2008

VET IN SCHOOLS

NCVER

Australian vocational education and training statistics

VET in Schools

2008

Highlights

- In 2008, there were 220 000 VET in Schools students, representing 41.0% of school students undertaking a senior secondary certificate.
- The VET in Schools students comprised:
  - 25 700 school-based apprentices and trainees
  - 194 200 students enrolled in other VET in Schools programs.
- In 2008, compared with 2007:
  - The total number of VET in Schools students increased by 25.8%.
  - The number of school-based apprentices and trainees increased by 71.9%.
  - The number of students enrolled in other VET in Schools programs increased by 21.5%.

Contents

Tables

Introduction

This publication presents information on vocational education and training (VET) undertaken by school students as part of their senior secondary certificate, known as VET in Schools. The VET in Schools arrangement offers two main options: students can undertake school-based apprenticeships and traineeships; or VET subjects and courses (the latter are referred to as 'other VET in Schools programs').

Most VET in Schools students are aged between 15 and 19 years. Therefore, in this report, statistics for VET in Schools students are compared with students aged 15 to 19 years who enrolled in the public VET system.

Scope

Information contained in this publication is, unless stated otherwise, derived from the MCEECDYA[1] VET in Schools Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). In 2007, Release 6.0 came into effect. For further information go to <http://www.ncver.edu.au/avetmiss/21055.html>.

The scope of reporting is all activity encompassed by MCEECDYA's definition of 'VET in Schools'. The MCEECDYA definition of VET in Schools is: programs undertaken as part of a student's senior secondary certificate that provide credit towards a nationally recognised VET qualification.

More information

Data in this publication may be revised for a variety of reasons. For the latest data, please visit the NCVER website <http://www.ncver.edu.au>.

For additional data tables and cubes on VET in Schools, please refer to <http://www.ncver.edu.au/publications/2230.html>. The data tables include state and territory breakdowns of information contained in this publication and data cubes to allow further manipulation of the data.

Information on national key performance measures for VET in Schools activity is not presented in this report. Statistics on national key performance measures and program measures are published by MCEECDYA and are also available as data tables on our website. To view these statistics, go to <http://www.ncver.edu.au/publications/2230.html>.

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[1] Ministerial Council for Education, Early Childhood Development and Youth Affairs.

Technical notes

Break in time series

A new arrangement for the national reporting of VET in Schools statistics was implemented for 2005 data. Due to this break in series, data for 2005 and onwards should not be compared with data from other arrangements in previous years. As 2005 was the first year of collection under the new arrangements, the data from that year suffer from some data quality issues. For this reason, only data from 2006 to 2008 are presented in this publication.

Data quality issues

The 2008 VET in Schools statistics are subject to some data quality issues. These issues include:

- There are fields that are intended to be used in producing the tables where no data are reported because they are not captured in school-enrolment processes. As a result:
  - South Australia was not able to provide qualifications completed.
  - There is a high proportion of unknown information for some fields; for example, Indigenous status.
- There are differences in definition and compilation practices used by states and territories to populate some fields, resulting in anomalies between states and territories. For example, the number of school students undertaking a senior secondary certificate is not comparable across states and territories due to different definitions of a senior secondary certificate.
- The increase in student numbers between 2007 and 2008 can be partly attributed to an improvement in the reporting requirements for the Queensland Certificate of Education. As a result, students and registered training organisations (RTOs) are more accountable for the reporting of training activity, and the identification of school-based apprentices and trainees has improved in Queensland.

School-based apprentices and trainees

The school-based apprenticeship and traineeship statistics reported in this publication differ from those reported annually through the National Apprentice and Trainee Collection. The differences are shown in the following table.

School-based apprentices and trainees by collection type and state or territory 2008 ('000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
School-based apprentices and trainees from the MCEECDYA VET in Schools Collection[1, 4]	2.2	7.2	14.0	0.5	0.8	0.5	0.1	0.4	25.7
School-based commencements from the National Apprentice and Trainee Collection	1.5	6.9	8.8	1.7	1.3	0.5	0.2	0.4	21.2

Sources: Data on school-based apprentices and trainees from the MCEECDYA VET in Schools Collection 2008.
Data on school-based commencements from the National Apprentice and Trainee Collection, September 2009 estimates, unpublished.

