

Statistics

NCVER produces completion rates for VET courses and apprentices and trainees. The information provided below relates to Western Australia only.

1. Completion rates for VET courses in Western Australia.

Often, VET students wish to learn specific skills and have no intention of completing a full qualification.

The completion rates shown in Tables 1 and 2 have been estimated using a mathematical modeling approach. The methodology used to derive the estimated completion rates in these tables is described in the paper 'The likelihood of completion a VET qualification: A model based approach' by Kevin Mark and Tom Karmel (2010), available from: <http://www.ncver.edu.au/publications/2272.html>

Table 1: Estimated completion rates for qualifications commencing 2005-2008, by AQF qualification level, Western Australia

AQF qualifications	Estimated qualification completion rate (%)			
	2005	2006	2007	2008
Diploma or higher	27.3	27.6	31.1	31.9
Certificate IV	29.0	30.2	32.3	32.3
Certificate III	31.0	31.1	32.6	32.2
Certificate II	21.9	23.3	21.9	20.4
Certificate I	12.7	15.9	15.1	18.1
All qualifications Certificate I and above	24.4	25.4	25.9	26.3

Source: NCVER National VET Provider Collection.

Table 2: Estimated completion rates for qualifications at certificate 1 and above commencing 2005-2008, by field of education, Western Australia

Field of education	Estimated qualification completion rate (%)			
	2005	2006	2007	2008
Natural and physical sciences ¹	21.5	22.5	38.8	35.9
Information technology ²	15.9	11.7	19.4	17.1
Engineering and related technologies	24.6	25.0	29.0	29.1
Architecture and building	22.3	26.4	27.0	30.1
Agriculture, environmental and related studies	23.0	24.7	23.1	23.0
Health	35.2	40.2	41.2	38.0
Education	27.5	32.0	38.2	41.1
Management and commerce	24.3	26.4	23.1	23.8
Society and culture ³	31.6	27.0	34.1	33.8
Creative arts	22.5	24.6	21.6	20.1
Food, hospitality and personal services ⁴	29.2	26.5	19.6	19.8
Mixed field programmes ⁵	11.8	17.9	20.7	16.9
All fields	24.4	25.4	25.9	26.3

Source: NCVER National VET Provider Collection.

Notes: 1. The completion rates for Natural and Physical Sciences should be interpreted with caution due to low sample sizes.

2. There is an approximately 50% drop in both commencing and continuing enrolments for Information Technology between 2006 and 2007 (from 5,800 in 2006 to 2,765 in 2007 for commencing enrolments, and from 1,217 in 2006 to 631 in 2007 for continuing enrolments). The corresponding completion rates for Information Technology for 2006 and 2007 (11.7% and 19.4%) should be interpreted with caution.

3. There is an approximately 50% drop in continuing enrolments for Society and Culture between 2006 and 2007 (from 4,908 in 2006 to 2,873 in 2007). The corresponding completion rates for Society and Culture for 2006 and 2007 (27.0% and 34.1%) should be interpreted with caution.
4. There is an approximately 40% increase in commencing enrolments for Food, Hospitality and Personal Services between 2006 and 2007 (from 7,038 in 2006 to 9,943 in 2007). The corresponding completion rates for Food, Hospitality and Personal Services for 2006 and 2007 (26.5% and 19.6%) should be interpreted with caution.
5. There is an approximately 100% increase in commencing enrolments for Mixed Field Programmes between 2006 and 2007 (from 6,384 in 2006 to 15,353 in 2007). There is also a 50% jump in continuing students between 2006 and 2007 (from 1,440 in 2006 to 2,852 in 2007). The corresponding completion rates for Mixed Field Programmes for 2006 and 2007 (17.9% and 20.7%) should be interpreted with caution.
6. This counts a module in a qualification as being associated to the main field of education (FOE) for that qualification, which is not necessarily the same as the FOE naturally associated to that module.

2. Apprentice and trainee completion rates for Western Australia

NCVER produces completion and attrition rates for apprentices and trainees using three different methodologies:

- contract completion rates
- individual completion rates - uses contract completion rates and adjusts this figure based on recommencement data
- projected completion rates - based on a 'life tables' methodology for the latest commencing cohorts.

The latest figures are published in *Australian vocational education and training statistics: completion and attrition rates for apprentices and trainees, 2010*. This publication and the accompanying State and Territory data tables can be downloaded from the NCVER website at: <http://www.ncver.edu.au/publications/2403.html>

Table 3 shows apprentice and trainee contract completion rates in trade occupations for contracts commencing 2004-2009 – for Western Australia only.

