indicate what you believe to be the future success or failure of the articulation programs?

___ 1) Dismal failure ___ 2) Slight failure ___ 3) Neutral
___ 4) Some success ___ 5) Great success

62. (Those who answered 1 or 2 of question 61) What is the main reason that you think the articulation program might fail?

___ 1) Capable students do not enrol in these programs
___ 2) It is getting harder for those with vocational college associate degree to find jobs in companies
___ 3) There is inadequate government administrative and financial assistance
___ 4) Companies are unwilling to co-operate with educational institutions and provide on-site training
___ 5) It is difficult to locate professors with the relevant expertise
___ 6) It is difficult for vocational colleges to run the programs
___ 7) Other (Please specify: _____)

63. (Those who answered 4 or 5 of question 61) Please indicate the main reason for believing that the articulation program might succeed?

___ 1) The program enables students to develop expertise through a continuous program of training which avoids duplication of prior learning
___ 2) It contributes to increased enrolments for vocational colleges
___ 3) It enables vocational colleges to recruit high achieving students from vocational high schools
___ 4) It enables vocational colleges to pre-select suitable students for their programs

64. (Only answer if applicable) To what extent does the government's 'Vocational College Financial Support Project' for articulation programs contribute to the development of the program?

___ 1) Not at all ___ 2) Minimally ___ 3) Neutral
___ 4) Somewhat ___ 5) Greatly

65. (Those who answered 1 or 2 in question 64) Why do you think the government's 'Vocational College Financial Support Project' on articulation programs does not contribute to the development of the program?

___ 1) The amount of financial assistance provided is too small to have any practical effect
___ 2) Strict budget guidelines prevent colleges from using funds to achieve program goals
___ 3) Funds are allocated to improving general education rather than developing articulation program
___ 4) Other (Please specify: _____)

66. (Those who answered 4 or 5 in question 64) Why do you think the government's 'Vocational College Financial Support Project' on articulation programs contributes to the development of the program?

___ 1) It is an important means for securing funding for articulation programs
___ 2) It provides a significant contribution to curriculum development and better management
___ 3) It promotes college-industry cooperation helping to develop a quality vocational education system
___ 4) Other (Please specify:_____)

Thank you

Questionnaire C–2

Questionnaire on the Development of Articulation Program between Vocational High Schools and Vocational Colleges (For Vocational High Schools)

Notice: Please have the questionnaire completed by teachers in charge of articulation programs.

Please select one response that is the most appropriate or respond as requested.

1. Where is your school located?

___ 1) Metropolitan area ___ 2) Small or medium sized cities/counties or subcounties

2. Is your school public or private?

___ 1) Public ___ 2) Private

3. What is the major purpose for your high school's articulation program with vocational colleges?

___ 1) Enhance professionalism of graduate students by providing continuing education
___ 2) Strengthen education in your high school through modifying curriculum
___ 3) Secure enrollment of good quality students
___ 4) Secure enrollment of students to the quota
___ 5) Meet the needs of students seeking higher education
___ 6) Other (Please specify: _____)

4. What does your school focus on the most in promoting the articulation program?

___ 1) Developing and delivering appropriate curriculum appropriate for the articulation program (including learning materials, and teaching and learning methods)
___ 2) Utilizing and exchanging teachers, learning materials, and information with vocational colleges in the articulation program
___ 3) Supervision and support for students participating in the articulation program
___ 4) Securing funds and developing budgets for the articulation program
___ 5) Other (Please specify: _____)

5. What are your developoment plans for managing articulation programs of your school?

___ 1) Major downsizing ___ 2) Partial downsizing ___ 3) Retain current status
___ 4) Partial expansion ___ 5) Major expansion

6. What is the criteria you use to select the vocational college for your articulation program?

___ 1) Well-known vocational colleges in neighboring area
___ 2) Well-known vocational colleges in all areas
___ 3) All colleges pursuing an articulation program
___ 4) All colleges with curriculum adequate for articulation program

