



Department of
Education and Training

An evaluation of
**Vocational Education and Training in
Western Australian Schools**

Evaluation and Accountability Directorate
DEPARTMENT OF EDUCATION AND TRAINING

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The views expressed here are those of the author and do not necessarily represent the views of the Department of Education and Training.

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1 EXECUTIVE SUMMARY

Introduction

This report presents the results of an evaluation of vocational education and training in schools (VETiS), commissioned by the Department of Education and Training's Joint Executive. It was conducted by the Department's Evaluation and Accountability Directorate, with the support of the Association of Independent Schools of Western Australia (AISWA), the Catholic Education Office of Western Australia (CEOWA), TAFEWA colleges, the Curriculum Council and various other stakeholder organisations involved in VETiS.

The purpose of the evaluation was to critically examine trends in the use of VETiS, assess its effectiveness as a suite of programs, and identify issues and areas where it can be improved.

Methodology

The evaluation analysed four streams of information:

- **Interviews** 198 staff and representatives from 56 government and 17 non government schools, every TAFEWA college, and a random selection of other organisations throughout the state were interviewed to gain an understanding of what VETiS looks like at the 'coalface' and the strengths, challenges and issues associated with VETiS.
- **Longitudinal data** The at-school and post-school enrolment trends and outcomes for every Year 11 and 12 student in WA between 2004 and 2007 were longitudinally tracked by linking data from a range of different sources. This enabled the outcomes for students who undertook considerable VETiS to be compared with the outcomes achieved by similar students (control groups) who undertook small amounts of VETiS or did not participate in VETiS at all.
- **VETiS satisfaction and post-school destination survey** To complement existing data, 2744 former VETiS and non-VETiS students were surveyed via telephone to find out what they were doing up to four years after leaving school, why they had studied VETiS, and how useful it was to their post-school endeavours.
- **VETiS costs survey** Staff at 12 public schools and seven TAFEWA colleges completed a survey that provided insight into their direct costs associated with delivery and coordination of VETiS programs.

One of the most important features of the methodology was the use of **nine student sub-groups** (shown overleaf). This enabled a **fairer, more accurate analysis** of the effectiveness of VETiS, by allowing VETiS students' at-school and post-school trends and outcomes to be compared to those achieved by *similar* students who studied minimal VETiS or none at all. Failing to 'control' for the number of tertiary entrance exam (TEE) subjects (or equivalent) that students studied would have 'masked' some of the important trends and outcomes observed for VETiS students. The nine sub-groups also enabled a **more refined analysis of the advantages and disadvantages of VETiS for different types of students and for different levels of VETiS participation.**

The nine student sub-groups:

- 4TEE+4UoCs ...four or more TEE subjects (or equivalent) and at least four units of competency whilst at school. (Two Stage Two or Three units from a Curriculum Council course were deemed to be equivalent to one TEE subject)
- 4TEE<4UoCs ...four or more TEE subjects (or equivalent) and one to three units of competency whilst at school.
- 4TEE+noUoCs ...four or more TEE subjects (or equivalent) and no units of competency whilst at school (ie. were not VETiS students).
- 1-3TEE+4UoCs ...between one and three TEE subjects (or equivalent) and at least four units of competency whilst at school.
- 1-3TEE<4UoCs ...between one and three TEE subjects (or equivalent) and one to three units of competency whilst at school.
- 1-3TEE+noUoCs ...between one and three TEE subjects (or equivalent) and no units of competency whilst at school (ie. were not VETiS students).
- NoTEE+4UoCs ...no TEE subjects (or equivalent) and at least four units of competency whilst at school.
- NoTEE<4UoCs ...no TEE subjects (or equivalent) and one to three units of competency whilst at school.
- NoTEE+noUoCs ...no TEE subjects (or equivalent) and no units of competency whilst at school (ie. were not VETiS students).

Graphically, the nine groups are shown below:

	No. of TEE subjects (or equivalent)			No. of VETiS units of competency		
	4 or more	1 to 3	None	4 or more	1 to 3	None
• 4TEE+4UoCs	✓			✓		
• 4TEE<4UoCs	✓				✓	
• 4TEE+noUoCs	✓					✓
• 1-3TEE+4UoCs		✓		✓		
• 1-3TEE<4UoCs		✓			✓	
• 1-3TEE+noUoCs		✓				✓
• NoTEE+4UoCs			✓	✓		
• NoTEE<4UoCs			✓		✓	
• NoTEE+noUoCs			✓			✓

Overarching key themes and findings:

Five overarching themes emerged from the interview responses and quantitative data analyses:

- **VETiS is a very effective suite of programs** that caters for a diverse range of different students and needs. Participating students obtained post-school advantages (over their counterparts who did not study VETiS), especially for students who studied **at least four VETiS units of competency and no TEE subjects (or equivalent)**. However, there is scope for improvement, particularly given that most students who studied VET post-school did not study any VETiS.
- **VETiS has become ‘mainstreamed’**. It has gone from a relatively small and somewhat marginalised, alternative program for a small group of students to become **a core feature and major attraction for students in many schools’ senior secondary program**. Most Year 11 and 12 government school students will now study some form of VETiS, many to a substantial degree, and its continued popularity and expansion has come largely on the back of a multitude of local-level passion, tenacity and anecdotal success stories.
- **VETiS is often bundled with other programs (eg. workplace learning)**, particularly amongst students who are studying fewer than four TEE subjects (or equivalent). This creates **a highly complex and resource-intensive program** that, in many cases, represents the epitome of a student-centred and individually-tailored education program. However, as the interface between the education and training sectors, VETiS inherits and compounds many of the complexities, strengths, issues, challenges and reforms that now characterise both sectors. Contemporary VETiS programs therefore rely heavily on passion, commitment and tenacity of local-level coordinating staff, who need to possess extensive knowledge, skills and expertise so as to closely manage the array of potentially complex issues and relationships with a variety of different external organizations, and effectively navigate, manage and operationalise the multiple interfaces between education, training and workplace experiences.
- **The expansion and evolution of VETiS is outpacing the systems that underpin and support education and training more broadly**. As a result, these systems (which cover areas such as strategic and operational policy setting, human resources and industrial relations, data collection, management and analysis, and governance and accountability) are struggling to cope with and adapt to the dramatic expansion of VETiS and its emergence as a core feature of mainstream senior secondary educational programs. In essence, **VETiS appears to be operating at or near capacity given the current systems that are in place**.
- **There is overwhelming and widespread support for VETiS**. Although most of the people interviewed as part of this evaluation identified areas where VETiS could be improved, they all expressed a strong belief that VETiS was extremely important and worthwhile.

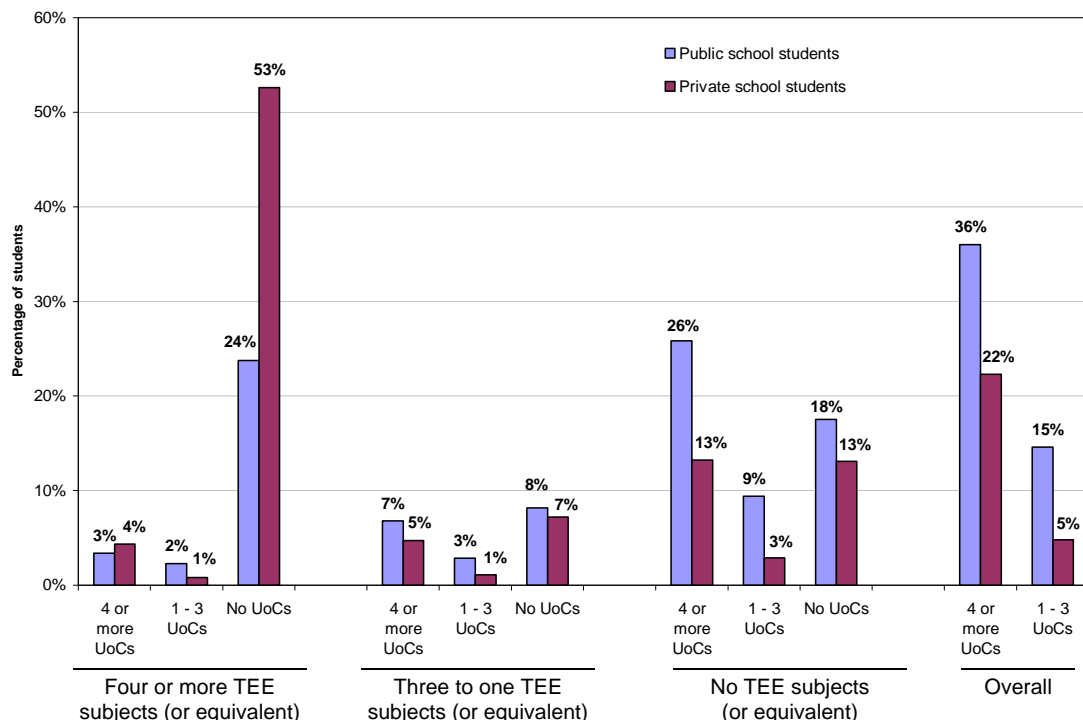
Key results

VETiS enrolment and participation trends:

- VETiS is **predominantly institution-based training**, representing 92% of the publicly funded student curriculum hours (SCH) provided to government school VETiS students in 2008. Further, there has been a 75% increase in SCH for publicly funded institution-based VETiS for government school students between 2004 and 2008, compared to a 5% decrease in publicly funded employment-based VETiS for government school students over the same period.

- VETiS is also primarily ‘stand-alone’ rather than ‘integrated’ into school courses or subjects, marking a fundamental change in the last decade when the opposite was the case.
- There were marked differences between government and non government schools in the VETiS participation rates of their students. In essence, interview responses and quantitative data indicated that **VETiS was often a core ‘mainstream’ program in most government schools but a relatively small, more ‘alternative’ program in non government schools.** For example, as shown in Figure A:
 - **51% of Year 11 and 12 students in government schools** between 2004 and 2007 participated in VETiS, compared to only 27% of students in non government schools; and
 - **the largest Year 11 and 12 student sub-group** in government schools was ‘NoTEE+4UoCs’, comprising students who studied at least four VETiS units of competency and no TEE subjects or Stage Two or Three Curriculum Council courses. In contrast, the largest group in non government schools was ‘4TEE+noUoCs’, comprising students who studied no VETiS and at least four TEE subjects (or equivalent).
- VETiS students who studied fewer than four TEE subjects (or equivalent) tended to study more SCH than VETiS students who studied at least four TEE subjects (or equivalent). They also tended to participate in structured workplace learning and career education programs.

Figure A – Distribution of Year 11 and 12 government and non government school students from the 2004 – 2007 cohorts across the nine student sub-groups.



Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,849 students.
- UoCs = VETiS units of competency.

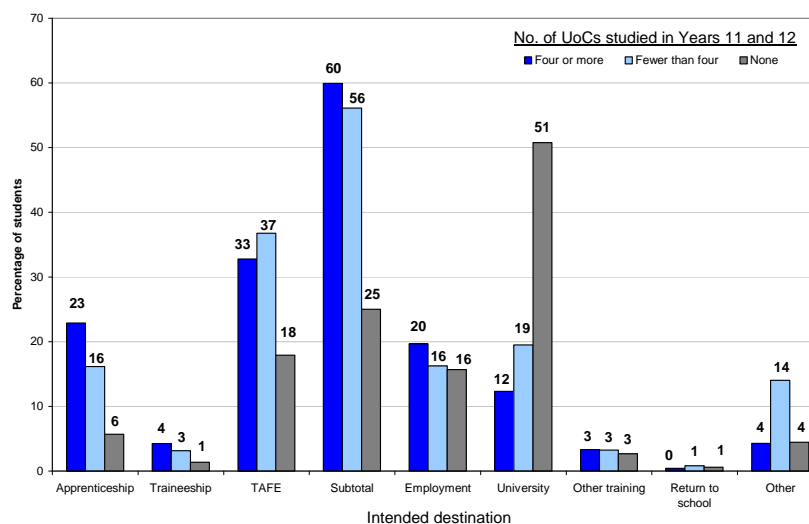
At-school outcomes:

- Overall, VETiS students generally achieved comparable grades in their school subjects and courses to non-VETiS students who studied the same quantity of TEE subjects (or equivalent). Further, government school VETiS students who studied fewer than four TEE subjects (or equivalent) achieved markedly **higher rates of A and B grades for structured workplace learning subjects** than their non-VETiS counterparts.
- On average, government school VETiS students (in the 2004 – 2007 Year 11 and 12 cohort) achieved competence in 64% of their VETiS units of competency, with the rate increasing according to the quantity of TEE subjects (or equivalent) that they studied. This was lower than the average rate for students post-school (71%) and VETiS students in non government schools (82%).

Post-school intentions, destinations and VET-related activity:

- As shown in Figure B, VETiS students reported markedly different post-school intentions (when in Years 10 or 12) than their non-VETiS counterparts. In essence, they were **more likely to express a desire to pursue an apprenticeship, traineeship or “TAFE” training post-school**, and less likely to indicate an intention to go to university.
- As shown in Figure C, VETiS students were more likely to report that they were **participating in an apprenticeship, traineeship, “TAFE” training, or employment with no training** than non-VETiS students (six months after Year 12). These trends were confirmed using ‘hard’ data such as post-school apprenticeship and traineeship contract registrations and publicly-funded VET enrolment records.

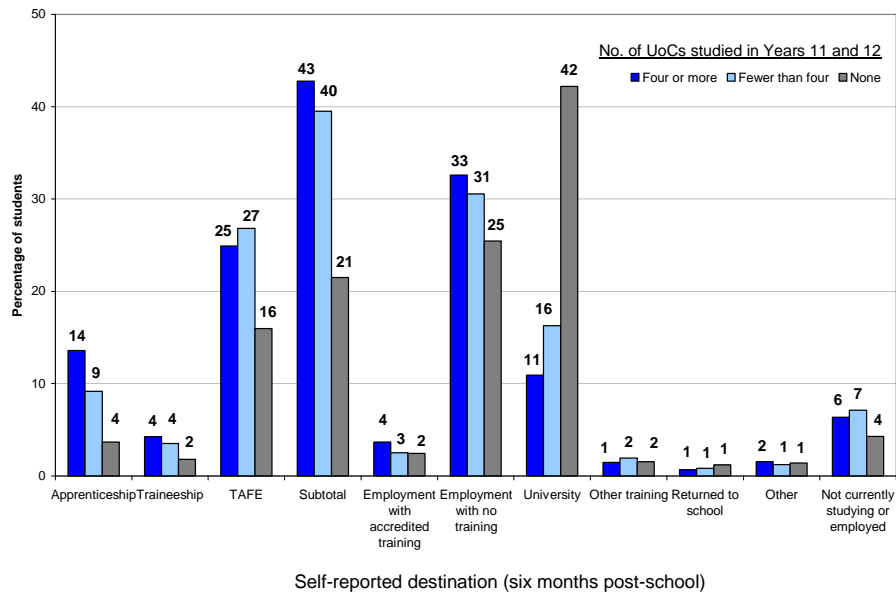
Figure B – Self-reported post-school intentions of government school students (2004 - 2007 Year 11 and 12 cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had also completed a destination survey six months after leaving school).
- UoCs = units of competency.
- The rates for students who studied at least four VETiS units of competency are shown in a darker shade of blue.

Figure C – Self-reported (main) destination of government school students, approximately six months after leaving school (2004 - 2007 Year 11 and 12 cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had also completed an intention survey in Years 10 or 12).
- The last destination survey was used for students who completed more than one destination survey (eg. because they repeated Year 12).
- UoCs = units of competency.
- The rates for students who studied at least four VETiS units of competency are shown in a darker shade of blue.

- The evaluation also examined the proportion of VETiS and non-VETiS students who reportedly achieved their post-school intentions within six months of leaving school (ie. the 'post-school intention-destination success rate'). The results revealed that:
 - overall, VETiS students had **comparable 'post-school intention-destination success rates'** to non-VETiS students; but
 - students who wanted to undertake a **post-school apprenticeship or traineeship** had higher 'success' rates if they studied VETiS; and
 - students who studied at least four VETiS units of competency and no TEE subjects (or equivalent) achieved **the highest success rates** (relative to their non-VETiS counterparts).
- Analyses of post-school (publicly-funded) VET enrolment data revealed four important trends:
 - Approximately **50% of VETiS students subsequently studied post-school VET**, compared to only 25 - 40% of non-VETiS students.
 - Approximately one-third of students who studied at least four VETiS units of competency and then participated in post-school VET, **studied units of competency from the same Training Package** that most of their VETiS units of competency were drawn from.
 - VETiS students were **more likely to receive credit** or recognition for prior learning for a greater proportion of their post-school VET studies.
 - However, the vast majority of government and non government school Year 11 and 12 students who studied post-school VET **did not participate in VETiS**.

- Apprenticeship and traineeship contract registration data revealed that **over 5%** of government school students who studied at least four VETiS units of competency (but did not participate in a school-based apprenticeship or traineeship) **registered an apprenticeship or traineeship training contract post-school**, compared to 0.6% and 0.5% of government school students who studied no, or fewer than four, units of competency at school.

The perceived relevance and benefits of VETiS

- A relatively high proportion of former government school VETiS students reported that their VETiS studies were **relevant and/or beneficial** to their study and/or employment activities in the first six months post-Year 12.
- Government school students who studied **at least four VETiS units of competency and did not study any TEE subjects** (or equivalent) were more likely to report that their VETiS studies were more relevant and more beneficial to their post-school courses and/or employment, and for a longer period of time (up to three years post-school).
- Former students were also asked why (the main reason) they thought VETiS was beneficial to their post-school endeavours:
 - 30 – 50% cited **“generic” benefits** (eg. work or study skills, confidence, contacts, and/or positive work and study related attitudes).
 - Approximately 30% indicated that the **skills and knowledge** they learnt were “directly related” to their post-school employment or studies;
 - Approximately 30% indicated that VETiS “directly assisted” them to **get their post-school employment** (including apprenticeship or traineeship); and
 - 10% stated that it helped them **decide what they wanted to do** post-school.

Opportunities for improvement identified by interviewees

Many interviewees expressed:

- a need for greater clarity (and refinement) of the **long-term strategic direction of VETiS, particularly with regards to its ‘place’ and role within senior secondary provisions and its anticipated continued expansion**. Interviewees also emphasized the need for a more coordinated and holistic approach to VETiS strategic and operational planning, monitoring and issue resolution;
- **concern about the adequacy of current allocations of profile-funded institution-based VETiS** to satisfy demand;
- a view that VETiS should continue to serve a diverse range of needs, yet focus it on what it does best and where it can “add the most value”. To this end, many interviewees posited that **VETiS ought to be re-conceptualised from a primarily school retention and engagement program to a post-school VET preparatory program that supports and complements the post-school VET sector**;
- that careers advice and guidance has a vital, interdependent and mutually-beneficial relationship with VETiS. Both were seen to be important components of the other, and many respondents called for **the provision of careers-related information and advice for school students to be strengthened, made more explicit and generally improved**;
- that workplace learning programs were not merely a useful, additional adjunct to VETiS, but **a vital, complementary component of VETiS programs** that created a more meaningful,

holistic and effective program of study for students. However, **workplace learning programs are highly resource intensive, and concerns were raised about the workload for coordinators and availability of work placements if VETiS continues to grow;**

- that the **human resources and industrial relations systems are struggling to adapt** to the emergence of VETiS as a core, mainstream senior secondary program in government schools; and
- **widespread dissatisfaction with systems for data collection, management and analysis that underpin the administration and performance monitoring of VETiS.** The main frustration related to insufficient compatibility between the data management systems used by different VETiS stakeholder organisations, which causes huge operational inefficiencies in entering and sharing information between different agencies and organisations.

Other issues raised included:

- wariness and uncertainty about the Curriculum Council's industry-specific courses;
- the level of variability in the level and types of support TAFEWA colleges provide to schools under auspicing arrangements;
- various funding-related issues, including: (a) advocacy for funding to be more closely aligned to 'skill sets' (ie. meaningful clusters of units of competency); (b) demand for profile-funded institution-based delivery exceeding TAFEWA colleges' VETiS allowance; (c) claims that funding for TAFEWA colleges to auspice schools' VETiS delivery was insufficient in regional and remote areas, given the travel and accommodation costs involved; and (d) concern that government schools' funding and/or FTE allocation is not reduced for the period of time that students are receiving profile-funded delivery of VETiS; and
- concerns that most parents and people in the general community have a poor understanding of VETiS and the WACE, with many perceived to have very traditional views about what senior secondary education "should look like" and somewhat unfavourable attitudes towards VET relative to more traditional, 'university pathways'.

2 INTRODUCTION

In mid-2008, the Department of Education and Training's Corporate Executive commissioned its Evaluation and Accountability Directorate to conduct an evaluation of vocational education and training in schools (VETiS). With the support of the Association of Independent Schools of Western Australia (AISWA), the Catholic Education Office of Western Australia (CEOWA), TAFEWA colleges and the Curriculum Council, the evaluation's scope was expanded to examine the effectiveness of VETiS in both government and non government schools, and identify issues and areas where could be improved.

This report presents the results of the evaluation, examining trends in the use of VETiS, critically assessing its effectiveness, and identifying issues and opportunities for improvement.

2.1 Vocational education and training in schools (VETiS)

VETiS represents a suite of programs that enable students to undertake accredited training whilst enrolled at school. In accordance with the nationally-agreed definition, VETiS programs:

- “are undertaken by school students as part of their senior secondary studies”; and
- “contribute to a nationally recognised vocational education and training (VET) qualification within the Australian Qualification Framework (AQF)”.¹

Since its official launch in 1997, VETiS's primary objectives have traditionally been to increase student retention in education and training and improve the transition between senior secondary education and a range of post-school employment and training options.² In recent years, VETiS has also been positioned as an important strategy towards addressing skill shortage areas. It now comprises five types of programs, each of which has many different variations:

- **School-based Apprenticeships (SBA)** ...allow students to commence an apprenticeship (ie. a trade qualification) while studying at school on a part-time basis. School based apprentices combine school, training and paid work, and commit to complete the apprenticeship with the employer on a full or part-time basis after leaving school.
- **School-based Traineeships (SBT)** ...allow students to commence a traineeship while studying at school on a part-time basis. School-based traineeships are essentially the same as a school-based apprenticeship except that traineeships... School based apprentices combine school, training and paid work, and commit to complete the apprenticeship with the employer on a full or part-time basis after leaving school.
- **Aboriginal School-based Training Program (ASBTP)** ...superseded the Aboriginal School-based Traineeship program in 2009, and is a one-year, preparatory program for Aboriginal students in Years 10, 11 or 12 that articulates into either a full-time or school-based apprenticeship or traineeship.
- **School Apprenticeship Link (SAL)** ...is a one-year training program for students who are considering an apprenticeship on completion of their school studies. It allows students to try different jobs in the same industry, catering primarily for students who know the industry that they want to work in but not the specific occupation. Students combine school, work and training, and gain credit towards their training and the term of their apprenticeship.
- **Certificate-level programs** ...enable students to undertake full or partial VET qualifications whilst at school, without being involved in one of the other four VETiS programs.

provide the foundations of the current Ministerial policy for VETiS operation in WA (the *Vocational Education and Training for School Students in Western Australia: Ministerial Policy Statement 2005*)¹. These policies in turn underpin a range of other policy and procedural guidelines that govern the operation of VETiS in WA government schools, including the Department's *Vocational Education and Training for School Students* policy.³

In essence, these policies stipulate that VETiS programs in WA must comply with the same registration and quality assurance requirements, standards and procedures as the broader VET sector. These include requirements that VETiS programs:^{1,3}

- must satisfy the agreed national definitional of VETiS (discussed earlier);
- must "...comply with the National Training Framework (NTF)", including "all AQTF standards" such as the requirement for the training and assessment to be conducted or quality assured (called 'auspicing') by a registered training organisation (RTO);
- must "...be consistent with the state education and training priorities"; and
- should "...not unnecessarily duplicate...existing publicly funded VET programs, facilities and infrastructure"

2.1.1 VETiS and the Western Australian Certificate of Education (WACE).

The Western Australian Certificate of Education (WACE) is an achievement-based qualification awarded to students who meet its 'eligibility', 'study-load' and 'achievement' requirements.⁴ As part of the broader reforms of senior secondary education, the requirements for the WACE have changed markedly in recent years, enabling VETiS to have greater prominence in students' senior secondary programs.⁴ As a result, the relationship between the WACE and VETiS is now characterized by several important features.⁴

Firstly, the WACE is a fundamental, definitive component of all VETiS programs. As stipulated in the current Ministerial policy for VETiS operation in WA, VETiS students: (a) must be enrolled "in at least one accredited Curriculum Council course"; and (b) "must meet... WACE eligibility requirements".¹

Secondly, some (but not all) VETiS programs count towards students' WACE *study-load* requirements as 'endorsed programs'. Under this provision, students receive one 'unit equivalence' (ie. five per cent of their total WACE study-load requirement) for every 55 hours of 'stand-alone' units of competency that they complete. This enables students to complete up to ten 'units of equivalence' (which equates to 50 per cent of the minimum total WACE study-load requirement) using stand-alone VETiS programs.⁴ However, this provision does not apply to VETiS units of competency that are 'integrated' (ie. studied as part of a Curriculum Council course or subject). Nonetheless, integrated VETiS programs still satisfy the national and state definitions of VETiS, which do not require that units of competency 'contribute' towards students' attainment of the WACE.^{1,4}

Thirdly, stand-alone (but not integrated) VETiS programs also contribute towards students' WACE *achievement* requirements. Successful completion of each 110 hours of stand-alone VETiS (up to a maximum of 330 hours) contributes two 'C' grades towards students' WACE requirement of having to achieve a 'C' grade average across 16 of their 20 units of equivalence.⁴ This means that students who complete 110 hours of stand-alone VETiS have to achieve a C grade average across 14 of their remaining 18 units of equivalence (which equates to seven of their nine full-year Curriculum Council courses or subjects). Those who complete the maximum 330 hours of stand-alone VETiS have to achieve a C grade average across 10 of their remaining 14 units of equivalence (ie. five of their seven full-year Curriculum Council courses or subjects).⁴ Further, from 2010, students who undertake 110 hours of stand-alone VETiS will only have to achieve a C grade average across 44% (eight) of their remaining 18 units of equivalence (ie. four of their remaining nine full-year Curriculum Council courses or subjects). Those who compete

330 hours will have to achieve a C grade average across 43% (six) of their remaining 14 units of equivalence (ie. three of their remaining seven full-year Curriculum Council courses or subjects) .⁴

The final relationship between VETiS and the WACE comes in the form of the Curriculum Council's new 'industry-specific VET courses', which represent specifically-designed Curriculum Council courses that comprise and embed full certificate II VET qualifications in certain industry areas.⁴ Students who complete one of the courses receive two 'units of equivalence' (ie. 10%) towards their total WACE study-load requirement, and two 'C' grades towards their WACE achievement requirements.⁴ As the Curriculum Council industry-specific VET courses do not count against students' 50% endorsed program WACE maximum allowance, they will enable students to attain up to 70% of their WACE requirements through VETiS participation and achievement.

2.1.2 VETiS and post-school admission into post-school VET studies

VETiS programs are designed to improve the transition into post-school VET courses. They do so by contributing towards students' post-school VET entry requirements, articulating into post-school VET qualifications, and enabling students to receive credit or recognition of prior learning for relevant units of competency achieved as part of VETiS programs. The success with which VETiS programs achieve these aims is examined in Section 6.5 of this report.

2.1.3 VETiS and post-school university admission.

School leavers can enter university through one of two mechanisms: 'direct' or 'alternative' entry. VETiS does not give students an advantage through the direct entry route but sometimes offers students advantages for the alternative entry route. (There is also a 'mature' entry route, but its only available for individuals over 20 years of age).

As noted by the Tertiary Institutions Service Centre (TISC), the requirements for direct entry to university "are similar to those that were in place prior to the senior secondary school reforms".⁵ In essence, to be eligible for direct entry into university, students must:⁵

- attain the WACE;
- satisfy any English competence and/or course-specific prerequisites and requirements prescribed by the particular university; and
- obtain a sufficiently competitive 'Australian Tertiary Admission Rank' (ATAR, formerly known as the 'Tertiary Entrance Rank' or TER). The ATAR requires students to successfully complete at least four Curriculum Council courses (eight semester units) at Stages Two or Three, including the compulsory external exams.

Alternative entry to university, on the other hand, can be greatly assisted through VETiS. Completion of certain VET (including VETiS) courses at Certificate IV or diploma levels can facilitate entry into certain university courses, subject to the student meeting the English competence and/or any other course-specific prerequisites and requirements prescribed by the university.⁵ Students utilising this alternative pathway to university may also be eligible to obtain credit for some of their VETiS and/or post-school VET studies, thereby reducing both the length and the financial costs of their university studies.

For students who completed lower level VETiS courses (ie. Certificate I, II or III), there are a number of VETiS programs that enable students to obtain preferential entry, continuation and expansion of their VETiS training at a TAFEWA college post-school. Those who do so, and achieve a Certificate IV or diploma qualification, are the eligible to utilise the alternative university entry mechanism, and may also be eligible reduce the length and financial costs of their university studies through credit recognition of their VET studies.

The effectiveness of the articulation between VETiS and university is examined in Section 6.6 of this report.

3 METHODOLOGY

3.1 Overview

Utilising a combination of quantitative and qualitative, and longitudinal and cross-sectional research methodologies, the evaluation it analysed four streams of information:

- **Interviews** Interviews were conducted with 198 staff and representatives across a stratified sample of 56 government and 17 non government schools, every TAFEWA college, and a random selection of other organisations throughout the State (eg. Local Community Partnerships, private RTOs, group training organisations and the Training Accreditation Council). The foci of the interviews were to gain an understanding of what VETiS looks like at the 'coalface', and to investigate the strengths, challenges and issues associated with VETiS, and how it can be improved for the future.
- **Longitudinal data** Data from a range of different sources were linked to enable the 'at-school' and 'post-school' enrolment and achievement records for every Year 11 and 12 student in WA between 2004 and 2007 to be longitudinally tracked. Importantly, the trends and outcomes for VETiS students were able to be compared with similar students who did not participate in VETiS programs (ie. 'control' groups).
- **VETiS satisfaction and post-school destination survey** To complement existing data, 2744 former VETiS and non-VETiS students were surveyed via telephone to find out what they were doing up to four years after leaving school, and explore why they had studied VETiS and how useful it was to their post-school endeavours. The design of the survey enabled its results to be linked to, and analysed in conjunction with, the longitudinal data (above). This enabled the post-school trends for VETiS students to be compared with a 'control' group of students who did not participate in any VETiS programs.
- **VETiS costs survey** A survey was developed and completed by staff at 12 government schools and seven TAFEWA colleges to provide insight into the costs associated with VETiS programs.

3.2 'Control' groups

This appears to be the first study in Australia to longitudinally track 'hard data' on a wide range of 'at-school' and 'post-school' outcomes for VETiS students, and compare them to the outcomes and destinations of comparable groups of non-VETiS students.

Originally, the evaluation intended to categorise and compare the trends and outcomes of school students according to three groups:

- VETiS students, who studied at least one unit of competency whilst at school;
- TEE students, who studied four or more TEE subjects or equivalent; and
- Non-TEE students, who studied fewer than four TEE subjects or equivalent, and no units of competency at school.

However, responses during the practitioner interviews and preliminary data analyses revealed that schools' use of VETiS programs was more complex than expected and necessitated more refined and sophisticated 'control' groups to ensure an accurate and fair representation of what was actually happening. In particular, it became apparent that the three original student groupings were not mutually exclusive (eg. some VETiS students also studied four or more TEE subjects or equivalent), which diluted the results attributable to some groups and masked some of the outcomes they were achieving.

Based on preliminary data analyses and interview responses, the analyses of students' enrolment, outcome and destination trends are presented according to nine mutually exclusive groups of students. As shown below, the nine groups were differentiated according to both the number of TEE subjects (or equivalent) and VETiS units of competency that students studied.

Student groups:	...comprises students who studied:
• 4TEE+4UoCs	...four or more TEE subjects (or equivalent) and at least four units of competency whilst at school. (Two Stage Two or Three units from a Curriculum Council course were deemed to be equivalent to one TEE subject)
• 4TEE<4UoCs	...four or more TEE subjects (or equivalent) and one to three units of competency whilst at school.
• 4TEE+noUoCs	...four or more TEE subjects (or equivalent) and no units of competency whilst at school (ie. were not VETiS students).
• 1-3TEE+4UoCs	...between one and three TEE subjects (or equivalent) and at least four units of competency whilst at school.
• 1-3TEE<4UoCs	...between one and three TEE subjects (or equivalent) and one to three units of competency whilst at school.
• 1-3TEE+noUoCs	...between one and three TEE subjects (or equivalent) and no units of competency whilst at school (ie. were not VETiS students).
• NoTEE+4UoCs	...no TEE subjects (or equivalent) and at least four units of competency whilst at school.
• NoTEE<4UoCs	...no TEE subjects (or equivalent) and one to three units of competency whilst at school.
• NoTEE+noUoCs	...no TEE subjects (or equivalent) and no units of competency whilst at school (ie. were not VETiS students).

Graphically, the nine groups are shown below:

	No. of TEE subjects (or equivalent)			No. of VETiS units of competency		
	4 or more	1 to 3	None	4 or more	1 to 3	None
• 4TEE+4UoCs	✓			✓		
• 4TEE<4UoCs	✓				✓	
• 4TEE+noUoCs	✓					✓
• 1-3TEE+4UoCs		✓		✓		
• 1-3TEE<4UoCs		✓			✓	
• 1-3TEE+noUoCs		✓				✓
• NoTEE+4UoCs			✓	✓		
• NoTEE<4UoCs			✓		✓	
• NoTEE+noUoCs			✓			✓

Categorising students into these nine groups was important for three reasons:

- **Comparison of 'like' students**

Differentiating the groups based on the number of TEE subjects (or equivalent) enabled a *fairer, more accurate comparison* of the outcomes and destinations achieved by VETiS students with non-VETiS students as it removes (at least partially) the confounding effect of students' prior academic achievement. In essence, it enables the outcomes for VETiS students to be compared with those of 'like' non-VETiS students.

The importance of this differentiation is highlighted in many of the evaluation's results, which show that the number of TEE subjects (or equivalent) that students studied was the strongest factor associated with students' outcomes, often overwhelming the influence of VETiS involvement. In fact, failure to control for the level of TEE involvement would have masked many of the observed benefits and negatives of VETiS.
- **Examination of different 'pathways'**

Differentiating the groups based on the number of TEE subjects (or equivalent) also enables readers to undertake a *more refined analysis of the value of VETiS* on students' outcomes and destinations. Students who studied four or more TEE subjects (or equivalent quantity of stage two and three Curriculum Council courses) were able to pursue direct entry to university, unlike students who studied fewer than four TEE subjects or equivalent. Consequently, it was anticipated that the groups may differ in their intentions, perceptions about the importance of VETiS, and their post-school destinations and outcomes. Differentiating the groups enabled the evaluation to investigate where any such differences actually occurred.
- **Level of VETiS participation**

Differentiating students based on whether they studied four or more, one to three, or no VETiS units of competency enables readers to investigate of whether some of the benefits and/or negatives of VETiS only occur for students who undertake (at least) a moderate amount of VETiS. It was originally intended that students would be differentiated according to whether or not they completed a whole qualification. However this proved to be unfeasible because of the low reliability of the data-field that indicated whether or not a qualification was completed. Consequently, four units of competency was chosen as the threshold as it is fewer than the number of units of competency required to complete the 'smallest' VETiS qualification and identifies students who have probably undertaken a 'skill-set' of units of competency, if not a whole qualification.

3.3 Sample

A range of different samples were used, depending on the availability and type of information being sought. Table 1 lists the types of information analysed during this evaluation and their corresponding sample sizes, with further details provided in Sections 3.4.

3.3.1 All Year 11 and 12 students in WA between 2004 and 2007.

Where possible, results were obtained through analyses of a database that contained individual student-level data on every Year 11 and 12 government and non government school student in WA between 2004 and 2007 inclusive. The database was created specifically for this evaluation by collecting and linking a range of student-level data from the Department of Education and Training, Curriculum Council and the Tertiary Institutions Service Centre (see Section 3.4.2).

On some occasions, analyses were only conducted on government school students because the data was specific to and/or only available for government schools (eg. school-leaver program intention and destination survey data).

Table 1 – Types of information analysed by this evaluation.

Type of information:	Source	Sample size (students unless indicated otherwise)
Interviews		
• Staff and representatives in schools, TAFEWA colleges, and other stakeholder organisations (2008)		198 people
Demographic information		
• Year 11 and 12 students registered with the Curriculum Council (2004–2007)	CC	135,089
• Year 9 reading and numeracy results (MSE9: 2004–2005)	DET	31,288
• Schools Plus database (2004–2008)	DET	1586
At-school outcomes		
• VET units of competency enrolments and results (2004–2008)	CC	56,183
• TEE course enrolments and results (2004–2008)	CC	76,308
• WSA course enrolments and results (2004–2008)	CC	135,089
• Curriculum Council course enrolments and results (2006–2008)	CC	62,107
• Suspension or exclusion incidents (2006–2007)	DET	562
• Students' School Leaver Program intentions survey (2004–2007)	DET	25,587
Post-school destinations and outcomes		
• Post-school VET units of competency enrolments and results (2004–2009)	DET	49,042
• Apprenticeship and traineeship contracts (2005 – 2009)	DET	3597
• University offers (2005 – 2009)	TISC	35,175
• Students' School Leaver Program post-school destinations survey (2004–2007)	DET	25,587
• Former VETiS student satisfaction and post-school destination survey (2004–2007)	DET	2744
VET in schools costing surveys		
Schools		12 schools
TAFEWA colleges		7 colleges

Notes:

- CC = Curriculum Council; DET = Department of Education and Training; TISC = Tertiary Institutions Service Centre

3.3.2 Sample of schools and other stakeholder organisations.

Where it was not possible or feasible to collect information about every student or school, a sample of schools and other stakeholder organisations was used. The initial sample comprised 60 schools, identified using a controlled, stratified sampling method to ensure a broad cross-section and representation across every education district. The sample was primarily used for the interviews and the costing surveys: to deeply and thoroughly investigate how VETiS is currently operating across a wide range of schools and locations, and the issues and challenges that schools face. Consequently, the priority of the sampling methodology was to obtain a broad cross-section of schools, and the sample was stratified according to the following criteria:

- **School sector:** Representative proportions from the public, Catholic and Independent school sectors.
- **School size:** 24 small schools with fewer than 800 secondary students, 16 medium schools with 800 to 1200 secondary students, and 20 large schools with more than 1200 secondary students.
- **School type:** 31 senior high schools (with students in Years 7 or 8 to 12), 10 district high schools (with students up to Year 10, although some also had some Year 11 and 12 students), eight senior colleges (with students in Years 11 and 12 only), seven agricultural colleges, and four education support schools or centres
- **Location:** 28 metropolitan schools, 23 country schools and 9 remote schools, and every education district was represented by at least two schools,

Schools were randomly selected from within each category, and the sample was also adjusted to ensure it represented a broad cross-section of:

- socio-economic circumstances;
- coverage across the State (ie. each education district was represented by at least two schools);
- schools' level of involvement in VETiS (ranging from extensive to minimal); and
- an appropriate 'balance' across all factors within each of the three school sectors.

Of the 60 schools who were approached to participate in the evaluation's practitioner interview component of the evaluation, 56 agreed and four declined or were subsequently unavailable to participate. Representatives from a range of other key stakeholder organizations were also interviewed as part of the evaluation, including: every TAFEWA college, Local Community Partnerships; private RTOs and the Australian Council for Private Education and Training; the Training Accreditation Council; district and central offices of the Department of Education and Training; Employment Directions Network organizations; and Regional Industry Career Adviser organisations. A number of district VETiS cluster meetings and other seminars involving stakeholder organizations were also observed.

3.4 Types of information analysed

3.4.1 Interviews

Semi-structured interviews were conducted with staff in the 56 sampled schools, every TAFEWA college, the Curriculum Council, the Training Accreditation Council, representatives from the Department of Education and Training's central and district offices, group training organisations, private RTOs, and other external stakeholder organisations (e.g. Local Community Partnerships, Regional Industry Career Advisors, Employment Directions Network organisations and the Training Accreditation Council). The purpose of the interviews was to:

- obtain a thorough understanding of each organisation's current and historical practices regarding VET in schools and careers/subject advice and counseling;
- explore the perceived benefits, strengths, limitations and challenges associated with VET in schools; and
- gather suggestions for improvement.

Most of the interviews were conducted between September and December 2008 (ie. terms three and four), a period that also coincided with the early stages of the global economic downturn. Interviews were held with staff who were involved in managing, coordinating or providing VETiS, career or workplace learning programs for school students, as well as senior administration staff (eg. principals, deputy principals, heads of learning areas, TAFEWA college program managers and senior managers).

The interviews were semi-structured and open-ended, enabling the discussion to be tailored for each different role yet still cover some common areas to gain different perspectives on key areas or issues. Participation in the interviews was voluntary and teacher relief was offered to enable staff to participate. The Interviews took between one and three hours to complete, depending on the time required to sufficiently explore all the issues raised. In some cases, interviews were conducted as a focus group, enabling multiple teachers' views to be collected simultaneously. Staff were also given opportunities to provide information in confidence. Ongoing preliminary analysis of the interview responses revealed that the interviews elucidated broad and vigorous debate and discussions, alleviating concern about possible interviewee selection biases.

On a number of occasions, the interviewers attended district-level VET cluster meetings (comprising representatives from the local schools, TAFEWA college, group training organisations, RTOs, and district office staff) to gain greater insight and appreciation for current, 'hot' issues.

School and TAFEWA college staff who were not interviewed (eg. because they worked in a non-sampled school) were also given the chance to confidentially express their perspective and views to the evaluation via telephone, fax or email. Advertisements were placed in School Matters, Training Matters and internal Departmental communication (e.g. Eddymail) encouraging staff to provide their input. Only three people did so.

Qualitative information from schools was analysed according to region and then thematically. This enabled trends to be identified both within and across different regions, types of schools and RTOs, and also enabled the issues to be contextualized within their specific current and historical circumstances. In doing so, the evaluation was able to differentiate between systemic issues and those that were specific to a particular region or stakeholder.

3.4.2 Data-linkage process and analysis

Data from a variety of sources was linked to create a large, comprehensive database that enabled the longitudinal tracking and analysis of former VETiS and non-VETiS students' at-school and post-school subject enrolments and outcomes. Sections 3.4.2.1 to 3.4.2.13 provide further information about each of the data-files that were linked.

The data was matched and linked using a three-point 'deterministic' matching method. This ensured a high level of accuracy in the data linkage process by using at least three pieces of unique identification information (e.g. students' first name, surname, date of birth or Curriculum Council number) to identify link records from different data-files where there was a perfect match.⁶ Additional demographic variables were then used to confirm the validity of the linkages. All records that were not automatically linked using the three-point deterministic matching method were individually checked to identify and link additional records that had been excluded because of missing, incorrectly entered or inconsistent data (e.g. surname changes, or different legal or preferred names). Prior to linkage, all datasets were screened for anomalous data and standardised.

Quantitative analyses of the data-linked database were conducted using Statistical Package for the Social Sciences (SPSS) software. Prior to all analyses, the data was screened (e.g. for outliers and anomalous values).

3.4.2.1 Students registered with the Curriculum Council between 2004 and 2007

Using data sourced from the Curriculum Council, a data-file was created that contained student-level demographic information for every government and non government school student who was in Years 11 and/or 12 and registered with the Curriculum Council between 2004 and 2007. Containing 135,089 students, the data-file was used as the centerpiece for the data-linkage process.

Original data:

- Four data-files were provided by the Curriculum Council, each containing student-level demographic information for every Year 11 or 12 government and non government school student who was registered with the Curriculum Council in either 2004, 2005, 2006 or 2007. The data-files contained 50,677 (2004), 50,375 (2005), 51,157 (2006) and 53,108 (2007) records, respectively.

Data-linkage:

- Phase one involved linking each of the four data-files without creating duplicate records. This was conducted using multiple rounds of the three-point 'deterministic' matching method described in Section 3.4.2. Initially, the combined data-file comprised 135,163 records with no duplicate Curriculum Council numbers but there were

114 duplicates based on analysis of students' names and dates of birth. These were records where students had two or more Curriculum Council numbers. Record was made of each duplicate student's alternative Curriculum Council number and other demographic information.

- The 205,317 records in the four original data-files is greater than the 135,163 records in the linked and combined data-file because students were generally recorded in two or more of the annual data-files, yet were reduced to one entry in the final linked and combined data-file. For example, 23,603 records from the 2006 data-file were not unique, having already been incorporated into the linked and combined data-file via the 2007 data-file.
- Additional data linkages (eg. to attach students' subject, WACE or VETiS enrolment records and results) enabled an additional 74 student records to be identified as being duplicated because of erroneous data entries (eg. incorrect spelling of name or incorrect date of birth on one of the records). Such duplicate records were deleted after ensuring all the information they contained was transferred and incorporated in the students' remaining solitary record. In the end, this process resulted in the number of student records being reduced down to 135,089.
- The final master (Curriculum Council students 2004 - 2007) data-file comprised 135,089 students, including 80,952 students who attended a government school, 48,488 students who attended a non government school, and 7,235 students who were excluded from analyses because they were either educated at home or did not have a valid school code (eg. students under notices of arrangement are allocated a school code of 9999).

3.4.2.2 Year 9 reading and numeracy results (MSE9: 2004 and 2005)

Each August since 2004, the reading and numeracy skills of Year 9 students in WA government schools are assessed using the Monitoring Standards in Education Year 9 (MSE9) or, more recently, the National Assessment Program – Literacy and Numeracy (NAPLAN) assessment programs. The assessments of reading and numeracy are reported on scales (WAMSE) that enable performance to be compared over time. The evaluation linked and analysed 2004 and 2005 MSE9 reading and numeracy results for WA government school students, as these students were in the sample frame of being in Years 11 or 12 in 2006 and/or 2007. The data was used to examine whether government school students who participated in VETiS programs tended to have lower foundation levels of literacy and numeracy than their peers.

Original data:

- Two data-files were provided by the MSE Branch within the DET containing student-level MSE9 reading and numeracy results for 17,192 (2004) and 16,158 (2005) Year 9 government school students.

Data-linkage:

- After removing 406 duplicate records, the MSE9 results for 31,288 students were linked to the master (Curriculum Council students 2004 - 2007) data-file. This represents a 95% successful linkage rate.

3.4.2.3 Schools Plus (2004 - 2007)

Government school students with disabilities who were eligible to receive additional education support but were not in an education support schools or centres were identified using data sourced from the Schools Plus branch of the Department of Education and Training. The data was analysed (in conjunction with data that identified students with disabilities in education support schools and centres) to enable the VETiS enrolment and outcome trends for students with significant disabilities to be examined separately. The final (fully-linked) database contained 1,586 government school students who were either in an education support school or centre, or eligible to receive disability-related support services.

Original data:

- Four data-files were provided by the Schools Plus branch of the Department of Education and Training that contained individual-level information about every government school student who met the Department's criteria for disability-related education support for each year: 2004, 2005, 2006 and 2007. The data-files contained: 1,903, 3,383, 6,064 and 7,977 records respectively. The data included demographic information which was used for data-linkage purposes (e.g. name and date of birth) and information about the nature of students' disabilities.

- In total, there were 19,327 School Plus records across the four data-files, including: (a) students from Kindergarten to Year 12, and (b) numerous duplicates because students were generally recorded in two or more of the annual data-files.

Data-linkage:

- Phase one involved linkage of each of the four data-files without creating duplicate records. This was conducted using multiple rounds of the three-point 'deterministic' matching method described in Section 3.4.2. The data was then linked to the master file (Curriculum Council students 2004 - 2007) using multiple rounds of the three-point 'deterministic' matching method. Ultimately, 1320 School Plus records were linked to the master (Curriculum Council students 2004 - 2007) data-file. The remaining, unlinked records comprised students who lodged notices of arrangement but were not in Years 11 or 12 between 2004 and 2007, and/or were not registered with the Curriculum Council during that same time period.
- Of the 80,952 government school students in the master (Curriculum Council students 2004 - 2007) data-file, 1586 (2.0%) were either in an education support school or centre, or eligible to receive disability-related support services.

3.4.2.4 VETiS units of competency enrolments and results (2004-2008)

Using data provided by the Curriculum Council, a data-file was created that contained the enrolment and outcomes data for all VETiS units of competency undertaken by school students between 2004 and 2008 inclusive. The final (full-linked) data-file contained 836,346 unit of competency enrolment records (each with a valid outcome), spanning 56,183 students. The data was used to: (a) identify VETiS students; and (b) analyse the enrolment and outcomes data for VETiS students.

Original data:

- Five data-files were provided by the Curriculum Council that contained the enrolments and outcomes for all students who were enrolled in VET units of competency as part of their WACE during 2004, 2005, 2006, 2007 and 2008. The data-files contained: 168,717, 192,539, 141,248, 211,065 and 230,087 records respectively, for a total of 943,656 records and 56183 students. Of these records, 886,589 (94.0%) had a valid unit of competency enrolment entry and outcome (eg. not missing or inconsistent with AVETMISS).

Data-linkage:

- The five data-files were linked to the master (Curriculum Council students 2004 - 2007) data-file in manner that amalgamated duplicate records yet retained complete information about students' VETiS enrolments and outcomes. This was conducted using multiple rounds of the three-point 'deterministic' matching method.
- Records that were duplicated across multiple calendar years (eg. present in 2007 and 2008 data) were consolidated, leading to a final total of 836,346 unit of competency records, spanning 56,183 students.

Additional comments:

- 48,802 (5.8%) of the 836,346 final sample of VETiS records were valid unit of competency records that had been attempted more than once by the same student, each time resulting in a different (but valid) outcome (eg. failed to demonstrate competence on the first attempt but did so on the second, or received a credit transfer having earlier demonstrated competence in a given unit of competency).
- The industry area code data-field varied from year to year for the same units of competency and therefore caused numerous record duplications and had to be omitted when duplicate records were consolidated. This prevented the industry area code from being analysed, so units of competency were grouped and analysed according to Training Package using the first three digits of their unit code instead.
- The qualification completed data-field was also omitted from analyses as preliminary analysis revealed it was too unreliable.
- It was also not possible to use the qualification code data-field in analyses as it caused numerous record duplications and had to be omitted when duplicate records were consolidated. To compensate, a proxy 'qualification level' was created using the appropriate value from units of competency code.

3.4.2.5 Tertiary entrance exam (TEE) subject enrolments and results (2004-2008)

Using data provided by the Curriculum Council, a data-file was created that contained the enrolment and outcomes data for all tertiary entrance exam (TEE) subjects undertaken by students who were registered with the Curriculum Council between 2004 and 2008 inclusive. The final (fully-linked) database contained 298,801 TEE subject enrolment records and results, spanning 76,308 students. The data was used to examine TEE subject enrolment trends and results for VETiS (and non-VETiS) students.

Original data:

- Five data-files were provided by the Curriculum Council that contained the enrolments and outcomes for all students who were enrolled in TEE subjects during 2004, 2005, 2006, 2007 and 2008. The data-files contained: 60585, 62104, 59818, 67282 and 59,478 records respectively, for a total of 309,267 records.