Students and participation

In 2008, compared with 2007:

- the total number of VET in Schools students increased by 25.8% *Table 1*

- the number of school-based apprentices and trainees increased by 71.9% *Table 1*

- the number of students enrolled in other VET in Schools programs increased by 21.5%. *Table 1*

In 2008, there were:

- 220 000 VET in Schools students, representing 41.0% of school students undertaking a senior secondary certificate *Tables 1, 2 and 4*

- 25 700 school-based apprentices and trainees, representing 11.7% of all VET in Schools students *Tables 1 and 2*

- 194 200 students enrolled in other VET in Schools programs, representing 88.3% of all VET in Schools students. *Tables 1 and 2*

Selected student characteristics for 2008 show:

- VET in Schools students comprised a higher proportion of females (49.1%), compared with the proportion of female 15 to 19-year-old students enrolled in the public VET system (44.1%) *Table 5*

- VET in Schools students comprised a lower proportion of Indigenous students (3.5%), compared with the proportion of Indigenous 15 to 19-year-old students enrolled in the public VET system (5.2%). *Table 5*

Courses and qualifications

In 2008, VET in Schools students were predominantly enrolled in:

- Australian Qualifications Framework (AQF) certificate II qualifications (57.0%). By comparison, 30.4% of 15 to 19-year-old public VET students were enrolled in AQF certificate II qualifications *Table 6*

- training package qualifications (84.4%), with tourism, hospitality and events being the most popular training package area undertaken. *Table 6*

Subjects

In 2008:

- the management and commerce field of education accounted for the greatest proportion of subject enrolments by VET in Schools students (26.2%) *Table 7*

- 67.8% of enrolments in VET in Schools subjects resulted in a pass, either through assessment, recognition of prior learning or recognition of current competency. *Table 7*

Tables

Table 1 Number of VET in Schools students and 15 to 19-year-old VET students, 2006–08

	2006 ('000)	2007 ('000)	2008 ('000)	2008 %	2007–08 % change
School-based apprentices and trainees[1, 2]	12.9	15.0	25.7	11.7	71.9
Other VET in Schools program students[2]	158.7	159.8	194.2	88.3	21.5
Total VET in Schools[2]	171.7	174.8	220.0	100.0	25.8
VET students aged 15 to 19 years[3]	427.9	433.2	443.6	100.0	2.4

For notes on tables, see page 12.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the MCEECDYA VET in Schools Collection, 2006–08.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2006–08.

Table 2 Number of VET in Schools students and 15 to 19-year-old VET students by state or territory, 2008 ('000)[4]

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
School-based apprentices and trainees[1]	2.2	7.2	14.0	0.5	0.8	0.5	0.1	0.4	25.7
Other VET in Schools program students	52.8	36.1	64.3	12.0	20.8	2.7	2.0	3.7	194.2
Total VET in Schools	54.9	43.4	78.4	12.5	21.6	3.2	2.0	4.0	220.0
VET students aged 15 to 19 years[3]	160.7	107.5	78.0	29.6	46.8	9.8	5.7	5.6	443.6

For notes on tables, see page 12.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the MCEECDYA VET in Schools Collection, 2008.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2008.

Table 3 Number of VET in Schools students by state or territory and school type, 2008 ('000)[4]

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government school	39.6	26.3	45.0	9.1	16.1	2.5	1.7	3.0	143.3
Catholic school	9.9	8.8	7.7	1.7	3.2	0.4	0.2	1.0	32.8
Independent school	4.0	5.3	5.7	1.7	2.0	0.2	0.2	0.0	19.2
Other[5]	1.4	2.9	20.0	0.0	0.2	0.2	0.0	0.0	24.7
Total	**54.9**	**43.4**	**78.4**	**12.5**	**21.6**	**3.2**	**2.0**	**4.0**	**220.0**

For notes on tables, see page 12.