7. What is the criteria you use to select the students to participate in your articulation program?

___ 1) According to grades among aspiring students
___ 2) All aspiring students regardless of grades
___ 3) Students meeting the selection criteria of the college
___ 4) Other (Please specify: _____)

8. What is the main problem you face in terms of student participation in articulation program?

___ 1) Drop out of students in the articulation program
___ 2) Low application rate of students in articulation program

___ 3) Low participation rate of students in extracurricular activities with the college
___ 4) Lack of students' overall understanding of the articulation program
___ 5) Other (Please specify: _____)

9. How do you go about implementing curriculum for the articulation program?

___ 1) Maintain the existing curriculum
___ 2) Develop new curriculum to suit the articulation program
___ 3) Maintain the curriculum for the vocational college component of the program and modify part of the existing high school curriculum for the high school component of the program
___ 4) Maintain curriculum framework but change contents of some of the courses
___ 5) Other (Please specify: _____)

10. Who participated in developing the textbook and teaching and learning materials used in your articulation program?

___ 1) Teachers at your high school
___ 2) Teachers at your high school and college professors of the articulation program
___ 3) Teachers at your high school and experts from related companies
___ 4) Teachers at your high school, college professors of the articulation program, and experts from related companies
___ 5) Teachers at your high school and other high schools

11. Providing opportunities for relevant student practice and experimentation is essential in articulation programs. However, it often does not happen in reality. What do you think is the main reason for this?

___ 1) Lack of funds to purchase equipment or material
___ 2) Limited experience of teachers in providing such experiences
___ 3) Lack of reference materials and guidelines for providing such experiences
___ 4) Other (Please specify: _____)

12. How does your school jointly use the facilities and equipments for the articulation program?

___ 1) Jointly use college and high school facilities and equipments at all times
___ 2) Jointly use college and high school facilities and equipments only during school vacation
___ 3) Use only the facilities and equipments of the college
___ 4) Borrow facilities and equipments from outside sources

Among the following examples of teaching and learning methods please specify the most frequently used methods that are used in articulation programs in your school.

Example: 1) Lecture-based class 2) Discussion-based class 3) Experiment and practice based class 4) Collaborative class 5) Project-based class 6) Field trips to sites 7) Computer-based class 8) Special lectures by important figures in industry

13. First ( ) **14.** Second ( ) **15.** Third ( )

16. What assessment methods are mainly used by your school to test student achievement in articulation programs?

___ 1) Written exams ___ 2) Both written and practical exams with more focus on written exams
___ 3) Both written and practical exams with more focus on practical exams

17. Please indicate the area which is in most need of prioritized financial support to improve the effectiveness of your articulation program

___ 1) Development of the curriculum
___ 2) Development of textbooks and teaching and learning materials
___ 3) Providision of facilities and equipments
___ 4) Support for experiment and practice facilities and equipment
___ 5) Support for faculty training programs for managing articulation program

18. What is the attitude of the vocational college professors in your articulation program towards the program?

___ 1) Very negative ___ 2) Somewhat negative ___ 3) Not negative, not positive
___ 4) Somewhat positive ___ 5) Very positive

19. (For those that answered 1 or 2 of question 18) What do you think is the main reason for this?

___ 1) Lack of understanding of articulation program by the college professors
___ 2) Difficulties in changing the vocational college curriculum to suit the articulation program
___ 3) Increase in course load for running separate classes for articulation program students
___ 4) Loss of faith due to the low rates of college applications from articulation program high school students
___ 5) Lack of belief in the need for the college to implement articulation programs because the college is already competitive
___ 6) Other (Please specify: _____)

20. (For those that answered 4 or 5 of question 18) What do you think is the reason for this?

___ 1) Secure quota of new-coming students
___ 2) Attract high quality students
___ 3) Enhance the quality of education in vocational college through continuing education
___ 4) High schools and colleges can share the use of limited human, material, and information resources
___ 5) Other (Please specify: _____)

Please indicate the level of collaboration between vocational high schools and vocational colleges in the exchange of staff to help in the development, delivery and management of articulation programs.

