

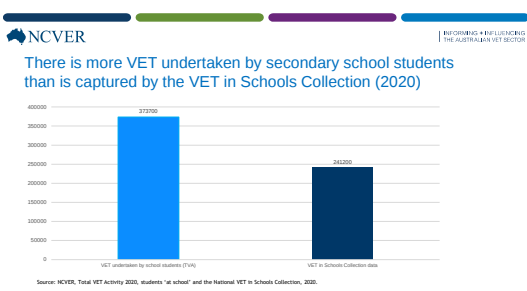




REPORTING • INFLUENCING
THE AUSTRALIAN VET SECTOR

Definition

- Vocational education and training (VET) undertaken by school students as part of their senior secondary certificate of education (SCE).
- NCVER reporting does not cover all VET that happens in schools



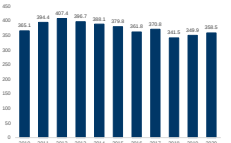
Students v Enrolments

Number of students



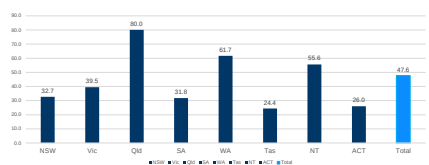
Source: NCVER, National VET in Schools Collection

Number of enrolments



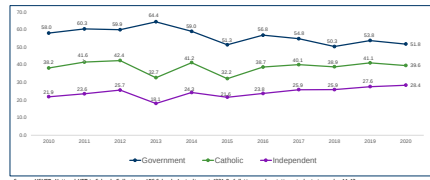
Source: NCVER, National VET in Schools Collection

Participation in VET in Schools by jurisdiction (Years 11 and 12)

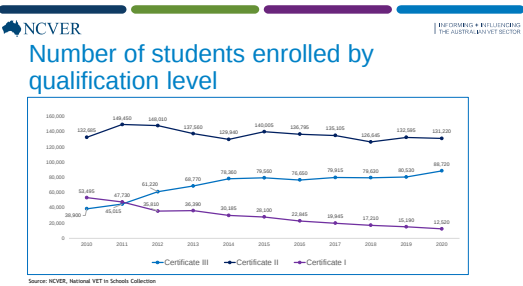


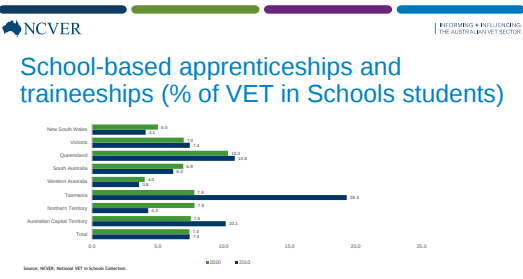
Source: NCVER, National VET in Schools Collection 2020; ABS Schools Australia, cat 4221.0. Full time and part time students in grades 11-12.

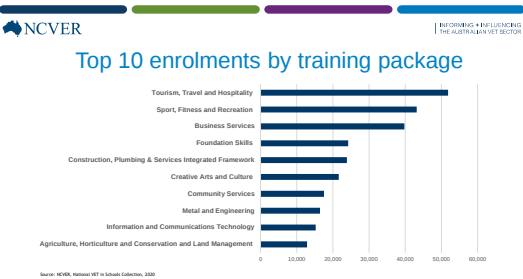
School sector participation rates



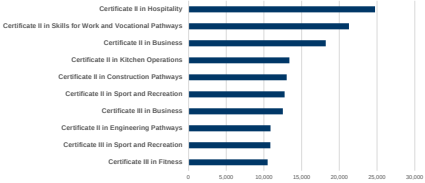
Source: NCVER, National VET in Schools Collection; ABS Schools Australia, cat 4221.0. Full time and part time students in grades 11-12.