Data-linkage:

- Each of the five data-files was linked to the master (Curriculum Council students 2004 - 2007) data-file in manner that amalgamated duplicate records yet retained complete information about students' TEE subject enrolments and results. This was conducted using multiple rounds of the three-point 'deterministic' matching method. After removal of duplicate records within and across the calendar years, 298,801 TEE enrolment and result records (for 76,308 students) were linked to the master (Curriculum Council students 2004 - 2007) data-file.

3.4.2.6 Wholly-school assessed (WSA) subject enrolments and results (2004-2008)

Using data provided by the Curriculum Council, a data-file was created that contained the subject enrolment and outcomes data for all wholly-school assessed (WSA) subjects undertaken by students who were registered with the Curriculum Council between 2004 and 2008 inclusive. The final (full-linked) data-file contained 983,895 WSA subject enrolment records and results, and the data was used to examine VETiS (and non-VETiS) students' WSA subject enrolment trends and results.

Original data:

- Five data-files were provided by the Curriculum Council that contained the enrolments and outcomes for all students who were enrolled in WSA subjects during 2004, 2005, 2006, 2007 and 2008. The data-files contained: 231399, 236928, 192588, 153434 and 186,150 records.

Data-linkage:

- Each of the five data-files was linked to the master (Curriculum Council students 2004 - 2007) data-file in manner that amalgamated duplicate records yet retained complete information about students' WSA subject enrolments and results. This was conducted using multiple rounds of the three-point 'deterministic' matching method. After removal of duplicate records within and across the calendar years, 983,895 WSA subject enrolment and result records were linked to the master (Curriculum Council students 2004 - 2007) data-file.

3.4.2.7 Curriculum Council courses' enrolments and results (2006-2008)

Using data provided by the Curriculum Council, a data-file was created that contained the enrolment and results data for all Curriculum Council courses studied by students who were registered with the Curriculum Council between 2004 and 2008 inclusive. The final (full-linked) data-file contained 262,251 course enrolment records and results, spanning 62,107. The data was used to examine trends in VETiS (and non-VETiS) students' enrolment and results in Curriculum Council courses.

Original data:

- Five data-files were provided by the Curriculum Council that contained the enrolments and outcomes for all students who were enrolled in Curriculum Council courses during 2006 (the first year of implementation), 2007 and 2008. The data-files contained: 44,968 (2006), 113,042 (2007) and 162,378 (2008) records.

Data-linkage:

- Each of the five data-files was linked to the master (Curriculum Council students 2004 - 2007) data-file in manner that amalgamated duplicate records yet retained complete information about students' course enrolments and results. This was conducted using multiple rounds of the three-point 'deterministic' matching method. After removal of duplicate records within and across the calendar years, 262,251 course enrolment and result records (for 62,107 students) were linked to the master (Curriculum Council students 2004 - 2007) data-file.

3.4.2.8 Suspension and exclusion data (2006-2007)

Using data provided by the Behaviour Management and Wellbeing Directorate within the Department of Education and Training, a data-file was created that contained the 2006 and 2007 suspension and exclusion records Year 11 and 12 government school students who were registered with the Curriculum Council between 2004 and 2008 inclusive. The final (full-linked) data-file contained the suspension and/or exclusion records of 562 Year 11 and 12 students who were enrolled in the sub-sample of 40 government schools during 2004 to 2008.

Original data:

- 160 data-files were obtained from the Behaviour Management and Wellbeing Directorate within the Department of Education and Training that contained the 2006 and 2007 suspension and exclusion records for each of the 40 sub-sampled government schools. In total, there were 7561 suspension and exclusions from these schools during 2006 and 2007, spanning 3407 students across Kindergarten to Year 12.

Data-linkage:

- After consolidating the data-files, the records were linked to the master (Curriculum Council students 2004 - 2007) using multiple rounds of the three-point 'deterministic' matching method. After removal of duplicate records within and across the calendar years, 562 Year 11 and 12 students from the relevant schools had at least one suspension and/or exclusion record linked to the master (Curriculum Council students 2004 - 2007) data-file.

3.4.2.9 Students' intentions survey data (2004 - 2007)

Each year, government school students in Years 10 and 12 complete a survey that asks them about their post-school intentions. The data was linked to the other data and used in two ways: (a) to examine the intentions of VETiS students, compared to non-VETiS students; and (b) to determine the proportion of VETiS and non-VETiS students who achieved their intentions.

Original data:

- Four data-files were provided by the School Performance branch of the Department of Education and Training that contained intention survey responses for every Year 10, 11 and 12 government school student who completed the survey in 2004, 2005, 2006 and/or 2007. The data-files contained: 47410, 48345, 47639 and 44118 records respectively, which were reduced to 47235, 48345, 47634, and 43952 once duplicate records were removed. The data included demographic information which was used for data-linkage purposes (e.g. name and date of birth) and survey responses (although many records only contained demographic data; no intention survey data).

Data-linkage:

- Phase one involved linking each of the four intentions survey data-files to its corresponding demographics and destination survey data-files (see section 3.4.2.10). This was conducted using multiple rounds of the three-point 'deterministic' matching method described in Section 3.4.2.
- Phase two involved linking each of the four data-files in manner that amalgamated duplicate records yet retained complete information about students' intention and destination surveys. This was also conducted using multiple rounds of the three-point 'deterministic' matching method. After screening for and removing duplicates, the 2004 - 2007 amalgamated intention and destination surveys data-file comprised 107900 unique records (many of whom did not contain any intention or destination survey data).
- The 177166 records in the four original data-files is greater than the 107900 records in the linked and combined data-file because students were often recorded in two or more of the annual data-files, yet had their records amalgamated and reduced to one entry in the final linked and combined data-file. For example, the intentions

and destinations data for 37,626 students from the 2006 data-file was able to be linked and incorporated with the 2007 data-file because they had records in both files. This process was conducted in a manner that did not lose any information.

- The combined intentions and destinations data-file was then linked to the master file (Curriculum Council students 2004 - 2007) using multiple rounds of the three-point 'deterministic' matching method. Ultimately, 25,587 students in the master (Curriculum Council students 2004 - 2007) data-file had both intentions and destinations data.

Additional factors that may affect interpretation of the results:

- The intentions and destinations surveys only ask about students' "main" intention or destination. As a result, students who undertake a combination of study and employment post-school have to choose which activity is their "main" activity.
- Intention surveys completed by Year 11 students were excluded from analysis because they ask about students' intentions "next year" rather than post-school.

3.4.2.10 Students' post-school destinations survey (2004 - 2007)

Each year, government school students who were in Year 12 the previous year are surveyed by telephone to ask them about their post-school destination. The survey is conducted approximately six months after they have left school by staff at Employment Directions Network organizations on behalf of the Department of Education and Training. The data was used to: (a) examine the destinations of VETiS and non-VETiS students; and (b) determine the proportion of students who achieved their previously-stated post-school intentions.

Original data:

- Four data-files were provided by the School Performance branch of the Department of Education and Training that contained destination survey responses for every Year 10, 11 and 12 government school student who completed the survey in 2005, 2006, 2007 and/or 2008. The data-files contained: 17861, 17998, 16050 and 9696 records respectively, which were reduced to 17806, 17976, 16032, and 9696 once duplicate records were removed. The data included demographic information which was used for data-linkage purposes (e.g. name and date of birth) and survey responses (although many records only contained demographic data; no destination survey data).

Data-linkage:

- Phase one involved linking each of the four destination survey data-files to its corresponding demographics and intention survey data-files (see Section 3.4.2.9). This was conducted using multiple rounds of the three-point 'deterministic' matching method described in section 3.4.2.
- Phase two involved linking each of the four data-files in manner that amalgamated duplicate records yet retained complete information about students' intention and destination surveys. This was also conducted using multiple rounds of the three-point 'deterministic' matching method. After screening for and removing duplicates, the 2004 - 2007 amalgamated intention and destination surveys data-file comprised 107900 unique records (many of whom did not contain any intention or destination survey data).
- The 61510 records in the four original data-files is greater than the total quantity of records in the linked and combined data-file because students were often recorded in two or more of the annual data-files, yet had their records amalgamated and reduced to one entry in the final linked and combined data-file. For example, the intentions and destinations data for 37,626 students from the 2006 data-file was able to be linked and incorporated with the 2007 data-file because they had records in both files. This process was conducted in a manner that did not lose any information.
- The combined intentions and destinations data-file was then linked to the master file (Curriculum Council students 2004 - 2007) using multiple rounds of the three-point 'deterministic' matching method. Ultimately, 25,587 students in the master (Curriculum Council students 2004 - 2007) data-file had both intentions and destinations data.

Additional factors that may affect interpretation of the results:

- The intentions and destinations surveys only ask about students' "main" intention or destination. As a result, students who undertake a combination of study and employment post-school have to choose which activity is their "main" activity.

3.4.2.11 Post-school VET units of competency enrolments and results (2004-2008)

A data-file containing the demographic details and VETiS units of competency enrolment and outcome data of all Year 11 and 12 students in the 2004 – 2007 cohorts was used by the Department of Education and Training's VET Enrolment Statistics Unit to identify the enrolment and outcomes of students who participated in post-school, publicly-funded VET courses between 2005 and 2008. The final (fully-linked) data-file contained over 1.1 million post-school, publicly-funded VET unit of competency enrolment and outcome records, spanning 49,042 former Year 11 and 12 students from the 2004 – 2007 cohorts. The data was used to identify: (a) former students who participated in post-school, publicly-funded VET; (b) the types and quantity of post-school units of competency they studied; and (c) the outcomes they achieved.

3.4.2.12 Apprenticeship and traineeship contracts (2004-2008)

A data-file was provided by the Apprenticeship and Traineeship Directorate of the Department of Education and Training that contained individual-level information about every apprenticeship and traineeship contract registered between 1 January 2004 and 31 December 2008, inclusive. The data included demographic information which was used for data-linkage purposes (e.g. name, date of birth, contract identification), and information about each contract's status, industry area, occupation and any variations that had been implemented.

The data was used to: (a) identify school-based apprentices and trainees; and (b) examine the proportion of VETiS and non-VETiS students who undertook an apprenticeship or traineeship post-school.

Original data:

- The original data-file contained 6378 records about 5684 individuals (i.e. some individuals had registered more than one apprenticeship or traineeship contract), including 2491 individuals with school-based apprenticeships, traineeships or Aboriginal school-based traineeships (2948 school-based apprenticeship or traineeship records).

Data-linkage:

- The original data-file was reorganized to enable duplicate individuals to be amalgamated yet retain complete information about their school-based and post-school apprenticeship and traineeship contract records. This amended apprenticeship and traineeship data-file, comprising 5684 records, was then linked to the master file (Curriculum Council students 2004 - 2007) using multiple rounds of the three-point 'deterministic' matching method described in section 2.3.2. Ultimately, 3597 of the 5684 (63.8%) were linked to the master (Curriculum Council students 2004 - 2007) data-file. The remaining (i.e. unlinked) 2087 records comprises individuals who were 'mature aged' when they registered their apprenticeship or traineeship contract (i.e. because they were not registered with the Curriculum Council between 2004 and 2007).
- The linked apprenticeship and traineeship data included 1572 students with a school-based apprenticeship and traineeship contract (43.7%), and 2059 students who had a post-school apprenticeship and traineeship contract (57.2%). 34 students had both a school-based and post-school apprenticeship and traineeship contract.
- Of the 135,095 students in the master (Curriculum Council students 2004 - 2007) data-file, 3597 (2.7%) registered a school-based or post-school apprenticeship or traineeship between 2004 and 2008, inclusive).

3.4.2.13 University offers (2004 - 2007)

Ten data-files were provided by the Tertiary Institutions Service Centre (TISC) containing individual-level information about WA university offers, acceptances and deferrals between January 2004 and March 2009, inclusive. The data included demographic information which was used for data-linkage purposes (e.g. name and date of birth) and information about each offer, acceptance and deferral. The data was used to identify students who received offers to study at university post-school.

Data-linkage:

- The TISC data-files were consolidated to enable individuals who received multiple offers to be amalgamated without losing any necessary information. This amalgamated data-file was then linked to the master file (Curriculum Council students 2004 - 2007) using multiple rounds of the three-point 'deterministic' matching method described in section 2.3.2.
- Ultimately, 35,175 former Year 11 and 12 government and non government school students from the 2004 – 2007 cohorts were identified as having received at least one TISC university offer.

3.4.3 VET in schools costing surveys

Each of the 56 sub-sampled schools and every TAFEWA college was sent a survey designed to collect information about the costs they incurred providing and coordinating VETiS programs. The surveys examined *direct* costs in 2008 associated with:

- the overall/general planning, coordination and administration of schools' and TAFEWA colleges' VETiS programs; and
- each VET qualification that was provided to VETiS students, broken down by the delivery method (ie. profile, auspice, fee for service, or school delivery as a RTO).

Survey recipients were asked to ensure each cost was only recorded once, and only include costs that were incurred by the recipient's school, TAFEWA college or students. Costs associated with consumable resources or equipment (eg. materials, text books, etc) were included but not overheads (eg. lighting) or non-consumable resources or equipment (eg. depreciation, procurement or maintenance costs of plant, machinery or other capital/facilities/infrastructure that the school owns). A member of the evaluation team was available to assist school and TAFEWA college staff to complete the survey.

In total, 12 government schools (30%), and seven of the eleven TAFEWA colleges (64%) returned a completed survey. Overall, the completed TAFEWA college surveys provided cost information on 250 VET qualifications provided to government and non government school VETiS students in 2008, and the completed school surveys spanned 109 different qualifications.

3.4.4 VETiS satisfaction and post-school destination survey

A sample of 2131 VETiS and 613 non-VETiS former government school students was surveyed via telephone to find out what they were doing up to four years after leaving school, and (where applicable) explore why they studied VETiS and how useful it was to their post-school activities.

The survey was designed to cater for, and flexibly adapt to, the full range of possible post-school pathways, destinations and activities. It collected general information about former students' post-school pathways and activities, as well as VETiS-specific information where applicable, and was designed so that the results could be linked to, and analysed in conjunction with, other longitudinal data.

The School Leaver Program databases from 2005 to 2007 (see Section 3.4.2.10) were used to obtain former students' addresses and telephone numbers, as they were the only means by which such information was available. The databases are only applicable to government schools and a very small number of non government schools (which were removed). Students with contact details that were known to be inaccurate or incomplete (as indicated by attempts to contact them during the School Leaver Program) were removed.

Former students from the sampled government schools were identified and their details were linked to Curriculum Council data to identify those who participated in VETiS programs and those

who did not. The data-file was also provided to the Office of Births, Marriages and Deaths to screen-out former students who were deceased.

Prior to the survey, every student was sent a letter advising them that they may be contacted as part of the evaluation and giving them the opportunity to opt out. Email and 24-hour telephone hotlines were established, enabling letter recipients to seek information or decline participation at any time over the eight weeks that the surveys were conducted.

A private telephone surveying company was contracted to conduct the semi-telephone interviews.

Additional factors that may affect interpretation of the results:

- A maximum of six attempts were made to contact every former student in the sample. The overall response rate is shown below, and analysis revealed no difference between the former VETiS students sample and the non-VETiS student sample in the response rates (or any other rates)

Interviews	2744
Refusals / request removal from list	648
Answer machine	119
Call back	238
No reply/engaged after six call attempts	661
Termination	0
Total contacts attempted	4410
Overall response rate	62%

- VETiS-related questions were only asked of respondents whose Curriculum Council records showed that they had completed at least one VETiS unit of competency, and who freely recalled that they had participated in a “training course or program” at school. Similarly, questions about the reasons why VETiS was beneficial were only asked of students who had indicated that VETiS was beneficial.

4 Trends in VETiS provision in WA

4.1 VETiS participation and socio-economic factors.

When it officially began in WA in 1997, VETiS was a small, alternative program that catered for only 683 students in 36 government schools. Within four years it had grown to have 13,813 participating Year 11 and 12 government school students (42.5% of the cohort) and was being offered in every government senior high school in WA.⁷ Today, it continues to be offered by every WA government high school.⁸

Table 2 shows the relationship between the level of VETiS participation by Year 11 and 12 government school students (2004 - 2007 cohorts) and the socio-economic index (SEI) of their schools. The results show two important trends:

- the average SEI for VETiS students was comparable to the WA government school State average of 100. This indicates that VETiS students were *not* exclusively or predominantly enrolled in schools in below-average socio-economic areas; and
- students who did not study VETiS in Years 11 or 12 were more likely to attend schools in above-average socio-economic areas. Examination of the probable cause of this result is provided in Section 4.3.2.

Table 2 – The relationship between SEI and students' level of VETiS participation.

No of UoCs studied	SEI		
	n	Average	SD
4 or more	28573	100.1	6.3
1 to 3	11509	100.7	5.6
None	39279	102.3	5.8

Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), linked with SEI data from Evaluation and Accountability Directorate (Department of Education and Training).
- UoCs = units of competency; SD = standard deviation.

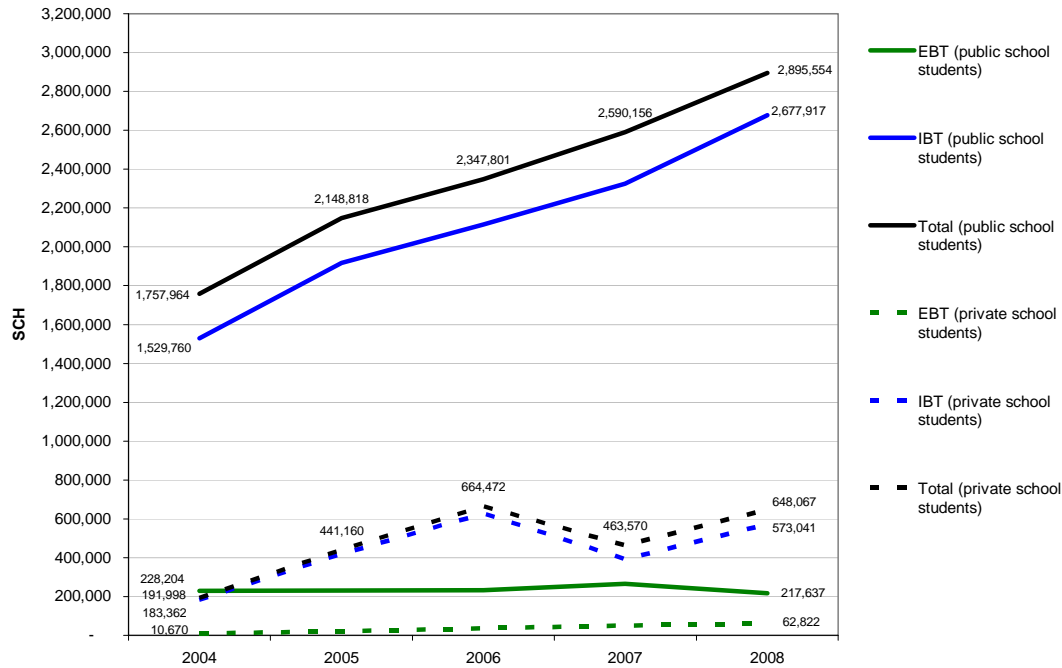
4.2 The type and amount of VETiS studied.

Figure 1 shows the quantity of *publicly-funded* student curriculum hours (SCH) studied by VETiS students in government and non government schools between 2004 and 2008. The results show that:

- government school students studied markedly more publicly-funded VETiS SCH in total than non government school students;
- total publicly-funded SCH amongst government school students increased steadily (by 65%) between 2004 and 2008. The increase amongst non government school students was less consistent but more dramatic, increasing by over 338% between 2004 and 2008;
- for both government and non government schools, most publicly-funded VETiS SCH was institution-based rather than employment-based (ie. school-based apprenticeships or traineeships); and

- there was a 75% increase in institution-based publicly-funded SCH studied by government school VETiS students between 2004 and 2008, but a 5% decrease in employment-based SCH over the same period. For non government school VETiS students, publicly-funded institution-based SCH increased by 313% between 2004 and 2008, and employment-based SCH increased by 589% over the same period.

Figure 1 - Quantity and type of publicly-funded SCH studied by government and non government school VETiS students between 2004 and 2008.



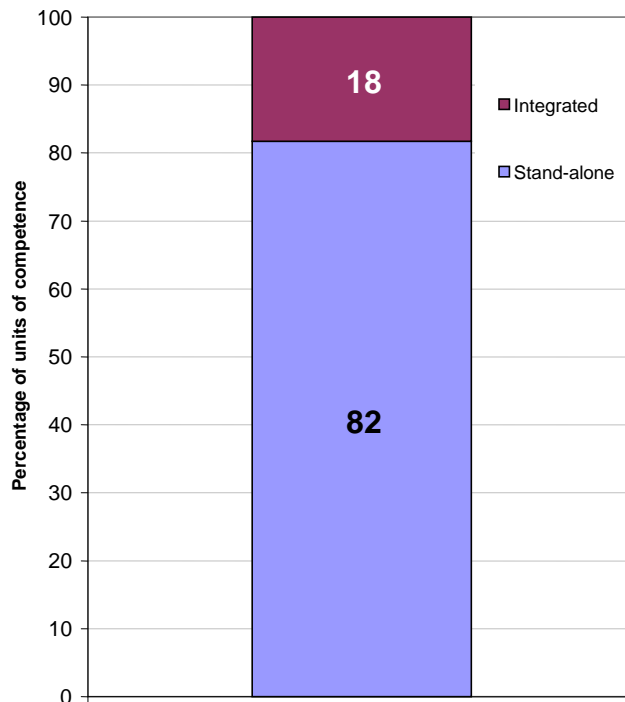
Notes:

- Source: AVETMISS data provided by the VET Enrolment Statistics Unit (Department of Education and Training) on request.
- EBT represents employment-based training (eg. school-based apprenticeships and traineeships) delivered using profile or User Choice funding; IBT represents institution-based training (including pre-apprenticeships) delivered using profile or competitively allocated tender (CAT) funding.
- Includes SCH studied by all student Year groups, not just those in Years 11 and 12.
- Excluded 'credit transfers' and 'continuing enrolments'.

4.2.1 Stand-alone or integrated delivery.

As shown in Figure 2, the vast majority (82%) of VETiS units of competency studied in 2008 were delivered as part of a stand-alone VETiS course (ie. were not integrated in a Curriculum Council subject or course).

Figure 2 – Percentage of integrated and stand-alone VETiS units of competency that were studied by Year 11 and 12 government and non government school students in 2008.



Notes:

- Source: 2008 Curriculum Council VETiS data.
- N = 229,662 units of competency with a valid outcome, studied by 20,960 Year 11 and 12 VETiS students in government and non government schools.

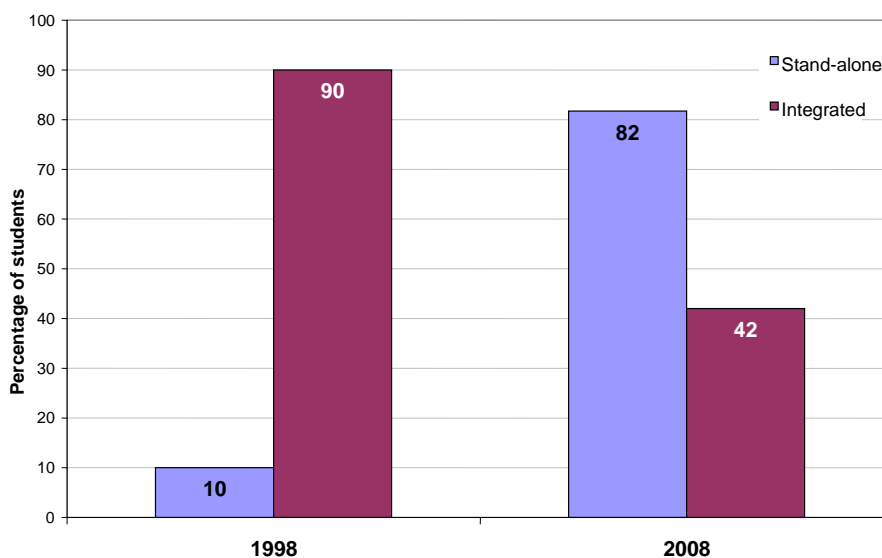
Figure 3 shows the proportion of VETiS students in 2008 and ten years earlier (1998) who studied at least one VETiS unit of competency as a stand-alone unit or integrated within a Curriculum Council subject, course or program. The results highlight the following key trends.

Firstly, the results confirm those in Figure 2 that the majority of VETiS in 2008 was delivered via stand-alone courses rather than integrated into Curriculum Council subjects or courses. Figure 3 shows that the majority (82%) of VETiS students studied at least one VETiS unit of competency as a stand-alone VET course in 2008, although a substantial proportion of students (42%) studied at least one VETiS unit of competency integrated within a Curriculum Council subject, course or program. This means that 18% of VETiS students in 2008 only studied integrated units of competency, 58% only studied stand-alone units of competency and 24% of students studied a combination of at least one stand-alone and at least one integrated unit of competency. As discussed in Section 2.1.2, although students' achievement in integrated units of competency is acknowledged by the Curriculum Council, the results do not contribute towards students' attainment of their WACE requirements.

The second key result shown in Figure 3 is that there has been a fundamental change in how VETiS is incorporated into students' senior secondary educational program. Although stand-alone now dominates VETiS delivery, the opposite was the case ten years ago when only 10% of VETiS students (438 of 4410) completed a stand-alone unit of competency and 90% of students only studied units of competency integrated into Curriculum Council subjects. Interviews with school-based staff suggest that the growth in stand-alone VETiS is driven by the fact that stand-alone VETiS can contribute to students' WACE as an endorsed program, and that it overcomes some of the challenges associated with embedding and assessing units of competency such as mapping units of competency to Curriculum Council subjects and courses, and designing assessment tools that satisfactorily meet the requirements of the Curriculum Council subject or

course and the units of competency. Some school-based interviewees also stated that they saw advantages for students in differentiating VET from school subjects, arguing that they created a greater sense of pride in achievement in students that they had completed and ‘passed’ training associated with post-school qualifications that were often perceived to be better understood and more highly valued by prospective employers than the WACE alone.

Figure 3 – Percentage of Year 11 and 12 government and non government school VETiS students who studied at least one integrated and/or stand-alone unit of competency in 2008.



Notes:

- Source: 2008 Curriculum Council VETiS data, and 1998 data cited by a Department of Education and Training review into VETiS.⁹
- N (2008 data) = 20,960 Year 11 and 12 VETiS students in government and non government schools who studied at least one unit of competency with a valid outcome. N (1998 data) = 4410 Year 11 and 12 VETiS students in government and non government schools who studied at least one unit of competency.⁹

4.2.2 Full or partial qualifications.

Interviewees reported that VETiS is delivered mostly as full (rather than partial) qualifications and often over multiple years (spanning Years 11 and 12, 10 to 11, 10 to 12 and sometimes beyond). These claims, supported by the results from the school version of the VETiS Costing Survey shown in Table 3, represent a fundamental change to how VETiS is provided. Previous reviews of VETiS, as recently as 2000, noted that it was still rare for schools to offer VETiS programs that spanned multiple calendar years and/or enabled students to undertake whole qualifications.⁹

Table 3 also shows some different trends depending on the type of delivery and funding method:

- Most of the VETiS programs delivered using profile-funded, auspiced and school-as-RTO delivery methods enabled students to undertake the full qualifications. However, only one-third of VETiS programs delivered using a fee-for-service arrangement enabled students to undertake a whole qualification. This supports interviewees' claims that fee-for-service delivery was used relatively sparingly, either as a 'top up' method to deliver a specific set of units of competency that schools did not have the resources or expertise to provide, and/or to deliver specific units of competency required by students for certain workplace learning opportunities (eg. a 'blue card').

- Compared to other methods, profile-funded delivery had the highest proportion of qualifications delivered in full over one year, but lowest proportion delivered in full over two years.

Table 3 – Percentage of VETiS programs that provided a full qualification over one or two years in 2008.

Delivery method	Completion of full qualification			Partial completion %
	...in 1 year %	...over 2 years %	Subtotal %	
Profile-funded	37%	21%	58%	42%
Auspiced	33%	41%	74%	26%
Fee-for-service	8%	25%	33%	67%
School-as-RTO	29%	57%	86%	14%
Total	34%	29%	63%	37%

Notes:

- Source: School VETiS Costs Survey, completed by 12 government schools.
- n = 250 VETiS programs, spanning 109 qualifications delivered in part or in full to 5621 students at the schools as part of VETiS programs in 2008.

4.2.3 How much VETiS was delivered or auspiced by TAFEWA colleges?

Table 4 shows that approximately half of all VETiS unit of competency enrolments in non government and government schools in 2008 were delivered or auspiced by TAFEWA colleges. It also shows that 60% of Year 11 and 12 government and non government school students in 2008 participated in VETiS units of competency that were delivered or auspiced by TAFEWA colleges. (The remainder were delivered or auspiced by private RTOs or schools that were RTOs).

Table 4 – Percentage of 2008 VETiS unit of competency enrolments that were delivered or auspiced by TAFEWA colleges.

	% of total UoC enrolments	% of total VETiS students
TAFEWA colleges	49.6%	59.6%

Notes:

- Sources: Curriculum Council 2008 VET data for government and non government schools.
- n = 229,622 unit of competency enrolments that had a valid outcome, spanning 20,960 students.
- UoC = units of competency.

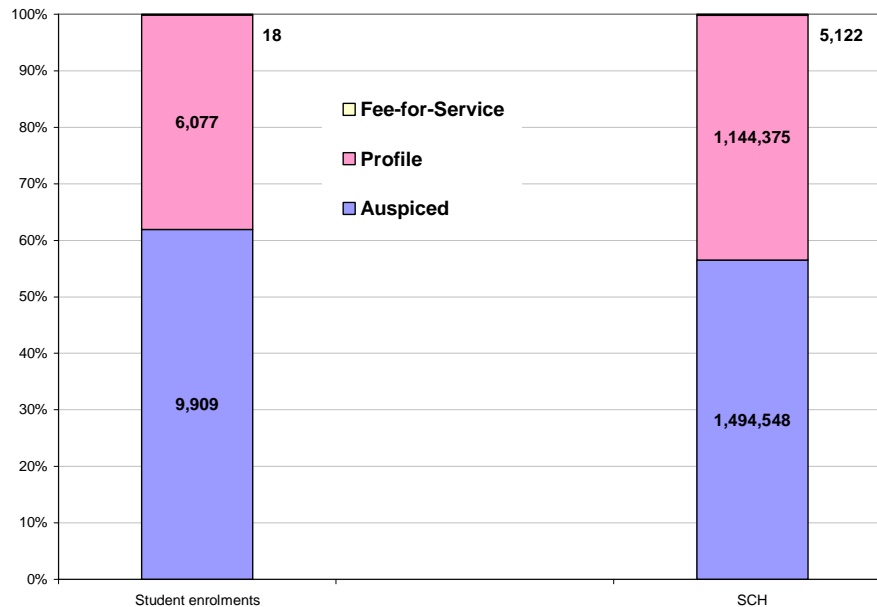
These results, in conjunction with data from the Department of Education and Training’s VET In Schools Branch, reveal another fundamental change in VETiS programs in the past decade: the decline in schools-as-RTO delivery. A review of VETiS in 2000 noted that delivery by “schools as

Registered Training Organisations is the most popular mode of delivery” in government schools; yet less than a decade later fewer than 24% of units of competency were provided to government school students by schools that were also RTOs.^{7,8,9}

A further breakdown, according to type of delivery, was only available for government school students and TAFEWA colleges, using SIS VET enrolment data from the Department of Education and Training’s VET In Schools Branch. The results, shown in Figure 4, reveal that:

- auspicing was the most commonly used method of delivery by TAFEWA colleges to government school students in 2008, accounting for 61.9% of their VETiS student enrolments and 56.5% of their VETiS SCH. Profile-funded delivery accounted for 38.0% of their government school VETiS student enrolments and 43.3% of their VETiS SCH, whilst fee-for-service accounted for 0.1% and 0.2%, respectively; and
- profile-funded delivery tended to be restricted to fewer students than auspiced delivery, but students who received profile-funded delivery typically studied more SCH per student.

Figure 4 – Proportion of TAFEWA colleges’ VETiS delivery to government school VETiS students in 2008 that was providing via auspiced, fee-for-service, and profile-funded delivery.



Notes:

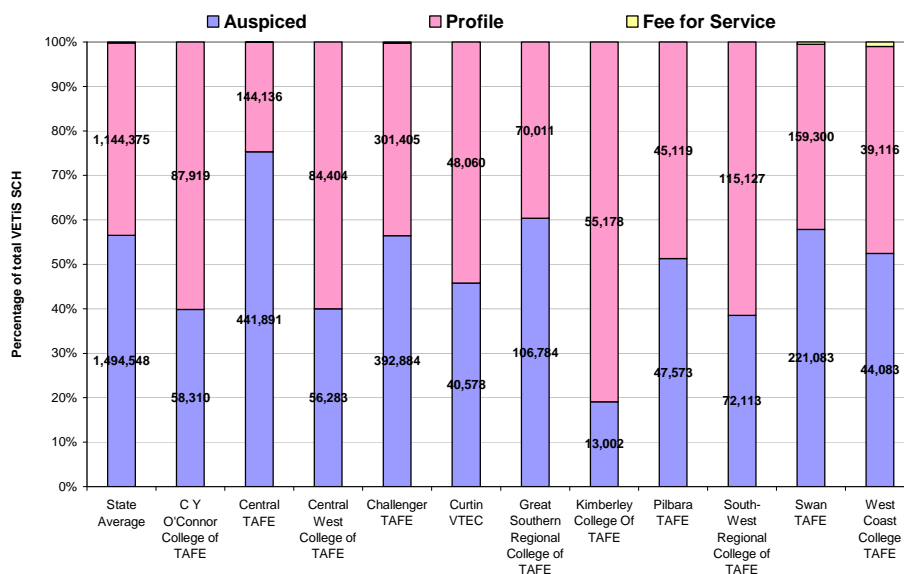
- Source: SIS VET data as at December 2008, provided on request from the Department of Education and Training’s VET In Schools Branch.
- n = 16,004 government school VETiS students (across all Year groups).

Figure 5 shows the proportion of VETiS SCH that was delivered to government school students by each TAFEWA college in 2008. The results show considerable variation between the TAFEWA colleges in the proportion of delivery that was provided using auspiced or profile-funded delivery. For example, auspice delivery accounted for 80% and 77% of Central and Challenger TAFE colleges’ VETiS government school student enrolments, but only 16% of Kimberley TAFE college’s enrolments in 2008. As a result, Central TAFE and Challenger TAFE accounted for over 54% of all TAFEWA colleges’ VETiS auspice enrolments for government school students, but only 43.1% of VETiS government school student enrolments overall.

Another clear trend from these results is that auspice delivery accounted for more than half of the VETiS government school student enrolments and SCH for all metropolitan TAFEWA colleges,

but less than half of the VETiS government school student enrolments and SCH for many regional TAFEWA colleges.

Figure 5 – Proportion of each TAFEWA college's VETiS delivery to government school VETiS students in 2008 that was providing via auspiced, fee-for-service, and profile-funded delivery.



Notes:

- Source: SIS VET data as at December 2008, provided on request from the Department of Education and Training's VET In Schools Branch.
- n = 16,004 government school VETiS students (across all Year groups).

4.3 What types of students participated in VETiS programs?

Analyses of the interview responses and quantitative data revealed dramatic differences between government and non government schools in how they used VETiS programs and their student participation rates.

As shown in Table 5, approximately half of the Year 11 and 12 government school students from the 2004 - 2007 cohorts completed at least one VETiS unit of competency. By comparison, less than a third of Year 11 and 12 students from non government schools studied any VETiS during this same period.

Table 5 – Percentage of Year 11 and 12 students from the 2004 - 2007 cohorts who completed at least one VETiS unit of competency.

No. of UoCs studied	Government schools		Non government schools	
	n	%	n	%
At least one	40082	50.6%	13145	27.1%
None	39279	49.4%	35343	72.9%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability
- n = 127,849 students.
- UoC = units of competency
- Some key trends highlighted in black for effect.

As a result, non government school Year 11 and 12 students from the 2004 - 2007 cohorts studied fewer VETiS units of competency and less SCH per capita than their government school counterparts (as shown in Table 6).

Table 6 – Amount of VETiS studied per-capita by Year 11 and 12 government and non government school students from the 2004 - 2007 cohorts.

	Government schools			Non government schools		
	n	Avg no. UoCs	Avg SCH	n	Avg no. UoCs	Avg SCH
All students	79366	6	145	48488	4	87

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts) excluding students with a disability.
- n = 127,849 students.
- Avg = average; UoC = units of competency; SCH = student curriculum hours.
- Some key trends highlighted in black for effect.

However, as shown in Table 7, Year 11 and 12 students in non government schools *who studied VETiS* studied about 11% more SCH per capita than government school VETiS students in the same (2004 - 2007) cohort. In essence this means that Year 11 and 12 students in non government schools were less likely to study VETiS than Year 11 and 12 government school students, but if they did, they were tended to do so to a slightly greater extent.

Expressed another way, whereas government schools tended to have a relatively large spread of students studying VETiS, non government schools tended to have substantially narrower but slightly deeper participation in VETiS programs. This is consistent with the interview responses which suggested that government schools were increasingly viewing and using VETiS as a 'mainstream' program to provide better educational and post-school opportunities for a large proportion of students, whereas non government schools tended to view and use VETiS as a relatively small, 'alternative' program for students who were not coping with the school's typical mainstream (TEE) education program.

Table 7 – Amount of VETiS studied per-capita by Year 11 and 12 government and non government school VETiS students from the 2004 - 2007 cohorts.

	Government schools			Non government schools		
	n	Avg no. UoCs	Avg SCH	n	Avg no. UoCs	Avg SCH
VETiS students only	40082	13	288	13145	13	321

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 53,227 VETiS students.
- Avg = average; UoC = units of competency; SCH = student curriculum hours.
- Some key trends highlighted in black for effect.

Further analyses, shown in Table 8, revealed that:

- most Year 11 and 12 students who participated in VETiS completed at least four units of competency (71% of government school and 82% of non government school Year 11 and 12 VETiS students); but
- VETiS students in government schools were more likely to study fewer than four units of competency (29%) than VETiS students in non government schools (17%).

Table 8 – Amount of VETiS studied by Year 11 and 12 government and non government school VETiS students from the 2004 - 2007 cohorts.

No. of UoCs studied	Government schools		Non government schools	
	n	%	n	%
4 or more	28573	36.0%	10810	22.3%
1 – 3	11509	14.6%	2335	4.8%
Total VETiS students	40082	50.6%	13145	27.1%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,849 students.
- UoC = units of competency.
- Some key trends highlighted in black for effect.

Further analyses, shown in Table 9 and Figure 6, revealed additional dramatic differences between government and non government schools in the Year 11 and 12 subject, course and VETiS enrolment trends:

- The majority (53%) of Year 11 and 12 *government* school students (from the 2004 - 2007 cohorts) did not study any TEE subjects (or stage two or three Curriculum Council courses), and fewer than 30% studied a program that made them eligible for direct university admission (ie. at least four TEE subjects or equivalent). By contrast, over 70% of non government school students studied at least one TEE subject (or equivalent), and almost 60% of students studied a program that made them eligible for direct university admission.
- There was a strong inverse relationship between the number of TEE subjects (or equivalent) that students studied and the likelihood of studying VETiS (particularly four or more units of competency). This trend was evident for both government and non government schools.
- For both government and non government schools alike, the largest group of VETiS students studied at least four units of competency and no TEE subjects (or equivalent). For government schools, it was the largest group of students, comprising 26% of the 2004 - 2007 government school Year 11 and 12 cohorts. For non government schools, it was the second largest group, representing 13% of Year 11 and 12 students. (The largest group of students in non government schools was those who studied at least four TEE subjects and no VETiS, representing almost 58% of non government school Year 11 and 12 students).
- A large quantity and proportion of government and non government school students who studied four or more TEE subjects (or equivalent) or no TEE subjects (or equivalent) did not participate in a VETiS program. The implications of this trend are discussed further in Section 6.5.1, where it is shown that most students from the 2004 - 2007 cohort who studied VET post-school did not study VETiS.

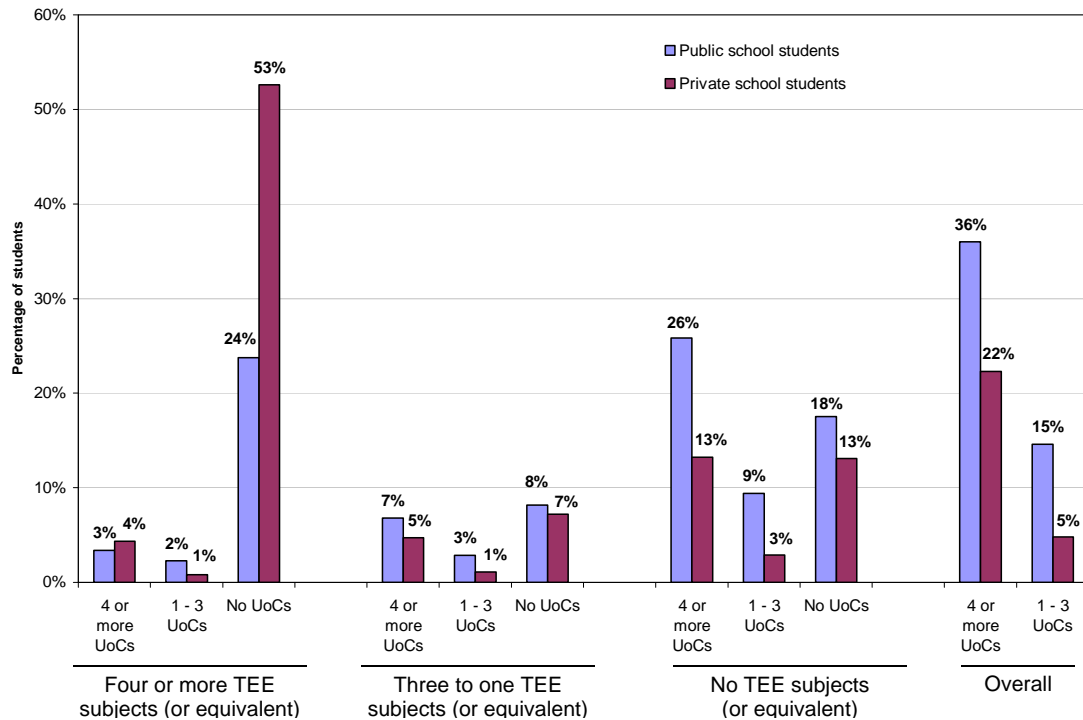
Table 9 – Distribution of Year 11 and 12 students from the 2004 - 2007 cohorts across the nine student sub-groups.

Student sub-groups	Government schools		Non government schools	
	n	%	n	%
4TEE+4UoCs	2679	3.4%	2111	4.4%
4TEE<4UoCs	1795	2.3%	402	0.8%
4 TEE+noUoC	18869	23.8%	25498	52.6%
Subtotal (4 TEE)	23343	29.5%	28011	57.8%
1-3TEE+4UoCs	5396	6.8%	2283	4.7%
1-3TEE<4UoC	2266	2.9%	530	1.1%
1-3TEE+noUoC	6483	8.2%	3488	7.2%
Subtotal (1-3 TEE)	14145	17.9%	6301	13.0%
NoTEE+4UoCs	20498	25.8%	6416	13.2%
NoTEE<4UoC	7448	9.4%	1403	2.9%
NoTEE+noUoC	13927	17.5%	6357	13.1%
Subtotal (No TEE)	41873	52.7%	14176	29.2%
Total	79361	100%	48488	100%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,849 students.
- See Section 3.2 for a description of the nine student sub-groups.
- Some key trends highlighted in black.

Figure 6 – Distribution of Year 11 and 12 students from the 2004 - 2007 cohorts across the nine student sub-groups.



Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,849 students.
- See Section 3.2 for a description of the nine student sub-groups.

4.3.1 How much VETiS was studied by students?

Table 10 shows the average quantity of VETiS units of competency and student curriculum hours (SCH) studied by government and non government school Year 11 and 12 students (from the 2004 - 2007 cohorts) across the nine student sub-groups. The results show that:

- government and non government school students who studied fewer TEE subjects (or equivalent) were not only more likely to undertake a VETiS program, but also tended to study more VETiS competency and SCH per capita than students who studied more TEE subjects (or equivalent);
- students who studied four or more VETiS units of competency and no TEE subjects (or equivalent) typically studied more units of competency and SCH if they went to a government rather than a non government school; but
- non government school students who studied at least one TEE subject (or equivalent) typically studied more units of competency and SCH per capita than their government school counterparts.

Table 10 – Average quantity of VETiS completed by Year 11 and 12 students from the 2004 - 2007 cohorts in each of the nine student sub-groups.

Sub-group of student	Government schools			Non government schools		
	n	Avg no. UoCs	Avg SCH	N	Avg no. UoCs	Avg SCH
4TEE+4UoCs	2679	12	275	2111	13	327
4TEE<4UoCs	1795	2	42	402	2	48
4 TEE+noUoC	18869	-	-	25498	-	-
1-3TEE+4UoCs	5396	15	341	2283	16	395
1-3TEE<4UoC	2266	2	39	530	2	41
1-3TEE+noUoC	6483	-	-	3488	-	-
NoTEE+4UoCs	20498	18	415	6416	16	392
NoTEE<4UoC	7448	2	39	1403	2	51
NoTEE+noUoC	13927	-	-	6357	-	-
All students	79366	6	145	48488	4	87
VETiS students only	40082	13	288	13145	13	321

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,849 students.
- See Section 3.2 for a description of the nine student sub-groups.
- Some key trends highlighted in black.

4.3.2 Models of VETiS provision in schools.

Interviews with school-based staff revealed that there was no uniform model for VETiS delivery. There was considerable variation between schools in terms of the types of VETiS programs they offered, the delivery methods they used, the perceived objectives of the specific programs, and the types of students who participated in them. There was also considerable variation in the amount of adjustment schools made to their timetable and distribution of resources to enable or

facilitate the smooth operation of VETiS programs within the broader education needs, priorities and provisions in the school.

Yet despite the enormous variation and diversity, a key trend emerged that highlighted differences and similarities in schools' use and provision of VETiS. This trend was for schools to implicitly or explicitly group their senior secondary subject, course and endorsed program provisions (including VETiS) into four markedly different senior secondary combinations (often referred to as 'pathways' in the interviews). Students would then be encouraged to choose Year 11 and 12 subjects, courses and programs that were consistent with one of the 'pathways', reportedly depending on the students' post-school interests and intentions, as well as their past academic performance and behaviour. Furthermore, the grouping of subject, course and endorsed program provisions into the four pathways reportedly enabled schools to make resource and/or timetabling modifications (either for the whole cohort or specifically for students in one or two of the pathways) to cater for the different and specific needs of students in each of the pathways and ensure the pathways operated smoothly within the schools' timetables and resource constraints.

The first of the pathways was akin to the traditional TEE-pathway, comprising no VETiS and primarily TEE subjects (or units from stage two or three WACE courses). In doing so, it complied with the TISC's university admission requirements, sometimes supplemented with one or two wholly-school assessed (WSA) subjects. This pathway comprised students in the '4TEE+noUoC' student sub-group and, as shown in Figure 6, was the dominant pathway in non government schools (accounting for 53% of Year 11 and 12 students between 2004 and 2007) but less than 25% of Year 11 and 12 government school students over the same period.

The second senior secondary pathway reflected the traditional non-TEE pathway, comprising only WSA subjects, units from stage one WACE courses, and no VETiS. Representing students from the '1-3TEE+noUoC' and 'NoTEE+noUoC' student sub-groups, this pathway accounted for 26% of government school students and 20% of non government school students in the 2004 - 2007 Year 11 and 12 cohort (see Figure 6). Responses from school-based interviewees revealed that this pathway was most prominent:

- amongst government school students who were deemed by the school to lack sufficient literacy or numeracy skills, work ethic or behaviour standards to participate in the school's VETiS programs (particularly if they were delivered off-site by the local TAFEWA college);
- in the relatively small proportion of non government schools that did not offer any VETiS programs, because they perceived that they lacked the necessary VET experience and expertise, and/or the school's 'brand' was primarily founded on their traditional school curriculum; and/or
- in a small minority of government schools (but a substantial proportion of non government schools) that offered a narrow range of VETiS programs as part of a highly marginalised program that lacked promotion and esteem within the school relative to their predominantly university-focused course and subject offerings.

The third senior secondary pathway was a 'VETiS-focused' pathway, which comprised students who studied at least four VETiS units of competency (either as stand-alone endorsed programs or integrated into school subjects or courses) and fewer than four TEE subjects (or equivalent). This pathway comprised students from the '1-3TEE+4UoCs' and 'NoTEE+4UoCs' student sub-groups, and was the dominant pathway in government schools, accounting for 33% of Year 11 and 12 students from the 2004 - 2007 cohorts (see Figure 6). It was considerably less prominent within the non government school sector, accounting for only 18% of Year 11 and 12 students over the same period.

Interview responses revealed the VETiS program was often at the core of the senior secondary program for students in this pathway, particularly amongst the government schools. It was often grouped with workplace learning and career education programs, which were seen to complement, support and extend the learning opportunities and objectives of students' VETiS

program. In addition, many schools ran this pathway 'off-grid' (ie. on a separate timetable from the rest of the school), which reportedly enabled schools to:

- ensure students in the pathway undertaking off-site programs (including workplace learning and VETiS at a local RTO) did not miss classes, as well as minimise the disruption to the classes of students who were not undertaking VETiS; and
- provide better, more targeted support for students in this pathway.

Although schools widely acknowledged that this method segregates some students from the rest of their cohort, they often perceived that the positives outweighed the negatives and implemented a range of strategies to overcome the potential negative consequences on the students and the broader school community. Such strategies included using a small team of teachers to teach all subjects; greater use of more practical (ie. hands-on), cross-curricula and project-based teaching strategies; and a generally more holistic approach to students' social, emotional and academic needs. The teachers who were given these duties were often reportedly hand-picked for their supportive interpersonal nature and their ability to create a supportive and respectful environment amongst the students in the classes.

The 'VETiS-focused' pathway often comprised students undertaking school-based apprenticeships or traineeships, as well as a smaller group of students (particularly in government schools but less so non government schools) whose focus was on obtaining an apprenticeship or traineeship contract or full-time employment prior to the completion of Year 11 or 12. However, most of the students who participated in this pathway reportedly did not want to leave school prior to completing Years 11 and 12 or pursue a school-based apprenticeship or traineeship. They instead reportedly preferred to use the VETiS program and the accompanying work-based learning program as a means of strengthening their chances of obtaining (and possibly receiving credit towards) a post-school apprenticeship, employment or continuation of their VET studies. Within this context, VETiS programs were reportedly highly valued because they reportedly:

- were better understood and respected by employers than the WACE, especially in some industry areas and occupations;
- enabled students to gain valuable technical skills and knowledge, and possibly credit towards their future post-school endeavours;
- facilitated the development and improvement of students' general, so-called 'employability skills', particularly through exposure to non-school learning and work environments where they had to deal with a range of customers, colleagues and issues;
- gave students insight into, and exposure to, various VET-related occupations and industries, enabling them to make better informed decisions about their future career and study choices; and
- gave students valuable exposure to how the VET system and adult-learning environments operate, facilitating a smoother transition from school to post-school VET studies.