	Very low	*Low*	*mediocre*	*High*	*Very high*
21. Participation of vocational high school teachers in curriculum for the articulation program	1	2	3	4	5
22. Joint delivery of program by vocational high school teachers and vocational college professors during vacations	1	2	3	4	5
23. Delivery of classes for vocational college students by vocational high school teachers	1	2	3	4	5
24. Appointment of vocational high school teachers as sessional lecturers or professors in vocational colleges	1	2	3	4	5

The following factors have been identified as required for the successful management of articulation programs. Please rate the performance of your partner vocational college in the following areas.

	Very low	*Low*	*Mediocre*	*High*	*Very high*
25. Active participation and positive attitudetoward the program of college professors	1	2	3	4	5
26. Recruitment of professors who have the relevant skills and knowledge to deliver curriculum in new fields	1	2	3	4	5
27. Establishment of separate classes for students who have graduated from articulation programs	1	2	3	4	5
28. Promotion of cooperation and support from companies in relevant industries	1	2	3	4	5
29. Increased role in development and delivery of aarticulation programs for vocational high school teachers	1	2	3	4	5

The following factors have been identified as required for the successful management of articulation programs. Please rate the performance of your own school in the following areas.

	Very low	*Low*	*Mediocre*	*High*	*Very high*
30. Active participation and positive attitude toward the program of vocational high school teachers	1	2	3	4	5
31. Development of vocational high school teacher expertise in running the articulation program	1	2	3	4	5
32. Application of school resources to improving the curriculum	1	2	3	4	5
33. Applying resources to ensure that students have the basic learning skills	1	2	3	4	5

The following factors have been identified as required by governments to ensure the successful development of articulation programs. Please rate the extent to which you agree that the government needs to pursue the following. Please indicate one response for each item.

	Strongly disagree	*Disagree*	*No feelings one way or the other*	*Agree*	*Strongly agree*
34. Provide information on relevant industry trends and changes in work responsibilities and employment opportunities	1	2	3	4	5
35. Provide financial support for experiment and practice facilities and equipment	1	2	3	4	5
36. Provide support for selecting companies for on-site training and monitoring progress of these trainees	1	2	3	4	5
37. Provide exemption from military service for articulation program graduates who are employed by their on-site training companies	1	2	3	4	5

The following factors have been identified as required by industry to ensure the successful development of articulation programs. Please rate the extent to which you agree that industry needs to pursue the following. Please indicate one response for each item.

	Strongly disagree	*Disagree*	*No feelings one way or the other*	*Agree*	*Strongly agree*
38. Provide opportunities for on-site training and improving training programs	1	2	3	4	5
39. Provide financial support for experiment and practice facilities and equipment	1	2	3	4	5
40. Provide information on relevant industry trends, and changes in work responsibilities and employment opportunities	1	2	3	4	5
41. Provide industry specialists to assist in the development and delivery of training programs	1	2	3	4	5

42. What do you think is the best way for vocational high schools to secure funding for operating an articulation program?

___ 1) Access the same level of government funding as is available to universities
___ 2) Access funding that is determined by the results of regional education office evaluations
___ 3) Share the expenses for running the program with partner vocational colleges
___ 4) Leave the responsibility for all expenses to the vocational college
___ 5) Share the expenses for running the program with vocational colleges, and companies through consultations

Thank you

Questionnaire D

Questionnaire on the development of Customized Training in Vocational Colleges

Notice: Please have the questionnaire completed by professors in charge of the customized training programs.

Please answer the following questions with respect to students in customized training programs that are based on contracts with individual companies.

Please select one response for each question or respond as requested.

1. Where is your school located?

___ 1) Metropolitan area ___ 2) Small or medium sized cities/counties or subcounties

The following items describe the goals of customized training in vocational colleges. Please indicate the level of emphasis your college places on these. Select one response only for each item.