Source: MCEECDYA VET in Schools Collection, 2008.

Table 4 VET in Schools students as a percentage of school students undertaking a senior secondary certificate by state or territory and school type, 2008 (%)[4, 6]

	NSW[7, 8]	Vic.[9]	Qld[10, 11]	SA[8]	WA[8, 12]	Tas.[13]	NT	ACT[13, 14, 15]	Australia
Government school	43.7	29.9	79.4	27.4	47.7	81.7	40.3	51.2	45.4
Catholic school	29.7	26.2	42.0	16.4	28.9	44.9	27.8	42.8	29.7
Independent school	16.3	15.7	31.1	15.9	18.2	28.9	24.7	1.6	19.0
Total	**36.2**	**26.9**	**83.5**	**22.9**	**38.3**	**70.1**	**37.3**	**43.8**	**41.0**

For notes on tables, see page 12.

Sources: Data on VET in Schools students from the MCEECDYA VET in Schools Collection, 2008.

Data on senior secondary students obtained from Australasian Curriculum, Assessment and Certification Authorities (ACACA).

Table 5   VET in Schools students and 15 to 19-year-old VET students by student characteristics, 2008 (%)[16]

	School-based apprentices and trainees[1]	Other VET in Schools program students	Total VET in Schools students	VET students aged 15–19 years[3]
Sex				
Males	53.0	50.6	50.9	55.9
Females	47.0	49.4	49.1	44.1
Not known	0.0	0.0	0.0	0.0
Student remoteness (ARIA+) region[17]				
Major cities	46.2	56.0	54.8	52.8
Inner regional	28.4	23.8	24.3	24.9
Outer regional	19.4	15.2	15.7	15.5
Remote	3.7	2.7	2.8	2.4
Very remote	1.8	1.7	1.7	1.8
Outside Australia[18]	0.0	0.1	0.1	1.7
Not known	0.5	0.4	0.4	1.0
Indigenous status				
Indigenous students	4.7	3.4	3.5	5.2
Non-Indigenous students	92.7	86.7	87.4	86.0
Not known	2.6	9.9	9.0	8.8
Total	**100.0**	**100.0**	**100.0**	**100.0**

For notes on tables, see page 12.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the MCEECDYA VET in Schools Collection, 2008.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2008.

Table 6   VET in Schools students and 15 to 19-year-old VET students by major courses and qualifications, 2008 (%)

	School-based apprentices and trainees[1]	Other VET in Schools program students	Total VET in Schools students	VET students aged 15–19 years[3]
AQF qualifications				
Certificate IV or higher	1.2	1.3	1.2	11.7
Certificate III	54.9	13.5	18.3	37.1
Certificate II	42.6	58.9	57.0	30.4
Certificate I	1.4	22.0	19.6	7.0
Other[19]	0.0	4.4	3.8	13.8
Most popular training packages for VET in Schools students[20]				
SIT – Tourism, hospitality and events	12.7	17.9	17.3	13.1
BSB – Business services	9.8	14.7	14.2	7.6
ICA – Information and communications technology	2.8	12.4	11.3	4.0
SIR – Retail services	24.9	2.6	5.2	6.5
CHC – Community services	3.8	4.8	4.7	4.5
BCG – General construction	6.8	3.3	3.7	5.5
CUF – Film, TV, radio and multimedia	0.8	3.4	3.1	1.1
MEM – Metal and engineering	6.7	2.4	2.9	4.8
RTE – Rural production	2.5	2.1	2.1	1.4
SRC – Community recreation industry	1.3	2.2	2.1	0.6
Other training packages	26.6	16.6	17.8	26.6
Training packages total	98.7	82.5	84.4	75.8
Non-training packages	1.3	17.5	15.6	24.2
Industry skills councils[21]				
Agri-food	6.4	3.6	4.0	4.8
Community Services and Health	4.5	5.5	5.4	5.6
Construction and Property Services	8.9	3.6	4.3	7.8
Electrocomms and Energy Utilities	2.0	0.6	0.8	3.1
ForestWorks	0.0	0.0	0.0	0.1
Government	0.0	0.1	0.1	0.1
Innovation and Business	14.6	35.2	32.8	16.3
Manufacturing	8.7	4.2	4.7	6.6
Services	46.3	27.7	29.8	25.8
SkillsDMC	0.2	0.2	0.2	0.3
Transport and Logistics	0.9	0.3	0.4	0.7
Training packages not assigned to industry skills councils	6.2	1.3	1.8	4.5
Training packages total	98.7	82.5	84.4	75.8
Non-training packages	1.3	17.5	15.6	24.2
Total	**100.0**	**100.0**	**100.0**	**100.0**