The final senior secondary pathway to emerge from the data analyses and interview responses was a 'VETiS supplementary' pathway. This pathway was similar to the 'traditional TEE-focused' and 'non-TEE' pathways but included the addition of a small quantity of VETiS units of competency. Consequently, this pathway comprised students from the '4TEE<4UoCs', '1-3TEE<4UoC' and 'NoTEE<4UoC' student sub-groups, as well as those in the '4TEE+4UoCs' sub-group, for whom the VETiS program was reportedly secondary to their main focus on TEE subjects (or equivalent). As shown in Figure 6, this pathway accounted for 17% of Year 11 and 12 government school students from the 2004 - 2007 cohorts, but only 9% of the corresponding cohort in non government schools.

4.3.3 Other trends and characteristics of students who study VETiS.

4.3.3.1 Literacy, numeracy and VETiS participation

Tables 11 and 12 show the average Year 9 reading and numeracy results for Year 11 and 12 government school students from the 2004 - 2007 cohorts. The results suggest that students who studied VETiS in Years 11 or 12 typically had poorer reading and numeracy skills in Year 9 than students who did not study VETiS.

However, as shown in Table 13 and Figure 7, the difference in reading and numeracy skills for VETiS and non-VETiS students was largely attributable to reading and numeracy differences between students who studied different quantities of TEE subjects (or equivalent). Put simply, the VETiS student sub-groups primarily comprised students who studied fewer TEE subjects (or equivalent), which in turn was associated with lower Year 9 reading and numeracy results. Consequently, when compared to their counterparts, VETiS students' Year 9 reading and numeracy results were only marginally lower (as shown in Table 13 and Figure 7).

Table 11 – Average Year 9 reading (WAMSE) score for Year 11 and 12 public school students from the 2004 - 2007 cohorts.

No. of UoCs studied	Government schools	
	n	Avg
4 or more	11,418	454
1 – 3	3709	459
None	10,740	496

Notes:

- Sources: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked to 2005 and 2006 MSE9 results obtained from the Department of Education and Training's Monitoring Standards in Education Branch.
- For reference, a reading WAMSE score of 437 in 2005 equated to the 26th percentile, 484 equated to the 50th percentile, and 534 represented the 75th percentile.
- Results for students who studied at least four units of competency are highlighted in black for effect.

Table 12 – Average Year 9 numeracy (WAMSE) score for Year 11 and 12 public school students from the 2004 - 2007 cohorts.

No. of UoCs studied	Government schools	
	N	Avg
4 or more	11,798	497
1 – 3	3835	503
None	11,107	545

Notes:

- Sources: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked to 2005 and 2006 MSE9 results obtained from the Department of Education and Training's Monitoring Standards in Education Branch.
- For reference, a numeracy WAMSE score of 482 in 2005 equated to the 25th percentile, 530 equated to the 50th percentile, and 586 represented the 75th percentile.
- Results for students who studied at least four units of competency are highlighted in black for effect.

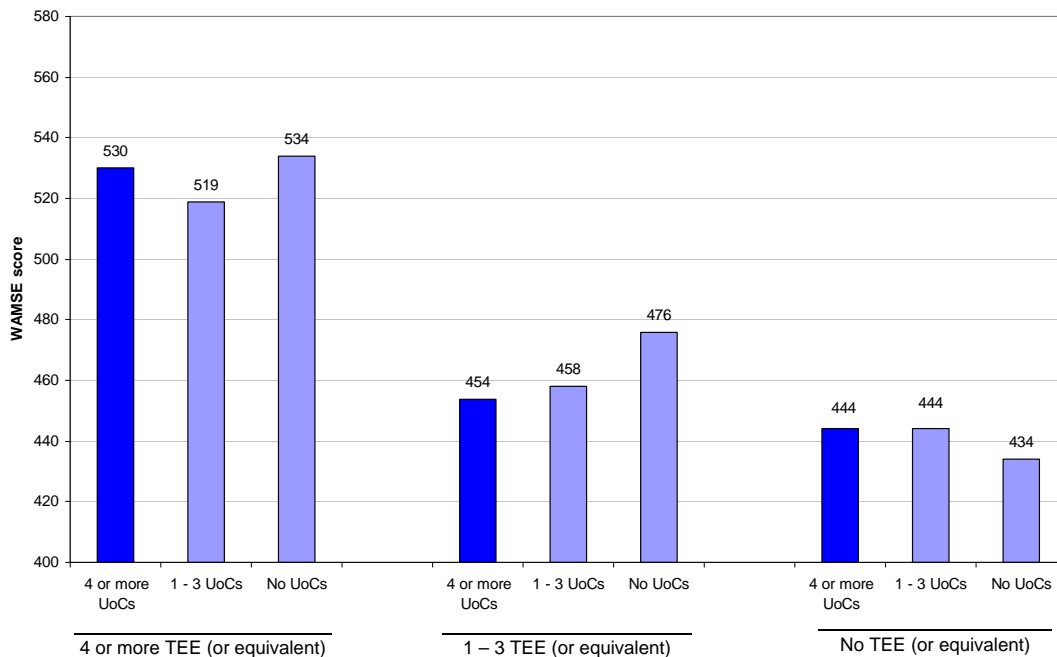
Table 13 – Average Year 9 reading (WAMSE) score for Year 11 and 12 public school students from the 2004 - 2007 cohorts, according to the nine student sub-groups.

Student sub-groups	Government schools		
	n	Avg	SD
4TEE+4UoCs	1049	530	63
4TEE<4UoCs	598	519	63
4 TEE+noUoC	5644	534	67
1-3TEE+4UoCs	3322	454	69
1-3TEE<4UoC	1105	458	66
1-3TEE+noUoC	2346	476	70
NoTEE+4UoCs	7047	444	68
NoTEE<4UoC	2006	444	69
NoTEE+noUoC	2750	434	74
Overall	17,867	475	78

Notes:

- Sources: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked to 2005 and 2006 MSE9 results obtained from the Department of Education and Training's Monitoring Standards in Education Branch.
- For reference, a reading WAMSE score of 437 in 2005 equated to the 26th percentile, 484 equated to the 50th percentile, and 534 represented the 75th percentile.
- Results for students who studied at least four units of competency are highlighted in black for effect.

Figure 7 – Average Year 9 reading (WAMSE) score for Year 11 and 12 public school students from the 2004 - 2007 cohorts, according to the nine student sub-groups.



Notes:

- Sources: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked to 2005 and 2006 MSE9 results obtained from the Department of Education and Training's Monitoring Standards in Education Branch.
- UoCs = units of competency
- Sub-groups that comprise students who studied at least four VETiS units of competency are shown in a darker shade.
- For reference, a reading WAMSE score of 437 in 2005 equated to the 26th percentile, 484 equated to the 50th percentile, and 534 represented the 75th percentile.

4.3.3.2 Suspension rates

As shown in Table 14, Year 11 and 12 government school students from the 2004 - 2007 cohorts who undertook four or more VETiS units of competency were more likely to have been suspended in Years 8 to 12 (in 2006 or 2007) than students who studied fewer than four units of competency. They also tended to be more marginally recidivistic (reflected by the higher average number of suspensions) and missed a greater number of days because of suspension. These results provide support for the perception expressed by many VET sector interviewees that VETiS programs have a higher proportion of students with poor behavioural records. However, the results also show that the vast majority of VETiS students had *not* been suspended in high school.

Table 14 – Percentage of Year 11 and 12 public school students from the 2004 - 2007 cohorts who received a suspension in 2006 or 2007.

UoCs studied	Students suspended		Average no. of suspensions	Average no. of days suspended
	n	%	%	%
4 or more	391	1.4%	1.7	4.7
1 - 3	63	.5%	1.4	3.6
None	108	.3%	1.4	3.5

Notes:

- Sources: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked to 2006 and 2007 suspension data supplied by the Department of Education and Training's Behaviour Standards and Wellbeing Directorate.
- For effect, some key trends are highlighted in black.

Deeper analysis of suspension trends (according to the nine students sub-groups) revealed that suspensions were most common amongst students studying fewer than four TEE subjects (or equivalent). Table 15 also illustrates that students who studied four or more VETiS units of competency were often more likely to be suspended and miss more days through suspension than their counterparts, irrespective of the number of TEE subjects (or equivalent) they studied.

Table 15 – Percentage of Year 11 and 12 public school students from the 2004 - 2007 cohorts who received a suspension in 2006 or 2007.

Student sub-group	% of students suspended		No. of suspensions	No. of days suspended
	n	%	Avg	Avg
4TEE+4UoCs	4	.1%	1.5	4.0
4TEE<4UoCs	1	.1%	1.0	1.0
4 TEE+noUoC	15	.1%	1.1	2.7
1-3TEE+4UoCs	90	1.7%	1.4	3.8
1-3TEE<4UoC	19	.8%	1.3	2.6
1-3TEE+noUoC	32	.5%	1.4	3.5
NoTEE+4UoCs	297	1.4%	1.8	5.1
NoTEE<4UoC	43	.6%	1.6	4.6
NoTEE+noUoC	61	.4%	1.8	4.5

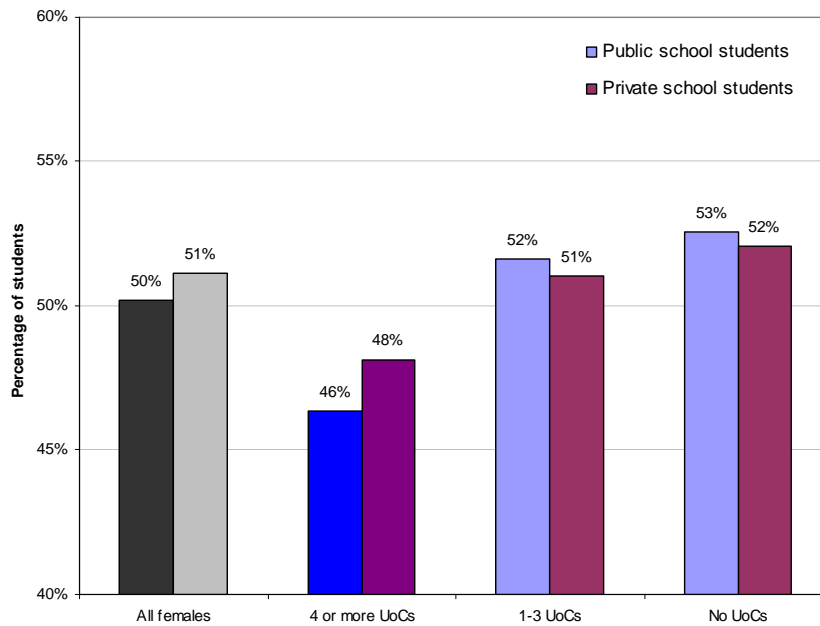
Notes:

- Sources: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked to 2006 and 2007 suspension data supplied by the Department of Education and Training's Behaviour Standards and Wellbeing Directorate.
- For effect, some key trends are highlighted in black.

4.3.3.3 Gender and VETiS participation

Figure 8 shows that females, in both government and non government schools, were under-represented amongst Year 11 and 12 students who studied at least four VETiS units of competency, and over-represented amongst students who did not participate in a VETiS program. This means that males were more likely to study four or more VETiS units of competency than females, whereas females were more likely to study fewer than four VETiS units of competency.

Figure 8 – Proportion of female Year 11 and 12 students from the 2004 - 2007 who studied four or more, between one and three, or no VETiS units of competency.



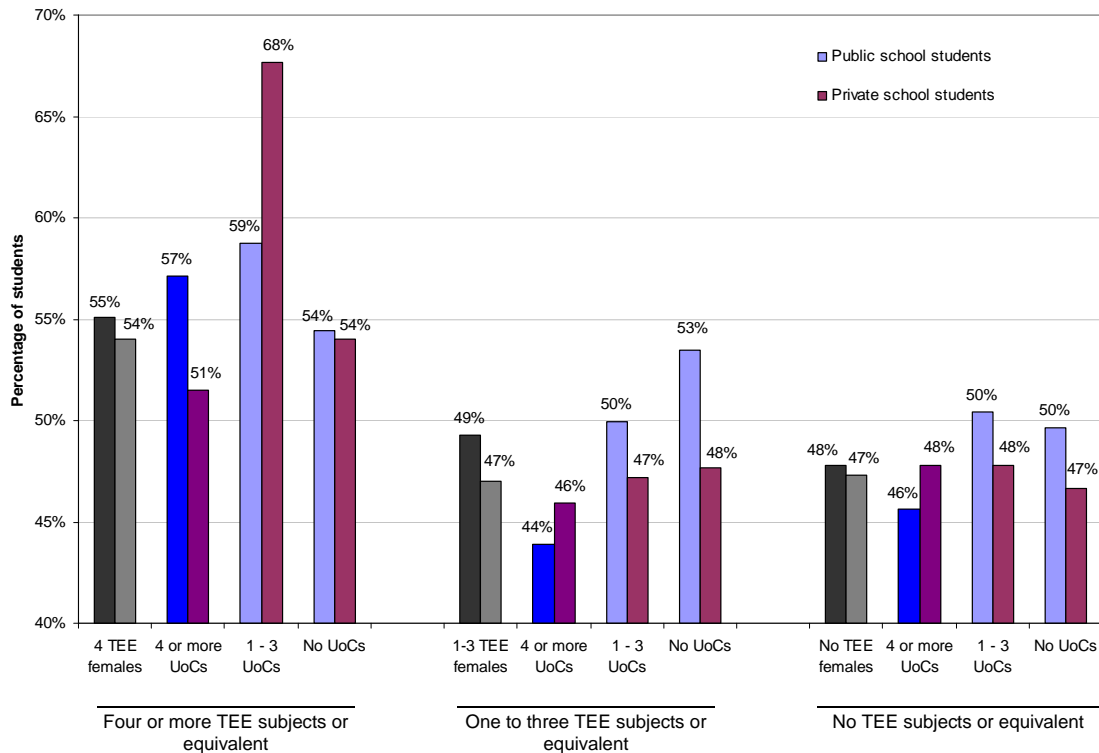
Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,854 students.
- UoCs = units of competency
- The average representation rate is shown in black and grey.
- The rates amongst students who studied four or more units of competency are shown in a slightly different shade for effect.

Further analysis across the nine student sub-groups (Figure 9) revealed that:

- in government schools, females who studied four or more TEE subjects (or equivalent) were more likely than males to also study four VETiS units of competency. However, they were less likely than males to study four or more VETiS units of competency if they studied fewer than four TEE subjects (or equivalent);
- there was a large over-representation of females in non government schools who studied four or more TEE subjects (or equivalent) and participated in a VETiS program but studied fewer than four units of competency;
- females in government schools who participated in VETiS programs were more likely to study fewer than four units of competency than their male counterparts, irrespective of how many TEE subjects (or equivalent) they studied; and
- overall, females in government and non government schools were more likely than males to study at least four TEE subjects (or equivalent).

Figure 9 – Proportion of female Year 11 and 12 students (from the 2004 - 2007 cohorts) across each of the nine student sub-groups.



Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,849 students.
- See Section 3.2 for a description of the nine student sub-groups.
- The average representation rate is shown in black and grey.
- Sub-groups that comprise students who studied at least four VETiS units of competency are shown in a darker shade.

4.3.3.4 VETiS participation amongst Aboriginal and Torres Strait Islander students

As shown in Figure 10, Aboriginal and Torres Strait Islander students accounted for 4.8% and 1.8% of the government and non government school 2004 - 2007 Year 11 and 12 cohorts, and were over-represented amongst students who studied at least four VETiS units of competency. Further analysis, shown in Figure 11 revealed that Aboriginal and Torres Strait Islander students were:

- under-represented amongst students who studied four or more TEE subjects (or equivalent), and over-represented amongst students who studied no TEE subjects; and
- over-represented amongst students who studied four or more VETiS units of competency, irrespective of the number of TEE subjects (or equivalent) that they studied.

The results show that the majority of Year 11 and 12 Aboriginal and Torres Strait Islander students:

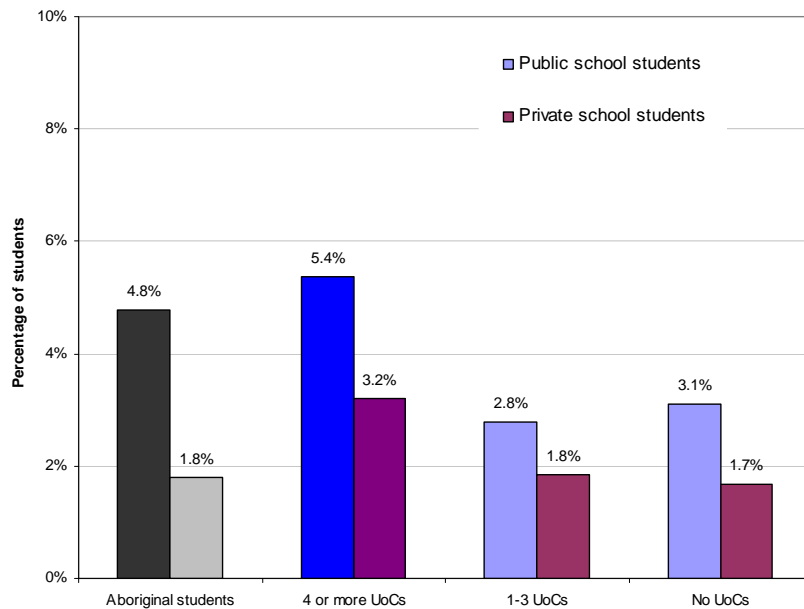
- studied no TEE subjects (or equivalent): approximately 80% Year 11 and 12 Aboriginal and Torres Strait Islander students in government schools and 72% in non government

schools. Only 4.3% of Year 11 and 12 Aboriginal and Torres Strait Islander students in government schools studied four or more TEE subjects (or equivalent), compared to 13.4% in non government schools; and

- participated in a VETiS program: approximately 59% of Year 11 and 12 Aboriginal and Torres Strait Islander students in government schools studied four or more units of competency, with an additional 12% studying between one and three units of competency. For non government schools, the rates were 53% and 6%, respectively.

These results are consistent with analyses of SIS VET data conducted by the Department of Education and Training's VET In Schools Branch, which showed that 42% of Aboriginal and Torres Strait Islander students in Years 10 to 12 (in government schools) participated in a VETiS program in 2008.⁸

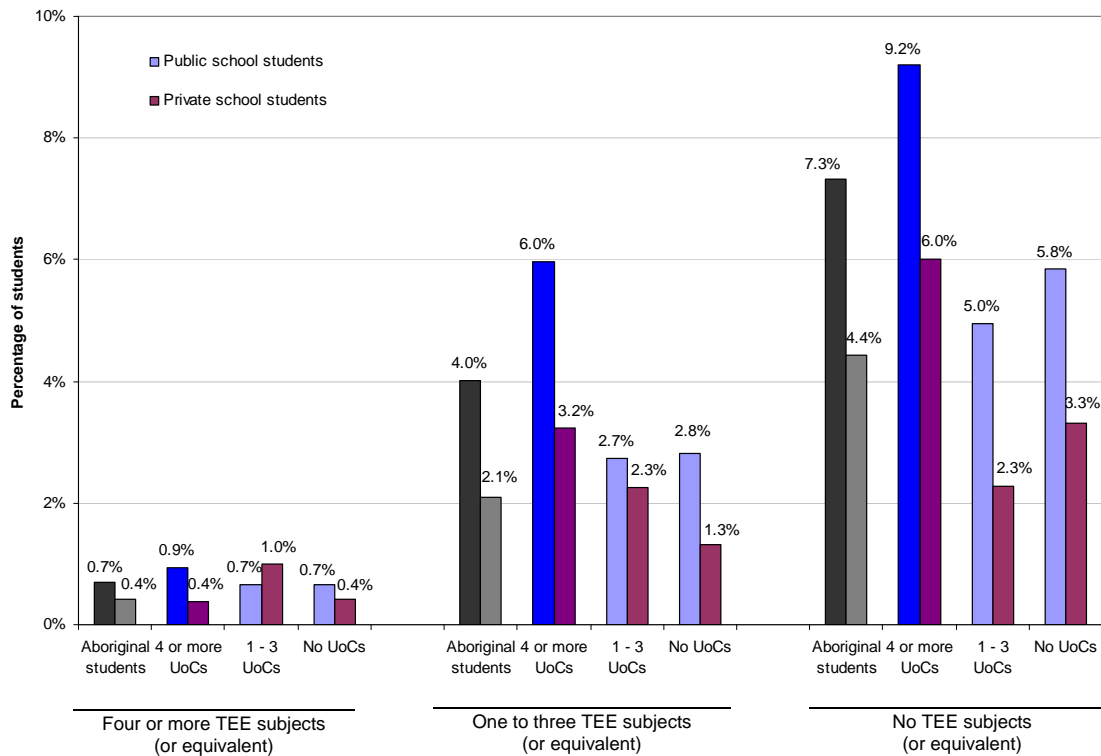
Figure 10 – Proportion of Aboriginal or Torres Strait Islander Year 11 and 12 students from the 2004 - 2007 who studied four or more, between one and three, or no VETiS units of competency.



Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 4676 students identified as being Aboriginal, out of total 127,854 students.
- UoCs = units of competency.
- The average representation rate is shown in black and grey.
- The rates amongst students who studied four or more units of competency are shown in a slightly different shade for effect.

Figure 11 – Proportion of Aboriginal or Torres Strait Islander students in the Year 11 and 12 2004 - 2007 cohorts, according to the nine student sub-groups.



Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 4676 students identified as being Aboriginal, out of total 127,854 students.
- UoCs = units of competency.
- The average representation rate is shown in black and grey.
- Sub-groups that comprise students who studied at least four VETiS units of competency are shown in a darker shade.

4.3.3.5 Students with a disability

Table 16 shows the amount of VETiS studied per capita by Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who qualified for additional disability-related educational support. The results show that they typically studied more SCH per capita than their counterparts who did not have a disability (see Section 4.3).

Table 16 – Amount of VETiS studied per-capita by Year 11 and 12 government school VETiS students with a disability (from the 2004 - 2007 cohorts).

	Government schools		
	n	Avg no. UoCs	Avg SCH
VETiS students only	1352	10	307

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students who were not eligible for School Plus educational support or not enrolled at an education support school or centre).
- Avg = average; UoC = units of competency; SCH = student curriculum hours.

Table 17 shows the distribution of Year 11 and 12 government school students who qualified for additional disability-related educational support (from the 2004 - 2007 cohorts) across each of the nine student sub-groups. The results show that Year 11 and 12 government school students with a disability:

- tended to not study four or more TEE subjects or equivalent;
- were more likely to study four or more VETiS units of competency than students without a disability; and
- were less likely to study no VETiS and no TEE subjects (or equivalent) than students without a disability.

Further information about VETiS participation by students with a disability, including the main Training Packages that they studied and the level of alignment with skill shortage areas is presented in Section 4.4.

Table 17 – Distribution of Year 11 and 12 government school students with a disability (from the 2004 - 2007 cohorts) across each of the nine student sub-groups.

Student sub-group	Metro		Country		Remote	
	n	%	n	%	n	%
4TEE+4UoCs	3	<1%	-	-	-	-
4TEE<4UoCs	-	-	-	-	-	-
4 TEE+noUoC	20	2%	3	1%	1	1%
1-3TEE+4UoCs	64	6%	22	6%	6	6%
1-3TEE<4UoC	7	1%	20	5%	2	2%
1-3TEE+noUoC	17	2%	5	1%	6	6%
NoTEE+4UoCs	537	50%	245	61%	56	51%
NoTEE<4UoC	310	29%	64	16%	16	15%
NoTEE+noUoC	116	11%	43	11%	23	21%
Subtotal (4 UoCs)	604	56%	267	66%	62	56%
Subtotal (1-3 UoCs)	317	30%	84	21%	18	16%
Subtotal (No UoCs)	153	14%	51	13%	30	28%
Total	1074	100%	402	100%	110	100%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students who were not eligible for School Plus educational support or not enrolled at an education support school or centre.
- n = 1586 students
- Some key trends are highlighted in black for effect.

4.3.4 Participation in regional and remote areas

Tables 18 shows the proportion of government and non government school students in metropolitan, country and remote regions across each of the nine student-sub-groups. The results show that, amongst government schools:

- remote schools had the highest proportion of Year 11 and 12 students who studied at least four VETiS units of competency, and the lowest proportion of students who studied no or fewer than four VETiS units of competency; however

- remote schools had the highest percentage of Year 11 and 12 students who studied no TEE subjects (or equivalent) and no VETiS (21%);
- metropolitan schools had the lowest proportion of Year 11 and 12 students who studied four or more VETiS units of competency, and the highest proportion who studied no or fewer than four VETiS units of competency; and
- metropolitan schools had the highest proportion of Year 11 and 12 students who studied at least four TEE subjects or equivalent (32.2% of students, compared to 24.2% for country schools and 14.8% for remote schools).

Similar trends were also apparent within the non government school sector (Table 19).

Table 18 – Distribution of Year 11 and 12 government school students (from the 2004 - 2007 cohorts) across each of the nine student sub-groups, according to geographical region.

Student sub-group	Metro		Country		Remote	
	n	%	n	%	n	%
4TEE+4UoCs	2109	3.7	526	3.0	44	1.0
4TEE<4UoCs	1482	2.6	287	1.6	26	0.6
4 TEE+noUoC	14870	25.9	3424	19.6	575	13.2
1-3TEE+4UoCs	3358	5.8	1682	9.6	356	8.1
1-3TEE<4UoC	1671	2.9	510	2.9	85	1.9
1-3TEE+noUoC	5038	8.8	1171	6.7	274	6.3
NoTEE+4UoCs	13226	23.0	5537	31.7	1735	39.7
NoTEE<4UoC	5612	9.8	1481	8.5	355	8.1
NoTEE+noUoC	10137	17.6	2871	16.4	919	21.0
Subtotal (4 UoCs)	18693	32.5	7745	44.3	2135	48.9
Subtotal (1-3 UoCs)	8765	15.2	2278	13.0	466	10.7
Subtotal (No UoCs)	30045	52.2	7466	42.7	1768	40.5
Total	57503	100	17489	100	4369	100

Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 79,366 students.
- See Section 3.2 for a description of the nine student sub-groups.
- Some key trends are highlighted in black for effect.

Table 19 – Distribution of Year 11 and 12 non government school students (from the 2004 - 2007 cohorts) across each of the nine student sub-groups, according to geographical region.

Student sub-group	Metro		Country		Remote	
	n	%	n	%	n	%
4TEE+4UoCs	1895	4.5	182	3.2	34	6.5
4TEE<4UoCs	374	0.9	26	0.5	2	0.4
4 TEE+noUoC	22588	53.4	2808	49.3	102	19.4
1-3TEE+4UoCs	1943	4.6	258	4.5	82	15.6
1-3TEE<4UoC	446	1.1	74	1.3	10	1.9
1-3TEE+noUoC	2909	8.9	544	9.5	35	6.7
NoTEE+4UoCs	5427	12.8	838	14.7	151	28.7
NoTEE<4UoC	1203	2.8	184	3.2	16	3.0
NoTEE+noUoC	5479	13.0	784	13.8	94	17.9
Subtotal (4 UoCs)	9265	21.9	1278	22.4	267	50.8
Subtotal (1-3 UoCs)	2023	4.8	284	5.0	28	5.3
Subtotal (No UoCs)	30976	73.3	4136	72.6	231	43.9
Total	42264	100.0	5698	100.0	526	100.0

Notes:

- Source: Curriculum Council data for Year 11 and 12 non government school students (2004 - 2007 cohorts).
- n = 48,488 students.
- See Section 3.2 for a description of the nine student sub-groups.
- Some key trends are highlighted in black for effect.

4.3.4.1 Does the amount of VETiS studied vary according to geographical location?

The results shown in Tables 20 and 21 reveal that:

- Year 11 and 12 government school students in country and remote schools studied more VETiS per capita than their counterparts in metropolitan schools; but
- Year 11 and 12 students in remote non government schools studied more VETiS per capita than non government schools in country or metropolitan regions (because of their higher rates of VETiS participation). However, metropolitan non government school students who studied VETiS tended to study more per capita than their country or remote peers.

Further analyses of the trends between geographical location and the level of VETiS program alignment with skill shortage areas or qualification levels are presented in Section 4.4.

Table 20 – Average quantity of VETiS studied by Year 11 and 12 government and non government school students (from the 2004 - 2007 cohorts) according to geographical region.

All students	Government schools			Non government schools		
	n	Avg no. UoCs	Avg SCH	n	Avg no. UoCs	
Metro	57504	5	115	42264	4	87
Country	17504	10	232	5698	4	82
Remote	4369	9	202	526	6	150
Total	79366	6	145	48488	4	87

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,854 students.
- Avg = average; UoCs = units of competency; SCH = student curriculum hours.
- Some desirable results are highlighted in green for effect.

Table 21 – Average quantity of VETiS studied by Year 11 and 12 government and non government school VETiS students (from the 2004 - 2007 cohorts) according to geographical region.

VETiS students only	Government schools			Non government schools		
	n	Avg no. UoCs	Avg SCH	n	Avg no. UoCs	Avg SCH
Metro	27458	10	240	11288	13	325
Country	10023	18	404	1562	13	298
Remote	2601	15	339	295	11	268
Total	40082	13	288	13145	13	321

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 53,227 students.
- Avg = average; UoCs = units of competency; SCH = student curriculum hours.
- Some desirable results are highlighted in green for effect.

4.4 Are VETiS programs aligned to skill shortage areas?

Tables 22 and 23 show the proportion of Year 11 and 12 government and non government school VETiS students who studied units of competency from a qualification that was a designated skill or labour shortage area in the region where the student was located (as identified by the State Training Board's *State Training Profile: 2008 – 2010*).¹⁰ The results are differentiated into two categories:

- 'Direct' represents qualifications that provided the full requirements needed to work in a skill or labour shortage occupation (industry-specific licensing requirements excepted).
- 'Indirect' represented qualifications or units of competency that were related to, but not sufficient for, employment in a skill or labour shortage occupation (ie. the qualification was below the minimum entry level qualifications required).

Table 22 – Government school VETiS students and skill shortage areas (2004 - 2007 Year 11 and 12 cohort by student sub-group).

Student sub-group	Indirect		Direct		Total	
	n	%	n	%	n	%
4TEE+4UoCs	95	3.5%	137	5.1%	232	8.6%
4TEE<4UoCs	40	2.2%	32	1.8%	72	4.0%
1-3TEE+4UoCs	278	5.2%	771	14.3%	1049	19.5%
1-3TEE<4UoC	59	2.6%	77	3.4%	136	6.0%
NoTEE+4UoCs	1692	8.3%	3045	14.9%	4737	23.2%
NoTEE<4UoC	136	1.8%	322	4.3%	458	6.1%
Total	2300	5.7%	4384	10.9%	6684	16.6%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 40082 government school VETiS students.
- See Section 3.2 for a description of the nine student sub-groups.
- Some desirable results are highlighted in green for effect.

Table 23 – Non government school VETiS students and skill shortage areas (2004 - 2007 Year 11 and 12 cohort by student sub-group).

Student sub-group	Indirect		Direct		Total	
	n	%	n	%	n	%
4TEE+4UoCs	41	1.9%	30	1.4%	71	3.3%
4TEE<4UoCs	24	6.0%	16	4.0%	40	10.0%
1-3TEE+4UoCs	168	7.4%	134	5.9%	302	13.3%
1-3TEE<4UoC	63	11.9%	6	1.1%	69	13.0%
NoTEE+4UoCs	644	10.0%	416	6.5%	1060	16.5%
NoTEE<4UoC	178	12.7%	30	2.1%	208	14.8%
Total	1118	8.5%	632	4.8%	1750	13.3%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 13145 non government school VETiS students.
- See Section 3.2 for a description of the nine student sub-groups.

The results show that:

- 16.6% of Year 11 and 12 VETiS students from government schools and 13.3% from non government schools studied units of competency from a qualification that was directly or indirectly related to a designated skill or labour shortage occupation in their local region;
- of the government school students who studied VETiS units of competency from skill or labour shortage-related course, two-thirds were 'directly' related to skill or labour shortage areas. By comparison, non government school VETiS displayed the opposite trend: only one-third of VETiS students who studied units of competency

associated with a skill or labour shortage area were 'directly' related to the skill or labour shortage occupation; and

- alignment with skill or labour shortage areas was greatest amongst students who studied at least four units of competency and fewer than four TEE subjects (or equivalent).

Further analyses, shown in Table 24, revealed that alignment with skill and labour shortages was greatest amongst VETiS students in remote areas (for both government and non government schools). However, the difference between regions (metropolitan, country and remote) was greater within the non government school sector than the government school sector. In particular, VETiS students from country non government schools had a markedly lower participation rate in skill and labour shortage areas, and there was greater variation between the regions for non government schools (than for government schools) in the participation rate for 'direct' skill and labour shortage areas.

Table 24 – VETiS and skill shortage areas (2004 - 2007 government and non government school VETiS cohort): by region.

Region	Indirect		Direct		Total	
	n	%	n	%	n	%
<u>Government school students</u>						
Metro	1491	5.4%	2990	10.9%	4481	16.3%
Country	571	5.7%	1086	10.8%	1657	16.5%
Remote	238	9.2%	308	11.8%	546	21.0%
Total	2300	5.7%	4384	10.9%	6684	16.6%
<u>Non government school students</u>						
Metro	1038	9.2%	565	5.0%	1603	14.2%
Country	65	4.2%	17	1.1%	82	5.3%
Remote	15	5.1%	50	16.9%	65	22.0%
Total	1118	8.5%	632	4.8%	1750	13.3%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 53,227 government and non government school VETiS students.
- Some desirable results are highlighted in green for effect.

Table 25 shows the corresponding rates for government school students who were eligible for disability-related education support. The results show that almost 9% of VETiS students studied units of competency drawn from a qualification associated with a skill and labour shortage area, which was almost half the rate of the government school VETiS student population who did not have a disability.

Table 25 – Government school VETiS students with a disability and skill shortage areas (2004 - 2007 Year 11 and 12 cohort).

Indirect		Direct		Total	
n	%	n	%	n	%
49	3.6%	69	5.1%	118	8.7%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts).
- n = 1352 government school VETiS students who were eligible for education support services.

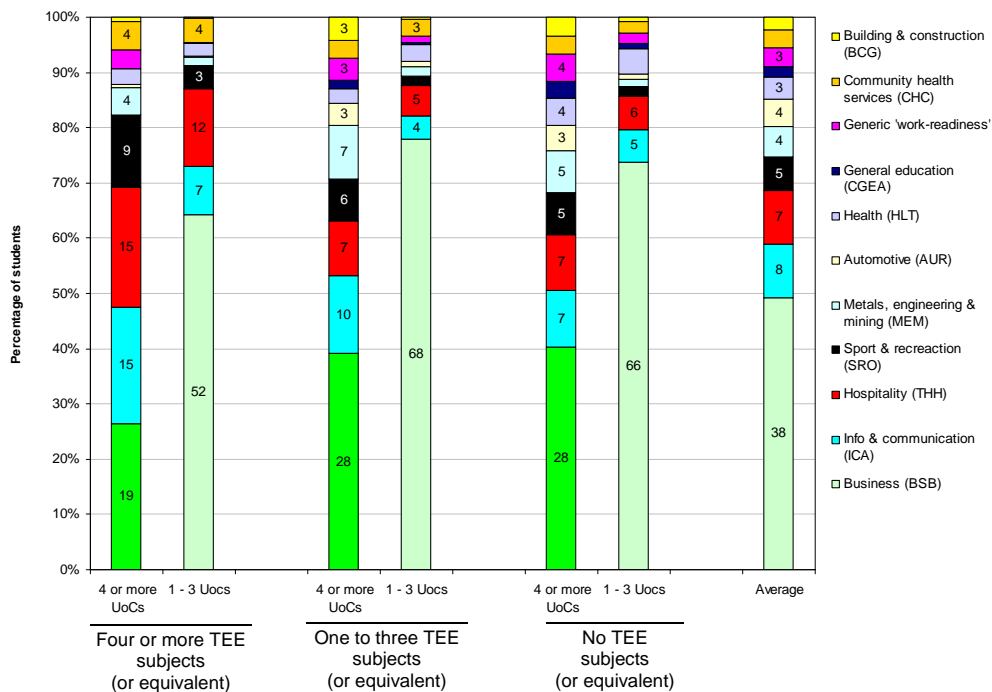
4.4.1 VETiS programs and industry areas.

It was originally intended to analyse VETiS data according to the specified industry area code assigned to each unit of competency enrolment. However, the codes proved to be too inconsistent and unreliable to use, in part because the codes often changed (for the same qualifications) over the five-year time frame that this evaluation examined.

In an effort to overcome this problem, every Year 11 and 12 VETiS student from the 2004 - 2007 cohorts was assigned a code that identified the main training package from which most of their VETiS units of competency were drawn. The results, shown in Figures 12 and 13, reveal that:

- government school students who studied fewer than four units of competency overwhelmingly studied units drawn from the business training package – and this trend was evident irrespective of the number of TEE subjects (or equivalent) that students studied; whereas
- a substantially greater proportion of government school students who studied at least four VETiS units of competency primarily studied units drawn from the hospitality, and metals, engineering and mining training packages; and
- non government school VETiS students who studied fewer than four units of competency were more likely to study units from the hospitality training package than their government school counterparts or non government school students who studied four or more units of competency.

Figure 12 – Government school VETiS students and their main Training Package (2004 - 2007 Year 11 and 12 cohort by student sub-group).

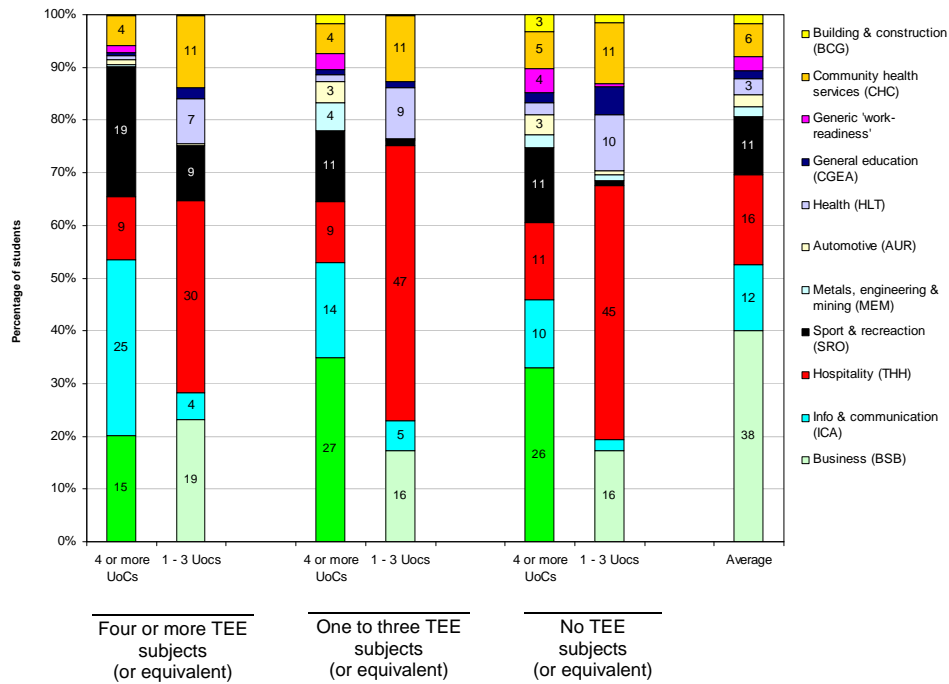


Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 40,036 government school VETiS students.
- UoCs = units of competency.
- Only includes completed units of competency with a valid outcome.

- Sub-groups that comprise students who studied at least four VETiS units of competency are shown in a darker shade.

Figure 13 – Non government school VETiS students and their main Training Package (2004 - 2007 Year 11 and 12 cohort) by student sub-group).

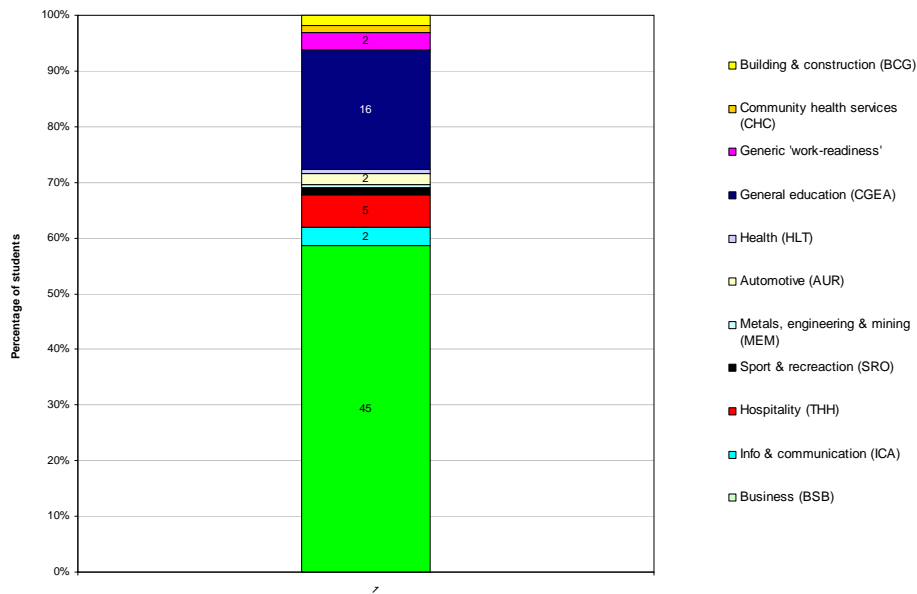


Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 13,122 non government school VETiS students.
- UoCs = units of competency; 'generic work readiness' represents units from work readiness type qualifications, such as Employability Skills or Work Readiness.
- Only includes completed units of competency with a valid outcome.
- Sub-groups that comprise students who studied at least four VETiS units of competency are shown in a darker shade.

As shown in Figure 14, Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who were eligible for disability-related education support tended to study units of competency drawn primarily from the business training package, although 16% primarily studied units from the Certificate of General Education for Adults (CGEA). Teachers based in education support schools and centres spoke very favourably about the CGEA, often emphasising that students who were unable to complete all the requirements of Curriculum Council course units did not receive a grade or result for the skills or parts of the units that they were able to complete. The CGEA, on the other hand, represented a modularised program that comprised units of competency, some of which students with significant intellectual disabilities were able to successfully achieve and have their achievements subsequently acknowledged on their record of results issued by the Curriculum Council. For some students, this was reportedly the only "positive" results on their records of results, and was the source of considerable pride, esteem and sense of real achievement amongst such students.

Figure 14 – Government school VETiS students with a disability and their main Training Package (2004 - 2007 Year 11 and 12 cohort).



Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts).
- n = 1352 government school VETiS students who were eligible for education support services.
- UoCs = units of competency; 'generic work readiness' represents units from work readiness type qualifications, such as Employability Skills or Work Readiness.
- Only includes completed units of competency with a valid outcome.

4.5 Does VETiS articulate with higher level qualifications?

Table 26 shows the percentage of VETiS students (from each of the nine student sub-groups) who studied units of competency that were exclusively from certificate one, two, or higher level qualifications. The results show that:

- 82% of government school VETiS students completed at least one VETiS unit of competency that could be used to receive credit for a certificate three qualification or higher;
- government school VETiS students who studied at least four units of competency were more likely to complete units of competency that could be used to receive credit for a certificate three qualification or higher; and
- only one sub-group of students (those who studied no TEE subjects and fewer than four units of competency) had more students who completed units of competency that only articulated with certificate two than certificate three qualifications.

Similar results were also observed for non government school VETiS students (Table 27), although they were more likely to have completed units of competency that only articulated with certificate one qualifications. In addition, students in two sub-groups (that studied fewer than four units of competency and fewer than four TEE subjects or equivalent) were more likely than their government school counterparts to have completed units of competency that only articulated with certificate two (rather than certificate three) qualifications.

Analyses according to geographical region (shown in Table 28) revealed that the trends were reasonably consistent, irrespective of whether students were in metropolitan, country or remote areas.

Further analyses, reported in Section 6.5.3, investigate the proportion of students whose post-school VET studies were from the same Training Package as most of the units of competency that they studied at schools.

Table 26 – Government school VETiS students and articulation into higher-level qualifications (2004 - 2007 Year 11 and 12 cohort by student sub-group).

Student sub-group	Certificate I		Certificate II		Certificate III or higher	
	n	%	n	%	n	%
4TEE+4UoCs	216	8.1%	1999	74.6%	2457	91.7%
4TEE<4UoCs	26	1.5%	814	45.3%	1063	59.2%
1-3TEE+4UoCs	1169	21.7%	4768	88.4%	5054	93.7%
1-3TEE<4UoC	67	3.0%	1259	55.6%	1291	57.0%
NoTEE+4UoCs	4961	24.2%	18466	90.1%	18909	92.2%
NoTEE<4UoC	270	3.6%	4367	58.6%	4113	55.2%
Overall	6709	16.7%	31673	79.0%	32887	82.0%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 48082 government school VETiS students.
- Values do not add up to 100% because students often studied multiple units of competency, some of which were exclusively from one qualification level and others from another qualification level.
- Only included units of competency with a valid outcome.
- Some key trends highlighted in black, and some desirable results are highlighted in green.

Table 27 – Non government school VETiS students and articulation into higher-level qualifications (2004 - 2007 Year 11 and 12 cohort by student sub-group).

Student sub-group	Certificate I		Certificate II		Certificate III or higher	
	n	%	n	%	n	%
4TEE+4UoCs	379	18.0%	1700	80.5%	2004	94.9%
4TEE<4UoCs	30	7.5%	148	36.8%	228	56.7%
1-3TEE+4UoCs	585	25.6%	1921	84.1%	2088	91.5%
1-3TEE<4UoC	62	11.7%	157	29.6%	150	28.3%
NoTEE+4UoCs	1910	29.8%	5230	81.5%	5749	89.6%
NoTEE<4UoC	178	12.7%	438	31.2%	427	30.4%
Overall	3144	23.9%	9594	73.0%	10646	81.0%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 14123 non government school VETiS students.
- Values do not add up to 100% because students often studied multiple units of competency, some of which were exclusively from one qualification level and others from another qualification level.
- Only included units of competency with a valid outcome.
- Some key trends highlighted in black, and some desirable results are highlighted in green.

Table 28 – Government school VETiS students and articulation into higher-level qualifications, by region (2004 - 2007 Year 11 and 12 cohort by student sub-group).

Region	Certificate I		Certificate II		Certificate III or higher	
	n	%	n	%	n	%
Metro	4251	15.5%	21394	77.9%	22172	80.7%
Country	1886	18.8%	7981	79.6%	8636	86.2%
Remote	572	22.0%	2298	88.3%	2079	79.9%
Overall	6709	16.7%	31673	79.0%	32887	82.0%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 48082 government school VETiS students.
- Values do not add up to 100% because students often studied multiple units of competency, some of which were exclusively from one qualification level and others from another qualification level.
- Only included units of competency with a valid outcome.
- Some key trends highlighted in black.

4.6 Participation in workplace learning programs.

Tables 29 and 30 show the relationship between participation in VETiS programs and the Curriculum Council's structured workplace learning (SWL) subjects. (The SWL subjects have since been replaced by three Workplace Learning endorsed programs and a Workplace Learning Curriculum Council course, but were either not introduced or had minimal participation rates during the time period this evaluation is examining). The results show that for both government and non government schools, SWL participation rates were markedly highest amongst VETiS students, particularly those who studied four or more units of competency.

Figures 15 and 16 elaborate further on the relationship, showing that:

- SWL participation rates were strongly affected by the number of TEE subjects (or equivalent) that students studied; and
- a substantially greater percentage of VETiS students participated in at least one SWL program during Years 11 or 12 than their non-VETiS counterparts;

In essence, the results show that SWL was primarily undertaken by VETiS who studied fewer than four TEE subjects (or equivalent), particularly those who studied no TEE subjects (or equivalent). These results are consistent with interviewees' claims that VETiS was often bundled with workplace learning programs and career education subjects and courses, particularly for students studying fewer than four TEE subjects (or equivalent), to create a more holistic and meaningful 'set' program. This also often enabled the school to establish the program off-grid, maximising the targeting of additional support for these students and minimising the impact of their off-site learning programs had on their own and other students' classes.

The large reduction in SWL participation rates for government school students between Years 11 and 12 possibly reflects students leaving school after Year 11 to pursue employment or training opportunities that are not school-based. The trend for students to leave school prior to the end of Year 12 if offered employment opportunities was widely reported by government school interviewees – and indeed, often actively encouraged – whereas interview respondents in non government schools reported that their students tended to complete Year 12, even if offered employment opportunities.

Section 5.2.3.1 provides information about the results obtained by VETiS and non-VETiS students in SWL subjects.

Table 29 – Participation rates in Year 11 SWL (D962) by Year 11 and 12 government and non government school students (2004 - 2007 cohorts).

No. of UoCs studied	Government schools		Non government schools	
	n	%	n	%
4 or more	15796	55	4872	45
1 – 3	5364	47	1082	46
None	3257	8	2349	7

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,854 students.
- UoCs = units of competency.
- Some key trends highlighted in black.

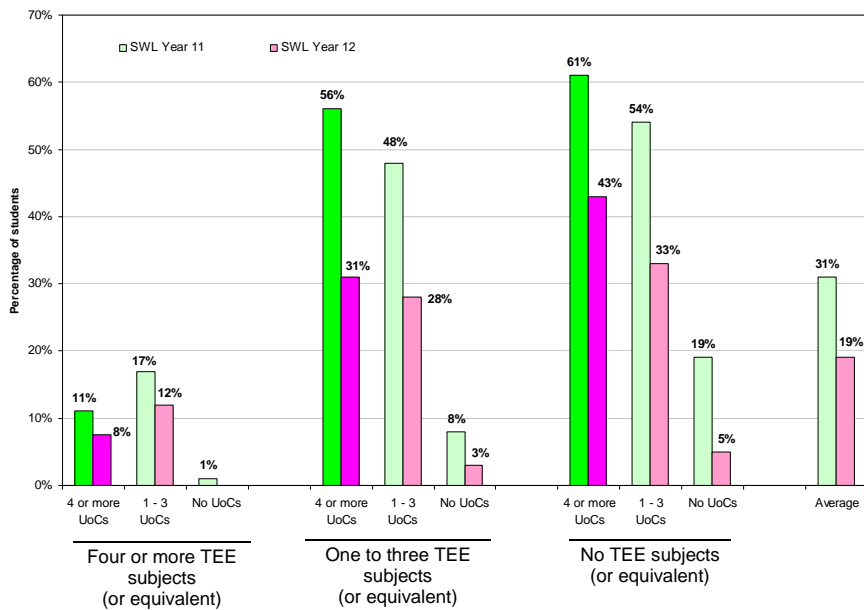
Table 30 – Participation rates in Year 12 SWL (E801 to E819) by Year 11 and 12 government and non government school students (2004 - 2007 cohorts).

No. of UoCs studied	Government schools		Non government schools	
	n	%	n	%
4 or more	10720	38	4642	43
1 – 3	3314	29	855	37
None	897	2	2020	6

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 127,854 students.
- UoCs = units of competency.
- Does not include the 223 Year 12 students who completed one of the Curriculum Council's new Workplace Learning endorsed programs in 2008.
- Some key trends highlighted in black.