	Very low	*Low*	*Not high not low*	*High*	*Very high*
2. Developing human resources in line with industry demands	1	2	3	4	5
3. Securing employment opportunities for graduates	1	2	3	4	5
4. Strengthening collaboration between industry and educational institutions	1	2	3	4	5
5. Strengthening the college's capabilities to deliver adult education	1	2	3	4	5
6. Securing new student enrolments	1	2	3	4	5

7. Considering your college's roles and functions, how appropriate was it to introduce the customized training program?

___ 1) Very inappropriate ___ 2) Somewhat inappropriate ___ 3) Not appropriate, not inappropriate ___ 4) Somewhat appropriate ___ 5) Very appropriate

8. (<u>Those who answered 4 or 5 for question 7</u>) What is your main reason for indicating that it was appropriate to introduce the customized training program?

___ 1) It strengthens the functions of vocational colleges by expanding the range of students to include existing workers

___ 2) It reflects industry demands

___ 3) It strengthens cooperation between industry and educational institutions thereby increasing effectiveness of vocational education

___ 4) It increases enrolments for the college

___ 5) Other (Please specify: _____)

9. (<u>Those who answered 1 or 2 for question 7</u>) What is your main reason for indicating that it was inappropriate to introduce the customized training program?

___ 1) It diminishes the importance of the original purposes of vocational colleges
___ 2) It is not effective because there are low levels of company participation in the program
___ 3) It does not operate efficiently because there is inadequate administrative and financial support from college authorities
___ 4) It is inefficient because there is inadequate administrative and financial support from the government
___ 5) Increased pressures on professors responsible for administering and delivering regular programs and customized training programs.
___ 6) Other (Please specify: _____)

10. What are your development plans for customized training programs?

___ 1) Major downsizing ___ 2) Partial downsizing ___ 3) Retain current status
___ 4) Partial expansion ___ 5) Major expansion

Please indicate the backgrounds of participants in customized training programs at your college. Select one response for each item.

	Yes	*No*
11. New vocational college students who have graduated from high school	1	2
12. Newly hired company employees	1	2
13. Existing workers in companies	1	2
14. Community residents	1	2

Please respond in terms of all customized training programs delivered by your college. Please select one response only for each item.

	Yes	*No*
15. Delivers the curriculum of the 2-year regular program, and also develops and delivers a new curriculum to meet company requirements	1	2
16. Delivers existing curriculum for the customised training program	1	2
17. Delivers a training program to help new empoyees acquire the practical skills required by companies	1	2
18. Delivers training programs aimed at upgrading the skills of existing workers	1	2
19. Delivers training programs aimed at helping existing workers to develop the skills required to move into new jobs	1	2

20. Please indicate where the customized training program is delivered by your college.

___ 1) Programs are conducted in related college departments
___ 2) Programs are conducted at industry sites
___ 3) Programs are conducted in college departments and industry sites
___ 4) Programs are conducted at the college's community education center facilities

21. Please indicate which individuals are involved in developing the text books and teaching and learning materials used in your customized training program?

___ 1) Professors from this college only
___ 2) Professors from this college and other colleges
___ 3) Professors of this college and individuals from related companies
___ 4) Professors of this college and other colleges, and individuals from related companies

22. Please indicate the area that is in most need of financial support to enhance the effectiveness of your customized training program

___ 1) Curriculum development
___ 2) Textbooks and teaching and learning materials development
___ 3) Acquisition of facilities and equipment
___ 4) Resources for practice and experimentation
___ 5) Resources for upgrading the skills and knowledge of professors conducting customised training programs

23. Has your school conducted a needs assessment of the demand for workers, and occupational skills and expertise required by companies prior to selecting courses and developing curriculum for these courses?

___ 1) Never ___ 2) Yes, conducted a general needs assessment___ 3) Yes, conducted a detailed needs assessment

24. (For those who answered 1 in question 23) What was the reason for not conducting a needs assessment?