For notes on tables, see page 12.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the MCEECDYA VET in Schools Collection, 2008.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2008.

Table 7 Subject enrolments by subject result and subject field of education for VET in Schools students and 15 to 19-year-old VET students, 2008 (%)

	Subject enrolments			
	School-based apprentices and trainees[1]	Other VET in Schools program students	Total VET in Schools students	VET students aged 15–19 years[3]
Subject result				
Assessed—passed	68.8	67.6	67.7	70.5
Recognition of prior learning	0.3	0.1	0.1	0.8
Recognition of current competency	0.0	0.0	0.0	0.0
Recognition of prior learning/current competency—not granted	0.0	0.0	0.0	0.0
Assessed—failed	12.4	15.3	15.0	8.3
Withdrawn	2.5	4.7	4.5	9.2
Continuing studies	15.9	11.8	12.2	6.5
Not assessed—completed	0.1	0.5	0.5	4.4
Not assessed—not completed	0.0	0.1	0.1	0.3
Subject field of education				
Natural and physical sciences	1.3	1.2	1.2	2.6
Information technology	1.0	3.5	3.2	2.9
Engineering and related technologies	15.8	9.8	10.4	17.8
Architecture and building	4.6	2.9	3.1	7.7
Agriculture, environmental and related studies	2.4	2.4	2.4	2.0
Health	10.4	13.6	13.3	9.1
Education	0.1	0.1	0.1	0.5
Management and commerce	29.1	25.8	26.2	20.3
Society and culture	6.2	4.9	5.0	7.0
Creative arts	1.0	4.0	3.7	3.7
Food, hospitality and personal services	11.3	9.8	10.0	9.0
Mixed field programmes	16.9	22.0	21.5	17.5
Total	**100.0**	**100.0**	**100.0**	**100.0**

For notes on tables, see page 12.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the MCEECDYA VET in Schools Collection, 2008.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2008.

Table 8 Number of qualifications completed by AQF level for VET in Schools students and 15 to 19-year-old VET students, 2007 ('000)[22, 23]

	Qualifications completed			
	School-based apprentices and trainees[1]	Other VET in Schools program students	Total VET in Schools students	VET students aged 15–19 years[3]
AQF qualifications				
Certificate IV or higher	0.0	0.1	0.1	12.4
Certificate III	0.6	4.4	5.0	25.4
Certificate II	4.4	34.4	38.8	37.7
Certificate I	2.1	19.6	21.7	12.4
Total	**7.1**	**58.5**	**65.5**	**88.0**

For notes on tables, see page 12.

Sources: Data on school-based apprentices and trainees, other VET in Schools program students, and total VET in Schools students from the MCEECDYA VET in Schools Collection, 2008.

Data on VET students aged 15–19 years from the National VET Provider Collection, 2008.

Terms

Information included in this publication is, unless stated otherwise, derived from the MCEECDYA VET in Schools Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For other terms and definitions, refer to the terms and definitions paper at <http://www.ncver.edu.au/publications/2230.html>.

AQF (Australian Qualifications Framework) is a nationally consistent framework of credentials offered in post-compulsory education and training that covers qualifications from certificate I through to a doctoral degree. For more details on the AQF, go to <http://www.aqf.edu.au>.

Enrolment (module/subject) is the registration of a student at a training delivery location for the purpose of undertaking a module, unit of competency or subject.

Field of education describes the broad area of study related to a qualification or subject in which a student is enrolled. It is one part of the Australian Bureau of Statistics (ABS) Australian Standard Classification of Education (ASCED).