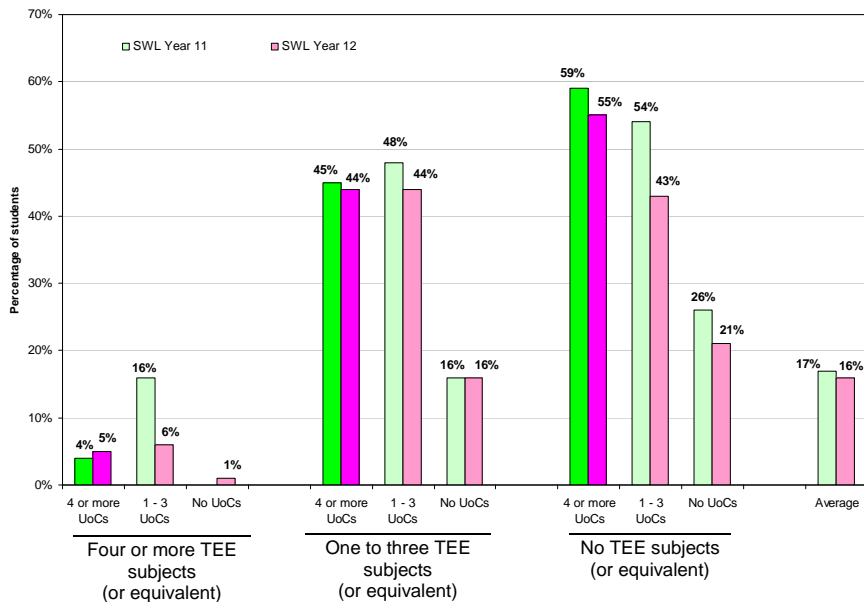
Figure 15 – Participation rates in Year 11 and Year 12 SWL by government school students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 79,366 students; 29,270 SWL enrolments with a valid grade.
- UoCs = units of competency.
- Sub-groups that comprise students who studied at least four VETiS units of competency are shown in a darker shade.

Figure 16 – Participation rates in Year 11 and Year 12 SWL by non government school students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 non government school students (2004 - 2007 cohorts).
- n = 48488 students; 11,195 SWL enrolments with a valid grade.
- UoCs = units of competency.
- Sub-groups that comprise students who studied at least four VETiS units of competency are shown in a darker shade.

4.7 Why do students participate in VETiS programs?

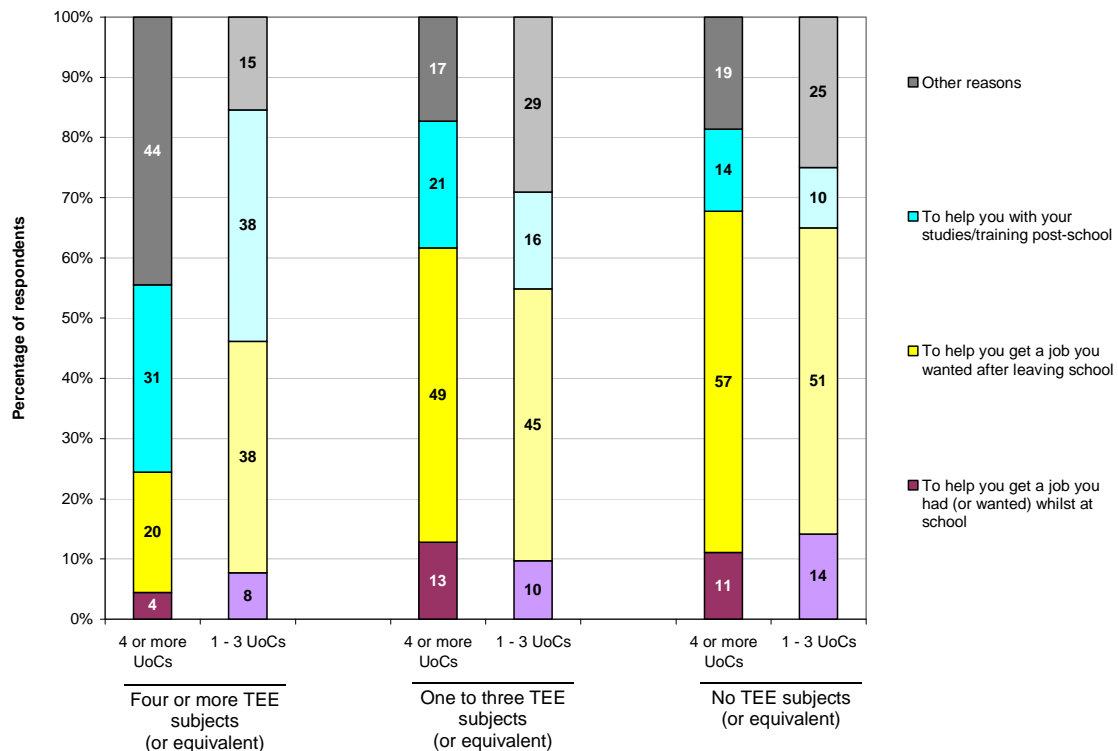
As part of the VETiS Satisfaction and Post-school Destination Survey, a sample of former Year 11 and 12 government school VETiS students (from the 2004 -2007 cohort) were asked questions about why they had participated in VETiS studies and whether they knew what they had wanted to do (post-school) when they were in Years 11 and/or 12. (Section 6.7 also reports on their perceptions as to whether their VETiS programs were relevant and/or beneficial to their post-school studies and/or employment).

Students were first offered four (general) reasons for studying VETiS and asked to indicated which best reflected their reason. The results of this preliminary question are shown in Figure 17.

Based on their responses to the preliminary question, students were then presented with some more specific reasons. For example, students who indicated that they studied VETiS to help them get a job that they wanted post-school (shown in yellow in Figure 17) were then asked questions that enabled the interviewer to establish whether the former student studied VETiS in order to obtain a specific occupation post-school ('directly related to job post-school'), work within an industry but not a specific occupation ('indirectly related to job post-school'), to get a job in general post-school in any industry or occupation ('to get a job in general post-school') or for another reason related to post-school work.

The results of these more specific reasons for undertaking VETiS are presented in Figure 18. In addition, the benefits of VETiS for post-school employment and study, as perceived by a sample of former government school VETiS students, are presented in Section 6.7.

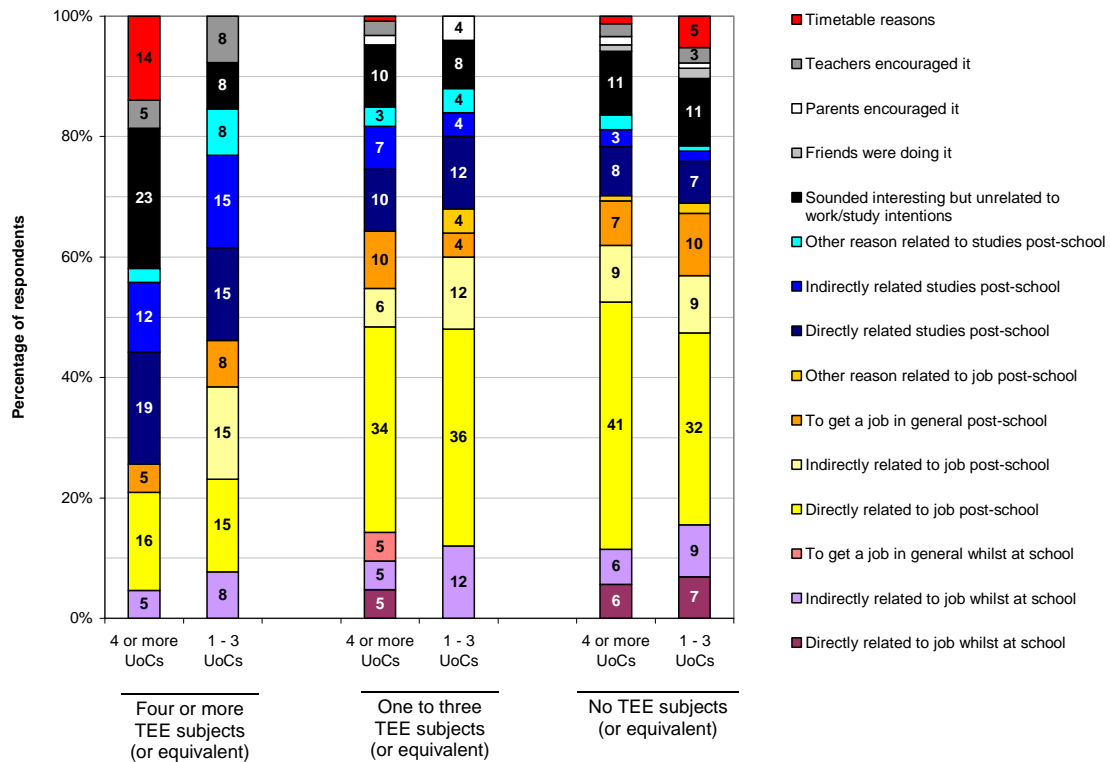
Figure 17 – The main (general category) reason former government school students cited for studying VETiS.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 832 former government school VETiS students (from the 2004 - 2007 Year 11 and 12 cohort).
- UoCs = units of competency

Figure 18 – The main (specific) reason former government school students cited for studying VETiS.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 832 former government school VETiS students (from the 2004 - 2007 Year 11 and 12 cohort).
- UoCs = units of competency

4.7.1 Does VETiS assist students’ career-related decision-making?

As will be discussed in Section 8.2.4, a large proportion of interviewees expressed a view that VETiS was important and beneficial for assisting many students’ to find out what sort of post-school courses or occupations they were interested in and wanted to pursue.

To test this perception, a sample of former Year 11 and 12 government school VETiS students from the 2004 -2007 cohort were asked (as part of the VETiS Satisfaction and Post-school Destination Survey) whether they had known when they were Years 11 and/or 12 what course and/or job they want to do post-school, and (if so) whether their VETiS course and subsequent post-school studies and/or employment were related to their intentions in school. The results of these questions, presented in Figures 19 to 20, show three important trends.

- A large proportion of students when they were at school, did not know what job (45.3%) or course (39.8%) they wanted to undertake post-school. Up to four years after Year 12, only 14.5% of students were unsure about the type of job they wanted to do.
- Of the former students who reportedly knew in high school what job they wanted to do, over one-third stated that their current post-school work (37.8%) or studies (36.8%) were in no way related to their high school intentions. (Trends in the perceived relationship

and benefits of VETiS programs to students post-school studies and employment are explored in depth in Section 6.7).

- A marginally higher percentage of VETiS students (particularly amongst those who studied fewer than four TEE subjects or equivalent) reported that they knew ('definitely' and overall) what job or course they wanted to do post-school, compared to their non-VETiS counterparts.

The latter result provides some support for many interview respondents' claims that VETiS provides an important vehicle for students to test and find out what sorts of industry areas and occupations they want to work and/or study in post-school. According to this proposition, the reason VETiS students were more likely to know what post-school course or work they wanted to undertake was because their VETiS studies had exposed them to a range of options, enabling them to discover their preferred path prior to leaving school, unlike their counterparts who did not study VETiS.

However, the direction of the relationship is not clear and there is an alternative explanation. It is likely that the results (at least in part) also reflect that students who were more certain about the type of industry, job or VET course that they wanted to do post-school were probably more likely to be selected for VETiS programs.

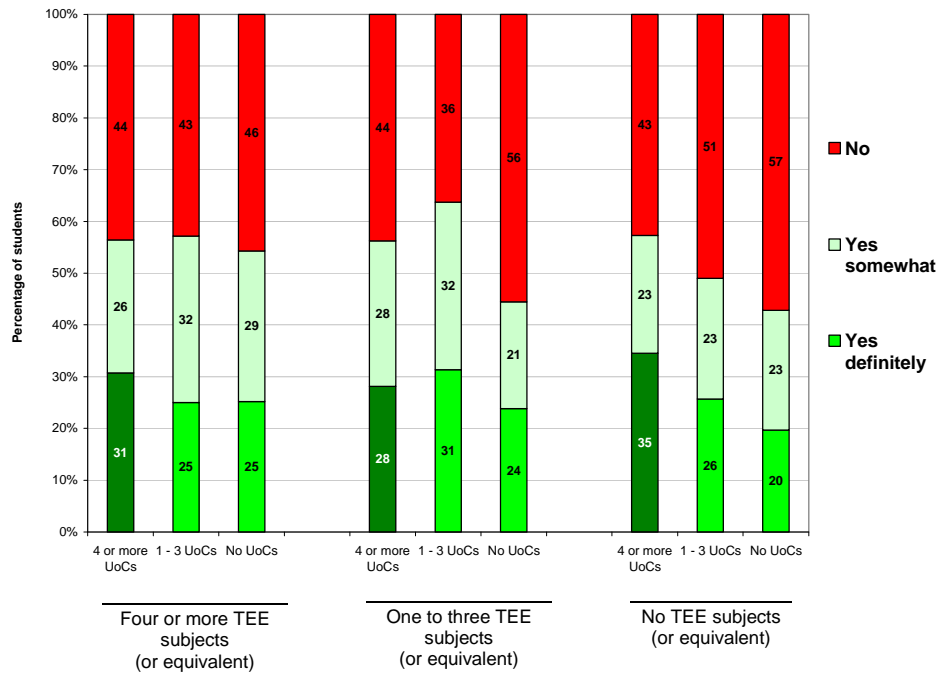
Nonetheless, irrespective of the direction of the relationship, it is clear that:

- VETiS students were more likely to have greater awareness of their post-school work and study intentions than students who did not study VETiS; but
- the vast majority of VETiS students (like their non-VETiS peers) did not have a clear idea about their post-school study and/or work intentions at school, including when they began and participate in VETiS programs.

Figure 23 provides a further test and insight into the hypothesised link between VETiS and students' post-school career and study decision making. As part of the VETiS Satisfaction and Post-school Destination Survey, a sample of former Year 11 and 12 government school VETiS and non-VETiS students (from the 2004 -2007 cohort) were asked about any courses that they had studied since leaving school. Those that had undertaken such further studies were subsequently asked whether they had left the course before it had been completed. The results of these questions, presented in Figure 23, suggest that:

- former students who studied at least four VETiS units of competency *and* fewer than four TEE subjects (or equivalent) were less likely to leave post-school courses before their completion than their counterpart non-VETiS students. Expressed another way, students who studied fewer than four TEE subjects (or equivalent) appear to be at greater risk of not completing their post-secondary studies (particularly in the first six months post-school) if they study fewer than four VETiS units of competency.

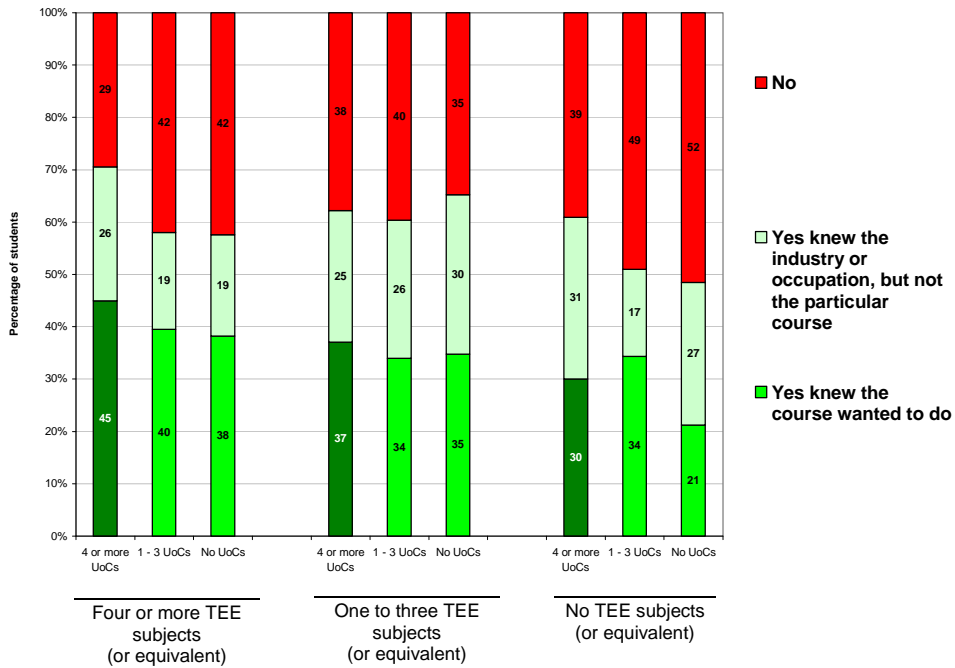
Figure 19 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that they knew what job they wanted to do post-school when they were in senior secondary high school.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2744 former students, including 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answer to the question: 'When you were in upper high school, did you know what sort of job you wanted to do?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

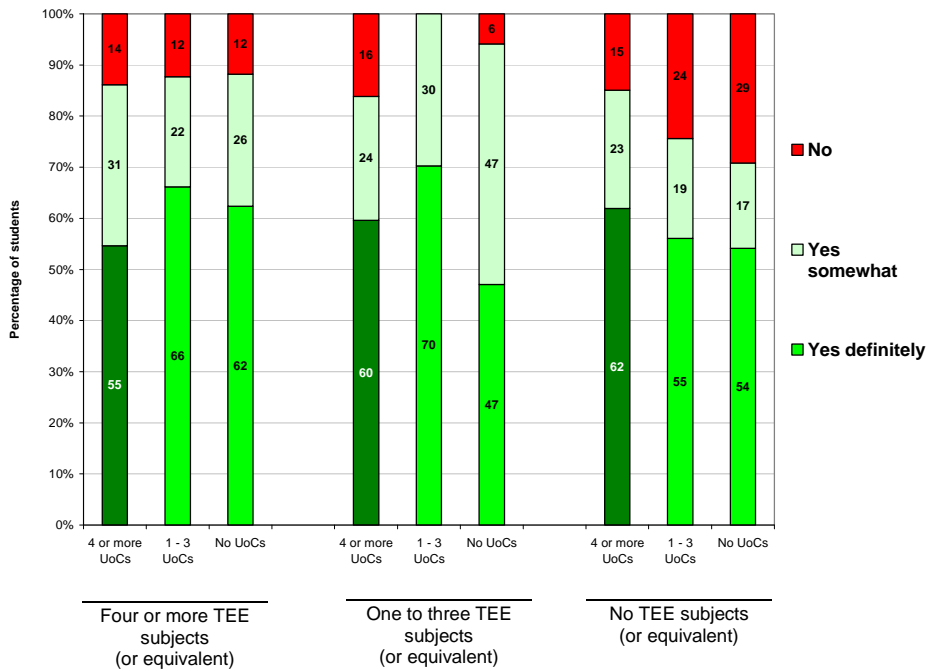
Figure 20 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that they knew when they were in high school that they wanted to do the course they were currently studying (up to four years post-school).



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 1127 former students (out of out of 2744 surveyed) whose earlier survey responses indicated that they were currently studying and knew what job they wanted to do when they were in upper secondary school.
- Represents students' answers to the question: 'When you were in school, did you know that you wanted to study this course or topic?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

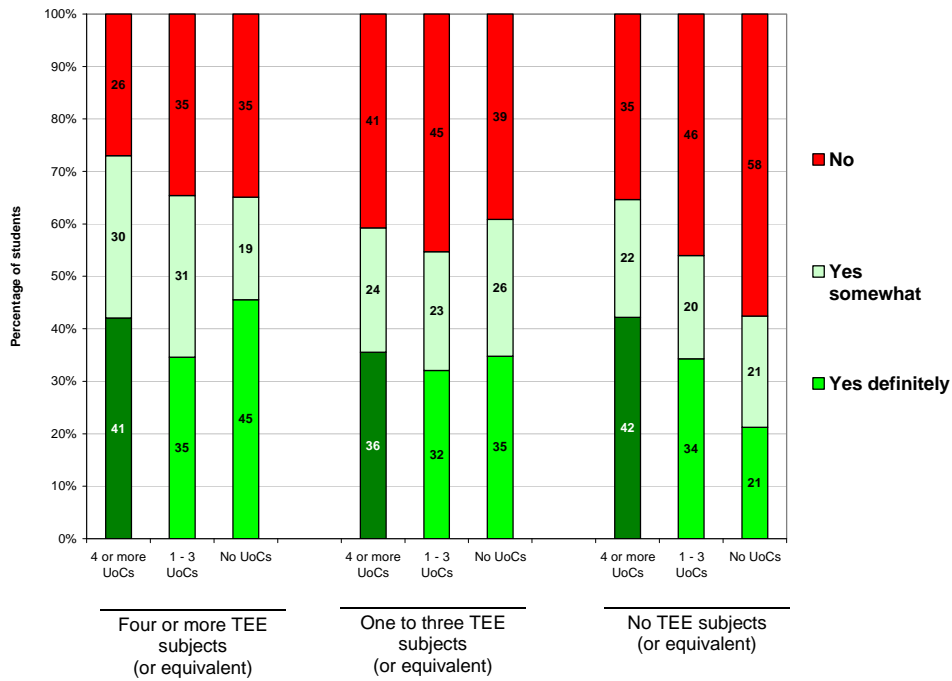
Figure 21 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that they now know (up to four years post-school) what job they want to do.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2744 former students, including 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Do you now know what sort of job you want to do?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

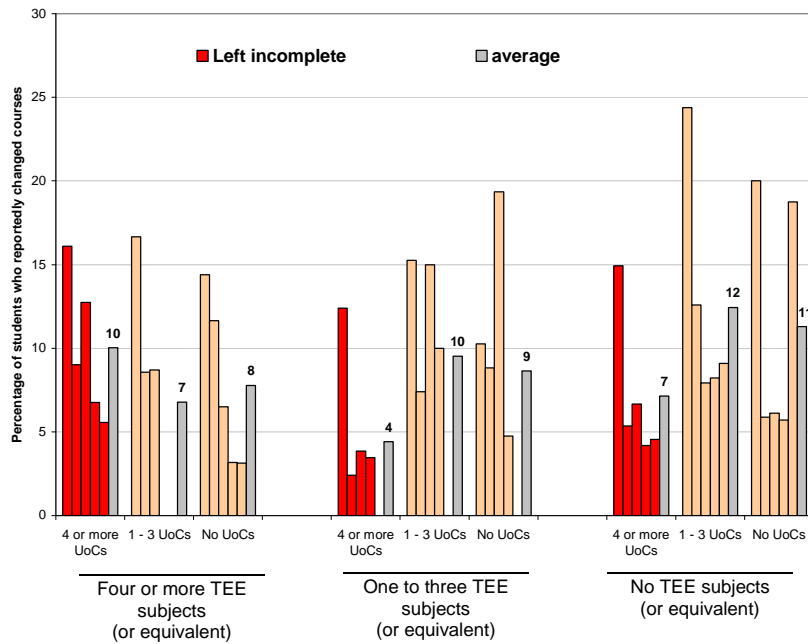
Figure 22 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their current studies (up to four years post-school) were related to the sort of job they had wanted to do when they were in upper high school.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 1127 former students (out of out of 2744 surveyed) whose earlier survey responses indicated that they were currently studying and knew what job they wanted to do when they were in upper secondary school.
- Represents students' answers to the question: 'Are your current studies in any way connected to the sort of job you wanted to do when you were in upper high school?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

Figure 23 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reportedly left their post-school course before its completion (excluding deferral).



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2744 former students.
- The bars represent the students who reportedly left a course incomplete that they were studying in the first six months post-school (left most bar), first year, second year, third year, and fourth year post-school (right most bar), as a percentage of the total students from their sub-group who were reportedly studying at the time.
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker red.

5 'At-school' outcomes

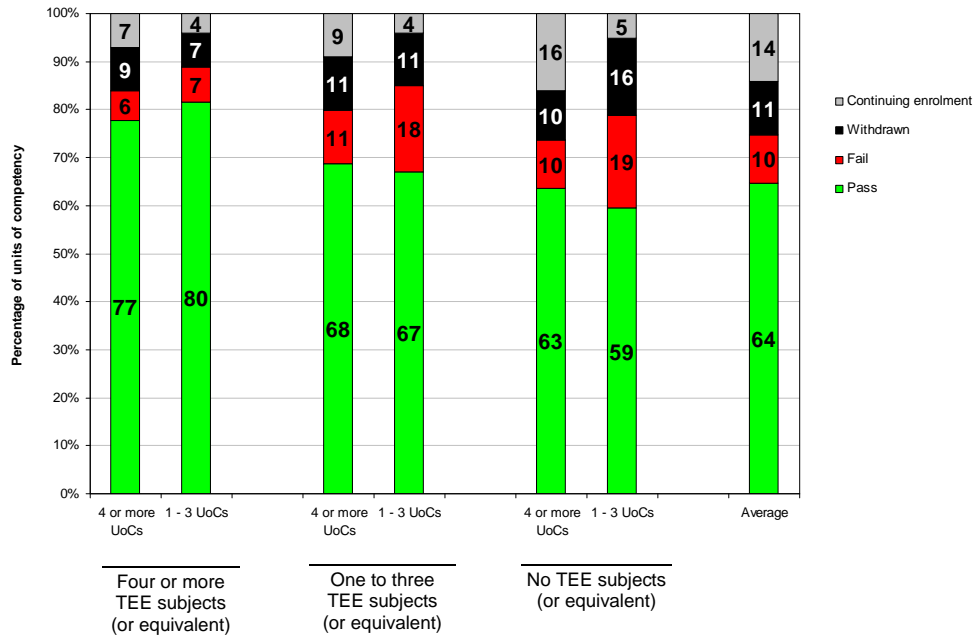
5.1 VETiS 'pass' rates

Figures 24 and 25 show the percentage of VETiS units of competency (not enrolments) that Year 11 and 12 government and non government school students (in the 2004 – 2007 cohorts) achieved competence (irrespective of how many attempts they made). For example, a student who failed to achieve competence on a given unit of competency but demonstrated competence on a second attempt (a separate enrolment) was credited with having 'passed' the unit of competency (and their prior attempt was not recorded). Consequently, Figures 24 and 25 show the percentage of units of competency that were ultimately achieved ('passed'), those that were never achieved ('failed'), and those that were not completed because the student 'withdrew' or was still undertaking the unit ('continuing enrolment').

The results show that:

- non government school students had higher unit of competency achievement (ie. 'pass') rates than government school students. This means that they had fewer units of competency that were left uncompleted or unachieved than their government school counterparts;
- the average unit of competency achievement rate for government school students (64%) was lower than the average rate for students post-school (71%; see Section 6.5.4), but the rate for non government school students was higher (82%);
- there was an inverse relationship amongst government school VETiS students between the number of TEE subjects (or equivalent) that students studied and the average unit of competency achievement rate, but this trend was not evident amongst non government school VETiS students; and
- government school VETiS students who studied at least four units of competency had a marginally lower 'fail' rate (and on one occasion, a lower withdrawal rate) than their counterparts who studied fewer than four units of competency.

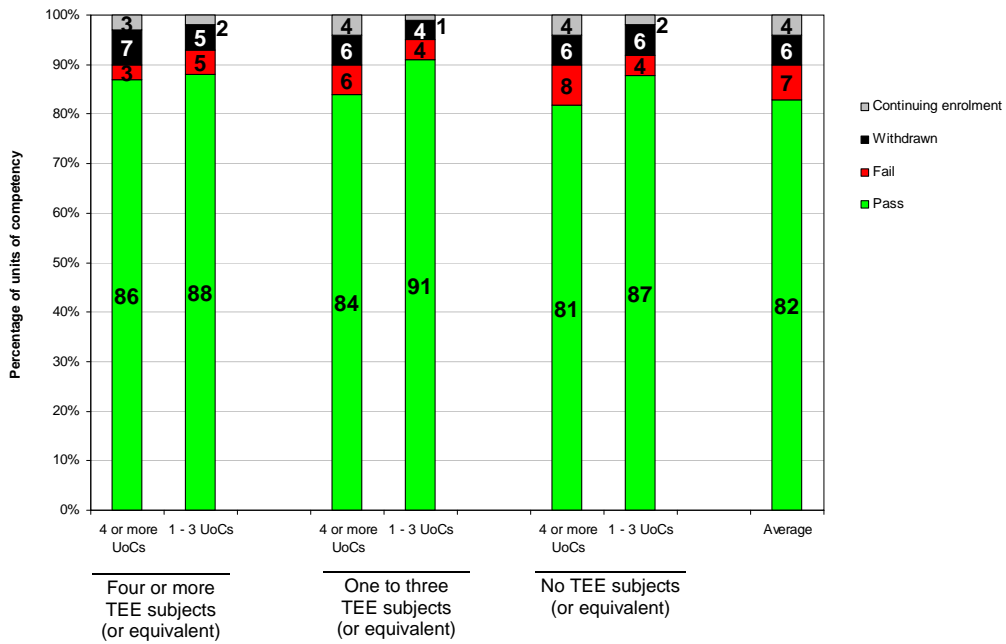
Figure 24 – Outcome rates for units of competency studied by government school Year 11 and 12 students (2004 - 2007).



Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 48082 students; 497,183 units of competency.
- Each unit of competency was counted only once, irrespective of the number of attempts made. Consequently, the results show 'pass', 'failure', 'withdrawal' and 'pending' rates per unit of competency, not per unit of competency enrolment.
- UoCs = units of competency; 'pass' = competency achieved (code 20), non-assessable enrolment satisfactorily completed (code 81), recognition of prior learning granted (code 51), and recognition of current competency granted (code 53); 'fail' = competency not achieved (code 30); non-assessable enrolment not satisfactorily completed (code 82), recognition of prior learning not granted (code 52), and recognition of current competency not granted (code 54); 'withdrawn' = withdrawn (code 40); and 'continuing enrolment' = continuing enrolment (code 70 or 71).

Figure 25 – Outcome rates for units of competency studied by non government school Year 11 and 12 students (2004 - 2007).

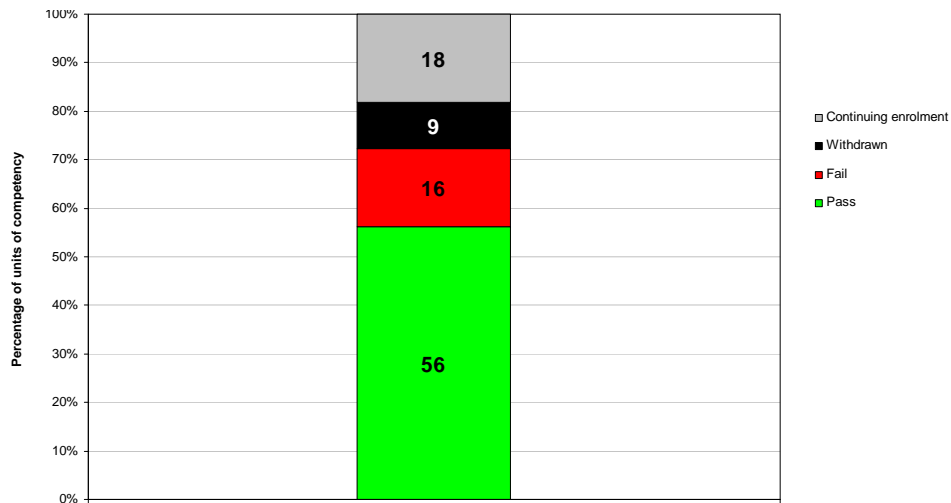


Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 13,145 students; 173,850 units of competency.
- Each unit of competency was counted only once, irrespective of the number of attempts made. Consequently, the results show 'pass', 'failure', 'withdrawal' and 'pending' rates per unit of competency, not per unit of competency enrolment.
- UoCs = units of competency; 'pass' = competency achieved (code 20), non-assessable enrolment satisfactorily completed (code 81), recognition of prior learning granted (code 51), and recognition of current competency granted (code 53); 'fail' = competency not achieved (code 30); non-assessable enrolment not satisfactorily completed (code 82), recognition of prior learning not granted (code 52), and recognition of current competency not granted (code 54); 'withdrawn' = withdrawn (code 40); and 'continuing enrolment' = continuing enrolment (code 70 or 71).

Figure 26 shows the unit of competency (not enrolment) 'achievement' rate for Year 11 and 12 government school students who were eligible for disability-related educational support. The results show that Year 11 and 12 government school students with a disability achieved competence in most of the units of competency that they undertook, although they had a lower 'achievement' rate and higher 'non-achievement' and 'still pending completion' rates than government school students without a disability.

Figure 26 – Outcome rates for unit of competencies studied by government school Year 11 and 12 students with a disability (2004 - 2007).



Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 1352 students who were eligible for education support services; 15,742 units of competency.
- Each unit of competency was counted only once, irrespective of the number of attempts made. Consequently, the results show 'pass', 'failure', 'withdrawal' and 'pending' rates per unit of competency, not per unit of competency enrolment.
- UoCs = units of competency; 'pass' = competency achieved (code 20), non-assessable enrolment satisfactorily completed (code 81), recognition of prior learning granted (code 51), and recognition of current competency granted (code 53); 'fail' = competency not achieved (code 30); non-assessable enrolment not satisfactorily completed (code 82), recognition of prior learning not granted (code 52), and recognition of current competency not granted (code 54); 'withdrawn' = withdrawn (code 40); and 'continuing enrolment' = continuing enrolment (code 70 or 71)

5.2 School subject and course grades

5.2.1 Grades for TEE subjects

Figures 27 and 28 show the proportion of A, B, C, D and E grades awarded to government and non government school students (from the 2004 and 2007 cohort) for TEE subjects. The results show that:

- the factor that had the strongest relationship with students' TEE subject grades was the number of TEE subjects (or equivalent) that students studied. Students who studied four or more TEE subjects (or equivalent) typically received a higher percentage of A and B grades in TEE subjects than students who studied fewer than four TEE subjects (or equivalent);
- students who studied VETiS were less likely to receive an A or B grade in TEE subjects than their non-VETiS counterparts, with the trend most evident amongst students who studied at least four TEE subjects (or equivalent) in both government and non government schools; and
- non government schools tended to award a higher proportion of A and B grades and a lower proportion of D and E grades in TEE subjects than government schools. This effect

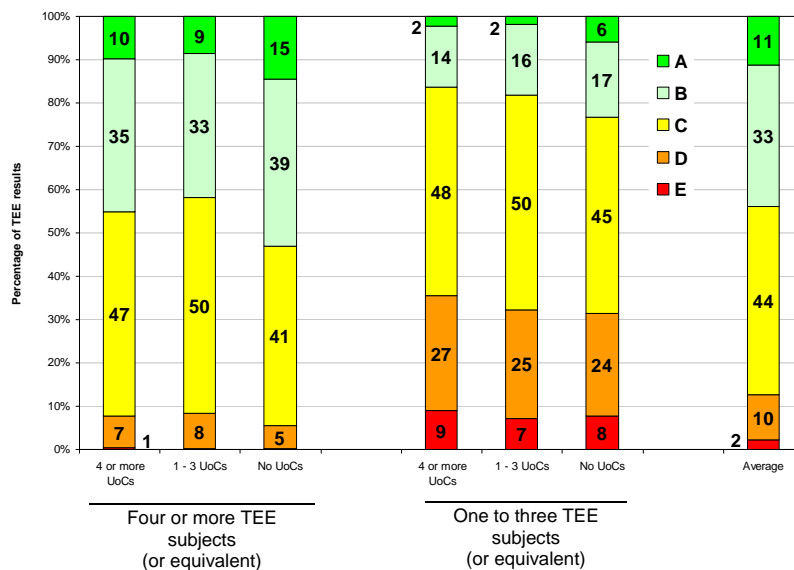
was evident across all students, not just those who studied VETiS. The effect is highlighted by Figure 29, which compares the proportion of students, within each sub-group, who received a D or E grade in government and non government schools. The results show that for every student sub-group, government schools awarded a higher percentage of D and E grades for TEE subjects than non government schools.

Ultimately though the two student sub-groups with the highest *quantity* of E and D grades for TEE subjects in both government and non government schools were:

- students who studied at least four TEE subjects (or equivalent) and no VETiS, representing 42% of E grades awarded in government schools and 63% of E grades awarded in non government schools; and
- students who studied between one and three TEE subjects (or equivalent) and no VETiS, representing 29% of E grades in government schools and 20% of E grades in non government schools.

This raises questions about whether there were a substantial proportion of students, in both government and non government schools, who were undertaking subjects for which they were unprepared, ill-suited and/or lacked motivation.

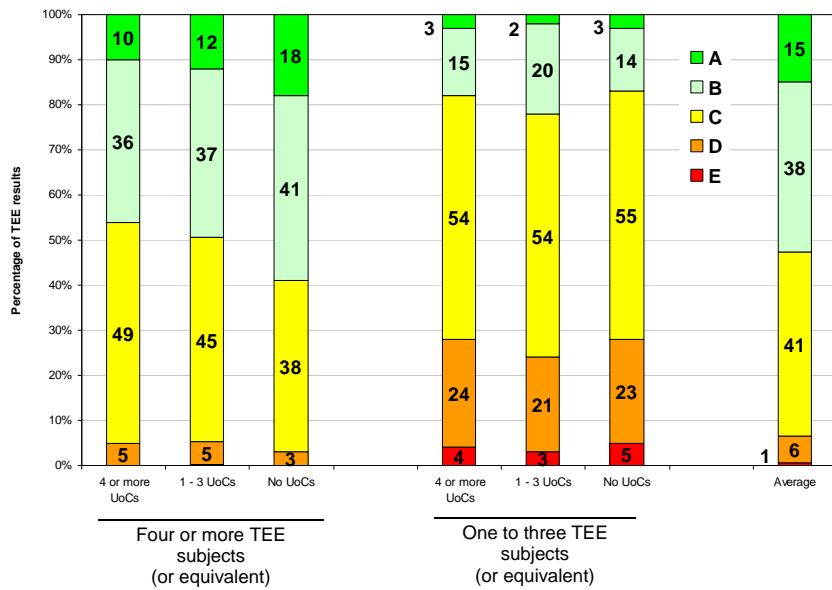
Figure 27 – Grades received for TEE subjects by government school Year 11 and 12 students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 31,077 students; 298,801 TEE subject enrolments with a valid grade.
- UoCs = units of competency

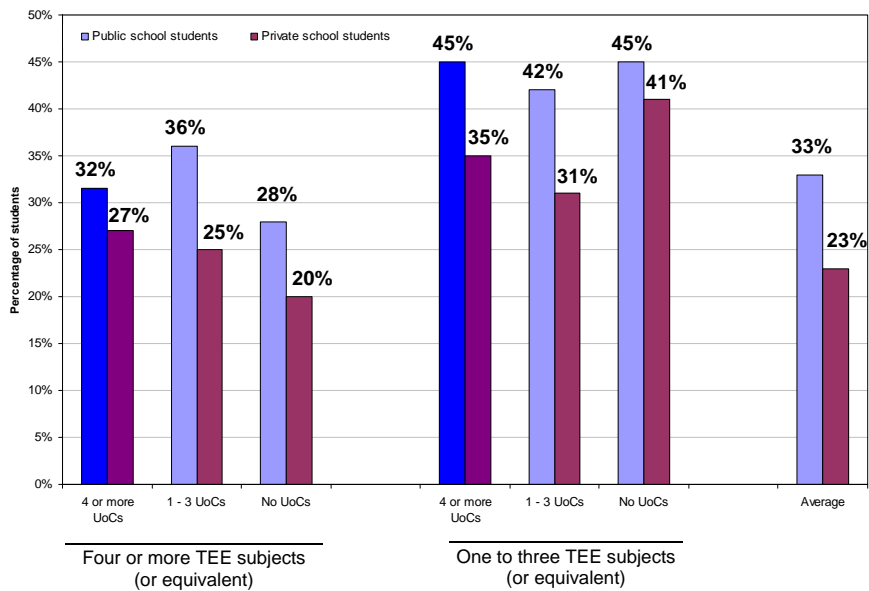
Figure 28 – Grades received for TEE subjects by non government school Year 11 and 12 students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 non government school students (2004 - 2007 cohorts).
- n = 32,131 students; 298,801 TEE subject enrolments with a valid grade.
- UoCs = units of competency

Figure 29 – Percentage of government and non government school Year 11 and 12 students (2004 - 2007 cohorts) who received a D or E grade for a TEE subject.



Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts) excluding students with a disability.
- n = 63,208 students; 298,801 TEE subject enrolments with a valid grade.
- UoCs = units of competency

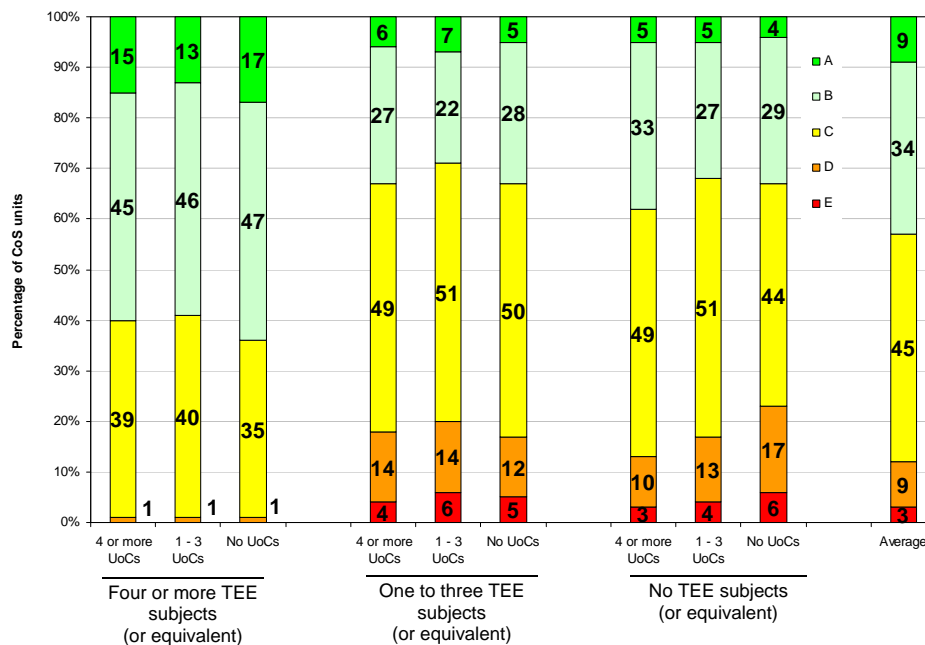
5.2.2 Grades for Curriculum Council courses

Figures 30 and 31 show the proportion of A, B, C, D and E grades awarded to government and non government school students (from the 2004 – 2007 cohorts) for Curriculum Council course units. The results show that there was no relationship between VETiS participation and grades in Curriculum Council course units. Further analyses (not presented here) confirmed the absence of a trend even when the same Curriculum Council courses at the same stage of difficulty were examined (eg. stage one units from the English course).

However, analysis of students who received a D or E grade for a Curriculum Council course revealed a somewhat different trend. The results, shown in Figure 32, indicate that although the quantity of TEE subjects (or equivalent) was the strongest predictor of whether a student would receive a D or E grade in a Curriculum Council course, the likelihood of receiving a D or E grade increased for government school students (within each student sub-group) according to the quantity of VETiS units of competency that students studied. That is, students who studied at least four TEE subjects (or equivalent) were more likely to receive a D and E grade for a Curriculum Council course unit if they also studied four or more units of competency. The same trend was also apparent for students who studied between one and three TEE subjects (or equivalent) and those who studied no TEE subjects (or equivalent).

For non government schools, the relationship between the quantity of VETiS units of competency studied and likelihood of receiving a D or E grade for Curriculum Council course units was less apparent.

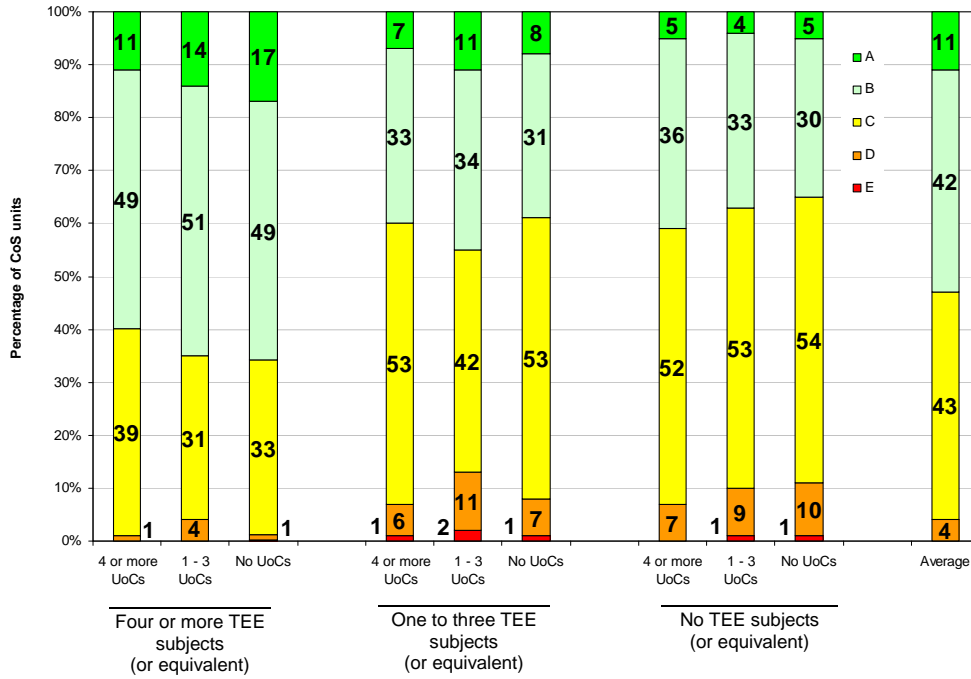
Figure 30 – Grades received for Curriculum Council course units by government school Year 11 and 12 students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 16,205 students; 262,251 Curriculum Council course unit enrolments with a valid grade.
- UoCs = units of competency

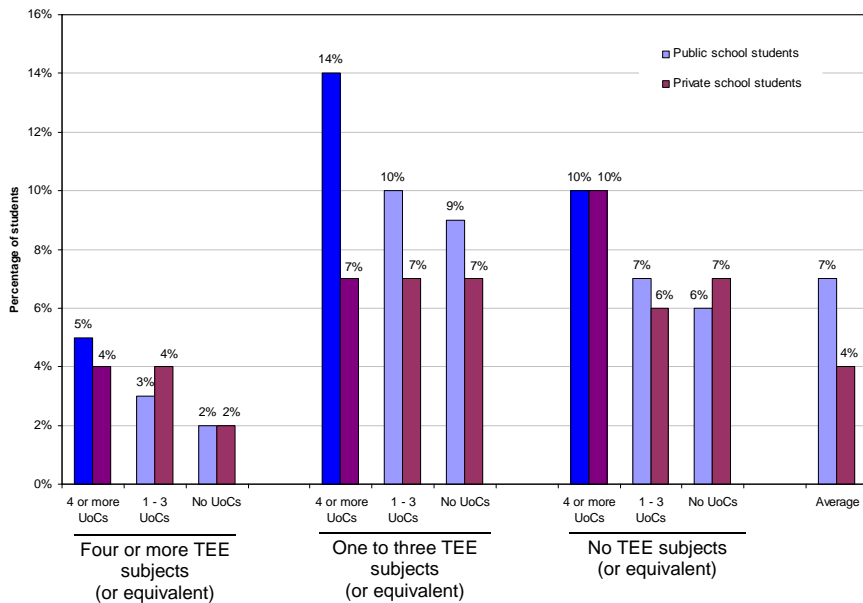
Figure 31 – Grades received for Curriculum Council course units by non government school Year 11 and 12 students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 non government school students (2004 - 2007 cohorts).
- n = 10,236 students; 262,251 Curriculum Council course unit enrolments with a valid grade.
- UoCs = units of competency

Figure 32 – Percentage of government and non government school Year 11 and 12 students (2004 - 2007 cohorts) who received a D or E grade for a Curriculum Council course unit.



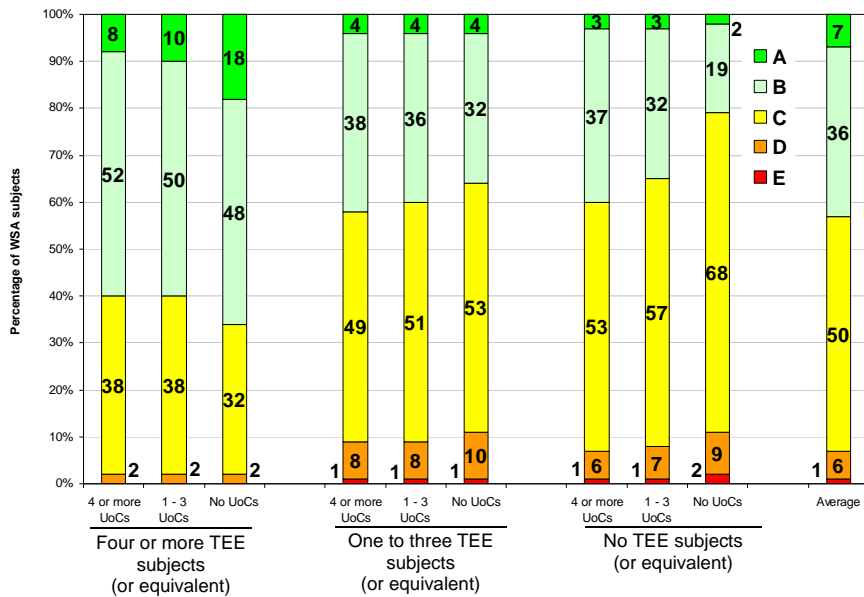
Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 26,441 students; 262,251 Curriculum Council course unit enrolments with a valid grade.
- UoCs = units of competency.

5.2.3 Grades for wholly-school assessed (WSA) subjects

Figures 33 and 34 show the proportion of A, B, C, D and E grades awarded to government and non government school students (from the 2004 – 2007 cohorts) for wholly-school assessed (WSA) subjects. The results show that there was no relationship between VETiS participation and WSA subject grades, amongst either government or non government school students.

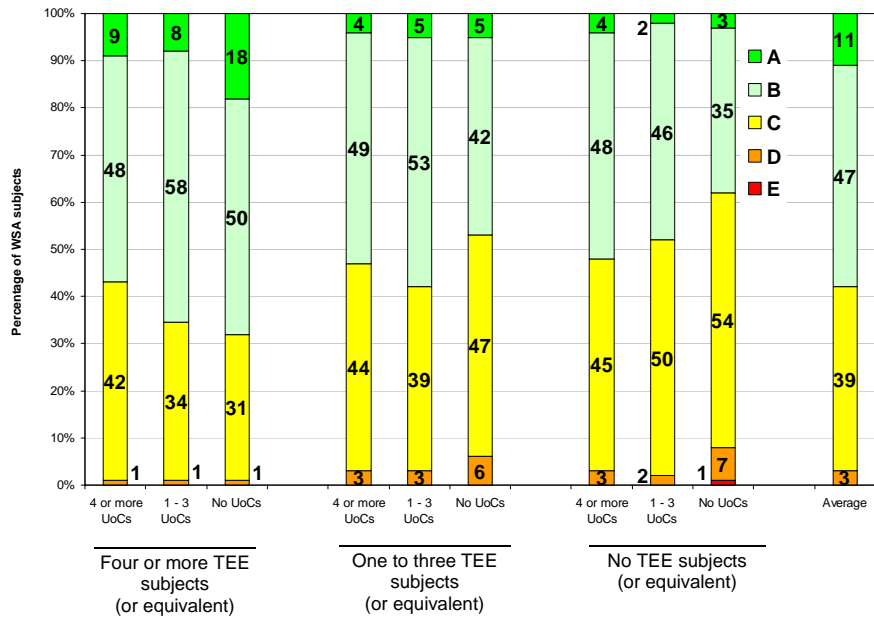
Figure 33 – Grades received for WSA subjects by government school Year 11 and 12 students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 72,904 students; 983,895 WSA subjects with a valid grade.
- UoCs = units of competency.