___ 1) Scarcity of reference materials ___ 2) Low levels of expertise in conducting needs assessment
___ 3) Lack of financial resources ___ 4) Lack of cooperation from companies
___ 5) Other (Please specify: _____)

25. Providing opportunities for practice and experimentation in customized training programs is essential, however, it often does not happen in reality. What do you think is the main reason for this?

___ 1) Lack of funds to purchase equipment or material
___ 2) Limited expertise of professors in providing such experiences
___ 3) Lack of reference materials and guidelines for providing such experiences
___ 4) Other (Please specify: _____)

Among the following examples of teaching and learning methods please specify the three most frequently used methods that are employed in customized training programs.

Example: 1) Lecture-based class 2) Discussion-based class 3) Experiment and practice based class 4) Collaborative class 5) Project-based class 6) Field trips to sites 7) Computer-based class 8) Special lectures by important figures in industry

26. First ( ) **27.** Second ( ) **28.** Third ( )

29. What are the assessment methods mainly used in your school to test student achievement in your customized training program?

___ 1) Written exams ___ 2) Both written and practical exams with more focus on written exams
___ 3) Both written and practical exams with more focus on practical exams

30. To what extent is the customized training program in your college related to preparing students for the national vocational qualifications examinations? Please consider this question in terms of curriculum content and the utility of acquiring the national vocational qualifications certificate?

___ 1) Not related ___ 2) Mostly unrelated ___ 3) Not related, not unrelated
___ 4) Partially related ___ 5) Very closely related

31. (For those who answered 1 or 2 of question 30) What do you think is the main reason for your customized programs not being related to national vocational qualifications exams?

___ 1) National technical qualifications do not have credibility therefore completion of college education is sufficient
___ 2) Contents of textbooks and teaching and learning materials are not related to the national technical qualifications
___ 3) Individual companies have low demand for national technical qualifications
___ 4) Other (Please specify: _____)

32. Which of the following items do you think should be most closely related to the curriculum of customized training program of your college?

___ 1) National technical qualifications
___ 2) Occupation-specific training courses endorsed by the Ministry of Labour
___ 3) Curriculum of last two years of four-year university program
___ 4) Other (Please specify: _____)

Please indicate the level of cooperation your college receives from companies in administering and delivering your customized training program in the following areas?

	Very low	*Low*	*Not high not low*	*High*	*Very high*
33. Companies provide financial support in developing and delivering the curriculum	1	2	3	4	5
34. Companies hire out industry specialists to vocational colleges for delivery of lectures	1	2	3	4	5
35. Companies provide facilities and equipment	1	2	3	4	5
36. Companies provide industry specialists to help develop the curriculum	1	2	3	4	5
37. Companies provide information on employment and labour market trends and job changes	1	2	3	4	5

38. Do companies with which your college has contracts for training provide funding to support the customized program?

___ 1) Yes, all the companies with contracts provide funding
___ 2) Yes, a few of the companies with contracts provide funding
___ 3) No, none of the companies with contracts provide funding

Please use your teaching experience to compare the abilities and attributes of students in customized training programs with those of students in general programs. Select one response for each item.

	General program students are far superior	*General program students are somewhat superior*	*Students in both programs are similar*	*Customized training participants are somewhat superior*	*Customized training participants are far superior*
39. Ability to apply knowledge related to major	1	2	3	4	5
40. Ability to use basic computer skills	1	2	3	4	5
41. Ability to analyze information	1	2	3	4	5
42. Ability at creative problem-solving	1	2	3	4	5
43. Ability to plan and organize tasks	1	2	3	4	5
44. Ability to negotiate and make decisions	1	2	3	4	5
45. Ability to get along with others	1	2	3	4	5
46. Positive attitude to job challenges	1	2	3	4	5
47. Application of effort to developing occupational competencies for acquiring national skills certificates	1	2	3	4	5
48. Employment rates of graduates (respond only if you have graduates)	1	2	3	4	5
49. Employment rates of graduates in jobs related to their major field of study (respond only if you have graduates)	1	2	3	4	5

The following strategies have been identified as ways to enhance the effectiveness of customized training programs. Please indicate how much emphasis your college has placed on implementing the following?