Major course relates to the highest qualification attempted by a student in the reporting year.

Major qualification is the qualification category of the major course undertaken by the student.

Publicly funded VET relates to all activity (which includes publicly funded and fee-for-service) delivered by TAFE, other government providers and community providers, as well as publicly funded VET delivered by private providers.

Other VET in Schools programs are VET subjects and courses undertaken as part of a student's senior secondary certificate that provide credit towards a nationally recognised VET qualification. These programs exclude VET subjects and courses undertaken as part of a school-based apprenticeship or traineeship.

Recognition of prior learning is status or credit obtained for courses or subjects on the basis of recognised competencies gained previously through informal/formal training, experience in the workplace, voluntary work, or social or domestic activity.

School-based apprentices and trainees combine attendance at school with formal engagement with the workplace and study towards a nationally recognised vocational qualification.

School type indicates the school of the student and not where the vocational training takes place.

Senior secondary certificates recognise the successful completion of senior secondary education and provide pathways to further study at university, technical and further education (TAFE), and to the world of work. They are usually gained through two years of full-time study following completion of Year 10. In some states, however, it may also be possible to commence the senior secondary certificate prior to Year 11. The senior secondary certificate may also be gained by older candidates.

Students are individuals who were enrolled in a subject or completed a qualification during the reporting period.

Subject result is the result recorded against a student's subject enrolment.

Training packages are a set of nationally endorsed standards, guidelines and qualifications for training and for recognising and assessing skills. They are developed by industry with the aim of meeting the needs of an industry or group of industries. For more details of training packages, go to <http://www.ntis.gov.au>.

VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and includes the options of a school-based apprenticeship and traineeship or VET subjects and courses.

Vocational education and training (VET) is that education (excluding higher education) which gives people work-related knowledge and skills.
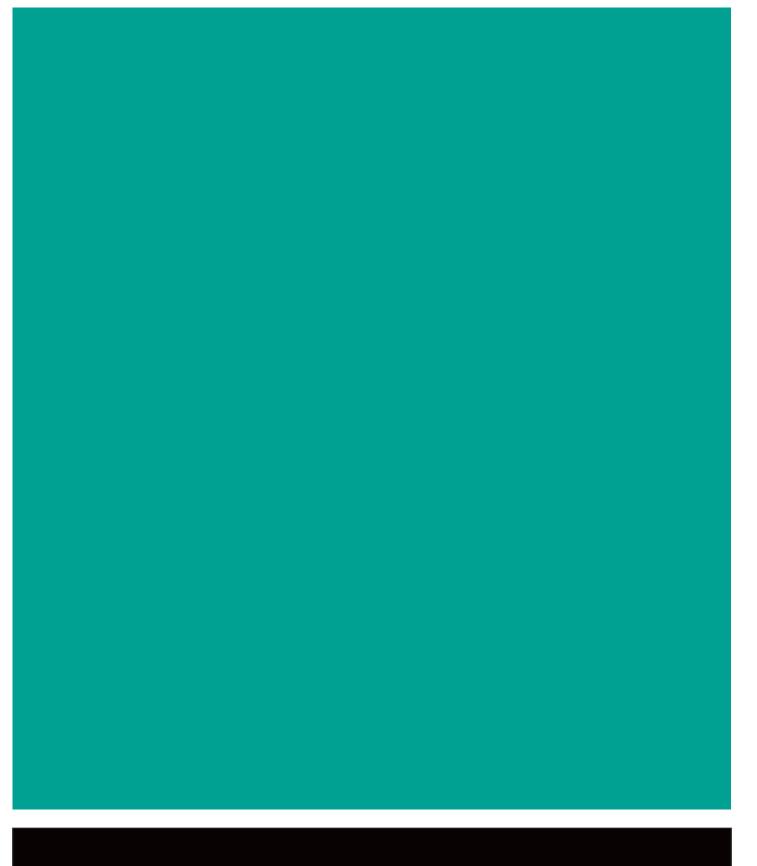
Notes on tables

1 'School-based apprentices and trainees' include students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship.