Figure 34 – Grades received for WSA subjects by non government school Year 11 and 12 students (2004 - 2007 cohorts).



Notes:

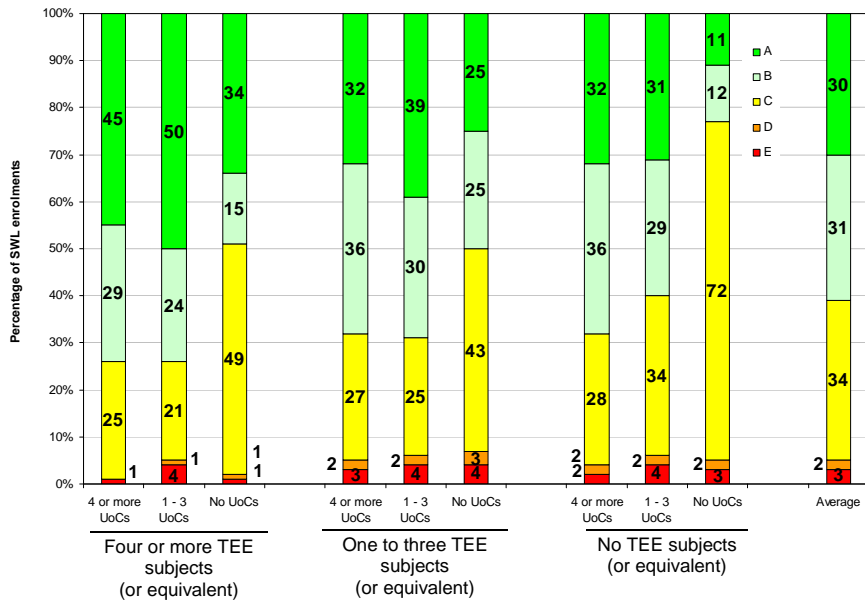
- Source: Curriculum Council data for Year 11 and 12 non government school students (2004 - 2007 cohorts).
- n = 45,318 students; 983,895 WSA subjects with a valid grade.
- UoCs = units of competency.

5.2.3.1 Grades for structured workplace learning (SWL) subjects:

As discussed in Section 4.6, VETiS students were markedly more likely to participate in a structured workplace learning (SWL) subject than non-VETiS students.

Figures 35 and 36 show that government school students who studied VETiS were markedly more likely to receive an A or B grade for a SWL subject than non-VETiS students who studied SWL. This trend was also apparent in non government schools, although to a lesser extent.

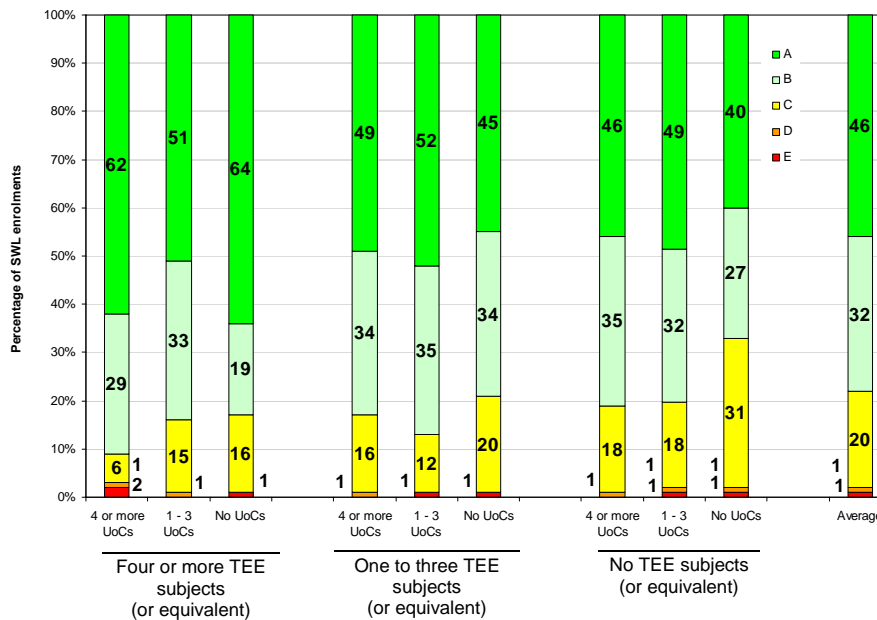
Figure 35 – Distribution of grades for SWL subjects for Year 11 and Year 12 government school students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), excluding students with a disability.
- n = 79,366 students; 29,270 SWL enrolments with a valid grade.
- UoCs = units of competency.

Figure 36 – Distribution of grades for SWL subjects for Year 11 and Year 12 non government school students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 non government school students (2004 - 2007 cohorts).
- n = 48488 students; 11,195 SWL enrolments with a valid grade.
- UoCs = units of competency.

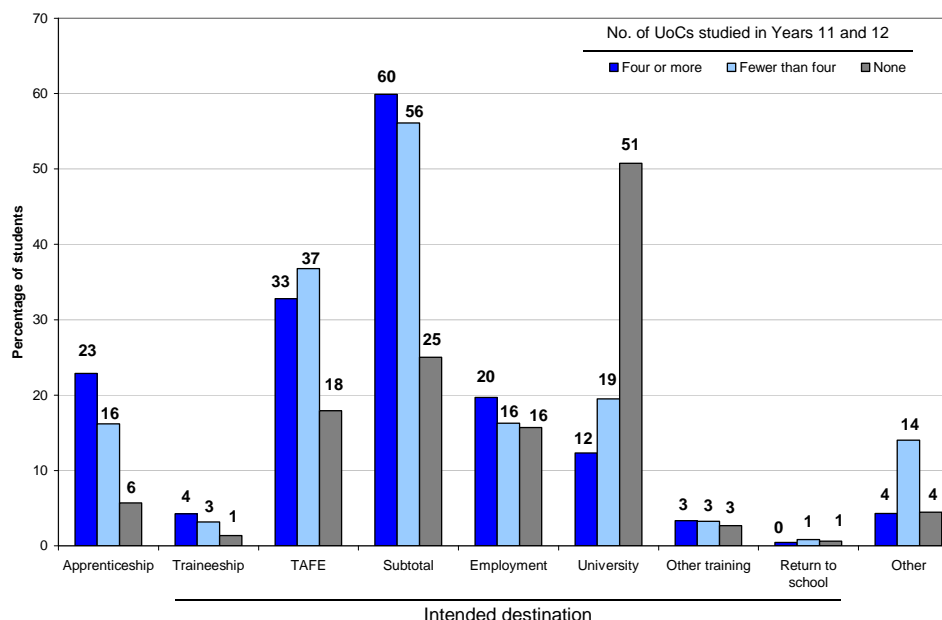
6 Post-school outcomes

6.1 Students' self-reported post-school intentions

Each year, government school students in Years 10 and 12 complete a survey that seeks information about their post-school intentions. Figure 37 shows the post-school intentions reported by students on this survey between 2004 and 2007. The results reveal that many VETiS students had markedly different post-school intentions than non-VETiS students. Specifically, the results show that:

- a substantially greater proportion of VETiS students expressed a desire to undertake further VET training as an apprentice, trainee or at TAFE (around 60%), than their non-VETiS peers (25%). For example, VETiS students were up to four times more likely to express a desire to undertake an apprenticeship or traineeship than students who did not study VETiS. Similarly, VETiS students were more than twice as likely as non-VETiS students to express an intention to study at TAFE post-school;
- a marginally greater proportion of VETiS students expressed an intention to undertake employment immediately post-school; and
- 25% of the students who did not study VETiS expressed an intention to undertake post-school VET study at TAFE or as an apprentice or trainee. This raises questions as to whether this substantial group of students could have been better prepared for their desired post-school destinations by participating in a VETiS program.

Figure 37 – Self-reported post-school intentions of government school students (2004 - 2007 Year 11 and 12 cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had also completed a destination survey six months after leaving school).
- The intentions represent the last intended destination expressed by students in either Year 10 or Year 12. Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.

6.2 Students' self-reported post-school destinations (6mths)

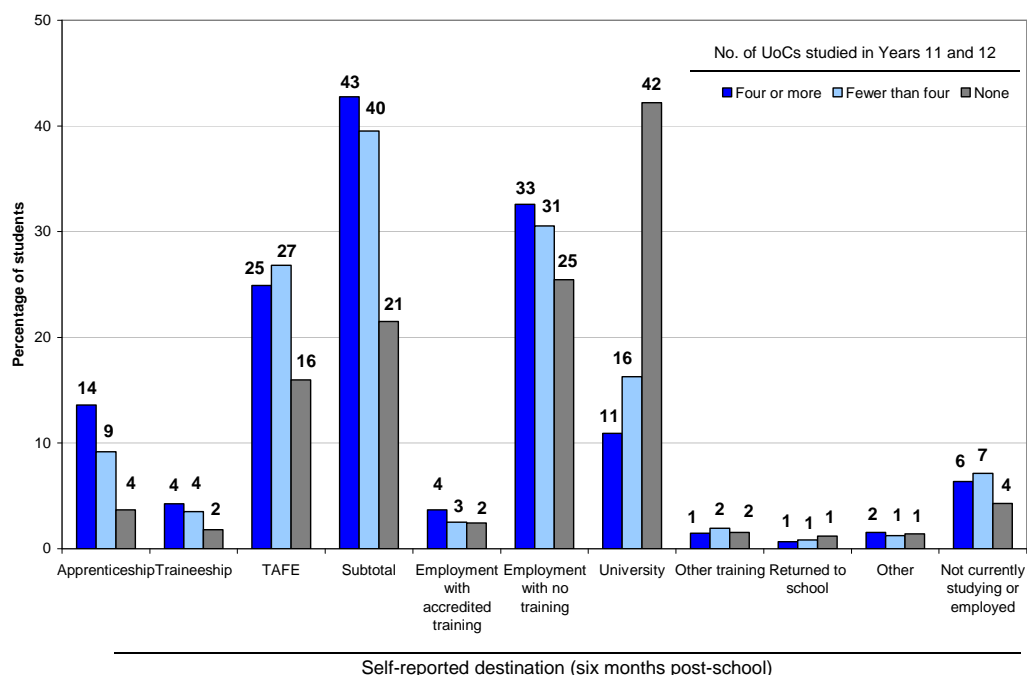
As part of the Department's School Leaver Program, a telephone survey is conducted each year of former government school students who were in Year 12 the previous year. The survey is conducted approximately six months after the end of Year 12, and obtains information about what students are doing at that time.

Figure 38 shows the post-school destinations, as reported by students on this survey between 2004 and 2007. The results indicate that students who studied VETiS:

- were substantially more likely to be undertaking an apprenticeship, traineeship or other TAFE course within six months of leaving school;
- were more likely to be employed, either with or without accredited training;
- were less likely to be studying at university; and
- were more likely to be neither studying nor employed than students who did not study VETiS.

For example, students who studied four or more VETiS units of competency were almost four times more likely to be in an apprenticeship within six months post-Year 12 than non-VETiS students. Further examination of each destination is provided in Sections 6.2.1.1 to 6.2.1.8.

Figure 38 – Self-reported (main) destination of government school students, approximately six months after leaving school (2004 - 2007 Year 11 and 12 cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had also completed an intention survey in Years 10 or 12).
- The last destination survey was used for students who completed more than one destination survey (eg. because they repeated Year 12).
- UoCs = units of competency.
- The rates for students who studied at least four VETiS units of competency are shown in a darker shade of blue.

6.2.1 How many students achieved their intended destination? (6mths)

Figures 39 and 40 show the 'post-school intended destination success' rates for VETiS students compared to non-VETiS students (from the 2004 - 2007 Year 11 and 12 government school cohort). The rates were represent the proportion of students who reportedly achieved their intended post-school destination within six months after the end of Year 12.

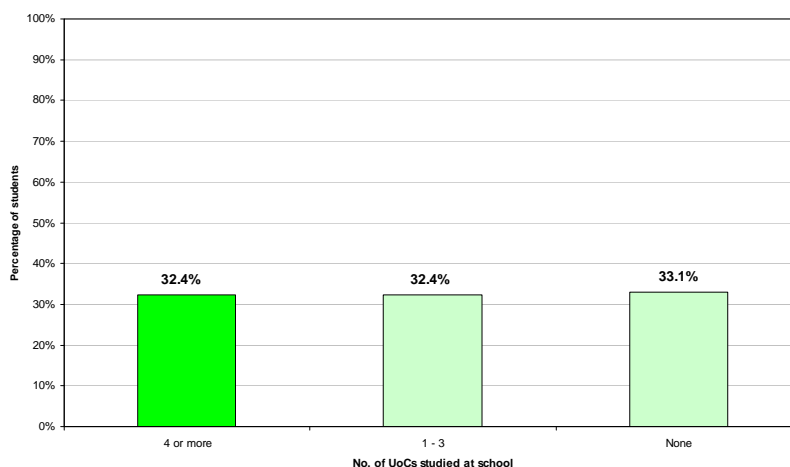
Figure 39 shows that approximately one-third of students reportedly achieved their intended post-school destination, and students who studied VETiS were not more or less likely to achieve their intended post-school destination that students who did not study VETiS.

However, Figure 40 expands on these results, showing that the success rates varied depending on students' destinations. In essence, the results show that:

- students who wanted to undertake a post-school apprenticeship or traineeship were more likely to achieve their aim if they studied VETiS;
- approximately 50% of students who wanted to undertake a post-school TAFE course did so, irrespective of whether or not they studied VETiS;
- approximately 60% of students who wanted to obtain employment were employed with no accredited training, irrespective of whether or not they studied VETiS; and
- the majority (70%) of students who studied VETiS and wanted to go to university did so, with the success rate being marginally below that of non-VETiS students who wanted to go to university (76%).

More detailed analyses of the trends associated with each post-school destination are provided in Sections 6.2.1.1 to 6.2.1.8.

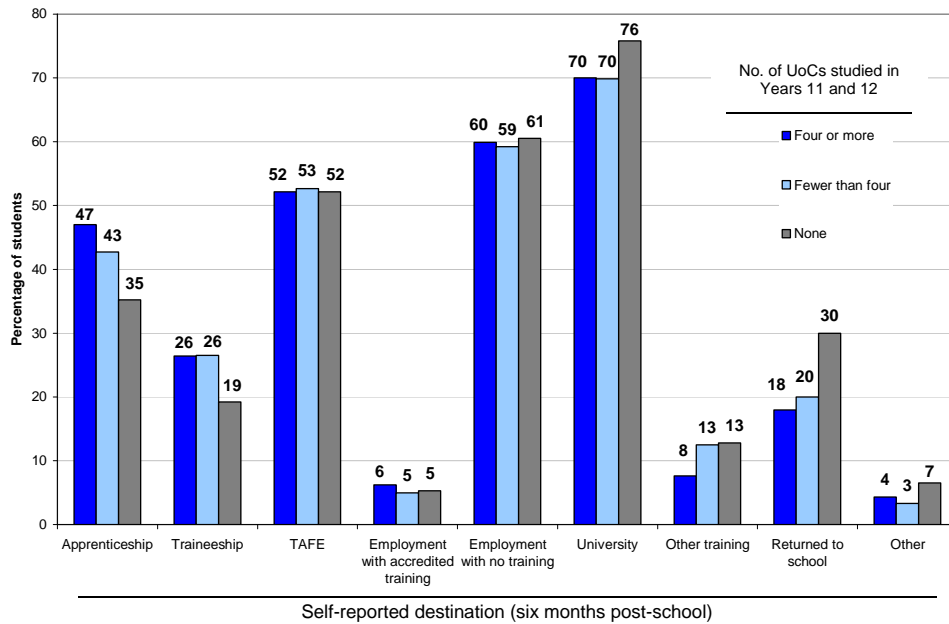
Figure 39 – 'Post-school intended destination success' rates by to level of VETiS participation (2004 - 2007 Year 11 and 12 cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey).
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9
- UoCs = units of competency.
- The rate for students who studied at least four VETiS units of competency is shown in a darker shade.

Figure 40 – ‘Post-school intended destination success’ rates by self-reported, six-month post-school destination (2004 - 2007 Year 11 and 12 cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey).
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- Sub-groups that comprise students who studied at least four VETIS units of competency are shown in a darker shade.

6.2.1.1 Apprenticeships

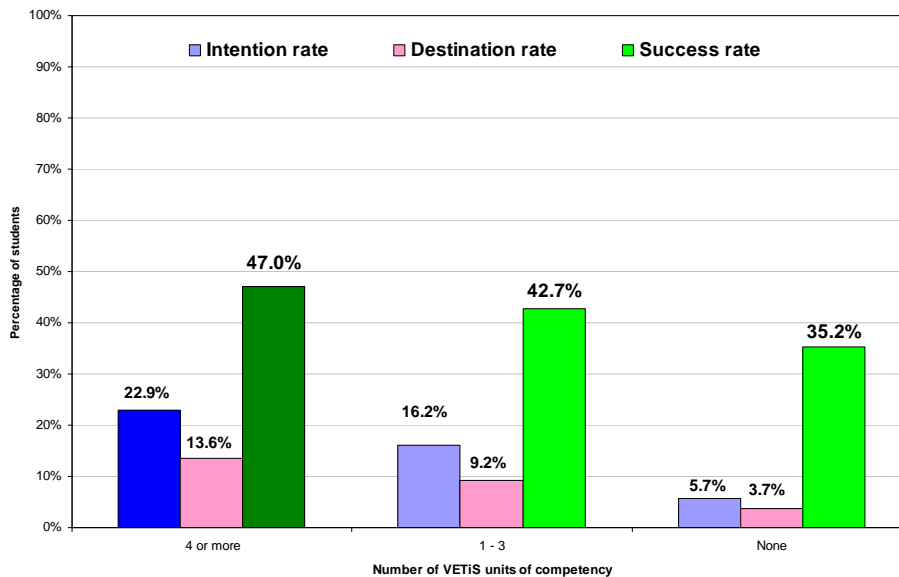
Figure 41 shows the proportion of VETiS and non-VETiS students who:

- expressed an intention to undertake an apprenticeship post-school ('intention' rate);
- reported that they were undertaking an apprenticeship when they completed the destination survey approximately six months after Year 12 ('destination' rate); and/or
- successfully achieved their intended destination by undertaking an apprenticeship within six months of leaving school ('success' rate).

The results show that:

- VETiS students (particularly those who studied four or more units of competency) not only had markedly higher (self-reported) post-school apprenticeship intention rates and destination rates, but also had higher 'success rates' than their non-VETiS counterparts. This means that students who wanted to undertake an apprenticeship were more likely to be successful if they had studied VETiS, particularly four or more units of competency;
- even amongst students who studied four or more VETiS units of competency, fewer than 50% of those who wanted to undertake an apprenticeship actually did so within six months of leaving school. Table 32 provides further information about what the majority of these students did instead.

Figure 41 – Apprenticeships: post-school intention, destination and success rates (2004 - 2007 Year 11 and 12 government school cohort).



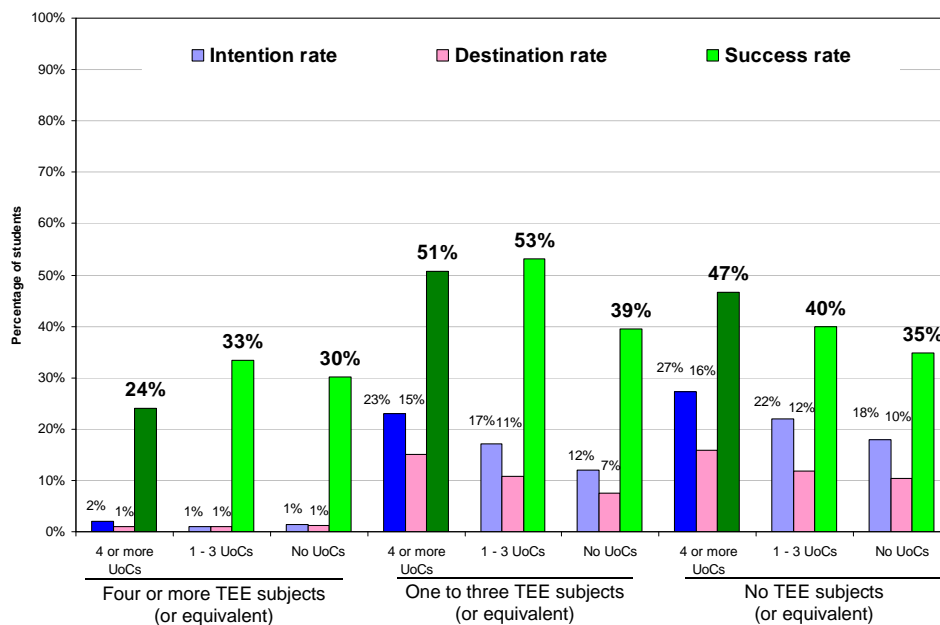
Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 3329 students had expressed an intention to undertake an apprenticeship post-school, and 2002 students reportedly did so.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Further analysis, shown in Figure 42, showed that:

- VETiS students who studied fewer than four TEE subjects (or equivalent) had the highest post-school ‘apprenticeship’ intention rates, destination rates and ‘intended destination success rates’. This means that students who wanted to undertake an apprenticeship, and were not studying four or more TEE subjects (or equivalent), were more likely to be successful if they had studied VETiS. In fact, more than 50% of the students who wanted to undertake an apprenticeship and were not studying four or more TEE subjects (or equivalent) were successful in doing so within six months of leaving school;
- between 12% and 18% of students who did not study four or more TEE subjects (or equivalent) and did not study VETiS expressed a desire to undertake an apprenticeship post-school. However, they were approximately 12 percentage points less likely to achieve this intention (within six months of leaving school) than their counterparts who studied four or more VETiS units of competency;
- a higher proportion of students wanted to undertake an apprenticeship post-school than actually did so – and this trend was evident across most sub-groups of students, irrespective of VETiS participation.

Figure 42 – Apprenticeships: post-school intention, destination and success rates by student sub-groups (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training’s Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 3329 students had expressed an intention to undertake an apprenticeship post-school, and 2002 students reportedly did so.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Table 31 shows where students who were reportedly undertaking an apprenticeship within six months of leaving school had intended to go. It shows that:

- approximately one quarter of the students who were undertaking a post-school apprenticeship having studied four or more TEE subjects (or equivalent) had intended to go to university; and
- the overwhelming majority (61-83%) of students who were undertaking a post-school apprenticeship and had studied fewer than four TEE subjects (or equivalent), had intended to seek an apprenticeship post-school. This suggests that very few students who study fewer than four TEE subjects (or equivalent) 'fall' into apprenticeships unintentionally.

Table 31 – Intended destinations of students who were reportedly undertaking an apprenticeship within six months after Year 12 (2004 - 2007 Year 11 and 12 government school cohort).

Student sub-group	Intended destination							
	Apprenticeship	Traineeship	TAFE	Employment	University	Other training	Other	Return to school
	%	%	%	%	%	%	%	%
4TEE+4UoCs	43		14		29			
4TEE<4UoCs	33		11	11	22	11		11
4 TEE+noUoC	32		19	15	24			
1-3TEE+4UoCs	78							
1-3TEE<4UoC	83							
1-3TEE+noUoC	64		14	10				
NoTEE+4UoCs	80		10					
NoTEE<4UoC	74		10					
NoTEE+noUoC	61		18	10				

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2002 students who were reportedly undertaking an apprenticeship, out of the 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who intended to pursue this post-school destination is highlighted in green, and the intended destination with the highest proportion of students (from each student sub-group) is highlighted in black.

Table 32 shows the six-month post-school destinations of students who had expressed a desire to undertake an apprenticeship post-school. The results show that a relatively large proportion of students who failed to achieve their intention of undertaking an apprenticeship were either studying at TAFE (particularly amongst students who studied four or more TEE subjects or equivalent) or employed without training in the first six months after Year 12. This latter result is particularly concerning given that all these students had expressed an intention to pursue further training (ie. as an apprentice).

Table 32 – Self-reported (short-term) post-school destinations of students who expressed an intention to undertake an apprenticeship post-school (2004 - 2007 Year 11 and 12 government school cohort).

Self-reported destination (6mths post-school)										
Student sub-group	Apprenticeship	Traineeship	TAFE	Employment with training	Employment without training	University	Other training	Other	Not studying or employed	Return to school
	%	%	%	%	%	%	%	%	%	%
4TEE+4UoCs	24		32		24				12	
4TEE<4UoCs	33		56		11					
4 TEE+noUoC	30		22		28					
1-3TEE+4UoCs	51		12		24					
1-3TEE<4UoC	53		12		25					
1-3TEE+noUoC	39		22		21					
NoTEE+4UoCs	47		11		27					
NoTEE<4UoC	40		13		30					
NoTEE+noUoC	35		16		30					

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 3329 students who had expressed an intention to undertake an apprenticeship post-school, out of 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who reportedly achieved their intended post-school destination is highlighted in green, and the self-reported destination with the highest proportion of students (from each student sub-group) is highlighted in black.

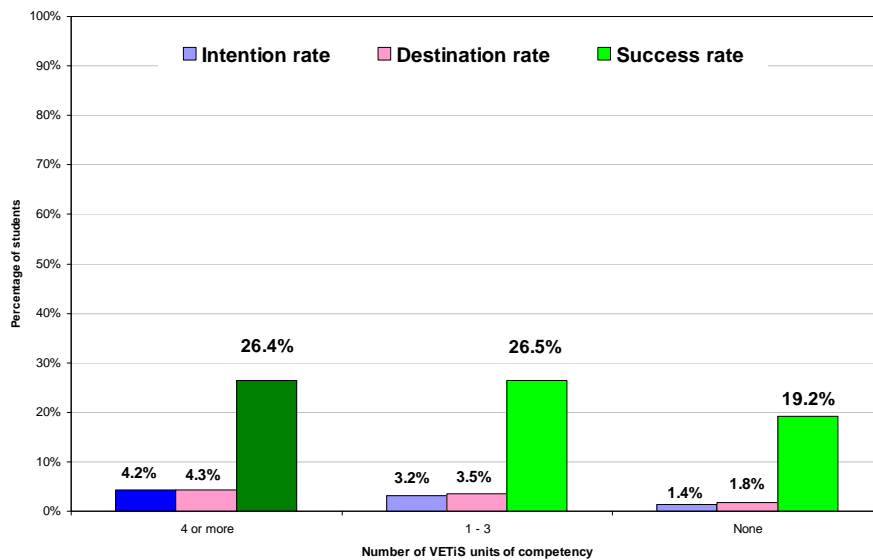
6.2.1.2 Traineeships

Figure 43 shows the proportion of students who expressed an intention to undertake a traineeship post-school (intention rate), reported that they were undertaking a traineeship within six months of leaving school (destination rate), and the proportion of students who successfully achieved their intention by undertaking a traineeship within six months of leaving school.

The results show a similar trend to those observed for apprenticeships:

- VETiS students reportedly experienced higher post-school traineeship intention, destination and 'intended destination success rates' than their non-VETiS counterparts. Put simply, students who wanted to undertake a traineeship were about seven percentage points more likely to be successful if they had studied VETiS.
- However, the majority of students who expressed a desire to undertake a traineeship post-school reportedly did not do so within six months of leaving school. Table 34 provides information as to what the majority of these students did instead.

Figure 43 – Traineeships: post-school intention, destination and success rates (2004 - 2007 Year 11 and 12 government school cohort).



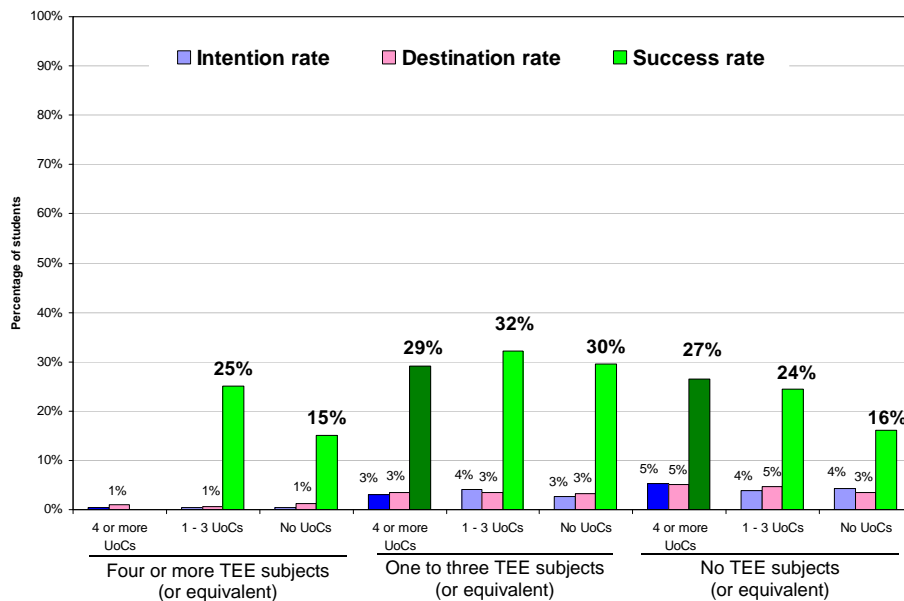
Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 666 students had expressed an intention to undertake a traineeship post-school, and 739 students reportedly did so.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Further analysis, shown in Figure 44, shows that:

- the traineeship 'intended destination success rates' for VETiS students was reasonably stable at between 24-32% for all student sub-groups, irrespective of the number of TEE subjects (or equivalent) that students studied; and
- the group of students who were most disadvantaged were those who were not studying VETiS and did not study any TEE subjects (or equivalent). Approximately 4% of these students expressed a desire to undertake a traineeship post-school (a similar intention rate to the other student sub-groups) but they were between eight and ten percentage points less likely to achieve this intention within six months of leaving school than their VETiS counterparts.

Figure 44 – Traineeships: post-school intention, destination and success rates by student sub-groups (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 666 students had expressed an intention to undertake a traineeship post-school, and 739 students reportedly did so.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Table 33 shows where students who were reportedly undertaking a traineeship within six months of leaving school had intended to go. It shows that most (around 50% to 60%) had intended to study at TAFE or obtain employment.

Table 33 – Intended destinations of students who were reportedly undertaking a traineeship (2004 - 2007 Year 11 and 12 government school cohort).

Student sub-group	Intended destination							
	Apprenticeship	Traineeship	TAFE	Employment	University	Other training	Other	Return to school
	%	%	%	%	%	%	%	%
4TEE+4UoCs			50	33				
4TEE<4UoCs		20	60		20			
4 TEE+noUoC			11	37	34			
1-3TEE+4UoCs	13	26	36	17				
1-3TEE<4UoC		39	27	27				
1-3TEE+noUoC		25	30	28				
NoTEE+4UoCs	16	27	25	25				
NoTEE<4UoC	24	20	23	19				
NoTEE+noUoC	17	21	21	31				

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 739 students who were reportedly undertaking a traineeship, out of the 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who intended to pursue this post-school destination is highlighted in green, and the intended destination with the highest proportion of students (from each student sub-group) is highlighted in black.

Table 34 shows the six-month post-school destinations of students who had expressed a desire to undertake a traineeship post-school. Of some concern is the trend that a relatively large proportion of students who had failed to achieve their intention of undertaking a traineeship were employed without training in the first six months after leaving school.

Table 34 – Self-reported destinations of students who had expressed an intention to undertake a traineeship post-school (2004 - 2007 Year 11 and 12 government school cohorts).

Self-reported destination (6mths post-school)										
Student sub-group	Apprenticeship	Traineeship	TAFE	Employment with training	Employment without training	University	Other training	Other	Not studying or employed	Return to school
	%	%	%	%	%	%	%	%	%	%
4TEE+4UoCs	17				50		17		17	
4TEE<4UoCs		25			25	25		25		
4 TEE+noUoC		15			45	12				
1-3TEE+4UoCs	17	29	13		21					
1-3TEE<4UoC		32	13		45					
1-3TEE+noUoC		30	18		34					
NoTEE+4UoCs		27	17		33					
NoTEE<4UoC	10	24	15		29				11	
NoTEE+noUoC		16	13		34				13	

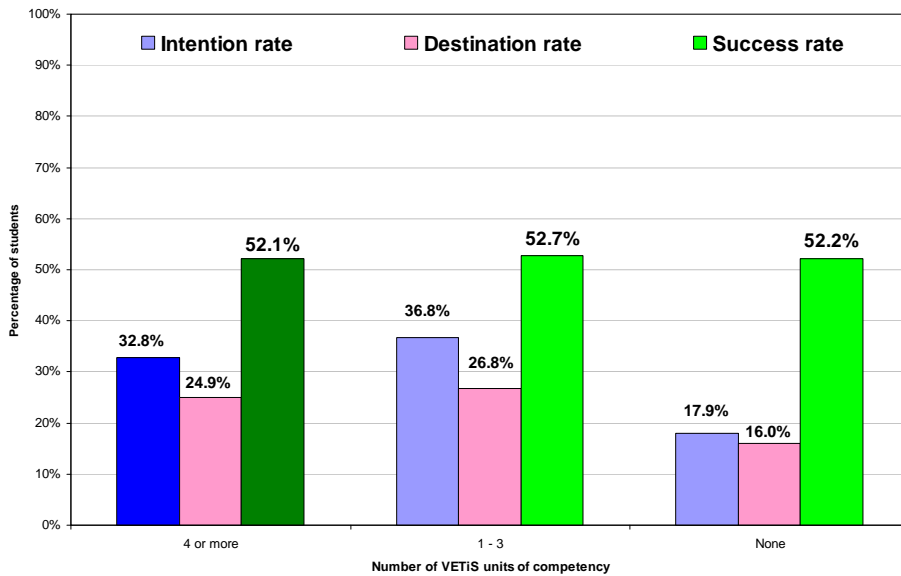
Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 666 students who had expressed an intention to undertake a traineeship post-school, out of 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who reportedly achieved their intended post-school destination is highlighted in green, and the self-reported destination with the highest proportion of students (from each student sub-group) is highlighted in black.

6.2.1.3 TAFE

Figure 45 shows that students who studied VETiS had similar TAFE intention-destination success rates to students who did not study VETiS. Further, this trend is reasonably robust, apparent across all student sub-groups as shown in Figure 46.

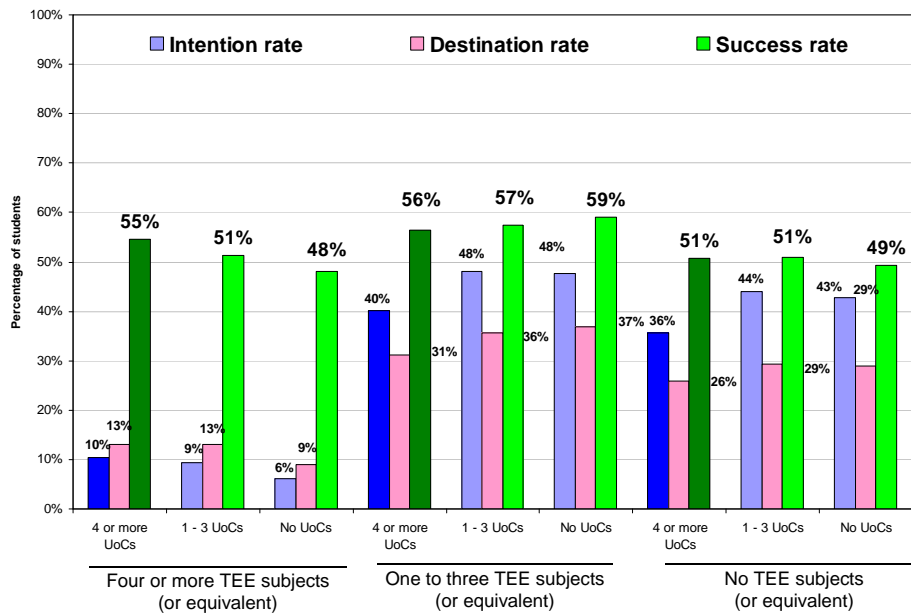
Figure 45 – TAFE: post-school intention, destination and success rates (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 6570 students had expressed an intention to study at TAFE post-school, and 5264 students reportedly did so within six months of leaving school.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Figure 46 – TAFE: post-school intention, destination and success rates by student sub-groups (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 6570 students had expressed an intention to study at TAFE post-school, and 5264 students reportedly did so within six months of leaving school.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Table 35 shows that many students who studied at least four TEE subjects (or equivalent) and were reportedly studying at TAFE six months after Year 12, had intended to study at university. By contrast, most students who were reportedly studying at TAFE six months after Year 12, having studied fewer than four TEE subjects (or equivalent), had intended to study at TAFE.

Of some concern, however, are results shown in Table 36 which reveal that around 25% to 30% of students who wanted to go to TAFE post-school were reportedly working in a job that provided no training.

Table 35 – Intended destinations of students who were reportedly studying at TAFE within six months of leaving school (2004 - 2007 Year 11 and 12 government school cohort).

Student sub-group	Intended destination							
	Apprenticeship	Traineeship	TAFE	Employment	University	Other training	Other	Return to school
	%	%	%	%	%	%	%	%
4TEE+4UoCs			43		39			
4TEE<4UoCs			37		43			
4 TEE+noUoC			33		49			
1-3TEE+4UoCs	9		73					
1-3TEE<4UoC			78					
1-3TEE+noUoC			76					
NoTEE+4UoCs	12		70					
NoTEE<4UoC	10		77					
NoTEE+noUoC	10		73					

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 5264 students who were reportedly studying at TAFE within six months of leaving school, out of the 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who intended to pursue this post-school destination is highlighted in green, and the intended destination with the highest proportion of students (from each student sub-group) is highlighted in black.

Table 36 – Self-reported destinations of students who had expressed an intention to study at TAFE post-school (2004 - 2007 Year 11 and 12 government school cohort).

Self-reported destination (6mths post-school)										
Student sub-group	Apprenticeship	Traineeship	TAFE	Employment with training	Employment without training	University	Other training	Other	Not studying or employed	Return to school
	%	%	%	%	%	%	%	%	%	%
4TEE+4UoCs			55		18					
4TEE<4UoCs			51		25	10				
4 TEE+noUoC			48		22	14				
1-3TEE+4UoCs			56		24					
1-3TEE<4UoC			57		23					
1-3TEE+noUoC			59		22					
NoTEE+4UoCs			51		27					
NoTEE<4UoC			51		28					
NoTEE+noUoC			49		27					

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 6570 students who had expressed an intention to study at TAFE post-school, out of 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who reportedly achieved their intended post-school destination is highlighted in green, and the self-reported destination with the highest proportion of students (from each student sub-group) is highlighted in black.

6.2.1.4 Employment with accredited training

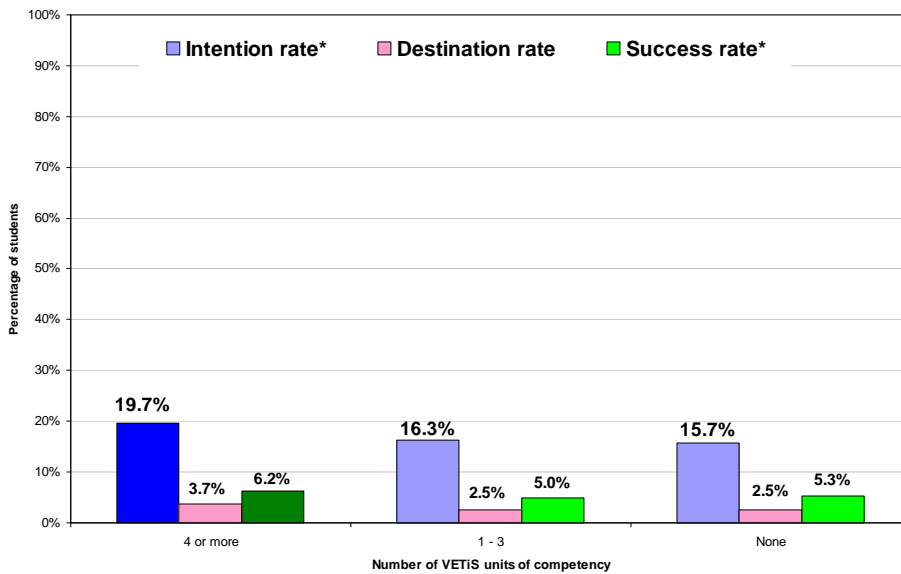
As shown in Figures 47 and 48, there was minimal relationship between VETiS and:

- the proportion of students who expressed an intention to obtain employment (although not necessarily employment with accredited training);
- the proportion of students who reported that they had obtained employment with accredited training within six months of leaving school; and
- the proportion of students who successfully achieved their intention of obtaining employment with accredited training within six months of leaving school.

Further analyses, shown in Table 37, revealed that a relatively high proportion of students who were employed and receiving accredited training had wanted to obtain employment. However, a significant proportion had intended to study at TAFE (particularly amongst students who studied fewer than four TEE subjects or equivalent) or university (particularly amongst students who studied at least four TEE subjects or equivalent).

Further, Table 38 shows that the majority of students who had intended to obtain employment did so, albeit employment without training rather than employment with training.

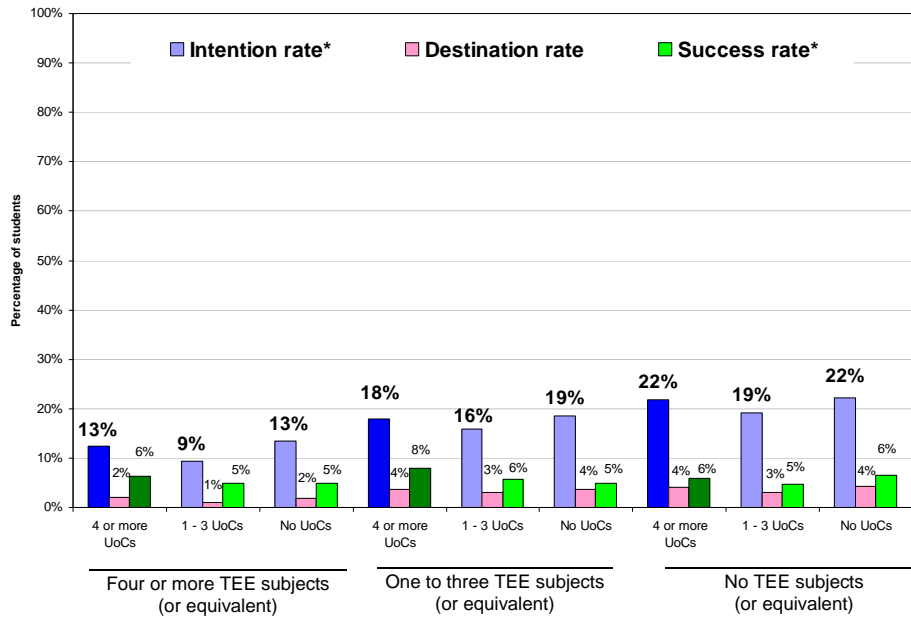
Figure 47 – Employment with accredited training: post-school intention, destination and success rates (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 4383 students had expressed an intention to pursue employment post-school, and 376 students were reportedly employed in a job that provided accredited training.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Figure 48 – Employment with accredited training: post-school intention, destination and success rates by student sub-groups (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 4383 students had expressed an intention to pursue employment post-school, and 376 students were reportedly employed in a job that provided accredited training.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETIS units of competency are shown in a darker shade for highlighting effect.

Table 37 – Intended destinations of students who were reportedly in employment with accredited training (2004 - 2007 Year 11 and 12 government school cohort).

Student sub-group	Intended destination							
	Apprenticeship	Traineeship	TAFE	Employment	University	Other training	Other	Return to school
	%	%	%	%	%	%	%	%
4TEE+4UoCs				37	33		11	
4TEE<4UoCs			13	50	38			
4 TEE+noUoC				37	43			
1-3TEE+4UoCs	16		23	39				
1-3TEE<4UoC	17		22	30		13		
1-3TEE+noUoC	13		38	25				
NoTEE+4UoCs	23	12	21	32				
NoTEE<4UoC	21		23	31				
NoTEE+noUoC	18		27	34		10		

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 736 students who were reportedly in employment with accredited training, out of the 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who intended to pursue this post-school destination is highlighted in green, and the intended destination with the highest proportion of students (from each student sub-group) is highlighted in black.

Table 38 – Self-reported destinations of students who had expressed an intention to seek employment post-school (2004 - 2007 Year 11 and 12 government school cohort).

Self-reported destination (6mths post-school)										
	Apprenticeship	Traineeship	TAFE	Employment with training	Employment without training	University	Other training	Other	Not studying or employed	Return to school
Student sub-group	%	%	%	%	%	%	%	%	%	%
4TEE+4UoCs					63	14				
4TEE<4UoCs					57	15				
4 TEE+noUoC					62	14				
1-3TEE+4UoCs			10		57				10	
1-3TEE<4UoC			11		63					
1-3TEE+noUoC			10		61					
NoTEE+4UoCs			10		60				11	
NoTEE<4UoC					59				18	
NoTEE+noUoC					58				14	

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 4383 students who had expressed an intention to seek employment post-school, out of 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who reportedly achieved their intended post-school destination is highlighted in green, and the self-reported destination with the highest proportion of students (from each student sub-group) is highlighted in black.

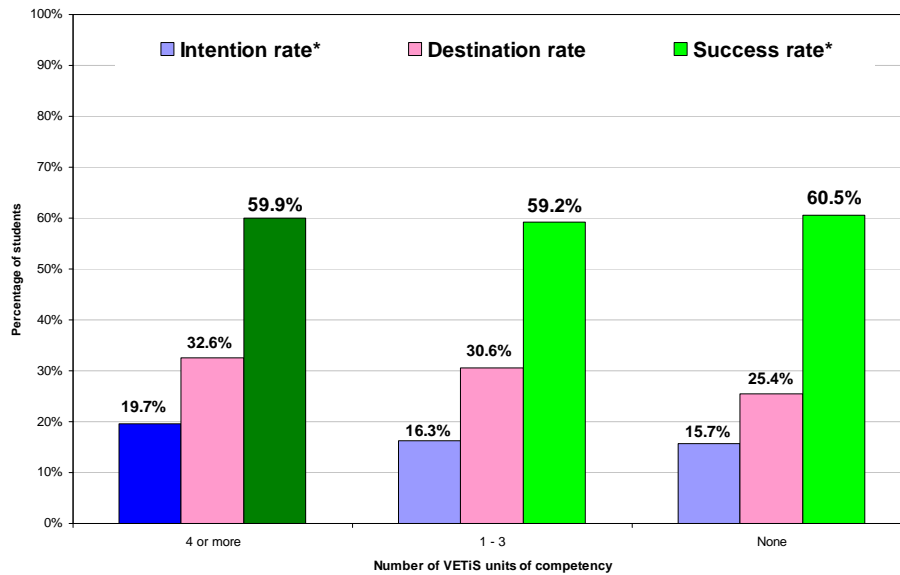
6.2.1.5 Employment without training

Figures 49 and 50 show that:

- there was minimal relationship between VETiS participation and the employment intention rate, employment without training destination rate, or intended destination success rate;
- across all student sub-groups, approximately 60% of students who expressed a desire to obtain employment post-school were in employment without training six months after Year 12; and
- across all student sub-groups, the destination rate was greater than the intention rate. This means that, across all student sub-groups, a higher proportion of students were employed without training than had intended to seek employment post-school. Expressed another way: many students who were in employment without training six months after Year 12 had not intended to seek employment. This somewhat concerning trend was evident, irrespective of whether or not students studied VETiS.

Table 39 shows where students who were reportedly employed without training (six months after Year 12) had intended to go. Although approximately one-third had intended to obtain employment, one-third had intended to go to university or TAFE instead, and between 15% and 20% of students in some sub-groups had intended to undertake an apprenticeship. This trend is concerning as it indicates that there were a substantial proportion of students who wanted to undertake further study or training but who ended up in employment without accredited training six months after Year 12. Furthermore, there is no evidence that VETiS influenced this trend.

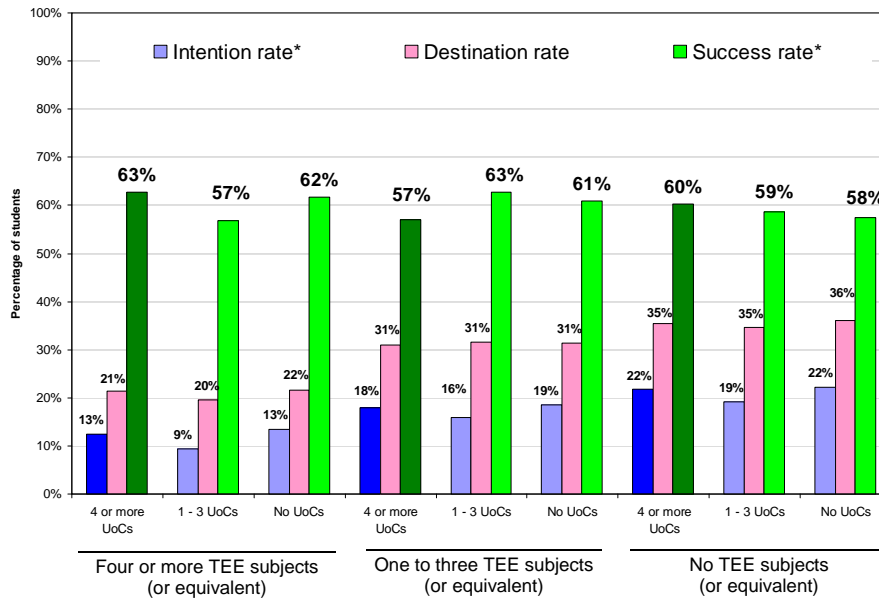
Figure 49 – Employment without training: post-school intention, destination and success rates (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 4383 students had expressed an intention to pursue employment post-school, and 7316 students were reportedly employed in a job that provided no training.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Figure 50 – Employment without training: post-school intention, destination and success rates by student sub-groups (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 4383 students had expressed an intention to pursue employment post-school, and 7316 students were reportedly employed in a job that provided no training.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Table 39 – Intended destinations of students who were reportedly in employment with accredited training (2004 - 2007 Year 11 and 12 government school cohort).

Student sub-group	Intended destination							
	Apprenticeship	Traineeship	TAFE	Employment	University	Other training	Other	Return to school
	%	%	%	%	%	%	%	%
4TEE+4UoCs				37	34		15	
4TEE<4UoCs			12	27	42		16	
4 TEE+noUoC				39	38		12	
1-3TEE+4UoCs	18		32	33				
1-3TEE<4UoC	14		35	32				
1-3TEE+noUoC			34	36				
NoTEE+4UoCs	21		27	37				
NoTEE<4UoC	19		35	33				
NoTEE+noUoC	15		32	36				

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 7316 students who were reportedly in employment with no training, out of the 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who intended to pursue this post-school destination is highlighted in green, and the intended destination with the highest proportion of students (from each student sub-group) is highlighted in black.

The self-reported post-school destinations of students who had expressed an intention to seek employment post-school were presented earlier (in Table 38).