Top 10 enrolments by qualification



Source: NCVER, National VET in Schools Collection, 2020. Based on training package and accredited qualifications

Significant trends over last five years

- 6% decline in students
- 55% decline in students enrolled in Certificate 1 level qualifications
- 51% decline in students enrolled in Information & Communications Technology

Source: National VET in Schools Collection 2015 & 2020

Student views

- Based on survey of VET students and parents as part of forthcoming NCVER research project
- Main aspiration for VET students for their final year of schooling
 - To obtain a Senior Secondary Certificate of Education (60%)
 - To achieve an ATAR (28%)
- Most students made their own decision to enroll in a VET course at school
- Other influences were parents, teachers and friends

Student views

- Main reasons students undertook VET at school
 - To get a qualification
 - To get a full-time job after school
 - To use the facilities and resources available in the course
 - Personal interest
 - To contribute to their ATAR
- Main reasons for enrolling in a particular course
 - Always wanted to gain the skills and knowledge
 - Wanted a job in the relevant industry

Parent views

- Main benefits identified by parents for child undertaking VET at school were
 - To get a qualification
 - To get a job (including an apprenticeship) after leaving school
 - To use the facilities and resources available in the course
 - To contribute to their ATAR
- 70% of parents indicated they wanted their child to go on to further education or training

Industry views

- Relevance and offerings
 - Attracting young people into industry
 - Industry representation in school offerings
 - Careers advice
 - School-based apprenticeship and traineeships
 - Suitability
- Quality
 - Delivery model
 - Apprenticeship pathways

WA Register for VET qualifications for secondary students – case study

- Industry advice to guide student course selection and delivery options
- enable schools, RTOs and parents to help students choose industry supported qualifications and delivery options which are more likely to lead to successful outcomes, including completing qualifications and effectively transitioning into further training or employment.
- Advisory only and need to be considered alongside training package, accredited course, regulatory and licensing requirements.
- Register is updated annually to maintain currency.



WA Register dashboard: green, orange, red

Green Flag

- All available delivery options are supported, subject to industry advice.
- Please read all associated advice for specific requirements related to delivery and assessment.

Orange Flag

- Not all delivery options are supported, or industry has concerns about a delivery option.
- IBT is not supported or auspicing is considered high risk.
- Please read all associated advice for specific requirements related to delivery and assessment.

Red Flag

- Not supported for delivery to secondary students. These qualifications are not industry supported for delivery to secondary students because they are: • at a level which requires substantial and relevant industry experience that generally cannot be achieved through a VET program delivered to secondary students, • unsuitable due to the nature of the qualification and/or industry environment and/or • have regulatory/licensing requirements that may prevent delivery.

Source: WA Department of Training and Workforce Development

Training and employment outcomes: NCVER studies

- Linking data from National VET in Schools Collection with data from ABS Census of Population and Housing
 - 2006 VETIS with 2011 Census
 - 2011 VETIS with 2016 Census
 - Longitudinal Survey of Australian Youth (LSAY 2009 cohort)
- The study looked at:
 - Post-school further education and employment outcomes around 5 years after leaving school,
 - The match between the qualification undertaken at school and the occupational outcome, and
 - The relationship between qualifications undertaken at school with further education post-school

Further education and training outcomes

- The period 2006 to 2011 spanned the national introduction of the raised school leaving age.
- Compared to the 2006 cohort, students from the 2011 cohort were significantly more likely to have participated in, or completed, post-school study.
- this included a substantial increase in the proportion of Indigenous students who subsequently engaged or completed post-school study

Source: 2011 National VET in Schools Collection and 2010 Census of Population and Housing Integrated Data Set, 2006 National VET in Schools Collection and 2011 Census of Population and Housing Integrated Data Set.

Further education and training outcomes

- An increase in the proportion of students from the 2011 cohort who were subsequently engaged in, or completed an apprenticeship compared with the 2006 cohort
- The higher the level of qualification undertaken, the more likely it was that VET students had subsequently completed a post-school qualification or were engaged in further studies five years later.
- Substantial proportions of those from both the 2011 and 2006 cohorts who continued with further studies often did so in the same broad fields of education

Source: 2011 National VET in Schools Collection and 2010 Census of Population and Housing Integrated Data Set, 2006 National VET in Schools Collection and 2011 Census of Population and Housing Integrated Data Set.