2 The large increase in the number of VET in Schools students between 2007 and 2008 can be partly attributed to the introduction of reporting requirements for the Queensland Certificate of Education. This entails all students in Queensland to be identified by a Learner Unique Identifier. As a result, the identification of school-based training activity is now considerably easier, as both registered training organisations (RTOs) and students are more aware and accountable for the reporting of training activity.

3 'VET students aged 15–19 years' comprises all 15 to 19-year-old students (which includes publicly funded and fee-for-service students) enrolled at TAFE, other government providers and community providers, as well as publicly funded VET students enrolled at private providers. That is, publicly funded VET students aged 15 to 19 years, as reported in the Students and Courses publication.

4 Data in this table may not be comparable across states and territories due to compilation issues. See page 5 for further information.

5 'Other' includes Australian Technical Colleges, TAFE institutes, community education providers and students enrolled in more than one school type.

6 A percentage was not provided for students enrolled in more than one school type and for students enrolled at an Australian Technical College, a TAFE institute or a community education provider for their schooling.

7 The New South Wales data on the number of school students undertaking a senior secondary certificate comprise individual students who were entered for one or more courses that contribute towards the NSW Higher School Certificate (HSC) in the 2008 calendar year.

8 Overseas school students undertaking a senior secondary certificate have not been included for New South Wales, South Australia or Western Australia.

9 In Victoria, the total number of students enrolled in a senior secondary certificate includes some students below Year 11.

10 For comparability reasons, the Queensland data contain the number of Year 11 and Year 12 students who were enrolled in one or more courses that contribute towards the Queensland Certificate of Education.

11 Data on school students undertaking a senior secondary certificate for the two colleges operated by TAFE Queensland as schools, are included in the 'Government School' category.

12 In Western Australia, the population of school students undertaking a senior secondary certificate includes those who were enrolled in at least one of the following: a Curriculum Council subject; a unit of competency; a Western Australian Certificate of Education (WACE) course unit; or an endorsed program in 2008.

13 Mature-age students are included in Tasmania and the Australian Capital Territory data on school students undertaking a senior secondary certificate.

14 The Australian Capital Territory's 'Catholic School' category includes Catholic Education Office (CEO) and Independent Catholic colleges.

15 Students in the Australian Capital Territory undertaking their secondary school certificate at Canberra Grammar School are not included in the 'Independent Schools' category as they undertake NSW HSC.

16 Other student characteristics could not be included in this report because there were high proportions of 'not known' information. This is because some student characteristics, such as disability status and main language spoken at home, are not mandatory fields under the VET in Schools administrative arrangements.

17 Student remoteness is based on the ABS 'Remoteness Structure' in the Australian Standard Geographical Classification. There are six remoteness areas in the Remoteness Structure, although not all remoteness areas are represented in each state or territory. Each remoteness area represents an aggregation of non-contiguous geographical areas which share common characteristics of remoteness. The remoteness areas are calculated from the Access/Remoteness Index of Australia (ARIA+), which is an index of remoteness derived from measures of road distances between populated localities and service centres. ARIA+ was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA), based on an earlier version of ARIA. In 2008 a new version of ARIA+ was used and applied to all previous years. As a consequence, student remoteness data in this publication may not match previously reported data. For more details refer to <http://www.abs.gov.au>.

18 'Outside Australia' refers to overseas students studying in Australia.

19 'Other' includes education not elsewhere classified, statements of attainment, bridging and enabling courses, plus other courses that do not lead to a quali cation under the AQF.

20 'The most popular training packages' are the top ten training packages, based on course enrolments by 'total VET in Schools students'. The training packages are as they existed in May 2009.

21 Industry skills councils represent particular industries and groups of training packages. The groupings of training packages by industry skills councils are as they existed in May 2009. For more information on how training packages are grouped by industry skills councils, refer to the terms and definitions paper at <http://www.ncver.edu.au/publications/2230.html>.

22 Because data for quali cations completed in 2008 are based on preliminary data submissions, they are not presented in this publication.

23 Qualification completions were not supplied by South Australia.

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