6.2.1.6 University

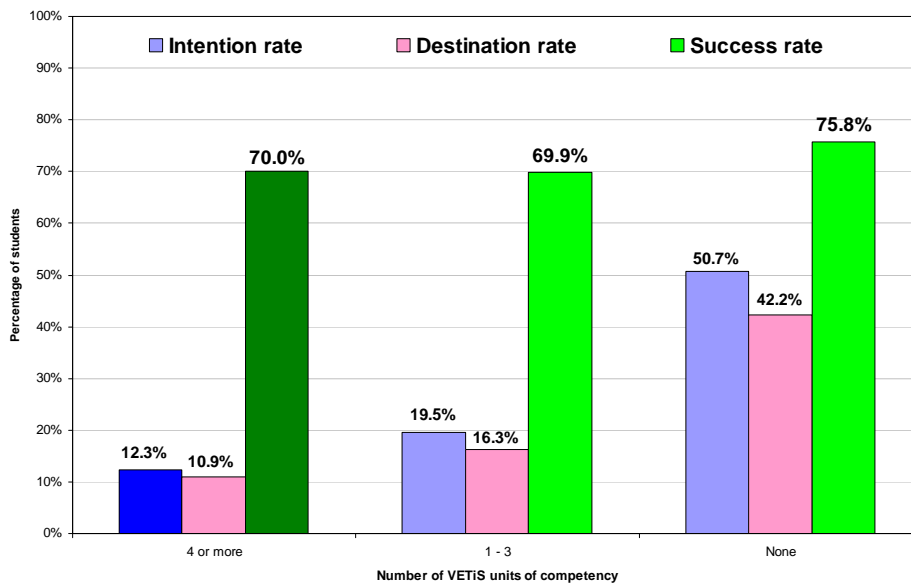
Figures 51 and 52 show that:

- students who studied VETiS had a marginally lower university intention-destination success rate than students who did not study VETiS; but
- the opposite effect was evident for students who studied fewer than four TEE subjects (or equivalent). Students who studied fewer than four TEE subjects and wanted to go to university were more likely to be successful (six months after Year 12) if they studied at least four VETiS units of competency.

Further, Tables 40 and 41 show that:

- many of the students who were reportedly studying at university, having studied fewer than four TEE subjects (or equivalent), had intended to study at TAFE; and
- many of the students who had intended to study at university but were not doing so (six months after Year 12), were reportedly instead studying at TAFE or employed in a job that provided no training.

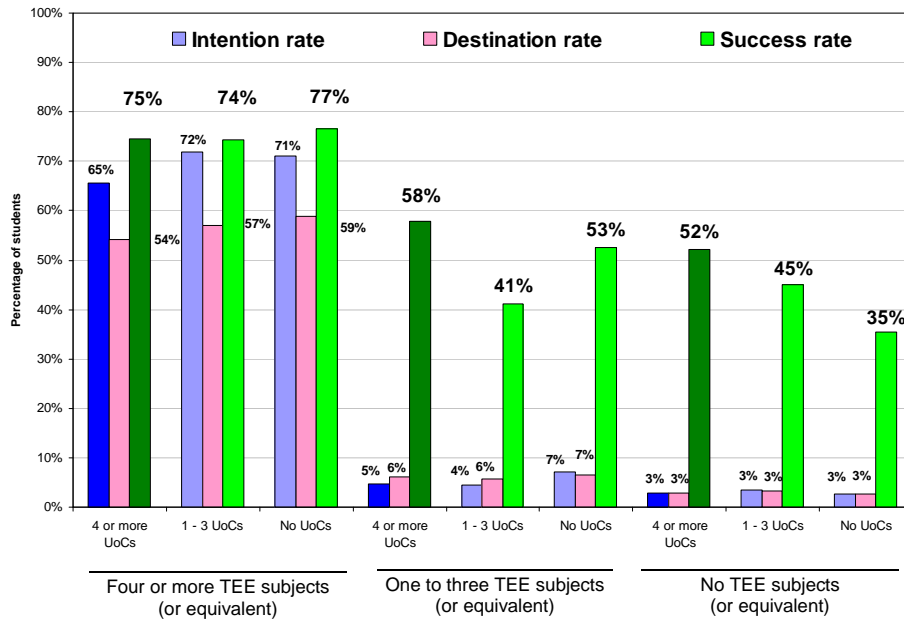
Figure 51 – University: post-school intention, destination and success rates (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 8505 students had expressed an intention to study at university post-school, and 5768 students had reportedly done so within six months of leaving school.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETIS units of competency are shown in a darker shade for highlighting effect.

Figure 52 – University: post-school intention, destination and success rates by student sub-groups (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 8505 students had expressed an intention to study at university post-school, and 5768 students had reportedly done so within six months of leaving school.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Table 40 – Intended destinations of students who reportedly were studying at university (2004 - 2007 Year 11 and 12 government school cohort).

Student sub-group	Intended destination							
	Apprenticeship	Traineeship	TAFE	Employment	University	Other training	Other	Return to school
	%	%	%	%	%	%	%	%
4TEE+4UoCs					90			
4TEE<4UoCs					94			
4 TEE+noUoC					93			
1-3TEE+4UoCs			36		45			
1-3TEE<4UoC			49		33			
1-3TEE+noUoC			28		58			
NoTEE+4UoCs			30		51			
NoTEE<4UoC			31		46			
NoTEE+noUoC			50		36			

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 5768 students who were reportedly studying at university within six months of leaving school, out of the 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who intended to pursue this post-school destination is highlighted in green, and the intended destination with the highest proportion of students (from each student sub-group) is highlighted in black.

Table 41 – Self-reported destinations of students who had intended to study at university post-school (2004 - 2007 Year 11 and 12 government school cohort).

Self-reported destination (6mths post-school)										
	Apprenticeship	Traineeship	TAFE	Employment with training	Employment without training	University	Other training	Other	Not studying or employed	Return to school
Student sub-group	%	%	%	%	%	%	%	%	%	%
4TEE+4UoCs					11	75				
4TEE<4UoCs					11	74				
4 TEE+noUoC					12	77				
1-3TEE+4UoCs			17		15	58				
1-3TEE<4UoC			26		21	41				
1-3TEE+noUoC			13		23	53				
NoTEE+4UoCs			18		17	52				
NoTEE<4UoC			20		23	45				
NoTEE+noUoC			32		22	35				

Notes:

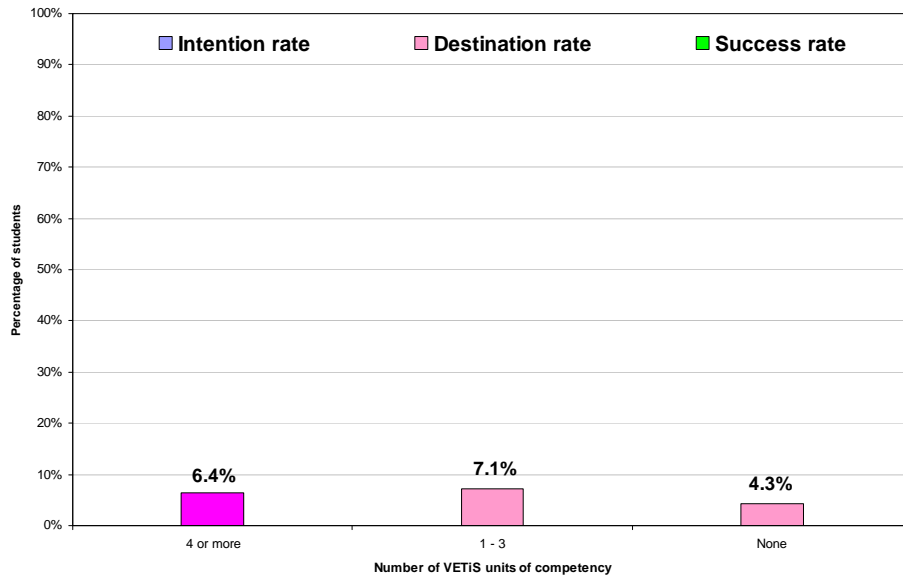
- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 8505 students who had expressed an intention to study at university post-school, out of 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- The proportion of students who reportedly achieved their intended post-school destination is highlighted in green, and the self-reported destination with the highest proportion of students (from each student sub-group) is highlighted in black.

6.2.1.7 Not employed or studying

Figures 53 and 54 show that VETiS did not alleviate the risk of students being neither employed nor studying six months after Year 12, although there was a very marginal advantage for students who had studied at least four VETiS units of competency and no TEE subjects (or equivalent) compared to their non-VETiS counterparts.

Further, Table 42 shows that many of the students who were reportedly not employed or studying (six months after Year 12) had intended to study at university (particularly amongst those who had studied at least four TEE subjects or equivalent), TAFE or be employed (particularly amongst students who had studied fewer than four TEE subjects or equivalent).

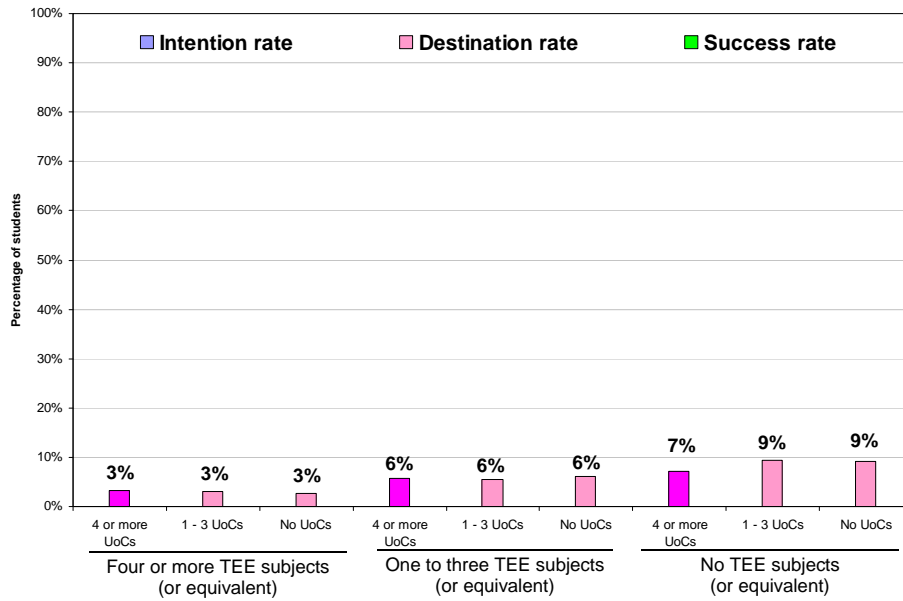
Figure 53 – Not employed or studying: post-school intention, destination and success rates (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 1380 students were reportedly neither employed or studying at the time of the destination survey (approximately six months post-school).
- There is no intention or success rate for 'not employed or studying' because it was not a response option offered on the intention survey.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETIS units of competency are shown in a darker shade for highlighting effect.

Figure 54 – Not employed or studying: post-school intention, destination and success rates by student sub-groups (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 1380 students were reportedly neither employed or studying at the time of the destination survey (approximately six months post-school).
- There is no intention or success rate for 'not employed or studying' because it was not a response option offered on the intention survey.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Table 42 – Intended destinations of students who were reportedly not working or studying (2004 - 2007 Year 11 and 12 government school cohort).

Student sub-group	Intended destination							
	Apprenticeship	Traineeship	TAFE	Employment	University	Other training	Other	Return to school
	%	%	%	%	%	%	%	%
4TEE+4UoCs			10	15	43		20	
4TEE<4UoCs			15	23	46		12	
4 TEE+noUoC				31	36		21	
1-3TEE+4UoCs	20		28	32			12	
1-3TEE<4UoC	14		43	21		10	10	
1-3TEE+noUoC	17		33	29				
NoTEE+4UoCs	26		27	32				
NoTEE<4UoC	14		36	36				
NoTEE+noUoC	15		34	33				

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 1380 students were reportedly neither employed nor studying at the time of the destination survey (approximately six months post-school), out of a total 25,587 students who all complete both the intention and post-school destination surveys.
- There is no intention or success rate for 'not employed or studying' because it was not a response option offered on the intention survey.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Year 11 intentions data was excluded for reasons detailed in Section 3.4.2.9.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

6.2.1.8 Return to school

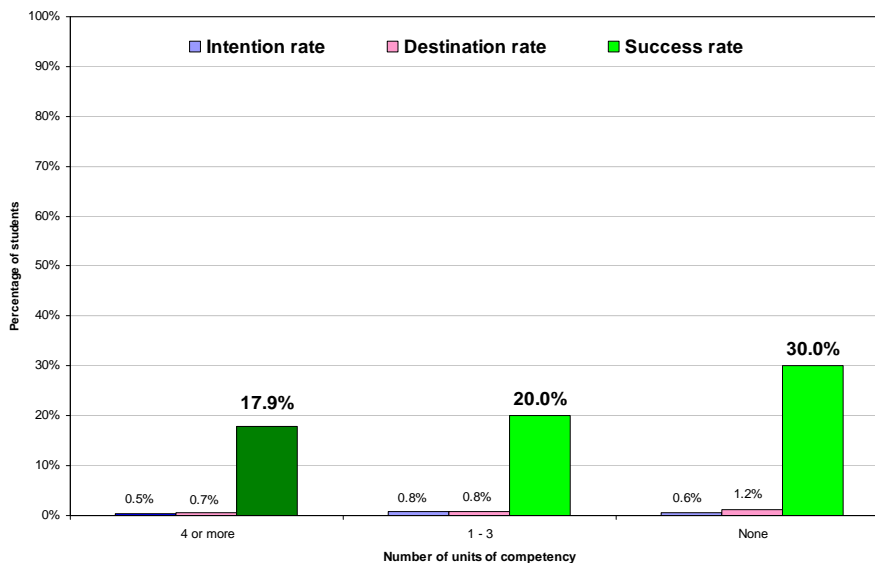
There was no clear relationship between VETiS participation and the 'return to school' post-school intention or destination rates. As shown in Figure 55, only a small proportion of students reported 'return to school' post-school intentions or destinations – and there was no difference for students who studied VETiS compared to those who did not.

Further, Table 43 shows that:

- only 14% to 25% of the students who reportedly returned to school had intended to do so, with the vast majority having expressed an intention to pursue another post-school destination; and
- most students (39% to 69%) who returned to school having studied four or more TEE subjects (or equivalent) intended to go to university. Students who had returned to school having studied fewer than four TEE subjects (or equivalent) had mostly intended to go to TAFE.

In addition, Table 44 shows that a relatively large proportion of students who had intended to return to school reportedly went to TAFE or obtained employment without training instead.

Figure 55 – Post-school intention, destination and success rates for 'return to school' (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students (all of whom had completed an intention and post-school destination survey). 149 expressed an intention to return to school, and 248 students reportedly did so.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Only includes Year 12 intentions data, as they were the only group to be offered the 'return to school' intention option.
- UoCs = units of competency.
- The intended destination success rate for students who studied four or more VETiS units of competency is shown in darker green for highlighting effect.

Table 43 – Intended destinations of students who reportedly returned to school within six months after Year 12 (2004 - 2007 Year 11 and 12 government school cohort).

Student sub-group	Intended destination							
	Apprenticeship	Traineeship	TAFE	Employment	University	Other training	Other	Return to school
	%	%	%	%	%	%	%	%
4TEE+4UoCs			35		39			17
4TEE<4UoCs			15		69			15
4 TEE+noUoC					57		12	15
1-3TEE+4UoCs	14		29			21		14
1-3TEE<4UoC			38	25		13		25
1-3TEE+noUoC	17		17	17	11		17	17
NoTEE+4UoCs	10		55	20				
NoTEE<4UoC	20		30	10		20		20
NoTEE+noUoC	22		37	11				15

Notes:

- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 248 students who reported returning to school out of 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Only includes Year 12 intentions data, as they were the only group to be offered the 'return to school' intention option.
- The proportion of students who intended to pursue this post-school destination is highlighted in green, and the intended destination with the highest proportion of students (from each student sub-group) is highlighted in black.

Table 44 – Self-reported (short-term) post-school destinations of students who expressed an intention to return to school after Year 12 (2004 - 2007 Year 11 and 12 government school cohort).

Self-reported destination (6mths post-school)										
	Apprenticeship	Traineeship	TAFE	Employment with training	Employment without training	University	Other training	Other	Not studying or employed	Return to school
Student sub-group	%	%	%	%	%	%	%	%	%	%
4TEE+4UoCs			22	11	11				11	44
4TEE<4UoCs	11		33				11	11	11	22
4 TEE+noUoC					20	24				35
1-3TEE+4UoCs			27		33		13			13
1-3TEE<4UoC					33		17	17		33
1-3TEE+noUoC			37	11	16	16				16
NoTEE+4UoCs			27	13	27				20	
NoTEE<4UoC		13	27		20				13	13
NoTEE+noUoC			33						17	33

Notes:

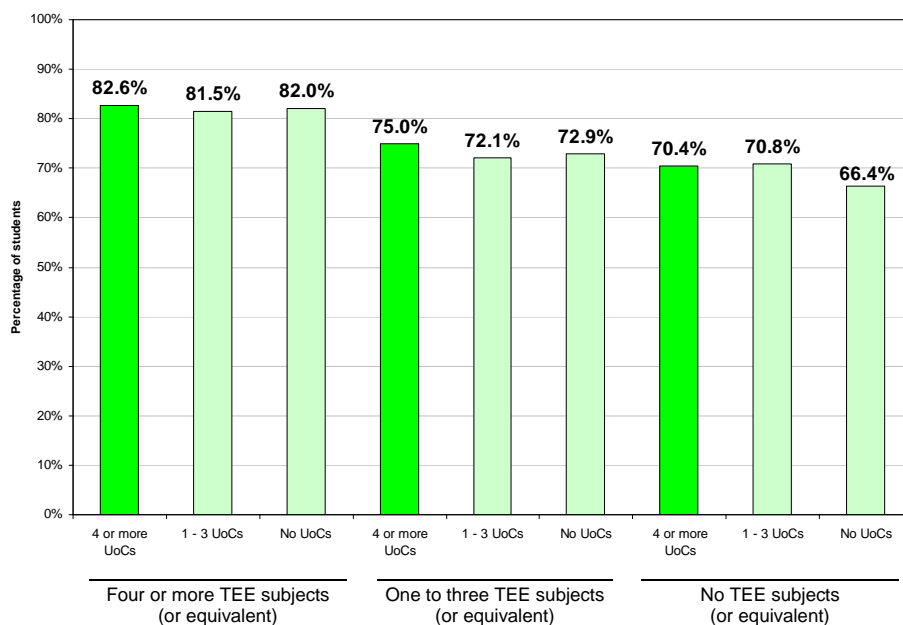
- Source: School Leaver Program data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 149 students who had expressed an intention to return to school, out of 25,587 students who had all completed an intention and post-school destination survey.
- Values lower than 10% are not reported.
- The last intention and destination survey was used for students who completed more than one of either survey (eg. because they repeated Year 12).
- Only includes Year 12 intentions data, as they were the only group to be offered the 'return to school' intention option.
- The proportion of students who achieved their intended return to school post-school destination is highlighted in green, and the post-school destination with the highest proportion of students (from each student sub-group) is highlighted in black.

6.3 Post-school destination satisfaction rates (6mths)

Figure 56 shows the percentage of students who indicated that their post-school destination (six months after Year 12) was "...what I wanted to do". (The remaining students had indicated that it was "what was available at the time"). The information was obtained as part of the Department of Education and Training's School Leaver Program destination survey.

The results show that a greater proportion of students who studied at least four VETiS units of competency reported that their six-month post-school destination was what they wanted to do, than their non-VETiS counterparts.

Figure 56 – Percentage of students who endorsed that their six-month post-school destination was "...what I wanted to do" (2004 - 2007 Year 11 and 12 government school cohort).

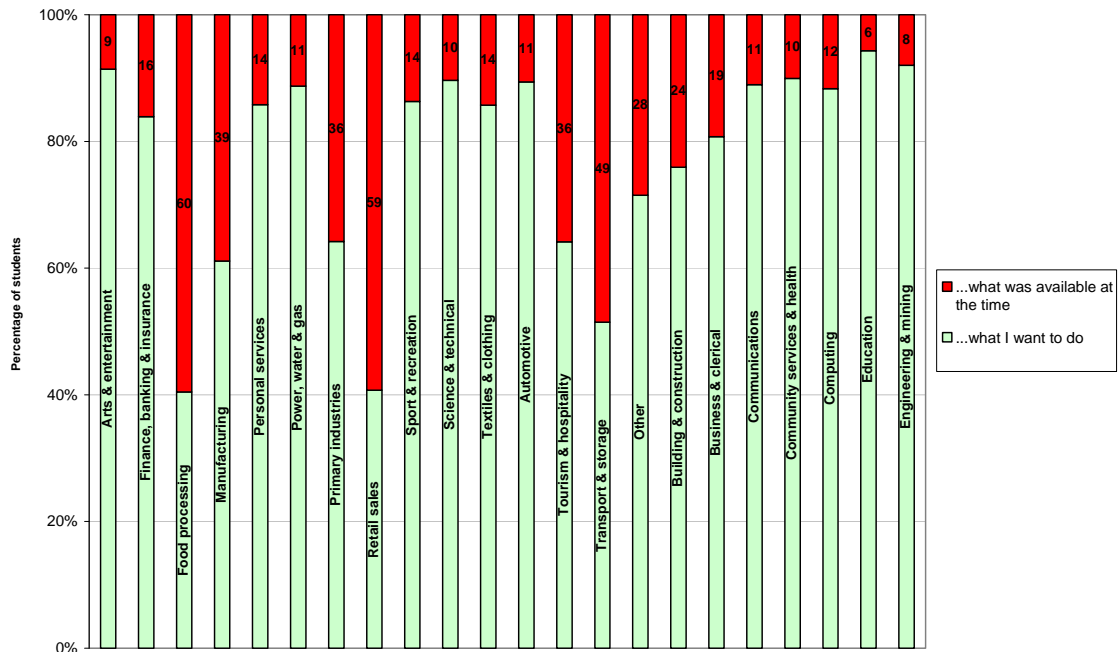


Notes:

- Source: School Leaver Program destination survey data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students who had all completed an intention and post-school destination survey.
- The last destination survey was used for students who completed more than one survey (eg. because they repeated Year 12).
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Figure 57 shows the same information, mapped against the industry area that students were reportedly studying or working in at the time. The considerable variation in the satisfaction rates across different industry areas may be a function of the entry-level occupations and tasks within the specific industries, and the satisfaction rates may improve as individuals' careers progress within a given industry.

Figure 57 – Percentage of students who endorsed that their six-month post-school destination was “...what I wanted to do” by industry area (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: School Leaver Program destination survey data provided by the Department of Education and Training's Evaluation and Accountability Directorate (2004 - 2007 government school Year 11 and 12 student cohort, excluding students with a disability), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 25,587 students who had all completed an intention and post-school destination survey.
- The last destination survey was used for students who completed more than one survey (eg. because they repeated Year 12).
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

6.4 Students' longer-term post-school destinations (1-4yrs)

This section examines whether students who studied VETiS had different post-school destinations (up to four years after Year 12) than non-VETiS students. Sections 6.4.1 and 6.4.2 present information that was self-reported (eg. from surveys), whilst Sections 6.5 and 6.6 report on analyses of 'hard-data' (eg. post-school VET enrolment records and TISC university offers). Later, Section 6.7 examines whether former students perceived that VETiS was beneficial for their post-school endeavours (up to four years after Year 12).

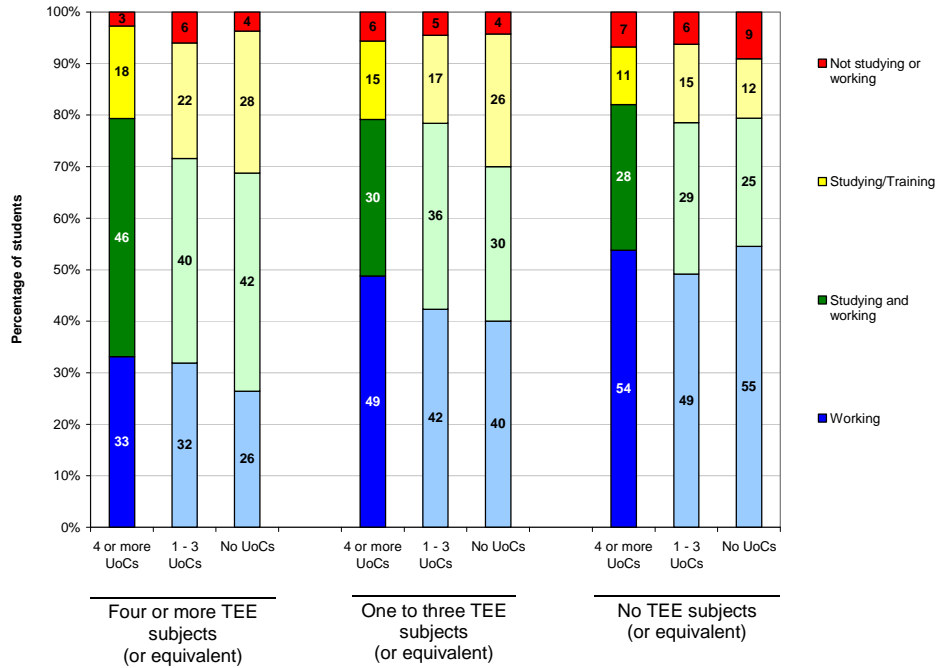
6.4.1 Students' self-reported post-school destinations (1-4yrs)

A sub-sample of 2744 former students from the 2004 - 2007 Year 11 and 12 government school cohort were surveyed by telephone to explore their study and employment activities in the period since leaving school (up to four years earlier).

Figures 58 and 59 show the percentage of students who were reportedly working, studying, working and studying, or not working or studying during the first six-months and third year after

leaving school. The results show similar rates for all four activities across the student sub-groups, although students who studied at least four VETiS units of competency were less likely to be only studying than their non-VETiS counterparts.

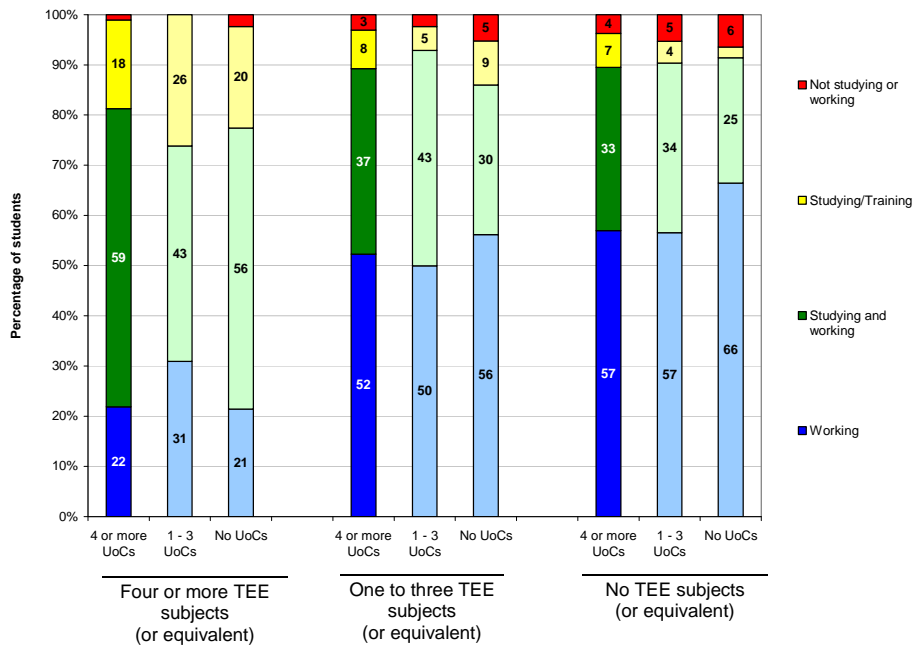
Figure 58 – Students' self-reported destination six-months after leaving school (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey developed and administered for this evaluation to former government school students from 2004 - 2007 Year 11 and 12 cohorts, linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2744 former students (including 1536 former VETiS students who studied at least four units of competency, 595 former VETiS students who studied between one and three units of competency, and 613 former non-VETiS students).
- This survey enabled to students to indicate that they were undertaking a combination of study and work, unlike the Department of Education and Training's School Leaver Program destination survey (reported in Section 3.4.2.10) which required students to choose one or the other.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Figure 59 – Students' self-reported destination in the third year after leaving school (2004 - 2007 Year 11 and 12 government school cohort).



Notes:

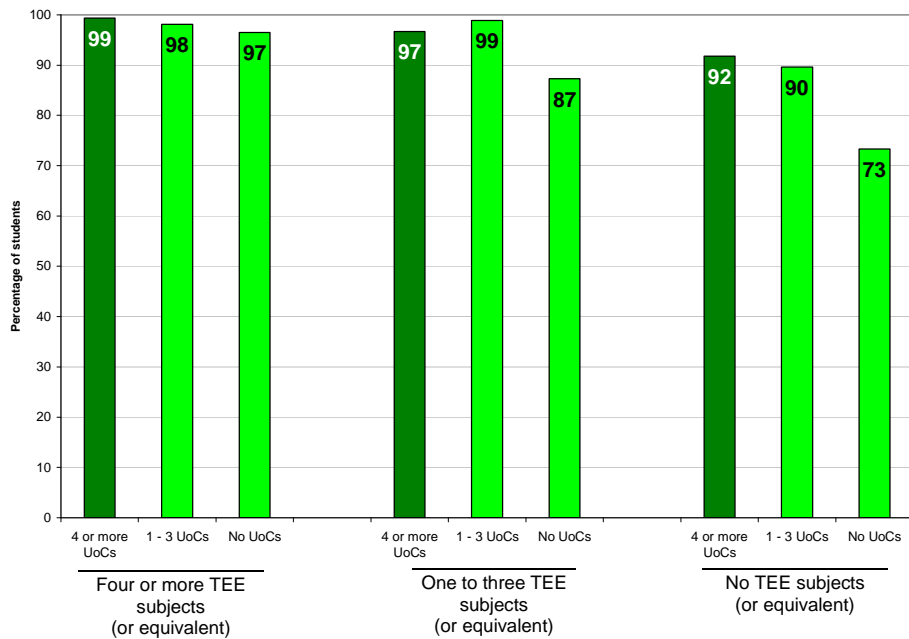
- Source: VETiS Satisfaction and Post-school Destination Survey developed and administered for this evaluation to former government school students from 2004 - 2007 Year 11 and 12 cohorts, linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 1517 former students who had left school at least three years prior to the survey (including 693 former VETiS students who studied at least four units of competency, 291 former VETiS students who studied between one and three units of competency, and 533 former non-VETiS students).
- This survey enabled to students to indicate that they were undertaking a combination of study and work, unlike the Department of Education and Training's School Leaver Program destination survey (reported in Section 3.4.2.10) which required students to choose one or the other.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

6.4.2 Self-reported participation in post-school study/training (1-4yrs)

Figure 60 shows the percentage of students who had reportedly participated in at least one post-school course (VET, university or another form of training) up to four years after Year 12. The results show two important trends:

- A high proportion of students, across all sub-groups, reportedly engaged in some form of study or training within four years of leaving school.
- Students who studied VETiS were reportedly more likely to undertake post-school study than their non-VETiS counterparts. This trend was consistent, irrespective of the quantity of TEE subjects (or equivalent) that students studied at school, although it was most evident amongst students who studied fewer than four TEE subjects (or equivalent).

Figure 60 – Percentage of students who reportedly undertook further study (up to four years) after leaving school.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey developed and administered for this evaluation to former government school students from 2004 - 2007 Year 11 and 12 cohorts, linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2744 former students (including 1536 former VETiS students who studied at least four units of competency, 595 former VETiS students who studied between one and three units of competency, and 613 former non-VETiS students).
- This survey enabled to students to indicate that they were undertaking a combination of study and work, unlike the Department of Education and Training's School Leaver Program destination survey (reported in Section 3.4.2.10) which required students to choose one or the other.
- UoCs = units of competency.
- The charts for students who studied four or more VETiS units of competency are shown in a darker shade for highlighting effect.

Table 45 expands on the results shown in Figure 60 by displaying the proportion of students who reportedly undertook post-school study and training but did not do so in the first six months post-Year 12. The results show that VETiS students were more likely to delay their post-school studies and training than their non-VETiS counterparts:

- The first column shows the percentage of students who reportedly engaged in some form of training in the first six months post-Year 12.
- The second column shows the percentage of students who reportedly engaged in some form of study or training (up to four years) post-Year 12.
- The third column shows that between 35% and 53% of VETiS students (depending on the sub-group) undertook study or training within four years of leaving school, having not done so within the first six months of leaving school. That is, they delayed their post-school study and training by at least six months (compared to between 26% and 36% of non-VETiS students).
- The fourth column shows the percentage increase in students who studied within four years of leaving school, compared to those who studied within six months of leaving school. In doing so, the results show the percentage of students within each group who

reportedly studied within four years of leaving school having not studied in the first six months post-school. For example, for three sub-groups of VETiS students (1-3TEE+4UoCs, NoTEE+4UoCs and NoTEE<4UoCs), more than half the students who reportedly studied at some point up to four years after Year 12 did not do so in the first six months post-school.

Table 45 – Percentage of students who (reportedly) delayed their post-school study and training by at least six months.

Student sub-group	Six months post-school	Within four years post-school	Difference	
	% of students	% of students	% points	% increase
4TEE+4UoCs	64	99	35	55
4TEE<4UoCs	62	98	36	58
4 TEE+noUoCs	70	97	26	39
1-3TEE+4UoCs	45	97	52	116
1-3TEE<4UoCs	53	99	46	87
1-3TEE+noUoCs	56	87	31	55
NoTEE+4UoCs	39	92	53	136
NoTEE<4UoCs	44	90	36	105
NoTEE+noUoCs	37	73	36	97

Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey developed and administered for this evaluation to former government school students from 2004 - 2007 Year 11 and 12 cohorts, linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2744 former students (including 1536 former VETiS students who studied at least four units of competency, 595 former VETiS students who studied between one and three units of competency, and 613 former non-VETiS students).
- This survey enabled to students to indicate that they were undertaking a combination of study and work.
- The 'difference' values for students who studied four or more VETiS units of competency are highlighted in black.
- See Section 3.2 for a description of the nine student sub-groups.

However, the trend of delayed post-school studies does not appear to apply to VET studies. Table 46 compares the proportion of students who reportedly studied at TAFE within four years of Year 12, against the proportion who reportedly studied at TAFE within six months of Year 12. The results suggest that VETiS students did not tend to delay their post-school TAFE studies to a greater or lesser degree than their non-VETiS counterparts:

- The first and second columns show that VETiS students (reportedly) were not more likely to study at TAFEWA colleges in either the first either six months or four years post-Year 12 than their counterparts who did not study VETiS. This trend was generally evident irrespective of the quantity of TEE subjects (or equivalent) that students studied.
- The third column shows the proportion of students (within each sub-group) who reportedly studied at TAFEWA colleges within four years of leaving school *having not done so within the first six months of leaving school*. For example, 5% of students who studied at least four TEE subjects (or equivalent) and at least four VETiS units of competency reportedly did not study at a TAFEWA college within six months of leaving school but did do so within four years of leaving school. Overall, the results indicate that

VETiS students were not more or less likely to delay studying at TAFE by six months than their non-VETiS counterparts, with between 5% and 19% of VETiS students reportedly delaying their post-school study and training by at least six months, compared to between 7% and 17% of non-VETiS students.

- The fourth column shows the percentage increase in students who studied within four years of leaving school, compared to those who studied within six months of leaving school. The fact that the values in column four are below 100% indicates that, across all groups, most of the students who reportedly studied at TAFE within four years of leaving school were doing so within the first six months. The results also reinforce that VETiS students were not more or less likely to delay studying at TAFE than their non-VETiS counterparts.

Table 46 – Percentage of students who (reportedly) delayed their post-school training at 'TAFE' by at least six months.

Student sub-group	Six months post-school	Within four years post-school	Difference	
	% of students	% of students	% points	% increase
4TEE+4UoCs	10	15	5	50
4TEE<4UoCs	8	14	6	75
4 TEE+noUoCs	12	19	7	58
1-3TEE+4UoCs	36	53	17	47
1-3TEE<4UoCs	40	59	19	48
1-3TEE+noUoCs	47	61	14	30
NoTEE+4UoCs	31	46	15	48
NoTEE<4UoCs	35	48	13	37
NoTEE+noUoCs	32	49	17	53

Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey developed and administered for this evaluation to former government school students from 2004 - 2007 Year 11 and 12 cohorts, linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2744 former students (including 1536 former VETiS students who studied at least four units of competency, 595 former VETiS students who studied between one and three units of competency, and 613 former non-VETiS students).
- This survey enabled to students to indicate that they were undertaking a combination of study and work.
- The 'difference' values for students who studied four or more VETiS units of competency are highlighted in black.
- See Section 3.2 for a description of the nine student sub-groups.

6.5 'Hard-data' on post-school VET participation rates

6.5.1 Do VETiS students have higher post-school VET participation rates?

Table 47 shows the percentage of former VETiS and non-VETiS students (from the 2004 - 2007 cohorts) who completed at least one publicly-funded VET unit of competency post-school. The results show that:

- a higher percentage of government and non government school students who studied VETiS in Years 11 and/or 12 subsequently studied at least one publicly-funded VET unit of competency post-school (than students who did not study VETiS); but
- the majority of students who studied (publicly-funded) VET post-school did not study any VET units of competency at school.

Table 47 – Percentage of former VETiS and non-VETiS students (from the 2004 - 2007 cohorts) who completed at least one publicly-funded VET unit of competency post-school.

No. of UoCs studied	Government schools		Non government schools	
	n	%	n	%
4 or more	13536	47.4	4649	43.0
1 – 3	5528	48.0	1259	53.4
None	15399	39.2	8637	24.4
	34487	43.5	14555	30.0

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked with post-school AVETMISS data from the Department of Education and Training's VET Enrolment Statistics Unit.
- n = 127,849 Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding those with a disability).
- UoC = units of competency
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

Table 48 expands on these results, showing a breakdown of post-school (publicly-funded) VET participation rates according to each of the nine student sub-groups::

- The post-school VET participation rates were markedly lower for students who studied at least four TEE subjects (or equivalent), compared to students who studied fewer than four TEE subjects (or equivalent).
- VETiS students who studied no TEE subjects (or equivalent) and at least four VETiS units of competency were the largest group of students to undertake publicly-funded post-school VET.
- However, there was no relationship between VETiS participation and post-school participation in publicly-funded VET.
- Furthermore, many students who studied publicly-funded VET post-school did not participate in any VETiS programs, including many students who did not study any TEE subjects (or equivalent).

Table 48 – Percentage of former students from the nine sub-groups who completed at least one publicly-funded VET unit of competency post-school.

Student sub-group	Government schools		Non government schools	
	n	%	n	%
4TEE+4UoCs	708	26.4	305	14.4
4TEE<4UoCs	457	26.0	104	25.9
4 TEE+noUoC	4780	25.3	3603	14.1
1-3TEE+4UoCs	2739	50.8	1154	51.0
1-3TEE<4UoC	1220	53.8	325	51.3
1-3TEE+noUoC	3606	55.6	1771	50.8
NoTEE+4UoCs	10089	49.2	3190	49.7
NoTEE<4UoC	3851	51.8	830	59.2
NoTEE+noUoC	7013	50.4	3263	51.3

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked with post-school AVETMISS data from the Department of Education and Training's VET Enrolment Statistics Unit.
- n = 127,849 Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding those with a disability).
- UoC = units of competency
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

Table 49 shows former government school VETiS students who were eligible to receive additional disability-related education support were slightly more likely to undertake publicly-funded VET post-school than students with a disability who did not participate in a VETiS program.

Table 49 – Percentage of former government school students with disability who completed at least one publicly-funded VET unit of competency post-school.

Students with a disability (student sub-group):	Government schools	
	n	%
4TEE+4UoCs	0	-
4TEE<4UoCs	0	-
4 TEE+noUoC	1	4.2
1-3TEE+4UoCs	39	42.4
1-3TEE<4UoC	13	44.8
1-3TEE+noUoC	11	39.3
NoTEE+4UoCs	297	35.4
NoTEE<4UoC	138	35.4
NoTEE+noUoC	50	33.0
Total	559	35.2

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students who were not eligible for additional disability-related education support services), linked with post-school AVETMISS data from the Department of Education and Training's VET Enrolment Statistics Unit.
- n = 1586 Year 11 and 12 government school students (2004 - 2007 cohorts) who were eligible for additional disability-related education support services.
- UoC = units of competency
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

6.5.2 Do VETiS students study greater quantities of post-school VET?

Tables 50 and 51 show that:

- students who studied VETiS tended to study less publicly-funded post-school SCH per student than students who did not study VETiS. This result suggests that VETiS students received credit (or recognition of prior learning) for the units of competency they had already achieved, thereby reducing the quantity of post-school VET that they needed to study;
- the trend above was strongest amongst government school students who studied at least four VETiS units of competency *and* fewer than four TEE subjects (or equivalent). For non government schools, the trend was strongest amongst students who studied at least four VETiS units of competency *and* at least four TEE subjects (or equivalent); and
- most post-school publicly-funded VET was undertaken by students who did not study any VET units of competency at school.

Table 50 – Quantity of VETiS studied per-capita by Year 11 and 12 government and non government school students from the 2004 - 2007 cohorts.

No. of UoCs studied at school	Government schools			Non government schools		
	Avg. UoCs	Avg SCH	Total SCH	Avg. UoCs	Avg SCH	Total SCH
4 or more	21	617	8,389,962	24	236	3,185,646
1 – 3	23	691	3,834,934	27	175	956,317
None	20	704	10,837,049	26	383	5,949,105

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked with post-school AVETMISS data from the Department of Education and Training's VET Enrolment Statistics Unit.
- n = 127,849 Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding those with a disability).
- Avg = average; UoC = units of competency; SCH = student curriculum hours.
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

Table 51 – Quantity of VETiS studied per-capita by Year 11 and 12 government and non government school students from the 2004 - 2007 cohorts.

No. of UoCs studied at school	Government schools			Non government schools		
	Avg. UoCs	Avg SCH	Total SCH	Avg. UoCs	Avg SCH	Total SCH
4TEE+4UoCs	19	714	504,584	15	510	153,387
4TEE<4UoCs	19	712	331,228	11	535	45,482
4 TEE+noUoC	18	744	3,555,163	16	536	1,930,759
1-3TEE+4UoCs	20	598	1,635,665	22	698	809,460
1-3TEE<4UoC	23	732	892,524	26	803	259,224
1-3TEE+noUoC	19	730	2,632,504	25	808	1,431,044
NoTEE+4UoCs	22	622	6,249,713	24	701	2,222,799
NoTEE<4UoC	24	676	2,611,182	27	785	651,611
NoTEE+noUoC	23	664	4,649,382	26	775	2,587,302

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked with post-school AVETMISS data from the Department of Education and Training's VET Enrolment Statistics Unit.
- n = 127,849 Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding those with a disability).
- Avg = average; UoC = units of competency; SCH = student curriculum hours.
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

6.5.3 Are VETiS students' post-school VET courses in the same industry?

Tables 52 and 53 show the percentage of former VETiS students (from the 2004 - 2007 Year 11 and 12 cohort) whose post-school (publicly-funded) VET studies were drawn from the same Training Package as most of the units of competency that they studied at school.

The results show that:

- almost 40% of government school VETiS students who studied at least four units of competency whilst at school and subsequently undertook a post-school (publicly-funded) VET course, studied units of competency from the same Training Package that most of their VETiS units of competency were drawn from. The corresponding rate for non government school VETiS students was almost 30%;
- the 'conversion' rate for VETiS students who studied at least four units of competency at school was markedly greater than the rate for VETiS students who studied fewer than four units of competency at school, and this trend was evident irrespective of the number of TEE subjects (or equivalent) that students studied; and
- the 'conversion' rate was greatest for government school students who studied fewer than four TEE subjects (or equivalent) and at least four VETiS units of competency at school.

Table 52 – Percentage of former VETiS students whose post-school (publicly-funded) VET studies were drawn from the same Training Package.

No. of UoCs studied at school	Government schools		Non government schools	
	n	%	n	%
4 or more	5185	38.3	1359	29.2
1 – 3	765	13.8	165	7.1

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts, excluding students with a disability), linked with post-school AVETMISS data from the Department of Education and Training's VET Enrolment Statistics Unit.
- n = 53,227 Year 11 and 12 government and non government school VETiS students (2004 - 2007 cohorts, excluding those with a disability).
- UoC = units of competency
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

Table 53 – Percentage of former students from the nine sub-groups who completed at least one publicly-funded VET unit of competency post-school.

Student sub-group	Government schools		Non government schools	
	n	%	n	%
4TEE+4UoCs	172	24.3	56	18.4
4TEE<4UoCs	58	12.7	7	6.7
1-3TEE+4UoCs	995	36.3	359	31.1
1-3TEE<4UoC	168	13.8	37	11.4
NoTEE+4UoCs	4018	39.8	944	29.6
NoTEE<4UoC	539	14.0	121	14.6

Notes:

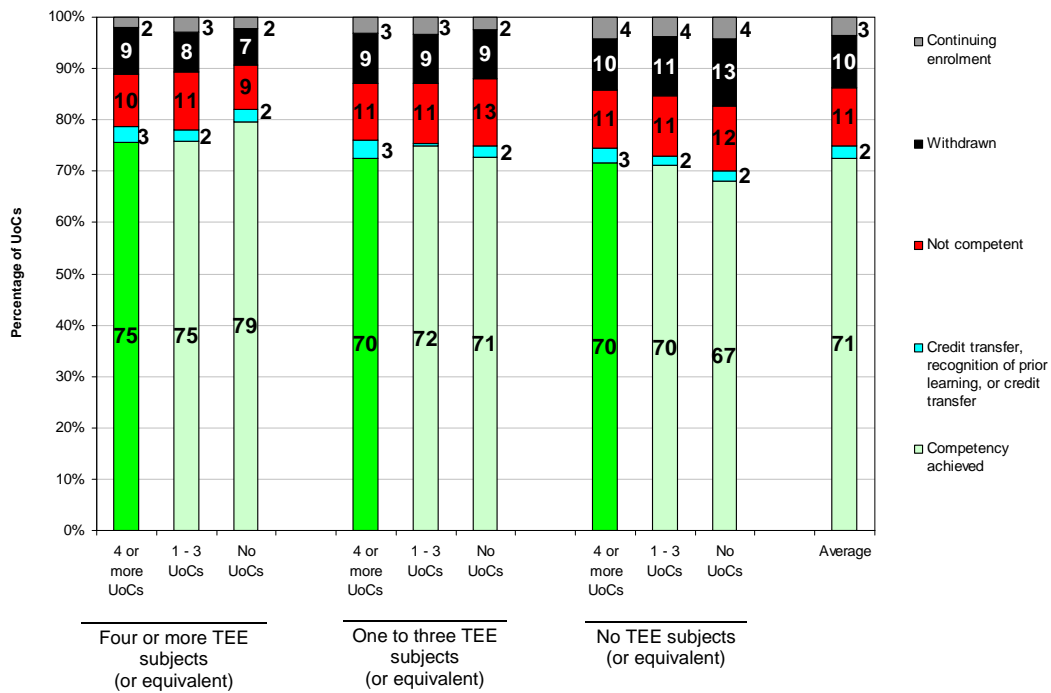
- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), linked with post-school AVETMISS data from the Department of Education and Training's VET Enrolment Statistics Unit.
- n = 53,227 Year 11 and 12 government and non government school VETiS students (2004 - 2007 cohorts), excluding those with a disability.
- UoC = units of competency
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

6.5.4 Do VETiS students have higher post-school VET 'pass' rates?

Figures 61 and 62 show the 'pass' rates for post-school (publicly-funded) VET units of competency (not enrolments) achieved by former Year 11 and 12 government and non government school students (from the 2004 – 2007 cohort). (Section 5.1 provides further information about how these rates differ from enrolment 'pass' rates).

The results show that the only trend between the post-school unit of competency 'pass' rates and VETiS participation was among government school students who had studied no TEE subjects (or equivalent). Of these students, those who studied at least four VETiS units of competency were more likely to achieve competence in post-school units of competency and less likely to withdraw or not achieve post-school units of competency than their counterparts who did not participate in a VETiS program.

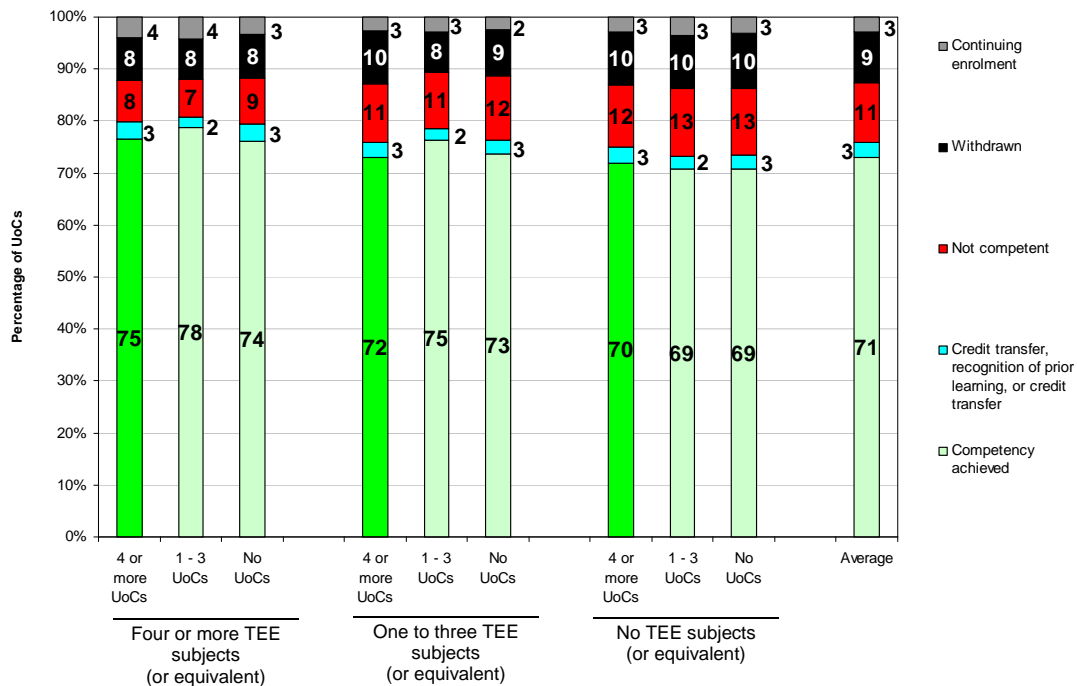
Figure 61 – Outcome rates for post-school publicly-funded VET units of competency studied by former government school Year 11 and 12 students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts), excluding students with a disability, linked with post-school AVETMISS data from the Department of Education and Training's VET Enrolment Statistics Unit.
- n = 48082 students; 497,183 post-school VET unit of competency enrolments.
- Each unit of competency was counted only once, irrespective of the number of attempts made.
- UoCs = units of competency; 'competency achieved' = competency achieved (code 20) and non-assessable enrolment satisfactorily completed (code 81); 'credit transfer, recognition of prior learning and recognition of current competency' = codes 60, 51 and 53; 'not competent' = competency not achieved (code 30); non-assessable enrolment not satisfactorily completed (code 82), recognition of prior learning not granted (code 52), and recognition of current competency not granted (code 54); 'withdrawn' = withdrawn (code 40); and 'continuing enrolment' = continuing enrolment (codes 70 or 71).

Figure 62 – Outcome rates for post-school publicly-funded VET units of competency studied by former non government school Year 11 and 12 students (2004 - 2007 cohorts).