	Very low	*Low*	*Not high, not low*	*High*	*Very high*
50. Promoting company participation in developing and delivering the curriculum for customized training programs	1	2	3	4	5
51. Encouraging faculty members to understand and participate in customized training program	1	2	3	4	5
52. Developing and utilizing curriculum for customized training	1	2	3	4	5
53. Developing and utilizing texts for customized training	1	2	3	4	5
54. Securing college funding for improving the effectiveness of customised training	1	2	3	4	5
55. Promoting staff exhanges betweencompanies and colleges	1	2	3	4	5
56. Sharing of college and company facilities and resources for customised training	1	2	3	4	5
57. Sharing of relevant information between colleges and companies	1	2	3	4	5

The following factors have been identified as being required for governments to ensure the successful development of customized training programs. Please indicate the extent to which you agree that governments must implement the following, by selecting one response for each item.

	Strongly disagree	*Disagree*	*No feelings one way or the other*	*Agree*	*Strongly agree*
58. Provide information on relevant industry trends, and changes in job responsibilities and employment opportunities	1	2	3	4	5
59. Provide financial support for experiment and practice facilities and equipment	1	2	3	4	5
60. Provide support for selecting companies for on-site training monitoring the progress of trainees	1	2	3	4	5

61. Please select one of the following responses to indicate what you believe to be the future success or failure of the customized training programs in your college?

___ 1) Dismal failure ___ 2) Slight failure ___ 3) Neutral
___ 4) Some success ___ 5) Great success

62. (Those who answered 1 or 2 of question 61) Please indicate the main reason for believing that the customized training system might fail?

___ 1) Capable students do not enrol in these programs
___ 2) It is getting harder for those with vocational college associate degrees to find jobs in companies
___ 3) There is inadequate government administrative and financial assistance
___ 4) Companies are unwilling to cooperate in the delivery of customised training and provide on-site training
___ 5 It is difficult to locate professors with the relevant expertise to deliver the programs
___ 6) It is difficult for colleges to run customized training programs.
___ 7) Other (Please specify: _____)

63. (Those who answered 4 or 5 of question 61) Please indicate the main reason for believing that the customized training program system might succeed?

___ 1) It expands the student population to include existing workers thereby enabling the vocational college to fulfill its stated mission
___ 2) It contributes to strengthening the ability of vocational colleges to deliver practical skills training that is required by industry
___ 3) It improves college-industry collaboration thereby increasing the ability of vocational colleges to develop flexible and adaptable workers
___ 4) Secures human resources for college
___ 5) Other (Please specify: _____)

64. (Only answer if applicable) To what extent does the government's 'Vocational College Financial Support Project' for customized training programs contribute to the development of the program?

___ 1) Not at all ___ 2) Minimally ___ 3) Neutral
___ 4) Somewhat ___ 5) Greatly

65. (Those who answered 1 or 2 in question 64) Why do you think the government's 'Vocational College Financial Support Project' on customized training programs does not contribute to the development of the program?

___ 1) The amount of financial assistance provided is too small to have any practical effect
___ 2) Strict budget guidelines prevent colleges from using funds to achieve program goals
___ 3) Funds are allocated to improving general education rather than developing customized training
___ 4) Other (Please specify: _____)

66. (Those who answered 4 or 5 in question 64) Why do you think the government's 'Vocational College Financial Support Project' on customized training programs contributes to the further development of the program?

___ 1) It is an important means for securing funding for customized programs
___ 2) It provides a significant contribution to curriculum development and better management
___ 3) It promotes college-industry cooperation helping to develop a quality vocational education system
___ 4) Other (Please specify:_____)

Thank you