Employment outcomes 5 years after leaving school

- Compared to students who did not participate in VET at school, VET in Schools students were,
 - more likely to be employed full-time,
 - more likely to be employed on a permanent or ongoing basis,
 - more likely to be employed in Managerial and Technical & Trade occupations, and
 - less likely to be employed in Professional occupations

Source: 2011 National VET in Schools Collection and 2010 Census of Population and Housing Integrated Data Set, 2006 National VET in Schools Collection and 2011 Census of Population and Housing Integrated Data Set.



The match between the VET qualification undertaken at school and the occupational outcome 5 years after leaving school

- Highest match between qualifications and intended occupations were trade related programs, particularly Electrical, Automotive, Engineering and Construction trades
- High match rates were also observed for those that undertook School Based Apprenticeships and Traineeships generally and specific occupations in Retail (Sales assistants) and Carer (Child Care workers), sectors
- Lower match rates were observed for Hospitality workers and Sports and Personal Service workers



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Digging a little deeper

- NCVER undertook deeper analysis of LSAY data looking at the outcomes for different cohorts of school students based on whether or not they achieved an ATAR
- The research also compared the outcomes for students by these different cohorts at age 19, 22 and 25
- The following findings are focused on VET in Schools students only



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VETiS students at age 19

- Around 40% of the 2009 LSAY Cohort achieved an ATAR
- By the time they had left school (at age 19), all the ATAR students had completed Year 12 compared to around two thirds of non-ATAR students
- For the 2015 LSAY Cohort, the proportion of non-ATAR students completing Year 12 had risen slightly to 71%

VETiS students at age 22

- Over one third of non-ATAR students were undertaking or had completed an apprenticeship or traineeship after leaving school (around three times the proportion of ATAR students)
- Slightly higher proportion of non-ATAR students not working but those who were employed more likely to be in full-time employment
- Non-ATAR students were more likely to have completed a non-school qualification, predominantly at Certificate III or IV level
- Less than 2% of non-ATAR students had completed a Bachelor degree or higher compared to 30% of ATAR students

The picture changes for VETiS students at age 25

- Employment outcomes for non-ATAR students are steady with similar proportions of students in full-time ongoing work
- The education and employment outcomes for ATAR students however change significantly as many finish university studies and enter the full-time workforce
- Compared to non-ATAR students, ATAR students are;
 - more likely to be employed overall and in ongoing, full-time employment
 - more likely to have completed a post-school qualification
- Around 5% of non-ATAR students had completed a Bachelor degree or higher compared to 55% of ATAR students

Summary

- Around half of all Years 11 and 12 senior secondary school students participate in VET every year.
- Students undertake VET studies at school for a range of reasons and motivations, mostly to get a qualification
- VET in Schools students are not a homogenous group and include a significant proportion of students studying towards an ATAR
- Industry values VET in Schools but have some concerns with the relevance of the VET programs being offered and the quality of training being delivered

Summary

- School-based apprenticeships and traineeships are a small part of VET in Schools but have good employment outcomes
- VET studies at school can assist students seeking direct entry into the labour market
- Choosing the right VET course and pathway can make a substantial difference to secondary school students looking for a direct transition from school into an apprenticeship or full-time ongoing employment

COMING UP NEXT:
3.10 - 4.10PM


TRAINING

vision for the future

MANAGEMENT	COMPLIANCE	TRAINING & STUDENT ENGAGEMENT	DEEP DIVE	GOVERNMENT / REGULATOR
VET Reforms, COVID-19 and the future of the RTO Peter Doukas OAM	Future Proofing Your RTO! Maciek Fibrich	Online Delivery for English Language Teaching Dr Patrick Phasant	Using Brain Science to Guide Education Dr Dan Hill	Future Work, Future Jobs Joshua Rayner