Notes:

- Source: Curriculum Council data for Year 11 and 12 non government school students (2004 - 2007 cohorts), linked with post-school AVETMISS data from the Department of Education and Training's VET Enrolment Statistics Unit.
- n = 13145 students; 497,183 post-school VET unit of competency enrolments.
- Each unit of competency was counted only once, irrespective of the number of attempts made.
- UoCs = units of competency; 'competency achieved' = competency achieved (code 20) and non-assessable enrolment satisfactorily completed (code 81); 'credit transfer, recognition of prior learning and recognition of current competency' = codes 60, 51 and 53; 'not competent' = competency not achieved (code 30); non-assessable enrolment not satisfactorily completed (code 82), recognition of prior learning not granted (code 52), and recognition of current competency not granted (code 54); 'withdrawn' = withdrawn (code 40); and 'continuing enrolment' = continuing enrolment (codes 70 or 71)

6.5.5 'Hard-data' on post-school apprenticeship participation rates (1-4yrs)

6.5.5.1 Participation trends for school-based apprenticeships and traineeships

Tables 54 and 55 show the percentage of students from the 2004 - 2007 Year 11 and 12 student cohort who registered an apprenticeship or traineeship training contract whilst at school. The results show that:

- almost four per cent of Year 11 and 12 government school students who studied four or more VET units of competency (and one per cent of their non government school counterparts) registered an apprenticeship or traineeship training contract whilst at school;
- 85% of Year 11 and 12 students who registered an apprenticeship or traineeship training contract whilst still at school were studying no TEE subjects or equivalent; and

- almost 2.5% of Year 11 and 12 government school students (and 0.7% of Year 11 and 12 non government school students) who studied no TEE subjects (or equivalent) registered an apprenticeship or traineeship training contract whilst at school. The rate increased to 4.5% for Year 11 and 12 government school students who studied at least four VETiS units of competency and no TEE subjects or equivalent (and 1.4% of the corresponding population in non government schools).

Table 54 – Percentage of Year 11 and 12 government and non government school students (2004 - 2007 cohorts) who registered an apprenticeship or traineeship contract whilst at school.

No. of UoCs studied at school	Government schools		Non government schools	
	n	%	n	%
4 or more	1084	3.8	111	1.0
1 – 3	83	0.7	14	0.6
None	-	-	-	-
Total	1167	1.5	125	0.3

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), linked with apprenticeship and traineeship contract registration data from the Department of Education and Training's Apprenticeship and Traineeship Directorate.
- n = 127,849 Year 11 and 12 government and non government school students (2004 - 2007 cohorts) who were not eligible for additional disability-related education support.
- UoC = units of competency.
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

Table 55 – Percentage of Year 11 and 12 government and non government school students (2004 - 2007 cohorts) who registered an apprenticeship or traineeship contract whilst at school.

Student sub-group	Government schools		Non government schools	
	n	%	n	%
4TEE+4UoCs	5	0.2	0	-
4TEE<4UoCs	0	-	0	-
4 TEE+noUoC	0	-	0	-
Subtotal (4 TEE)	5	0.0	0	0.0
1-3TEE+4UoCs	159	2.9	18	0.8
1-3TEE<4UoC	13	0.5	2	0.4
1-3TEE+noUoC	0	-	0	-
Subtotal (1-3 TEE)	172	1.2%	20	0.3%
NoTEE+4UoCs	920	4.5	93	1.4
NoTEE<4UoC	70	0.9	12	0.9
NoTEE+noUoC	0	-	0	-
Subtotal (No TEE)	990	2.4%	105	0.7%

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), linked with apprenticeship and traineeship contract registration data from the Department of Education and Training's Apprenticeship and Traineeship Directorate.
- n = 127,849 Year 11 and 12 government and non government school students (2004 - 2007 cohorts) who were not eligible for additional disability-related education support.
- UoC = units of competency.
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

6.5.5.2 How many students undertook a post-school apprenticeship or traineeship without participating in a school-based program?

Tables 56 and 57 show the percentage of students from the 2004 - 2007 Year 11 and 12 student cohort who registered an apprenticeship or traineeship training contract post-school, having not registered one whilst at school. The results show that:

- only 0.5% of Year 11 and 12 government school students who did not participate in a VETiS program registered an apprenticeship or traineeship training contract post-school. The corresponding rate for non government school students was 0.1%;
- 2.5% of Year 11 and 12 government school students (and almost 0.7% of their non government school counterparts) registered an apprenticeship or traineeship training contract post-school, having not registered one whilst at school;
- 85% of the Year 11 and 12 government school students who registered an apprenticeship or traineeship training contract post-school (having not registered one whilst at school) had studied at least four units of competency at school. The corresponding rate amongst non government school students was 79%. Ultimately, over 5% of Year 11 and 12 government school students who studied at least four VETiS units of competency (and almost 2% of their non government school counterparts) subsequently registered an apprenticeship or traineeship training contract post-school, having not registered one whilst at school;
- 82% of Year 11 and 12 government school students (and 67% of their non government school students) who registered a training contract post-school (having not done so whilst at school) did not study any TEE subjects or equivalent. In total, 3.5% of Year 11 and 12 government school students (and 1.2% of Year 11 and 12 non government school students) who studied no TEE subjects or equivalent registered an apprenticeship or traineeship training contract post-school (having not registered one whilst at school); and
- Year 11 and 12 government students who studied no TEE subjects (or equivalent) and at least four units of competency were the student sub-group that had the greatest quantity and proportion of students to register an apprenticeship or traineeship training contract post-school (having not registered one whilst at school). Over 6% of these students in government schools (and 2% in non government schools) did not register a training contract at school but did so post-school. These are additional to the 4.5% of government school students from this sub-group who had registered an apprenticeship and traineeship contract while at school.

Table 56 – Percentage of former Year 11 and 12 government and non government school students (2004 - 2007 cohorts) who registered an apprenticeship or traineeship contract post-school, having not registered one at school.

No. of UoCs studied at school	Government schools		Non government schools	
	n	%	N	%
4 or more	1516	5.3	199	1.8
1 – 3	70	0.6	14	0.6
None	193	0.5	39	0.1
Total	1779	2.2	252	0.5

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), linked with apprenticeship and traineeship contract registration data from the Department of Education and Training's Apprenticeship and Traineeship Directorate.
- n = 127,849 Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding those with a disability.
- UoC = units of competency.
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

Table 57 – Percentage of former Year 11 and 12 government and non government school students (2004 - 2007 cohorts) who registered an apprenticeship or traineeship contract post-school, having not registered one at school.

No. of UoCs studied at school	Government schools		Non government schools	
	n	%	N	%
4TEE+4UoCs	10	0.4	5	0.2
4TEE<4UoCs	2	0.1	-	-
4 TEE+noUoC	1	0.0	1	0.0
Subtotal (4 TEE)	13	0.1	6	0.0
1-3TEE+4UoCs	254	4.9	61	2.7
1-3TEE<4UoC	10	0.4	3	0.6
1-3TEE+noUoC	45	0.7	13	0.4
Subtotal (1-3 TEE)	309	2.2	77	1.2
NoTEE+4UoCs	1252	6.1	133	2.1
NoTEE<4UoC	58	0.8	11	0.8
NoTEE+noUoC	147	1.1	25	0.4
Subtotal (No TEE)	1457	3.5	169	1.2

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), linked with apprenticeship and traineeship contract registration data from the Department of Education and Training's Apprenticeship and Traineeship Directorate.
- n = 127,849 Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding those with a disability.
- UoC = units of competency.
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

6.5.5.3 How many students with a disability undertook a school-based or post-school apprenticeship or traineeship?

Table 58 shows the percentage of Year 11 and 12 government school students with a disability (from the 2004 - 2007 cohorts) who registered an apprenticeship or traineeship training contract whilst at school, or post-school (having not registered one whilst at school).

Table 58 – Percentage of former Year 11 and 12 government school students with a disability (2004 - 2007 cohorts) who registered an apprenticeship or traineeship contract either at school, or post-school having not registered one at school.

	At school		Post-school	
	n	%	n	%
Students with a disability	30	1.9	69	4.4

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), linked with apprenticeship and traineeship contract registration data from the Department of Education and Training's Apprenticeship and Traineeship Directorate.
- n = 1352 Year 11 and 12 government school students (2004 - 2007 cohorts) who were eligible to receive additional disability-related educational support.
- UoC = units of competency.

6.6 'Hard-data' on post-school university participation rates

Table 59 shows the percentage of Year 11 and 12 government and non government school students (within each student sub-group) from the 2004 - 2007 cohorts who received an offer to study at a WA university.

The results show that students who studied four or more VETiS units of competency were more likely to receive a university offer than their non-VETiS counterparts, except amongst government school students who studied one to three TEE subjects or equivalent.

It appears that a number of VETiS students who studied at least four TEE subjects (or equivalent) may have obtained university admission at least six months post-school, possibly after undertaking a post-school VET course. For example, Table 59 shows that the university admission rates for government school students who studied at least four TEE subjects (or equivalent) were 62.7%, 60.7% and 59.5% for students who studied at least four, between one and three, or no VETiS units of competency. Yet, the university study rates reported by students in each of these three sub-groups (collected by the School Leaver Program destination survey administered approximately six months post-school) were lower at: 54%, 57% and 59%, respectively.

Table 59 – Percentage of former Year 11 and 12 government and non government school students (2004 - 2007 cohorts) who received an offer to study at university.

Student sub-group	Government schools		Non government schools	
	n	%	n	%
4TEE+4UoCs	1681	62.7	1610	76.3
4TEE<4UoCs	1090	60.7	274	68.2
4 TEE+noUoC	11223	59.5	17476	68.5
1-3TEE+4UoCs	131	2.4	162	7.1
1-3TEE<4UoC	51	2.3	29	5.5
1-3TEE+noUoC	475	7.3	197	5.6
NoTEE+4UoCs	226	1.1	220	3.4
NoTEE<4UoC	85	1.1	31	2.2
NoTEE+noUoC	111	0.8	103	1.6

Notes:

- Source: Curriculum Council data for Year 11 and 12 government and non government school students (2004 - 2007 cohorts), linked with university offer and admissions data from the TISC.
- n = 127,849 Year 11 and 12 government and non government school students (2004 - 2007 cohorts), excluding those with a disability.
- UoC = units of competency.
- Some 'desirable' trends are highlighted in green, and 'undesirable' trends are highlighted in red.

6.7 The perceived post-school benefits of VETiS

The results in this section are intended to complement the 'hard' data analyses reported in Sections 6.5 and 6.6 by examining whether and why former VETiS students *perceived* that their VETiS studies were relevant and/or beneficial to their post-school studies and work. The results discussed in this section were collected as part of the VETiS Satisfaction and Post-school Destination Survey administered to a sample of former Year 11 and 12 government school VETiS students from the 2004 -2007 cohort.

Sections 6.7.1 and 6.7.2 examine the results in relation to former students' post-school studies, and then Sections 6.7.3 and 6.7.4 report on the perceived relevance and benefits of VETiS in relation to post-school employment.

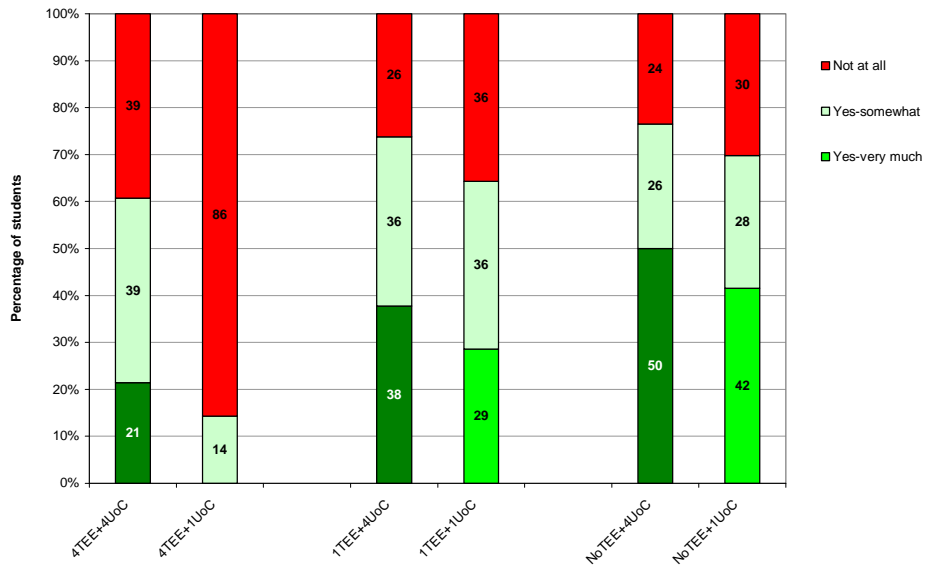
Overall, the results indicate that many students believed that VETiS was relevant and beneficial to their post-school study and employment. However the greatest perceived advantage was experienced by students who had studied at least four VETiS units of competency and no TEE subjects (or equivalent).

6.7.1 Is VETiS perceived to be *related* to students' post-school studies?

Figures 63 and 65 show the percentage of students (who were reportedly studying in the first six months or three years post-school, respectively) who indicated that their VETiS course was related to their post-school studies at those times. Figure 64 then shows how the perceived relevance of students' VETiS to their post-school studies changed up to four years after leaving school. The results show that:

- students who studied at least four VETiS units of competency were more likely to indicate (than students who studied fewer than four VETiS units of competency) that their VETiS studies were "related" (both overall and "very much") to the studies that they undertook in the first six months post-school;
- the above trend was strongest amongst VETiS students who did not study any TEE subjects (or equivalent);
- the endurance of the perceived relevance of VETiS to students' post-school studies was greatest amongst students who studied at least four VETiS units of competency and did not study any TEE subjects (or equivalent). That is, as shown in Figure 64, a greater proportion of these students (compared to the other sub-groups of VETiS students) reported that their VETiS course was related to their post-school studies up to three years after leaving school; and
- students who studied at least four TEE subjects (or equivalent) and fewer than four VETiS units of competency were the only sub-group to generally report that their VETiS studies were not in any way related to their post-school studies (at six months).

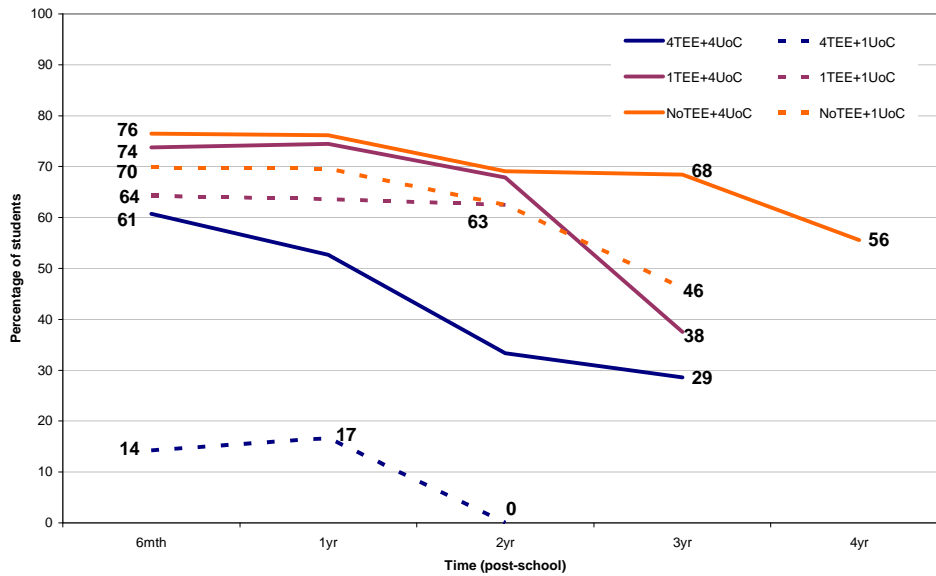
Figure 63 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course was “related” to the studies they did *six months* post-school.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Was the course [that students' reported doing at six months post-school] in any way related to the training course you did at school?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

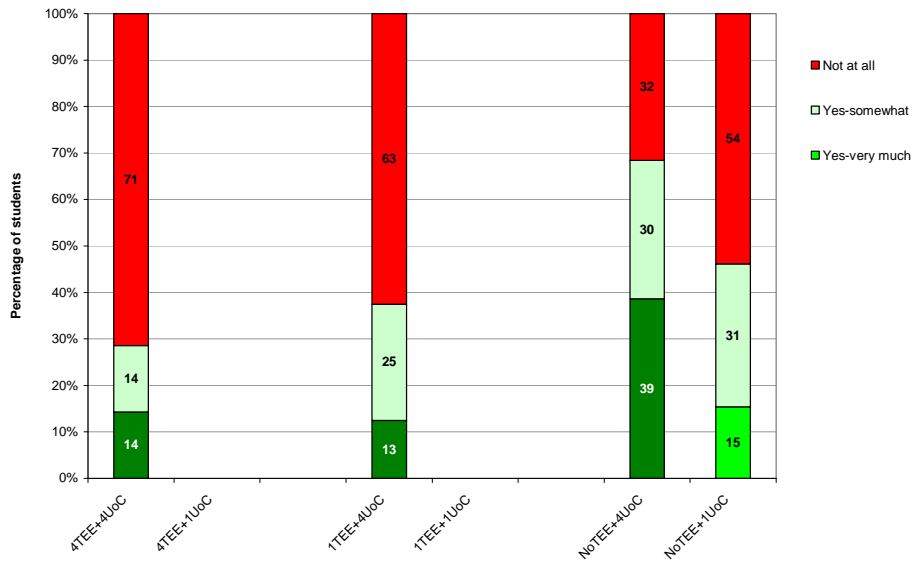
Figure 64 – Change over time in the percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course was “related” to their post-school studies.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Was the course [that students' reported doing at a given time post-school] in any way related to the training course you did at school?'
- The lines for all but one of the student sub-groups ceases before the four-year post-school point because the sample size of students within that sub-group who were still studying became too small.

Figure 65 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course was “related” to the studies they did *three years* post-school.



Notes:

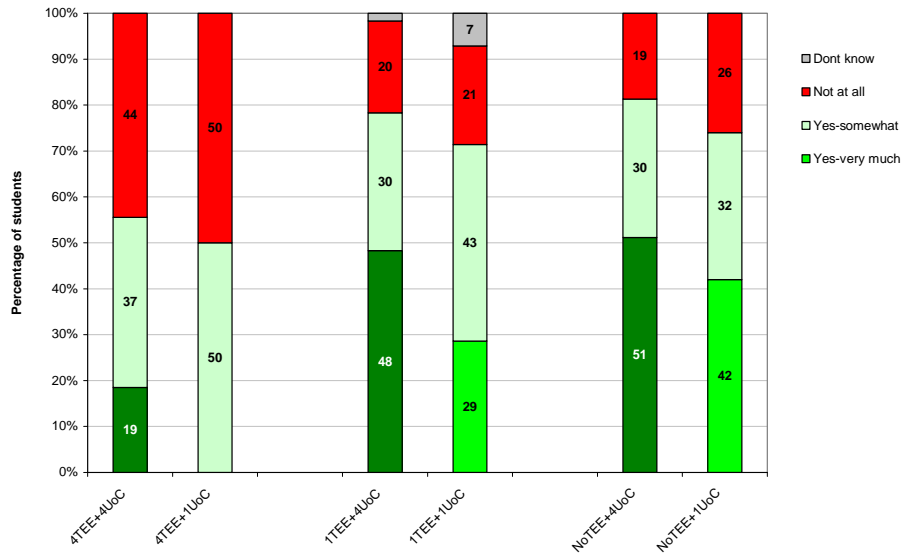
- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Was the course [that students' reported doing three years post-school] in any way related to the training course you did at school?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

6.7.2 Is VETiS perceived to be *beneficial* to students' post-school studies?

Figures 66 and 68 show the percentage of students (who were reportedly studying in the first six months or three years post-school, respectively) who indicated that their VETiS course “helped” them in their post-school studies at those times. Figure 67 then shows how the perceived benefit of students' VETiS to their post-school studies changed up to four years after leaving school. The results show that:

- students who studied at least four VETiS units of competency were more likely to indicate (than students who studied fewer than four VETiS units of competency) that their VETiS studies “helped” them (both overall and “very much”) with the studies that they undertook in the first six months post-school;
- the above trend was strongest amongst VETiS students who studied fewer than four TEE subjects (or equivalent);
- the perceived benefits of VETiS to post-school study were most enduring for students who did not study any TEE subjects (or equivalent), as shown in Figure 67; and
- all student sub-groups perceived higher levels of VETiS benefit than relevance, which suggests that some students perceived benefits from their VETiS studies even if their post-school studies were unrelated.

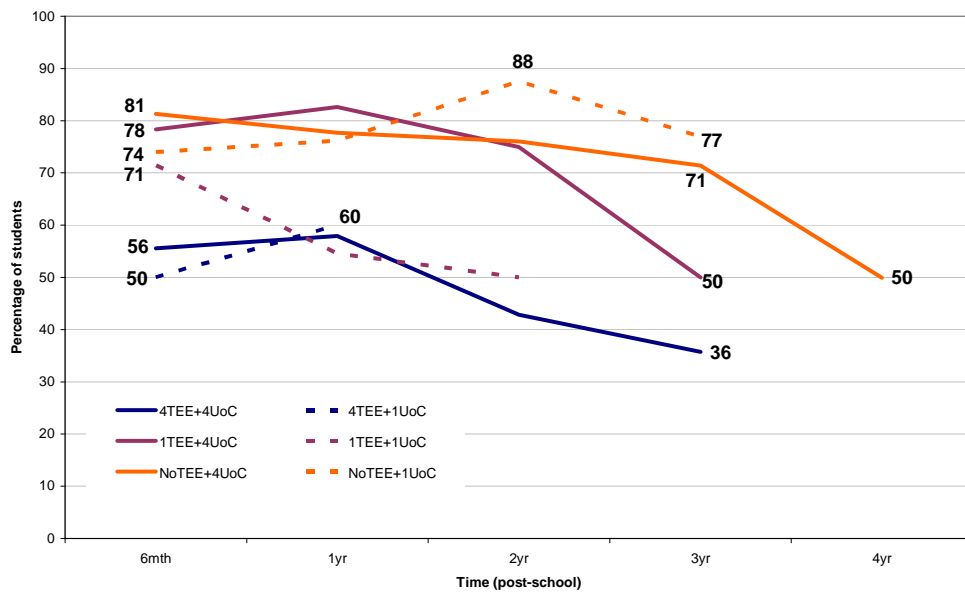
Figure 66 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course “helped” them with the studies they did *six months* post-school.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Did the training course at school help you to either get into the course or with actual course content [that the student was doing six months post-school]?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

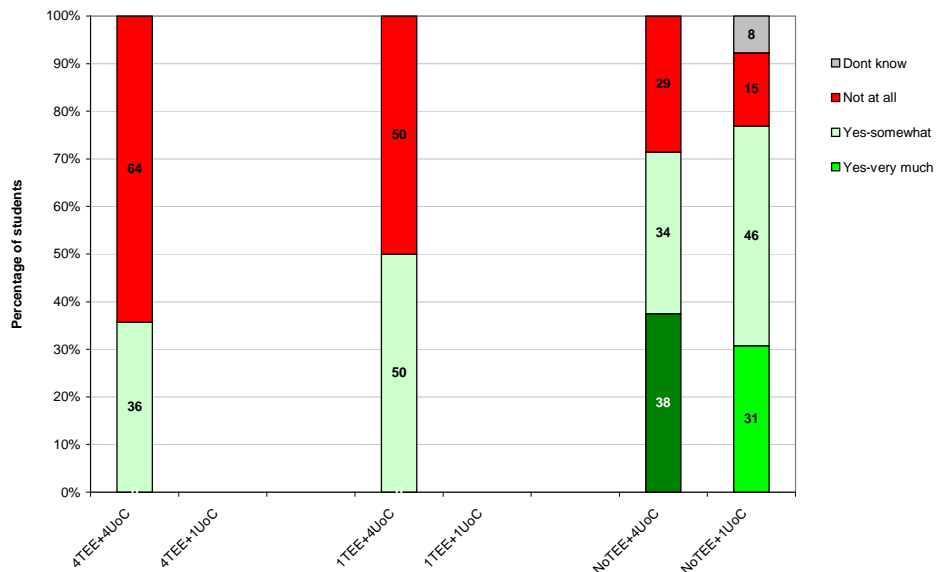
Figure 67 – Change over time in the percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course “helped” them with their post-school studies.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Did the training course at school help you to either get into the course or with actual course content [that the student was doing at a given time post-school]?'
- The lines for all but one of the student sub-groups ceases before the four-year post-school point because the sample size of students within those sub-groups who were still studying became too small.

Figure 68 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course “helped” them with the studies they did *three years* post-school.



Notes:

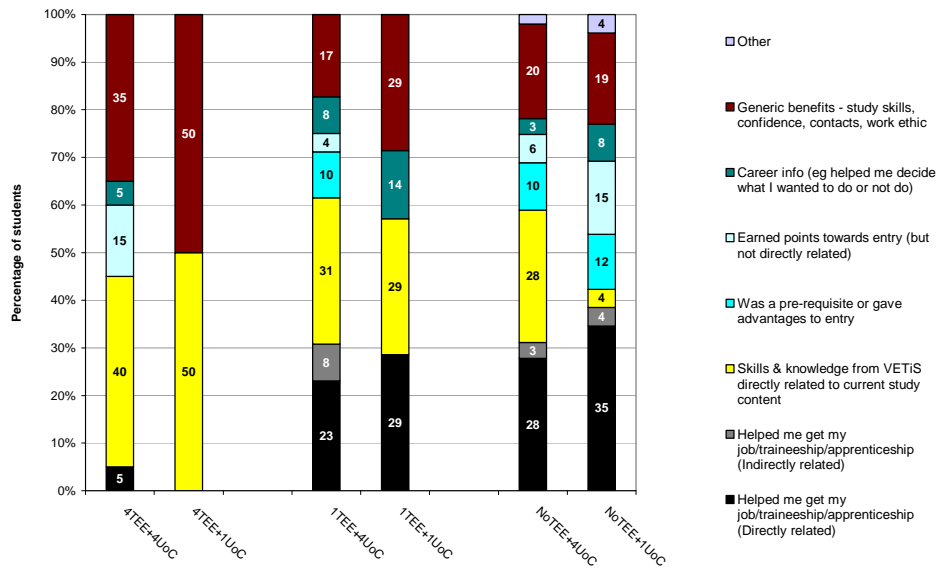
- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Did the training course at school help you to either get into the course or with actual course content [that the student was doing six months post-school]?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

6.7.2.1 Perceived reasons why VETiS is beneficial to students' post-school studies?

Figure 69 shows the main reason cited by students who reported that their VETiS course was beneficial to their post-school studies. The results show that:

- approximately 25% to 30% of students believed that their VETiS course “directly assisted” them to get their current job, apprenticeship or traineeship (highest amongst former VETiS students who studied fewer than four TEE subjects or equivalent);
- about 30% to 40% of students believed that the “skills and knowledge” that they acquired from their VETiS course were “directly related” to the “study content” of their post-school study (highest amongst former VETiS students who studied at least four TEE subjects or equivalent);
- approximately 25% to 30% of students believed that they had acquired “generic benefits” from their VETiS course (eg. study skills, confidence, and work ethic and readiness skills) that were beneficial to their post-school studies; and
- around 20% reported that VETiS assisted them to gain entry into their post-school course or helped them decide what they wanted to do.

Figure 69 – The main reason why students perceived that their VETiS course “helped” them with their post-school studies.



Notes:

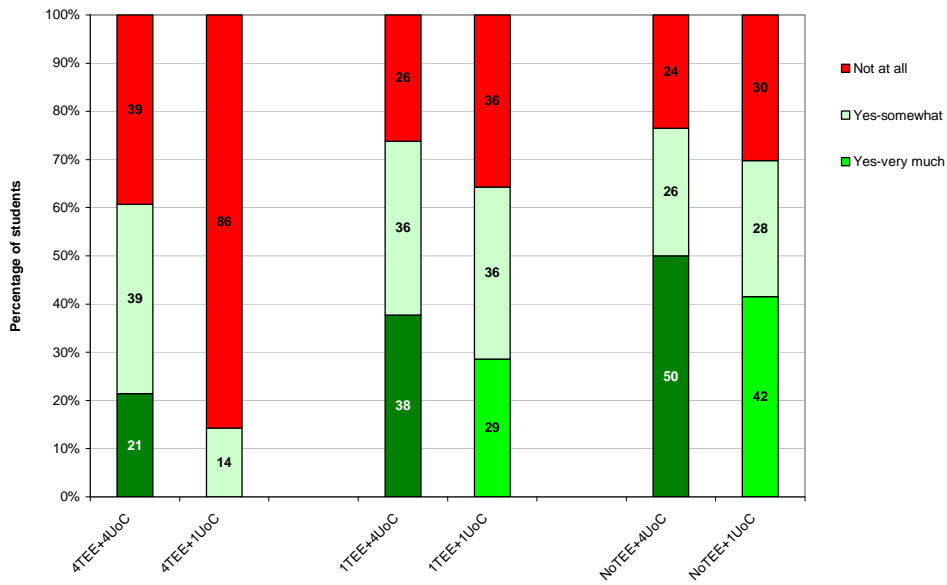
- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 259 former VETiS students who reported that their VETiS course was beneficial to their post-school studies (out of a total 2131 former VETiS surveyed).
- Represents students' answers to the question: 'In what way did the training courses you did at school help you in your [post-school] studies?'.

6.7.3 Is VETiS perceived to be *related* to students' post-school work?

Figures 70 and 72 show the percentage of students (who were reportedly working in the first six months and/or three years post-school, respectively) who indicated that their VETiS course was related to their post-school employment at those times. Figure 71 then shows how the perceived relevance of students' VETiS to their post-school work changed up to four years after leaving school. The results show that:

- students who studied at least four VETiS units of competency were more likely to indicate that their VETiS studies were “related” (both overall and “very much”) to their post-school employment, only if they studied fewer than four TEE subjects or equivalent;
- the endurance of the perceived relevance of VETiS to students' post-school employment was greatest amongst students who studied no TEE subjects (or equivalent), with over 50% reporting that their post-school job was related to their VETiS course four years after Year 12; and
- considerably fewer former students who studied at least four TEE subjects or equivalent perceived that their VETiS course was related to their post-school employment.

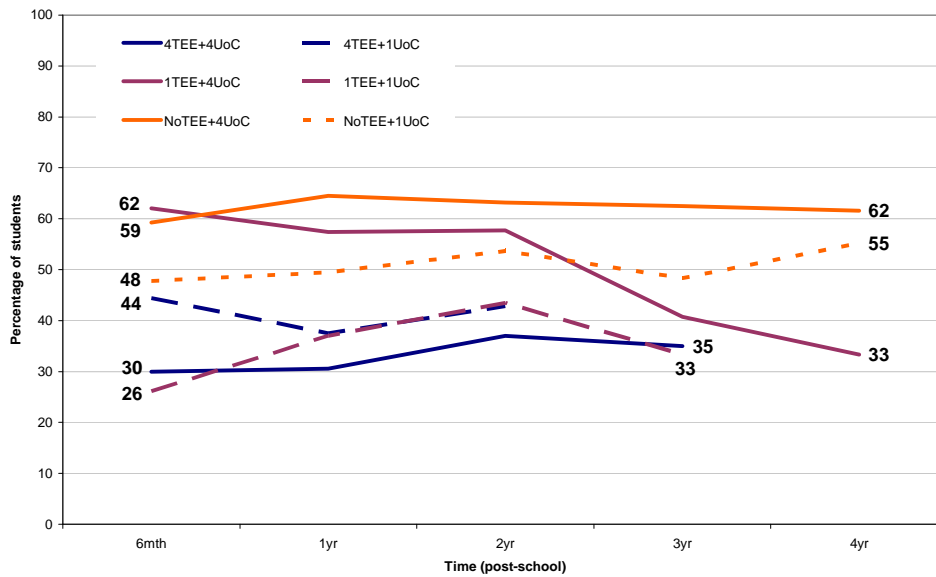
Figure 70 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course was “related” to their employment at *six months* post-school.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Was the work you were doing [at six months post-school] in any way related to the training course you did at school?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

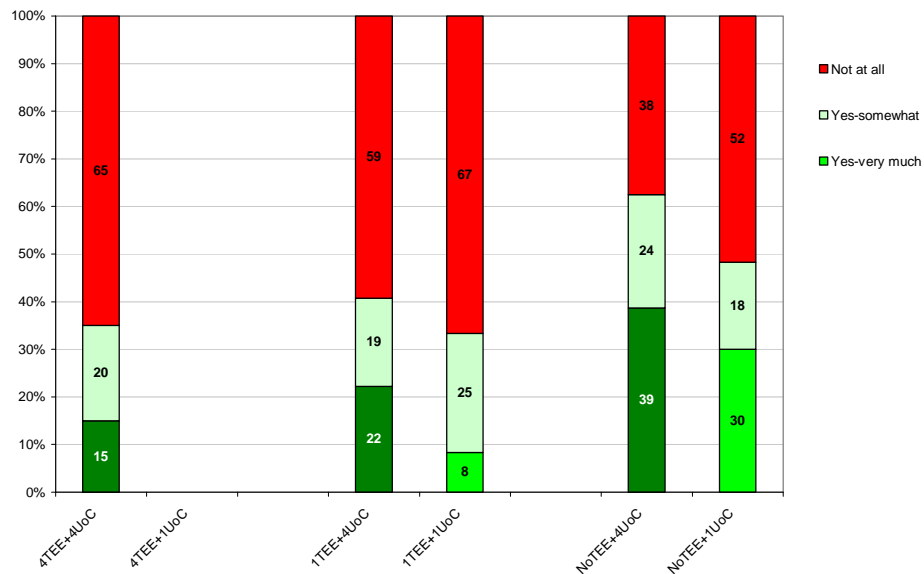
Figure 71 – Change over time in the percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course was “related” to their post-school employment.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Was the work you were doing [at a given time post-school] in any way related to the training course you did at school?'
- The lines for some of the student sub-groups ceases before the four-year post-school point because the sample size of students within those sub-groups who were working became too small.

Figure 72 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course was “related” to their employment at *three years* post-school.



Notes:

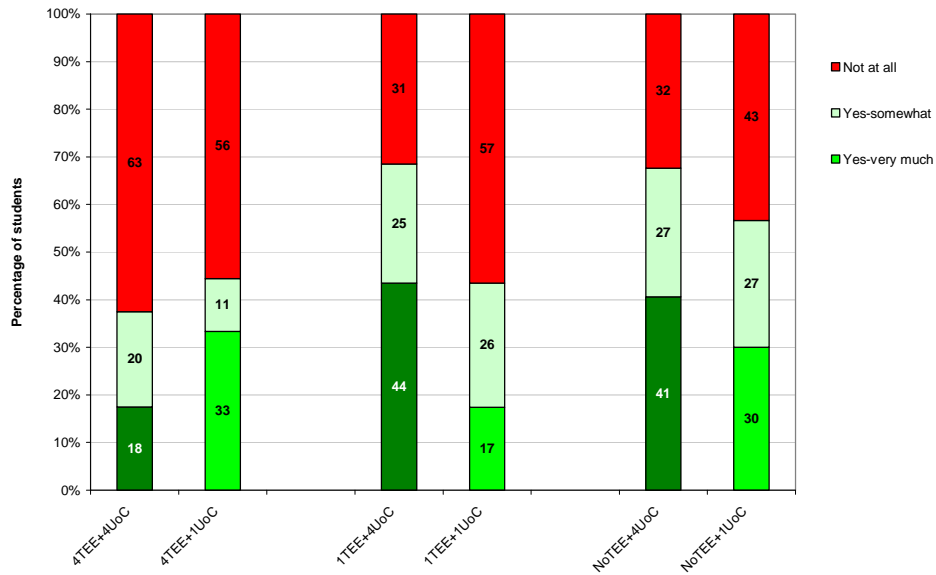
- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Was the work you were doing [at three years post-school] in any way related to the training course you did at school?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

6.7.4 Is VETiS perceived to be *beneficial* to students' post-school work?

Figures 73 and 75 show the percentage of students (who were reportedly studying in the first six months and/or three years post-school, respectively) who indicated that their VETiS course “helped” them in their post-school employment at those times. Figure 74 then shows how the perceived benefit of students' VETiS to their post-school employment changed up to four years after leaving school. The results show that:

- students who studied at least four VETiS units of competency were more likely to indicate that their VETiS studies “helped” them (both overall and “very much”) with the job they had in the first six months post-school, if they studied fewer than four TEE subjects or equivalent;
- the perceived benefits of VETiS to post-school employment were most enduring for students who did not study any TEE subjects (or equivalent), as shown in Figure 74, although more than 50% of students who studied one to three TEE subjects (or equivalent) also reported enduring benefits of VETiS – provided that they studied at least four VETiS units of competency; and
- all student sub-groups perceived higher levels of VETiS benefit than relevance, which suggests that some students perceived benefits from their VETiS studies even if their post-school jobs were unrelated.

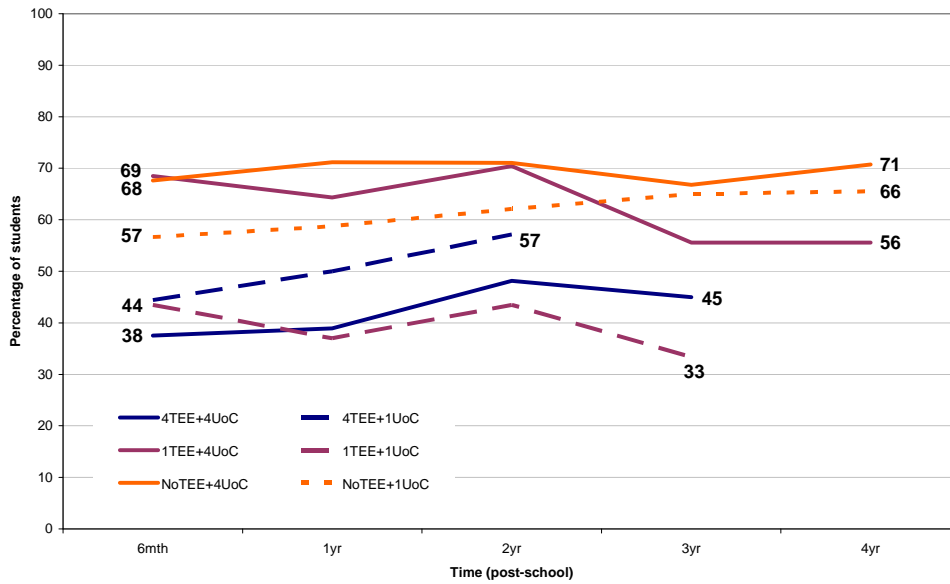
Figure 73 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course “helped” them with the job they did *six months* post-school.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answer to the question: 'Did the training course at school help you with your work [that the student was doing six months post-school]?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

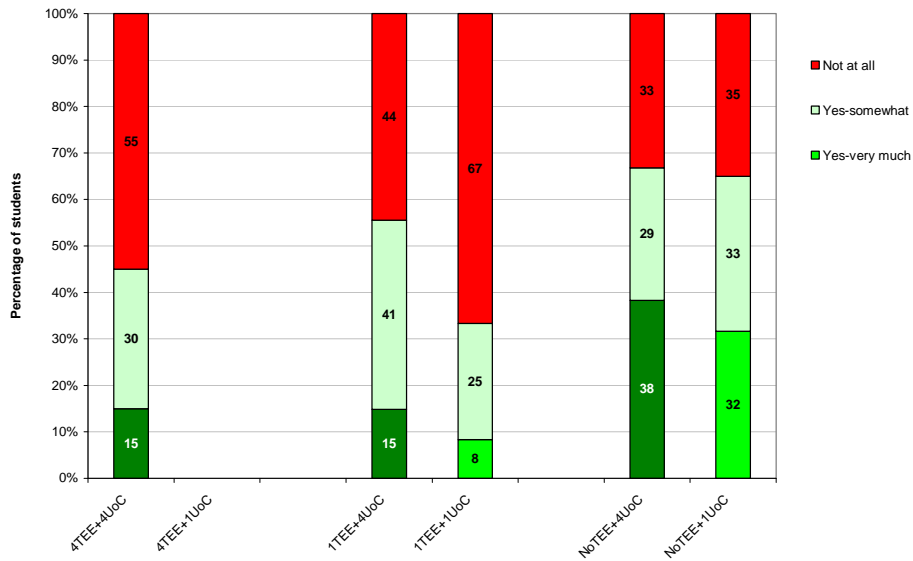
Figure 74 – Change over time in the percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course “helped” them with their post-school work.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answers to the question: 'Did the training course at school help you with your work [that the student was doing at given times post-school]?'
- The lines for some of the student sub-groups ceases before the four-year post-school point because the sample size of students within those sub-groups who were working became too small.

Figure 75 – Percentage of (sampled) former Year 11 and 12 government school VETiS students (from the 2004 - 2007 cohorts) who reported that their VETiS course “helped” them with the job they did *six months* post-school.



Notes:

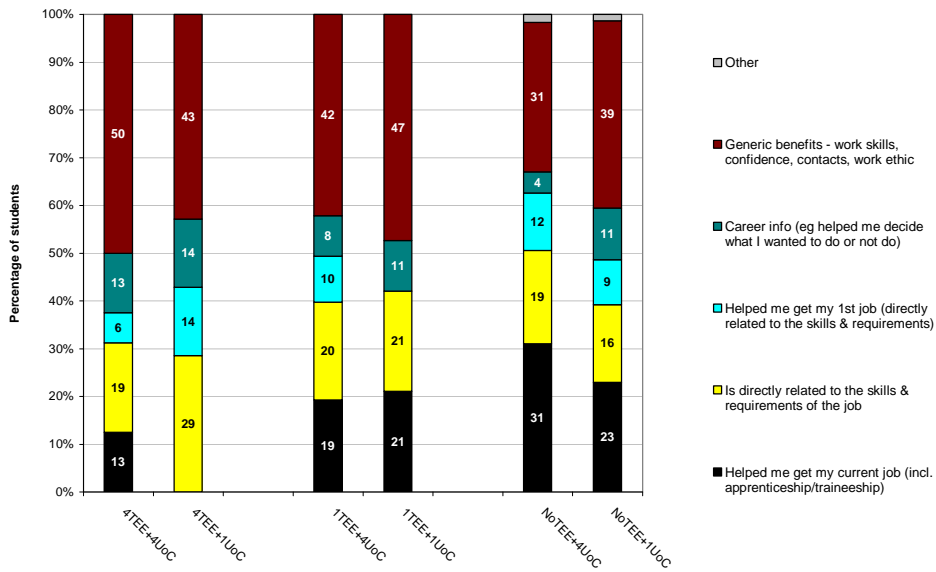
- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 2131 former VETiS students, comprising 1536 students who studied at least four units of competency and 595 students who studied between one and three units of competency.
- Represents students' answer to the question: 'Did the training course at school help you with your work [that the student was doing six months post-school]?'
- For effect, the results for students who studied at least four VETiS units of competency are shown in darker green.

6.7.4.1 Perceived reasons why VETiS is beneficial to students' post-school work?

Figure 76 shows the main reason cited by students who reported that their VETiS course was beneficial to their post-school jobs. The results show that approximately:

- 40% to 50% of students believed that their VETiS studies had given them “generic benefits” (eg. generic work skills, confidence, employment contacts, and work ethic and readiness skills) that were beneficial to their post-school employment;
- 30% of students believed that their VETiS studies “assisted” them to get their current job, apprenticeship or traineeship;
- 20% of students believed that their VETiS studies were “directly related” to the “skills and requirements” of their post-school jobs; and
- 10% reported that their VETiS studies helped them decide what they wanted to do.

Figure 76 – The main reason why students perceived that their VETiS course “helped” them with their post-school studies.



Notes:

- Source: VETiS Satisfaction and Post-school Destination Survey (developed and administered for this evaluation to a sample of former government school students from the 2004 - 2007 Year 11 and 12 cohort), linked to Curriculum Council data for Year 11 and 12 government school students (2004 - 2007 cohorts).
- n = 565 former VETiS students who reported that their VETiS course was beneficial to their post-school employment (out of a total 2131 former VETiS students surveyed).
- Represents students' answers to the question: 'In what way did the training courses you did at school help you in your [post-school] work?'

7 The cost of delivering VETiS

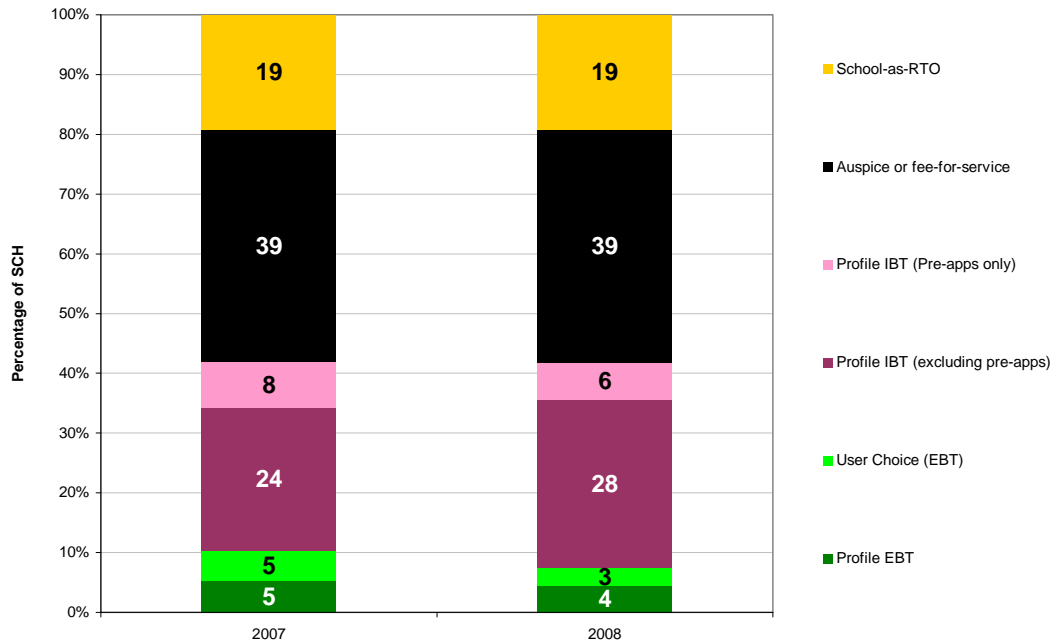
7.1 VETiS delivery funding.

Figures 77 to 80 show the specific source of funding used to provide publicly funded VETiS by government and non government school students in 2007 and 2008. (Longer-term comparisons are not possible because of changes from 2007 to the method used by AVETMISS to code VET funding sources).

The results show that:

- Almost 2.9 million publicly-funded SCH were provided to government school VETiS students in 2008, up almost 12% from 2007. Non government school VETiS students received 648,000 publicly-funded SCH in 2008, an increase of almost 40% from 2007;
- 1.12 million SCH were provided to government school VETiS students in 2008 using profile funding (employment-based and institution-based), up almost 18% from 956,500 SCH in 2007. By contrast, non government school VETiS students utilized almost 98,800 SCH of profile-funded (employment-based and institution-based) delivery in 2008, more than double the 43,000 SCH utilized in 2007. The marked increase amongst non government school students was caused by a change in policy by the Department of Education and Training that enabled non government school students to have limited access to institution-based, profile-funded delivery of non pre-apprenticeship qualifications (in designated skill shortage areas) in 2008;
- profile-funded delivery represented approximately 37% of the publicly-funded SCH provided to government school VETiS students in 2007 and 2008, and 16% of the publicly-funded SCH for non government school students in 2008. Further, as shown previously in Figure 1 in Section 4.2, the vast majority (82%) of profile-funded SCH to government school VETiS students was provided for institution-based training; and
- profile-funded delivery of institution-based SCH for non-pre-apprenticeship qualifications to government school VETiS students increased by 30% between 2007 and 2008. By contrast, the other forms of profile-funded delivery both decreased: employment-based training by 7% and pre-apprenticeships by 8%. Non government school VETiS students experienced increases in institution-based profile-funded delivery of non pre-apprenticeship qualifications (from 0 to 50,000 SCH) and employment-based profile-funded training (by 47%) between 2007 and 2008, but a 1% decrease in profile-funded, institution-based delivery of pre-apprenticeship qualifications.

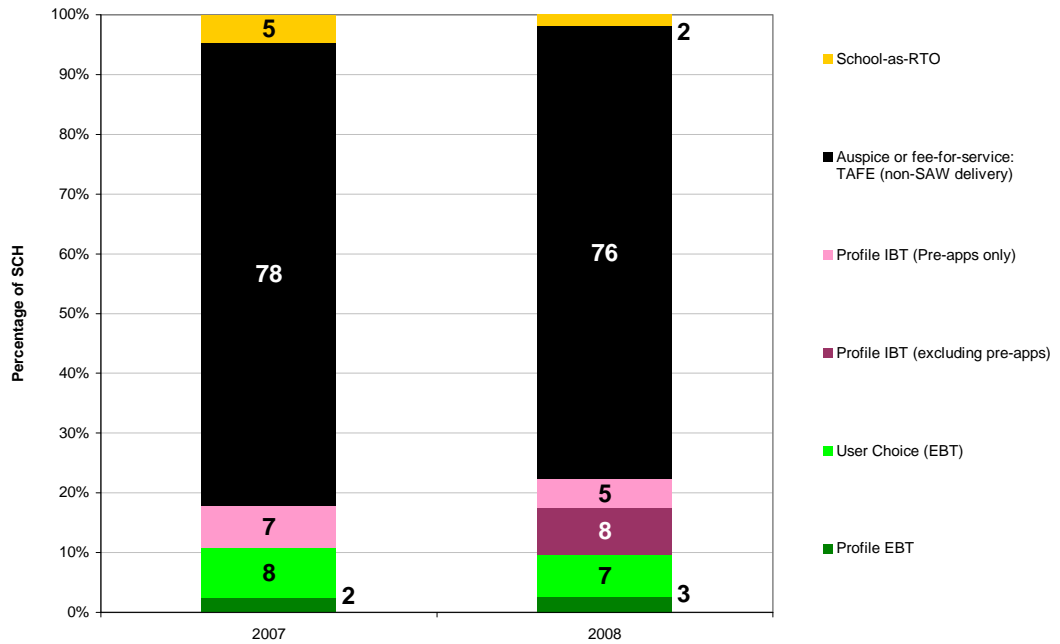
Figure 77 – Proportion of publicly-funded SCH provided to government school VETiS students in 2007 and 2008, according to funding source.



Notes:

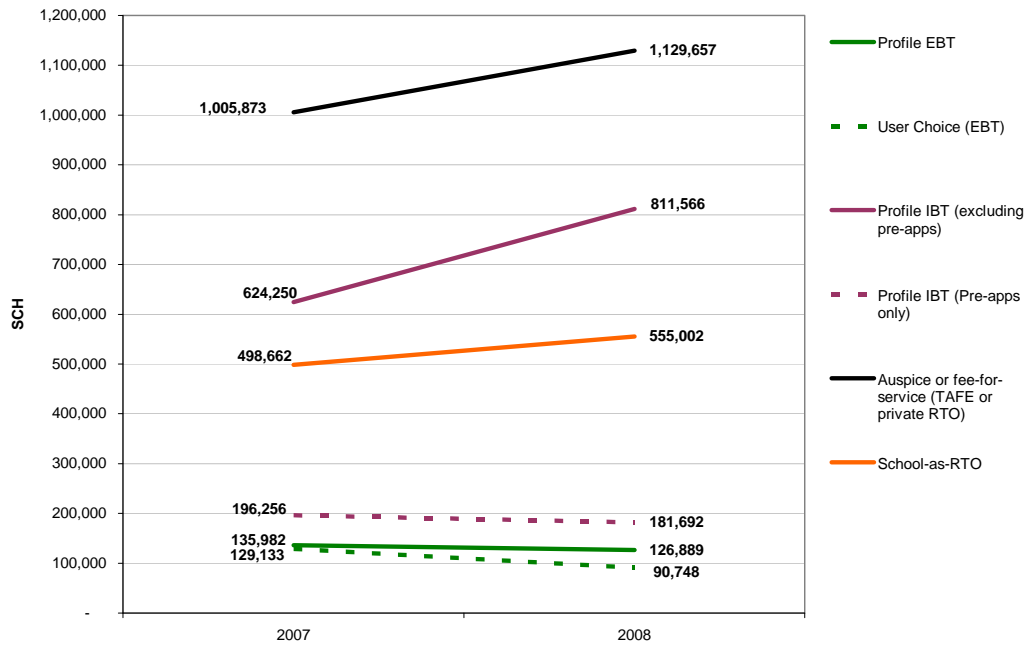
- Source: Data provided by the Department of Education and Training's VET Enrolment Statistics Unit, only including units of competency completed by government school students.
- SCH = student curriculum hours; Profile IBT (pre-apps only) = institution-based, profile-funded delivery associated with pre-apprenticeship qualifications; Profile IBT (excluding pre-apps) = institution-based, profile-funded delivery, excluding pre-apprenticeships; User Choice (EBT) = employment-based delivery (eg. SBTs and SBAs) delivered using User Choice funding; Profile EBT = profile-funded, employment-based delivery (eg. SBTs and SBAs).

Figure 78 – Proportion of publicly-funded SCH provided to non government school VETiS students in 2007 and 2008, according to funding source.



- Source: Data provided by the Department of Education and Training's VET Enrolment Statistics Unit, only including units of competency completed by non government school students.
- SCH = student curriculum hours; Profile IBT (pre-apps only) = institution-based, profile-funded delivery associated with pre-apprenticeship qualifications; Profile IBT (excluding pre-apps) = institution-based, profile-funded delivery, excluding pre-apprenticeships; User Choice (EBT) = employment-based delivery (eg. SBTs and SBAs) delivered using User Choice funding; Profile EBT = profile-funded, employment-based delivery (eg. SBTs and SBAs).

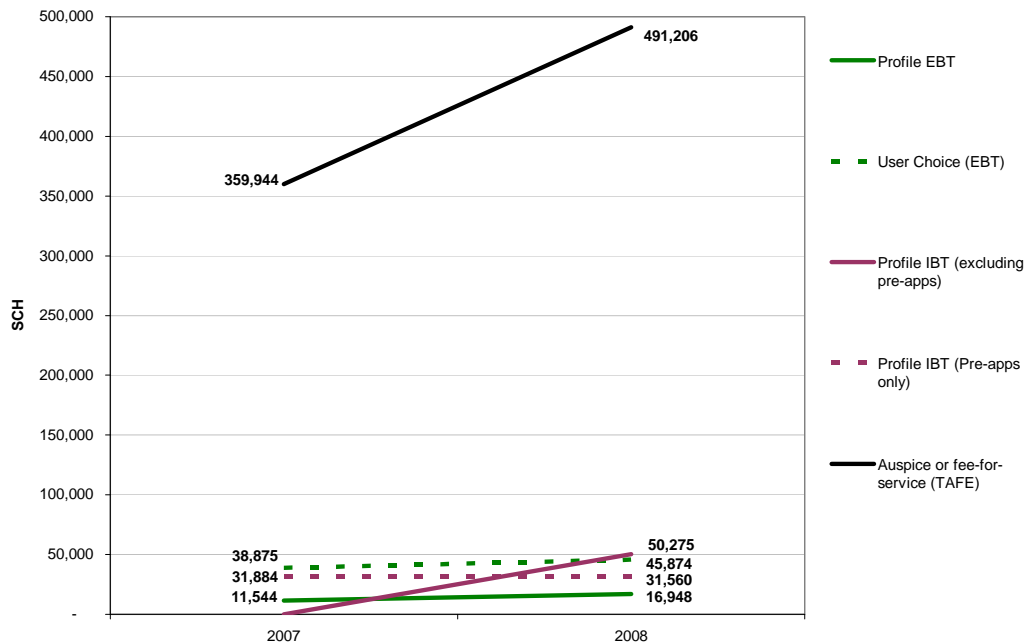
Figure 79 – Quantity of publicly-funded SCH provided to government school VETiS students in 2007 and 2008, according to funding source.



Notes:

- Source: Data provided by the Department of Education and Training's VET Enrolment Statistics Unit, only including units of competency completed by government school students.
- SCH = student curriculum hours; Profile IBT (pre-apps only) = institution-based, profile-funded delivery associated with pre-apprenticeship qualifications; Profile IBT (excluding pre-apps) = institution-based, profile-funded delivery, excluding pre-apprenticeships; User Choice (EBT) = employment-based delivery (eg. SBTs and SBAs) delivered using User Choice funding; Profile EBT = profile-funded, employment-based delivery (eg. SBTs and SBAs).

Figure 80 – Quantity of publicly-funded SCH provided to non government school VETiS students in 2007 and 2008, according to funding source.



Notes:

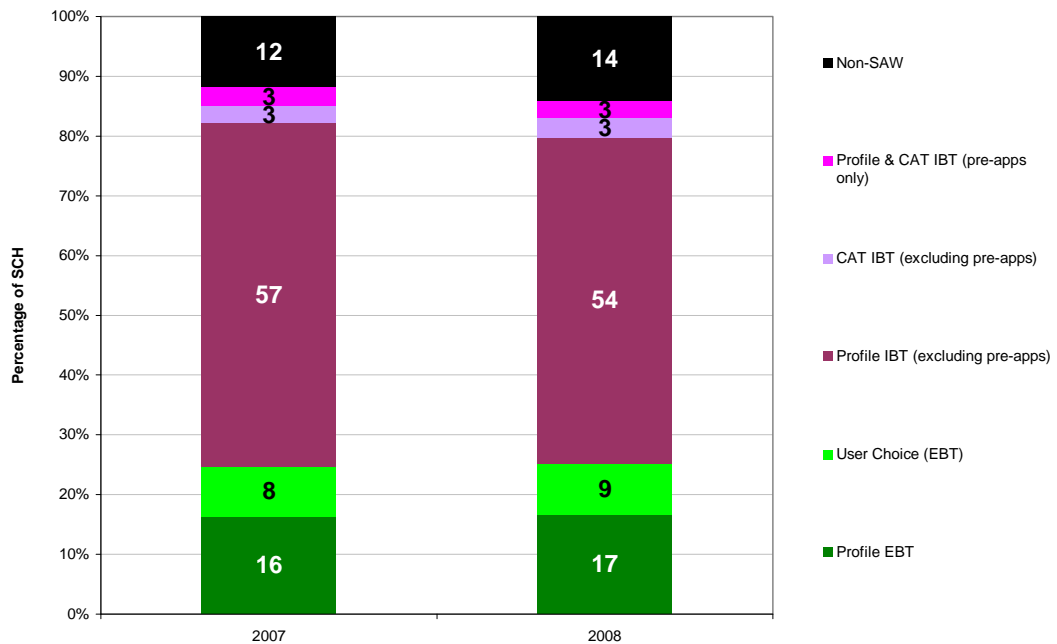
- Source: Data provided by the Department of Education and Training's VET Enrolment Statistics Unit, only including units of competency completed by government school students.
- SCH = student curriculum hours; Profile IBT (pre-apps only) = institution-based, profile-funded delivery associated with pre-apprenticeship qualifications; Profile IBT (excluding pre-apps) = institution-based, profile-funded delivery, excluding pre-apprenticeships; User Choice (EBT) = employment-based delivery (eg. SBTs and SBAs) delivered using User Choice funding; Profile EBT = profile-funded, employment-based delivery (eg. SBTs and SBAs).

Comparison of the VETiS trends against those of the general publicly-funded VET population in WA (shown in Figures 81 and 82) revealed that:

- the general WA VET population experienced a 10% increase in total publicly-funded SCH delivery between 2007 and 2008, compared to the 12% for government school VETiS students and 40% for non government school VETiS students over the same period;
- the general WA VET population experienced a 16% increase in profile-funded (employment-based and institution-based) SCH delivery between 2007 and 2008, compared to the 18% and 230% increase experienced by government school and non government school VETiS students, respectively, over the same period;
- profile-funded delivery represented over 71% of publicly-funded SCH provided to the general WA VET population in 2008, compared to 37% and 16% of the publicly-funded SCH provided government and non government school students in 2008. However, like VETiS, the vast majority of profile-funded SCH to the general WA VET population was provided for institution-based qualifications: 76%, compared to 82% for government school VETiS students;
- employment-based training represented 26% of the publicly-funded SCH delivered to the general WA VET population in 2008, compared to only 7% and 10% of the publicly-funded SCH utilized by government and non government school VETiS students; and

- profile-funded delivery of institution-based SCH for non pre-apprenticeship qualifications to the general WA VET population increased by 4% (compared to 30% for government school VETiS students) between 2007 and 2008. Further profile-funded delivery of employment-based SCH to the general WA VET population increased by 13% (compared to a 47% increase by non government school VETiS students and a 7% decrease by government school VETiS students), and SCH for pre-apprenticeships increased by 2% (compared to a 8% and 1% decrease amongst government and non government school VETiS students).

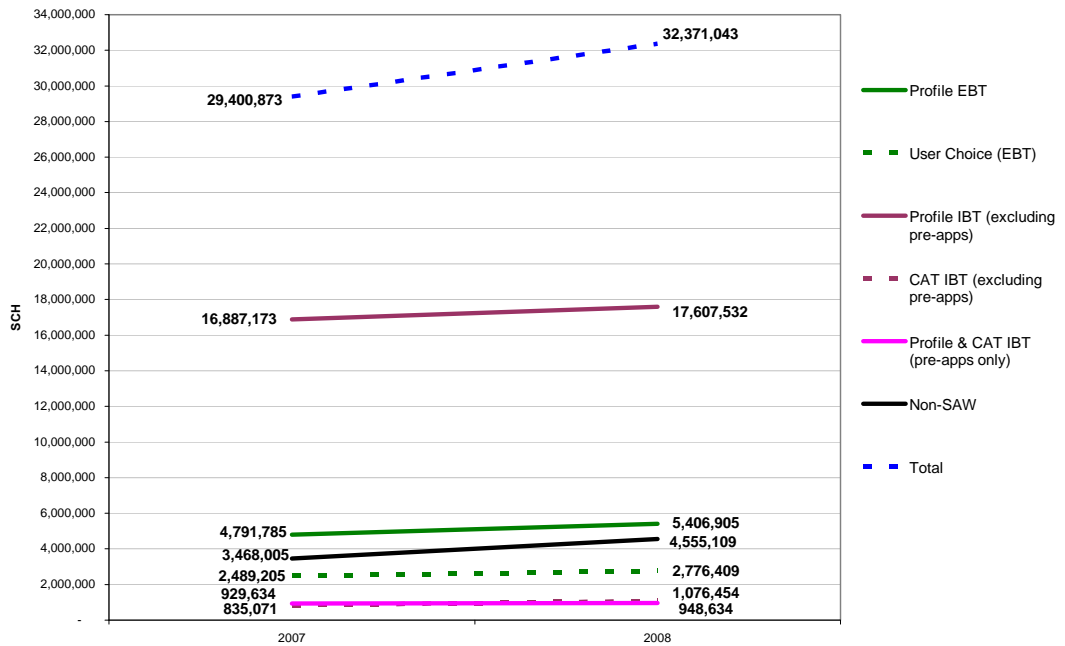
Figure 81 – Proportion of publicly-funded SCH provided to the general WA VET population in 2007 and 2008, according to funding source.



Notes:

- Source: Data provided by the Department of Education and Training's VET Enrolment Statistics Unit, only including units of competency completed by non-VETiS students.
- SCH = student curriculum hours; Profile IBT (pre-apps only) = institution-based, profile-funded delivery associated with pre-apprenticeship qualifications; Profile IBT (excluding pre-apps) = institution-based, profile-funded delivery, excluding pre-apprenticeships; User Choice (EBT) = employment-based delivery (eg. SBTs and SBAs) delivered using User Choice funding; Profile EBT = profile-funded, employment-based delivery (eg. SBTs and SBAs).

Figure 82 – Quantity of publicly-funded SCH provided to the general WA VET population in 2007 and 2008, according to funding source.



Notes:

- Source: Data provided by the Department of Education and Training's VET Enrolment Statistics Unit, only including units of competency completed by non-VETiS students.
- SCH = student curriculum hours; Profile IBT (pre-apps only) = institution-based, profile-funded delivery associated with pre-apprenticeship qualifications; Profile IBT (excluding pre-apps) = institution-based, profile-funded delivery, excluding pre-apprenticeships; User Choice (EBT) = employment-based delivery (eg. SBTs and SBAs) delivered using User Choice funding; Profile EBT = profile-funded, employment-based delivery (eg. SBTs and SBAs).

7.2 The costs associated with VETiS delivery

7.2.1 The (self-reported) cost to government schools

Tables 60 and 61 present a summary of the costs associated with delivering VETiS programs, based on a survey (completed by 12 of the 40 sub-sampled government schools) designed to collect information about the costs associated with their VETiS programs.

Table 60 shows that the average cost for delivery and coordination of VETiS in the 12 schools (across all delivery methods and qualifications, and excluding costs associated with coordination of workplace learning or work experience) was:

- \$89,186 per school;
- \$276 per student; or
- \$1.85 per SCH.

Of those costs, 86% were attributable to the costs of the VETiS coordinator (\$77,018 per school, \$238 per student or \$1.60 per SCH). Further, inclusion of costs associated with coordinating workplace learning (but not work experience) increased average total costs (across all 12 schools) to \$207,577 per school.

Table 60 – Average (self-reported) direct costs incurred in 2008 by a sub-sample of government schools for provision of VETiS.

	No. of schools	Avg no. VETiS students (per school)	Avg SCH per VETiS student	Avg cost per student	Avg cost per SCH	Avg cost per school
VETiS Coordination	12	323	149	\$238	\$1.60	\$77,018
Total delivery and coordination costs	12	323	149	\$276	\$1.85	\$89,186

Notes:

- Source: VETiS costing survey (school version).
- n = 12 government schools, spanning 109 qualifications
- Avg = average; SCH = student curriculum hours;
- The averages were calculated only using schools, students and SCH that utilised the delivery method.
- Only includes direct costs (ie. excludes overheads such as power and lighting, and capital and equipment costs, except consumables)
- Do not include costs associated with VETiS provision to students who were eligible for disability-related education support.
- Unless specified otherwise, teacher salary was calculated at level 2.4 (\$69,132 pa)

Table 61 shows the breakdown of the costs per school, per student and per SCH for each delivery method. As the values were calculated only using the schools for which they applied, they show the average cost incurred by schools that utilized that form of delivery. For example, \$128 per student represents the average cost per student of profile delivery incurred by the schools that utilized profile delivery.

Table 61 – Average (self-reported) direct costs associated with VETiS delivery methods, incurred in 2008 by a sub-sample of government schools.

	No. of schools	Avg no. VETiS students (per school)	Avg SCH per VETiS student	Avg cost per student	Avg cost per SCH	Avg cost per school
Profile	12	105	201	\$128	\$0.64	\$16,224
Auspiced (including staff)	10	158	121	\$580	\$4.79	\$132,549
Full service fee-for-service	1	80	11	\$192	\$18.83	\$15,913
School-as-RTO	4	183	160	\$1,014	\$6.31	\$185,227

Notes:

- Source: VETiS costing survey (school version).
- n = 12 government schools, spanning 109 qualifications
- Avg = average; SCH = student curriculum hours;
- The averages were calculated only using schools, students and SCH that utilised the delivery method.
- Only includes direct costs (ie. excludes overheads such as power and lighting, and capital and equipment costs, except consumables)
- Does not include costs associated with VETiS provision to students who were eligible for disability-related education support.
- The 'full service fee-for-service' costs do not include transfer of FTE from schools.
- Unless specified otherwise, teacher salary was calculated at level 2.4 (\$69,132 pa)

4.1.4.1 Amount of VETiS-specific funding government schools received for VETiS

Table 62 shows the average school grant funding and FTE allocation the 12 schools received specifically for VETiS in 2008. These results reveal that, on average:

- VETiS-specific school grant funding represented only 1.1% of their total school grant allocation;
- the 10% staff formula loading translated into an additional 1.1 FTE (or 2% of schools' total FTE allocation); and
- the schools received an additional 1.9% of their total school grant and FTE resourcing for VETiS, which equated, at the 12 schools, to approximately \$280 per VETiS student or \$1.88 per SCH.

Comparing Tables 60 and 62 suggests that the VETiS-specific funding schools received in 2008 covered their expenditure and resources on VETiS coordination and delivery but not those associated with coordinating and providing work-based learning programs.

Table 62 – Average VETiS-specific funding received by a sub-sample of government schools in 2008.

	Avg	% of subtotal allocation	% of total school grant and FTE allocation	Avg per student	Avg per SCH
VETiS school grant	\$13,063	1.1%	0.2%	\$37.30	\$0.25
VETiS FTE allocation (FTE)	1.1	2.0%	-	0.003	0.00002
VETiS FTE allocation (\$)	\$78,385	2.0%	1.6%	\$18.65	\$0.13
Total allocation	\$90,443	N/A	1.9%	\$279.81	\$1.88

Notes:

- Source: 2008 school grant and staff resourcing data provided by the Department of Education and Training.
- n = 12 government schools, spanning 109 qualifications
- Avg = average; SCH = student curriculum hours;
- FTE was converted into costs using a teacher salary at level 2.4 (\$69,132 pa)

4.1.4 The costs for TAFEWA colleges

4.1.4.1 Self-reported costs

Tables 63 and 64 present a summary of the costs associated with delivering VETiS programs, based on a survey (completed by seven of the 11 TAFEWA colleges) designed to collect information about the costs associated with their VETiS programs.

Table 63 shows that the average cost for delivery and coordination of VETiS in the seven colleges (across all delivery methods and qualifications, and excluding costs associated with coordination of workplace learning or work experience) was:

- \$844,517 per college;
- \$678 per student; or
- \$3.74 per SCH.

Table 63 – Average (self-reported) direct costs incurred in 2008 by a sample of TAFEWA colleges for provision of VETiS.

	No. of colleges	Avg no. VETiS students (per college)	Avg SCH per VETiS student	Avg cost per student	Avg cost per SCH	Avg cost per college
VETiS Coordination	6	-	-	\$90	\$0.50	\$130,800
VETiS delivery costs	7	1245	182	\$573	\$3.16	\$713,717
Total delivery and coordination costs (excluding workplace learning)	7	1245	182	\$678	\$3.74	\$844,517

Notes:

- Source: VETiS costing survey (TAFEWA college version).
- n = 7 colleges, spanning 250 qualifications
- Avg = average; SCH = student curriculum hours;
- The averages were calculated only using TAFEWA colleges, students and SCH that utilised each specific delivery method.
- Only includes direct costs (ie. excludes overheads such as power and lighting, and capital and equipment costs, except consumables)
- Do not include costs associated with VETiS provision to students who were eligible for disability-related education support.

Table 64 shows the breakdown of the costs per college, student and SCH for each delivery method. As the values were calculated only using the colleges to which they applied, they show for example, that the average cost incurred by TAFEWA colleges for profile-funded delivery was \$1312 per student.

Table 64 – Average (self-reported) direct costs associated with VETiS delivery methods, incurred in 2008 by a sub-sample of TAFEWA colleges.

	No. of schools	Avg no. VETiS students (per school)	Avg SCH per VETiS student	Avg cost per student	Avg cost per SCH	Avg cost per school
Profile	7	490	174	\$1312	\$7.54	\$643,381
Auspiced (including staff)	7	726	186	\$44	\$0.23	\$31,726
Full service fee-for-service	5	40	188	\$1351	\$7.17	\$54,054
Total (delivery)	7	1245	182	\$573	\$3.16	\$713,717

Notes:

- Source: VETiS costing survey (TAFEWA college version).
- n = 7 colleges, spanning 250 qualifications
- Avg = average; SCH = student curriculum hours;
- The averages were calculated only using TAFEWA colleges, students and SCH that utilised each specific delivery method.
- Only includes direct costs (ie. excludes overheads such as power and lighting, and capital and equipment costs, except consumables)
- Do not include costs associated with VETiS provision to students who were eligible for disability-related education support.
- Costs span students at government and non government schools. Based on survey responses, government school students accounted for 96.8% of students who received profile-funded delivery, but only 4.8% of students who received 'full service fee-for-service' delivery.
- Costs assume all classes were exclusively for VETiS, whereas survey responses indicated that nine of the 247 classes delivered on site by these TAFEWA colleges also comprised non-VETiS students.

8 Issues and opportunities for improvement

8.1 Overarching key themes

Analysis of the interview responses and quantitative data revealed five overarching themes that underpinned the issues, criticisms, and suggestions for improvement identified by stakeholders.

- **VETiS is a very effective suite of programs** that caters for a diverse range of different students and needs. The results, shown in Sections Five and Six of this report show that VETiS students obtained numerous post-school advantages over their counterparts who did not study VETiS, particularly for those who studied **at least four VETiS units of competency and no TEE subjects (or equivalent)**. There is, however, scope for improvement, given that the majority of students who study VET post-school do not study any VETiS.
- **VETiS has become ‘mainstreamed’**. It has gone from a relatively small and somewhat marginalised, alternative program for a small group of students to become **a core feature and major attraction for students in many schools’ senior secondary program**. Most Year 11 and 12 government school students will now study some form of VETiS, many to a substantial degree, and its continued popularity and expansion has come largely on the back of a multitude of local-level passion, tenacity and anecdotal success stories.
- **VETiS is often bundled with other programs (eg. workplace learning)**, particularly amongst students who are studying fewer than four TEE subjects (or equivalent). This creates **a highly complex and resource-intensive program** that, in many cases, represents the epitome of a student-centred and individually-tailored education program. However, as the interface between the education and training sectors, VETiS inherits and compounds many of the complexities, strengths, issues, challenges and reforms that now characterise both sectors. Contemporary VETiS programs therefore rely heavily on passion, commitment and tenacity of local-level coordinating staff, who need to possess extensive knowledge, skills and expertise so as to closely manage the array of potentially complex issues and relationships with a variety of different external organizations, and effectively navigate, manage and operationalise the multiple interfaces between education, training and workplace experiences.
- **The expansion and evolution of VETiS is outpacing the systems that underpin and support education and training more broadly**. As a result, these systems (which cover areas such as strategic and operational policy setting, human resources and industrial relations, data collection, management and analysis, and governance and accountability) are struggling to cope with and adapt to the dramatic expansion of VETiS and its emergence as a core feature of mainstream senior secondary educational programs. In essence, **VETiS appears to be operating at or near capacity given the current systems that are in place**.
- **There is overwhelming widespread support for VETiS**. Although many interviewees identified areas where VETiS could be improved, all expressed a strong belief that VETiS was extremely important and worth making better.

8.2 Areas identified by interviewees for consideration

8.2.1 Long-term strategic direction, clarity and refinement

To date, the strategic priority of VETiS has been primarily focused on expansion of VETiS, with some emphasis on skill shortage areas in recent years. Many interviewees expressed the view that there is now a need for **a more refined focus and set of priorities to better guide, align and coordinate strategic and operational decision-making about VETiS**, and ensure it offers the most benefit to students' and the State's current and future education and training needs.

Within this context, respondents often made additional comments or observations about two key issues:

- the supply and demand for VETiS; and
- the multiple purposes of VETiS, and the potential for it to be re-cast as a preparatory program.

8.2.1.1 *Supply and demand*

Many interviewees expressed concern about the supply of VETiS, particularly institution-based profile-funded VETiS, and its capacity to continue to satisfy demand. Many expressed concern that institution-based profile-funded VETiS is being "spread too thin" – trying to do too many things for too many students in a context of limited financial, capital and human resources.

Exacerbating their concerns was a perceived lack of explicit, agreed direction about the expectations on schools' senior secondary provisions and the role VETiS will play. Whilst there was strong general consensus that VETiS is becoming increasingly important, **there was a perceived lack of clarity and consensus in terms of where VETiS is heading, the role/s it should play in senior secondary provisions, and where, if at all, it should or will end**. Many senior administrators in schools reported that they were moving, if they had not done so already, to ensure that students chose one of two senior secondary 'pathways': (a) subjects and courses geared primarily towards achieving direct entry into university, sometimes supplemented with a VETiS course or units of competency; or (b) a VET-focused pathway that had a VETiS course as its core, supplemented with a range of programs that were viewed as complementary (eg. workplace learning and careers education). However, in light of demand for some institution-based profile-funded VETiS programs already reportedly exceeding supply, the feasibility and implications of VETiS's (anticipated) continued expansion warrants further consideration.

8.2.1.2 *The multiple purposes of VETiS, and re-framing it as a 'preparatory' program*

One of the strongest themes to emerge from the interviews was a view that VETiS ought to be re-conceptualised from a school retention and engagement program to a post-school (VET) preparatory program. Such views stemmed from the following observations by interviewees.

Firstly, there were widely held views amongst staff in the VET sector (and some in the education sector) that many students are ill-prepared for VET when they start participating in Years 11 or 12, or post-school. Interviewees in both sectors often emphasized **a need to improve the interface between lower and upper secondary school provisions**, particularly with regards to better preparing students who are likely to be pursuing a VET pathway at school or post-school. To address this perceived need, many schools and TAFEWA colleges were already offering VETiS 'taster' programs in Year 10, and some were offering certificate I qualifications in Year 10 that articulated into certificate II or III qualifications in Years 11 and 12. However, there was a view that more could be done to better prepare and support students (during Years 10, 11 and 12) for **the literacy and numeracy demands of VET**.

Secondly, it was widely posited amongst interviewees that VETiS programs cater for a wide range of students' needs and that there are many different reasons why students study VETiS programs. Within this context, there was strong recognition for the need to **find a balance between focusing on better preparing students for specific post-school VET pathways and ensuring that students continued to have broad, flexible options available to them**. To this end, many interviewees emphasized the need to differentiate between the purpose of employment-based and institution-based VETiS programs. Whereas the former (such as school-based apprenticeships and traineeships) were seen to be most suitable for students who had a clear and well-considered intention to pursue an apprenticeship or traineeship, many interviewees argued for institution-based VETiS programs that provide lower-level 'preparatory' programs that enable students to "taste" and explore a range of different occupations and VET courses (whilst also accumulating valuable 'skill sets'). Such advocates argued that students who participated in such programs would be more familiar with, better prepared for, and have a greater understanding of the type of VET courses and/or occupations that they want to pursue post-school.

Finally, some interviewees expressed concern that VETiS is sometimes competing with, rather than complementing and supporting the broader VET sector. Emphasising the shortage of VET trainers and the need for high-quality, "industry-standard" facilities, such interviewees often advocated for **VETiS to be primarily used as a means for better preparing students for post-school VET studies rather than as an alternative pathway for acquiring higher-level VET qualifications**. Such proponents often argued for the need to make it easier and more acceptable for school students to leave school to pursue higher level VET qualifications on a full-time basis.

8.2.2 Demand for profile-funded, institution-based delivery

Insufficient supply of profile-funded VETiS delivery to meet demand was a very prominent issue cited by interviewees. As shown by results in Section 4.2, most of the growth in profile-funded VETiS delivery has been in institution-based qualifications (particularly pre-apprenticeships) rather than employment-based qualifications such as school-based apprenticeships or traineeships. Many interviewees attributed this difference to be a reflection of the **need and demand for 'preparatory' (profile-funded) training programs that provide students with introductory generic and technical skills and exposure to VET and career opportunities** so as to assist their post-school study and employment decisions. Interviewees generally believed that many VETiS students do not have a clear idea and expectations about what they want to do post-school, and that VETiS programs can be very beneficial in assisting them to clarify and work towards their post-school endeavours. Further, some interviewees stated that there was less demand for employment-based VETiS programs (eg. school-based apprenticeships or traineeships) because students who knew what trade they wanted to undertake tended to leave school to pursue it full-time. Although school-based interviewees valued being able to offer students the option of remaining at school and undertaking a part-time apprenticeship or traineeship, most students reportedly chose not to do so because they could finish their apprenticeship or traineeship faster by doing it full time, and there was a perception that employers preferred to take on full-time apprentices and trainees rather than part-time, school-based ones.

It also appears that the growth in demand for profile-funded VETiS programs has not only been fuelled by the same factors that have underpinned the growth in VETiS delivery in general, but has been further compounded by perceptions (from both school and TAFEWA college-based staff) that delivery in TAFEWA colleges provides a number of additional benefits to students, not experienced when VETiS is delivered by schools. These additional benefits included exposure to a more 'adult learning environment', enabling them to become familiar with the VET sector, environment and expectations many of them will encounter post-school. These benefits, and the overall growth in VETiS in general, have reportedly resulted in student applications for some profile-funded institution-based programs exceeding available places by over 200% - and this is after the schools have done their own screening to ensure they only offer the most competitive students. The level of competition for some of courses lead some school-based interviewees to

express concern at the perceived lack of transparency in the process used by some TAFEWA colleges to select students, and concerns about the fairness and equity of such processes.

The perceived drive for more higher-level profile-funded qualifications has reportedly placed even greater pressure on the VETiS profile allowance. Higher-level qualifications consume more SCH per capita than lower-level qualifications, which has to be accommodated by reducing either the number of students who can undertake profile-funded institution-based VETiS programs or the amount of SCH delivered to each student in other profile-funded institution-based VETiS programs. At least one TAFEWA college has **developed an innovative way of overcoming this issue but reportedly with some undesirable, unintended consequences for some students and other stakeholders**. At the heart of the issue is the college's attempt to better meet student demand by providing additional, higher-level VET qualifications to school students on a part-time basis without utilizing their VETiS profile allowance. Consequently, interested students reportedly enrolled in the course under a Form B notice of arrangement. However, the consequences were reportedly not fully understood or not adequately explained to students and other stakeholders in the region (including local schools), resulting in some reportedly experiencing financial and other disadvantages (eg. students were not exempt from the VET course and resource fees). In light of the potential for greater use of notices of arrangement, some stakeholders called for a more collaborative and planned approach to the use of notices of arrangement in this way in the future.

8.2.3 Career advice and guidance

Interviewees across all stakeholder organizations overwhelmingly portrayed careers education, advice and guidance as having a vital, interdependent and mutually-beneficial relationship with VETiS. Both were seen to be important ingredients for the other, and many respondents called for **the provision of careers-related information and advice in schools to be strengthened, made more explicit and generally improved**. Specifically, a high proportion of interviewees, particularly but not exclusively based external to schools, expressed the view that the current models for the provision of career education, advice and guidance, and VETiS course information and advice, are inadequate.

At the heart of many interviewees' criticisms was a view that schools can and ought to play a greater role in assisting students to explore and find out what they want to do post-school, and ensure that they have the foundation preparatory skills, knowledge and attitudes to reach and succeed in their chosen pursuit. These views manifested not only during interviewees' comments about career advice and guidance, but also during discussions on school accountability related issues (see Section 8.2.8). The criticisms largely reflected views that

- careers information, education, advice and counseling ought to receive greater priority in schools;
- there is a lack of knowledge within schools about the standard of skills and qualities that students require in order to effectively undertake certain VET (and VETiS) courses;
- careers-related advice in schools occurs too late, is too focused on the provision of information rather than guidance, and is primarily conducted for the purpose of efficiently and expeditiously assisting students in mid-Year 10 to choose courses to study in Years 11 and 12, rather than focusing primarily on students' longer-term needs and interests; and
- there needed to be stronger, more explicit links made between the curriculum and skills learnt in lower secondary subjects (particularly but not exclusively those in the Technology and Enterprise learning area) and the related VETiS and post-school study and occupation possibilities.

However, it was also evident that many interviewees did not have a solid understanding of what services schools offer and how they provide careers-related information and advice. There was also a lack of consensus on the types of services schools ought to provide, and many of the terms used to describe careers-related services were used interchangeably (eg. careers advice, guidance and counseling). School-based interviewees also expressed a range of views about schools' role in careers advice and guidance, and the perceived expectations on schools in

providing these services. On the one hand, such services were widely posited as vital for facilitating informed decisions by students about their senior secondary and post-school pursuits. Other interviewees, however, commented that its importance is reflected in, and undermined by, the fact that careers education is not one of the eight 'Learning Areas' underpinning the Curriculum Framework, and therefore is seen as an additional, useful adjunct service provided by schools rather than a core feature of their secondary education provisions.

8.2.4 Workplace learning

Consistent with previous research, **interviewees overwhelmingly strongly endorsed the importance and value of work-based learning for students.** The programs were continually depicted as a vital, complementary adjunct to VETiS programs that dramatically increased the effectiveness of VETiS programs. As a result, many schools reportedly bundled VETiS programs together with workplace learning and careers education programs (particularly for students studying fewer than four TEE subjects or equivalent) to form a more holistic and meaningful program of study.

The perceived value of workplace learning programs to VETiS reportedly stems from the opportunities they provide students to:

- apply and learn their VET skills and knowledge in a 'real' workplace environment;
- develop and refine their so-called generic work readiness and employability skills, attitudes and knowledge;
- establish contacts who may provide employment and/or training opportunities for students either post-school or before the end of Year 12; and
- explore and discover 'first hand' about possible occupations and/or training courses.

There were, however, some issues raised by interviewees. Firstly, workplace learning programs are, by their very nature, very **resource intensive**. They were often portrayed as representing a 'high-risk' operation for schools, incorporating numerous administrative and logistical requirements and issues that span a range of broad and complex areas such as student off-site behaviour, support and duty of care; ongoing host employer relationship establishment, maintenance and management; representation of the school in the community; and ongoing monitoring to ensure compliance with the program-specific policy, administrative and assessment requirements. The dramatic expansion of VETiS has reportedly translated into considerable growth in the number of students undertaking workplace learning programs, moving workplace learning (like VETiS) from a small-scale, peripheral activity for a small group of students to a relatively large-scale program. In many schools, this expansion is putting considerable pressure on schools' existing organisational models and processes to readily manage and coordinate the programs and students. Although many schools are reportedly providing additional administrative support, most of the workload falls to a teacher (sometimes a Level Three administration officer) who often is also the school's VET coordinator. Most of the non government schools sampled by this evaluation utilized external workplace learning providers to perform some of the off-school-site coordination, monitoring and support tasks that can be performed by staff who are not teachers. Although these non government schools typically had smaller workplace learning student populations than most of the government schools that were sampled, consideration ought to be given to **alternative models** of workplace learning administration and monitoring if it is to continue at current or greater levels of participation as expected.

A second area of concern raised by some interviewees was the level of **competition between schools** for (limited) suitable workplace learning host employers. Many schools were extremely possessive of their contacts, which sometimes became an issue when a new workplace learning coordinator was appointed at a neighbouring school. They sometimes reportedly had difficulty finding suitable host employers, raising concerns about the equity of opportunities for students in different schools.

A third challenge that was identified related to the variety of different work-based learning programs, each with **different administrative and assessment requirements** for students, schools, RTOs and host employers. Such programs include two Workplace Learning endorsed

programs, a Curriculum Council Workplace Learning course, unstructured work experience programs, work-based learning components in employment-based VETiS courses such as school-based apprenticeships and traineeships, work placements conducted as part of VET units of competency, and until recently the Curriculum Council's suite of 18 structured workplace learning subjects. Although interviewees acknowledged that these programs cater for slightly different needs, some expressed concern that there is a lack of clear and well-coordinated communication to stakeholders outside of schools about the differences between the programs and their requirements, reportedly leading to confusion amongst some non-school stakeholders (including host employers). The high workload of school-based workplace learning coordinators (particularly those who were also the school's VET coordinator) and the anticipated continued growth of VETiS and workplace learning programs (particularly in light of the Australian Government's new Job Readiness Certificate initiative), lead to some respondents expressing **concern about the adequacy of the systems and processes to support host employers.**¹¹

8.2.5 Human resources and industrial relations

8.2.5.1 School-based VET Coordinators

Schools varied markedly in terms of the organisational support structures and resources they allocated to the coordination and management of their VETiS and workplace learning programs. Ultimately, many interviewees expressed concerns that school-based VET coordinators (particularly those who are also the school's workplace learning coordinator) are under-resourced and inadequately recognised for the work they perform.

Many interviewees emphasises that VETiS and work-based learning programs are unlike most other school education programs because:

- they are often highly individualised, designed to cater for each student's specific needs and interests. As a result, VETiS coordinators have to establish, coordinate and monitor students' involvement across a range of different programs, on different days, involving different stakeholders, and governed by different administrative and logistical requirements;
- they are, by their very nature, very complicated and resource-intensive. Interviewees emphasised that VETiS coordinators need to: have highly detailed, up-to-date knowledge that spans both the education and VET sectors; undertake ongoing coordination with, and relationship management of, a range of external stakeholders; provide extensive professional and administrative support to teachers involved in auspiced delivery; and conduct resource-intensive duty of care and other administrative requirements (including transporting students, and data entry, checking and reporting); and
- they have been transformed from a small, easily manageable alternative program for a small group of students to become a core, complex and relatively 'high-stakes' program, undertaken by a large proportion of senior secondary students.

Consequently, many interviewees raised **concerns that such critical expertise, and responsibility for many schools' core and highly-popular programs, lies with one person.**

8.2.5.2 School teachers delivering VET qualifications

A number of interviewees expressed concern that VETiS students are being taught by **staff employed under three different industrial agreements**, each of which has very different conditions and entitlements (eg. time allocated for teaching-related preparation and administration, professional development, and salary and career progression opportunities).

A second prominent complaint related to the treatment of **staff employed under a limited authority to teach (LAT)**. Staff from a number of schools reported that they had VETiS trainers

employed under LATs, and many expressed frustration at the unintended consequences and inconveniences caused by the combination of the Western Australian College of Teaching requirements and the human resource system. At the centre of some of the issues was the inability to appoint a staff member, employed under a LAT arrangement, to a permanent position. For example, one interviewee at a regional school reported that they have been employing a highly valued staff member at the school for many years to provide the core of the school's VET-related training. This staff member, who is now employed under a LAT arrangement, reportedly:

- has to relinquish his government subsidised housing over the school holidays each year because he is employed on an annual contract;
- has had difficulty securing a bank loan because of the temporary nature of his contract; and
- has to have a teacher supervise his classes for the first few weeks of the year because of delays processing the staff member's contract renewal.

The interviewee who conveyed this information expressed frustration at the **perceived inconsistency between a drive to create and maintain a very strong VET focus and culture in school, and these barriers to the attraction and retention of quality such staff, particularly in a time of critical skill and labour shortages.**

A third prominent issue related to the Certificate IV in Training and Assessment (TAA), required by teachers who deliver and assess VET units of competency. Many interviewees accepted that it was a necessary requirement but criticised:

- the lack of industrial or financial recognition for the additional qualification and skills acquired by the teachers who undertake this necessary, additional qualification;
- the **absence of standardised credit recognition and recognition of prior learning arrangements across different RTOs**, resulting in some teachers reportedly having to study more units of competency than others (for no apparent reason) and/or having to undertake more detailed and time-consuming tasks in order to receive some recognition of prior learning for their teaching qualifications and experience; and
- the absence in teachers' industrial agreements of time to undertake the additional qualification and/or develop and maintain the currency of the industry experience and knowledge.

Some interviewees suggested incorporating the certificate IV TAA into university teacher training.

8.2.6 Data collection, management & analysis

There was widespread dissatisfaction about the systems for data collection, management and analysis that underpin the operation and performance monitoring of VETiS. By its very nature, VETiS requires a variety of different information to be sourced and collated from a range of stakeholders including schools, TAFEWA colleges and private RTOs, group training organisations, the Curriculum Council, and other support areas such as the Department of Education and Training's Apprenticentre, VET Enrolment Statistical Unit, VET In Schools Branch, and the Participation Directorate. It was clear from interviewees' responses that many of these data management systems created their own independent sources of frustration amongst users, depending of the systems' level of sophistication and the efficiency of its data entry, analysis and reporting processes.

However, such frustrations were minimal compared to those expressed by respondents when discussing the challenges and operational inefficiencies associated with sharing information between these various data management systems. There is **insufficient compatibility between the systems, creating overly cumbersome and resource-intensive processes for data entry, monitoring and inter-agency data-sharing, collaboration and management.** For example, the incompatibility of the systems necessitates extensive and repeated manual data entry by multiple parties involved in VETiS partnerships, which is not only inefficient but also inevitably leads to extensive data entry errors, particularly when applied to a program that is as complex, large and inter-dependent on other stakeholders as VETiS. The issues are reportedly compounded by the need for unit of competency enrolments to be reported to and "locked in" with the Curriculum Council by mid year, which is incompatible with the VET sector's inherent flexibility

that allows units of competency to be changed throughout the year, depending on student enrolments and the RTO's resources and capacity to deliver the intended units of competency.

Over the years, the Curriculum Council has tried various strategies to address a range of VETiS data quality issues, with some success as shown in Table 65. (Table 65 shows the percentage of valid and invalid VETiS unit of competency records in the Curriculum Council's raw, 'uncleaned' data between 2004 and 2008). However, the requirements that have been put in place to achieve these data quality improvements have reportedly further exacerbated the operational inefficiencies of the process, and have not totally addressed the data quality issues. Although such inefficiencies have in the past represented irritating inconveniences for stakeholders, **the expansion of VETiS into a widely utilised core feature of many students' senior secondary programs means that these issues have serious workload and cost implications.** It was one of the most widely and passionately criticised elements of VETiS, and its inefficiencies greatly compounded the workload issues of school-based VET coordinators and staff in TAFEWA colleges and private RTOs that were extensively involved with VETiS.

Table 65 – Percentage of valid and invalid VETiS unit of competency records in the Curriculum Council's raw (uncleaned) data between 2004 and 2008.

	2004	2005	2006	2007	2008
Valid UoC records	87.1%	81.6%	93.0%	95.2%	98.0%
<u>Invalid outcomes:</u>					
Missing or invalid codes	10.5%	15.9%	3.6%	1.6%	0.2%
Exact duplicates (ie. same student, UoC, RTO and outcome)	2.3%	2.9%	3.3%	3.0%	1.2%
Different RTO duplicates (ie. same UoC, student and outcome, but different RTO)	0.3%	0.1%	0.3%	0.3%	0.6%

A second data-related issue identified by many respondents was the inability of the school and VET data management systems to provide data that enabled them to monitor and assess the effectiveness and efficiency of their education and VETiS programs in a timely, reliable and ongoing basis. At the heart of this criticism were perceptions that:

- **the data systems are primarily geared towards measuring student participation rather than tracking students' longitudinal (particularly post-school) outcomes;** and
- some of the measures implicitly or explicitly used as key performance indicators of VETiS's effectiveness (eg. school retention rates or the percentage of students who completed VET qualifications at school) reflect narrow and often out-dated conceptualizations of the purposes of VETiS and the interfaces between the school education, training and employment sectors.

A large proportion of interviewees expressed a desire for data systems and processes that enabled stakeholders to longitudinally track and analyse students' outcomes, both during and after the programs, and across a range of different sectors (eg. VET, schools, universities and employment). Currently, there is no system-wide mechanism for collating and tracking students' outcomes in the VET sector, and Curriculum Council numbers alone are currently too unreliable to be used for these purposes in the education sector. Further, the instruments and processes used to collect and analyse data as part of the School Leaver Program were not intended or designed to provide the sort of post-school tracking and longitudinal accountability information that stakeholders were seeking, and would therefore require a substantial overhaul to be used as such.

8.2.7 Planning, coordination, governance and accountability

8.2.7.1 *Local-level coordination, communication and accountability*

The quality of local-area coordination of VETiS was clearly very good in many aspects, often facilitated through district or sub-district VETiS coordination meetings organised by enterprise and vocational education (EVE) coordinators. As a result, there was often evidence of considerable district or sub-district agreement and coordination of:

- the types of VETiS programs and qualifications TAFEWA colleges would run using profile funding (and sometimes for other RTOs' programs too), and the specific days they would be offered; and
- schools' timetables to enable students to access the programs offered by TAFEWA colleges or other RTOs, and ensure students from neighbouring schools undertake work-based learning programs on different days; and less occasionally
- student selection processes, particularly for specific, over-subscribed VETiS programs; and
- schools' other resources, enabling coordinated transport and supervision arrangements to be put in place.

Nonetheless, tensions did sometimes arise between stakeholders in a given local area. These were usually due to: misunderstandings caused by inaccurate knowledge, interpretations and/or insufficient communication amongst stakeholders; individual differences in expected standards of professionalism and customer service; and/or stakeholders pursuing their own self interests, sometimes exacerbated by competition between organisations (eg. group training organisations). The development and distribution of procedural guidelines (eg. the business rules governing the use of profile-funded delivery for VETiS) have reportedly alleviated some of the disputes by reducing the scope for disagreements to occur. Further refinement and clarification of the strategic direction, objectives and purposes of VETiS may do so even further.

There was also noticeably less tension in areas where the local TAFEWA college had a designated VETiS position, held by a staff member who had an appropriate FTE allocation and whose personal and position-assigned role and status in the college enabled him/her to influence key decisions about the colleges' VETiS programs (eg. the types of programs to be offered, the distribution of VETiS-designated profile funding, and even the staff members involved in teaching the programs). School-based staff in regions where such a position existed were far more positive about the relationship and level of professionalism and customer service displayed by their local TAFEWA college than school-based staff in regions where the local college did not have such a position. This trend appeared to be not only attributable to the position itself, but also reflected the value the college placed on its VETiS programs relative to its other programs and priorities.

The role and importance of Local Community Partnerships (LCP) varied markedly between different regions. They played a prominent, highly valued and often 'hands-on' operational role in some areas (eg. organising careers-related activities and/or creating work-based learning resources and materials), but had minimal involvement in others. Their effectiveness seemed to be greatly affected by their regional boundaries, with some spanning multiple districts or sub-district clusters, as well as the skills and level of experience of the individuals performing the role relative to those of the other stakeholders in the district or local area.

Two key areas that were often identified as potential opportunities for improvement were:

- the level of coordination across schools in terms of the types of senior secondary programs they offered (including but not exclusively VETiS programs), and how they provided them (eg. shared use of resources); and
- the level of cooperation and coordination of schools' resources and processes for establishing, supporting and monitoring work-based learning opportunities and programs.

Many non government schools involved in the evaluation were already out-sourcing key elements of their work-based learning programs to private organisations or collaboratives. With a few notable exceptions, outsourcing of work-based learning program coordination was rare in the government school sector.

The key to the success of local-level VETiS program coordination was undeniably the willingness of the involved parties to cooperate and perform their agreed responsibilities to an agreed standard of professionalism. Whilst this was generally the case overall, it was apparent that there was no clear mechanism for stakeholders to raise protracted concerns or issues and have them reviewed and addressed. Given the anticipated continued expansion of VETiS and workplace learning programs, and the consequent greater involvement of more community-based organisations (eg. businesses as host employers), some interviewees advocated for clearer guidelines and expectations covering all parties involved in VETiS and workplace learning programs, and the establishment of a well-defined and widely-publicised complaints management and resolution process for all stakeholders.

Further, many interviewees who were not based in schools expressed frustration at what they perceived to be a lack of accountability on schools for their decisions. The role of the principal (particularly his/her familiarity with, level of interest in, and views about VET and VETiS) was often cited as a crucial factor in the success of VETiS programs and local-level collaboration. Within this context, many interviewees (including some based in schools) advocated for greater clarity about the expectations on schools with regards to VETiS and its role in senior secondary education (see Section 8.2.2), and **argued for VETiS (including participation and outcome rates) to figure more prominently in the School Accountability Framework.**

8.2.8 Curriculum Council courses

There were two issues raised by interviewees that related specifically to the WACE and/or Curriculum Council courses. Firstly, some interviewees advocated for completed, higher level VET qualifications to be awarded higher grades (than a C grade, as is current practice), arguing that doing so would provide incentives for students to undertake and complete such certificates. However, this suggestion and its likely consequences ought to be considered in the context of VETiS's broader strategic direction and objectives to ensure appropriate alignment of strategic and operational policies.

A number of interviewees were wary of the introduction of the Curriculum Council's industry-specific courses, and there was considerable confusion and misunderstanding amongst some interviewees not based in schools. In addition, some interviewees raised questions about the implications if students achieved competence on the units of competency integrated in the courses but failed to pass either the course itself or its examinations (where applicable).

8.2.9 The interface between VETiS and lower secondary education

Most interviewees advocated for stronger, more explicit links between VETiS and lower secondary education subjects and opportunities (especially vocational subjects). Interviewees' responses identified two mechanisms through which such stronger links could be achieved.

Firstly, there were strong and widespread calls for **vocational subjects studied during Years 8 and 9 to be 'reframed' and re-conceptualised as being part of careers education,** particularly but not exclusively those studied as part of the Technology and Enterprise learning area. It was argued that these subjects should complement careers education, with specific emphasis on explicitly highlighting to students (during the classes) the relationships between the skills and knowledge they are learning and the VETiS and post-school career opportunities that utilise and expand on such skills.

The second prominent suggestion from interviewees was for **the focus of VETiS to be broadened to incorporate more Year 10 students doing certificate I and/or II qualifications.** This suggestion arose from strong demand for an ASBT-type program for all Year 10 with VET aspirations (not just Indigenous students), enabling greater focus on better preparing students for senior secondary VETiS or broader VET options.

Some interviewees advocated for a Year 10 VETiS program to be part of a holistic and integrated education and training program, incorporating a Mathematics and English curriculum and work-based learning opportunities that were more focused on targeting and better preparing such students' for the specific literacy and numeracy demands of VET and their underlying 'employability skills' (e.g. generic communication and team work skills and work-related understandings and attitudes). Some interviewees believed that introducing certificate I and II qualifications in Year 10, supported by a holistic and integrated school-based program, would reduce the need for Year 11 and 12 VETiS programs to offer low-level (preparatory) VET qualifications and prompt more students to pursue employment-based VET programs to build on these foundations.

8.2.10 Other issues raised

8.2.10.1 Consistency of auspicing services

Some interviewees criticised the level of variation between and within TAFEWA colleges in the amount and types of support they offered schools under auspicing arrangements.

8.2.10.2 Funding

Funding for VETiS was an issue often raised by interviewees based in TAFEWA colleges. The key issues were:

- demand for profile-funded institution-based delivery reportedly exceeding TAFEWA colleges' VETiS allowance;
- claims that funding for TAFEWA colleges to auspice schools' VETiS delivery was insufficient in regional and remote areas; and
- concern that schools' funding and/or FTE allocation is not reduced for the period of time that students receive profile-funded delivery of VETiS.

There was also considerable advocacy for funding to be aligned to skills sets (ie. units of competency grouped into meaningful and useful clusters).

8.2.10.3 Marketing and promotion of VETiS

Many interviewees spoke favourably about the quality of the marketing materials for VETiS, both at a system-level and also through information and promotional materials produced by various local TAFEWA colleges.

However, many interviewees expressed concern that there was a poor understanding of VETiS and the WACE amongst parents and the general community, with many sections of the broader community perceived to have traditional views about senior secondary education (based on their own experiences of school) and detrimental attitudes towards VET relative to more traditional, 'university' pathways. Other school-based interviewees, however, argued that schools can and ought to take a lead role in developing parents' and students' attitudes towards VETiS, emphasizing that their students' parents often readily embraced opportunities for their children to study VET units of competency once the benefits and programs were explained.

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