Table 3: Apprentice and trainee contract completion rates^{1, 4} in trade occupations for contracts commencing 2004-2009, Western Australia

Occupation (ANZSCO) group	Completion rates (%)					
	2004	2005	2006	2007	2008	2009
Technicians and trades workers						
31 Engineering, ICT and science technicians	51.2	53.1	60.1	51.9	48.0	14.8
32 Automotive and engineering trades workers	69.4	65.4	64.7	46.2	10.7	5.9
33 Construction trades workers	57.8	60.8	56.6	41.7	10.7	6.9
34 Electrotechnology and telecommunications trades workers	77.6	73.3	68.9	25.5	7.8	6.7
35 Food trades workers	40.1	38.7	39.4	35.0	18.0	8.9
36 Skilled animal and horticultural workers	58.2	52.0	50.4	50.2	42.8	42.0
39 Other technicians and trades workers	60.8	60.5	54.4	48.1	21.6	19.2
391 Hairdressers	60.7	58.5	52.8	52.7	13.8	8.8
392 Printing trades workers	48.0	57.6	60.6	28.1	22.0	34.8
393 Textile, clothing and footwear trades workers	40.9	48.6	36.4	25.0	52.4	0.0
394 Wood trades workers	63.0	59.9	57.6	38.8	2.8	4.7
399 Miscellaneous technicians and trades workers	63.4	72.3	70.0	54.8	58.8	32.0
Total trade occupations²	63.2	61.6	58.9	41.6	15.6	11.1
Total non-trade occupations³	56.7	55.8	49.9	52.0	55.5	42.2
All occupations	58.9	58.0	53.6	47.6	40.0	30.3

Source: NCVER Apprentice and Trainee Collection, 2010.

Notes: 1. Contract completion rates are derived for contracts of training for apprentices and trainees. If an individual commenced two or more contracts in the same year, each is counted separately. Contract completion rates do not take into account continuing contracts or expired contracts where the outcome is unknown. Further contract completion rate data are available in the supporting data tables, which can be found in the data section at

<<http://www.ncver.edu.au/publications/2403.html>>. For further details on the methodology, see the technical notes on page 6.

2. Trade occupations are defined as all major occupation group 3 – Technicians and trades workers (ANZSCO 1st edition).

3. Non-trade occupations are defined as all ANZSCO 1st edition occupations with the exception of Technicians and trades workers (i.e. major groups 1–2 and 4–8).

4. Contract completion rates shaded in grey are the reported 'rates to date' where a substantial proportion of apprentices and trainees are yet to complete, particularly in trade occupations.

Research

In this section, we provide information about research completed by NCVER that is relevant to your enquiry.

Lim, P and Karmel, T 2011, The vocational equivalent to Year 12, NCVER, Adelaide, Accessed 13 October 2011 at:

<http://www.ncver.edu.au/publications/2416.html>

This paper investigates what might be the vocational equivalent to completing senior secondary school. Three dimensions are considered: volume of learning, educational complexity and labour market, and other outcomes at age 25 (the last based on the Longitudinal Surveys of Australian Youth). The report finds that no vocational pathway can be considered to be equivalent to Year 12 in a literal sense; vocational pathways form an alternative to Year 12 but are not equivalent.

Karmel, T and Lui, S. 2011, Which paths work for which young people? LSAY Research Report No. 57, NCVER, Adelaide, Accessed 13 October 2011 at:

<http://www.lsay.edu.au/publications/2397.html>

In this paper, the authors identify various educational paths involving school and post-school study and assess the effectiveness of these in relation to post-school outcomes at age 25 years. They use the 1995 cohort of the Longitudinal Surveys of Australian Youth and find that, for males, undertaking an apprenticeship after completing senior secondary and university are attractive paths. For females, the best path is that of university study, even for those with low academic orientation.

Karmel, T and Knight, B 2011, 'Apprentices and traineeships in Australia, Chapter 3.2 in 'Re-thinking apprenticeships', edited by Dolphin, T and Lanning, T Journal , Institute of Public Policy Research, London.

This chapter is available to download on IPPR's website:

<http://www.ippr.org/publications/55/8028/rethinking-apprenticeships>

'Re-thinking Apprenticeships' is a collection of essays on apprenticeships exploring the socio-cultural role they play, how the number and quality of apprenticeships can be improved and how employers can work with colleges to ensure apprenticeships provide people with broad skills and not just a narrow base of learning.

NCVER Research Reports for Apprenticeships for the 21st Century Expert Panel 2011, NCVER, Adelaide, Accessed 18 October 2011 at:

<http://www.australianapprenticeships.gov.au/ExpertPanel.asp#NCVER>

The National Centre for Vocational Education Research (NCVER) was commissioned to provide a detailed study of the economic costs and benefits of the Australian Apprenticeships system. This research provided a strong evidence base which the Expert Panel considered in developing their final report and recommendations for reform of the Australian Apprenticeships system.

The four NCVET Reports:

- Report 1: Overview of the Australian apprenticeship and traineeship system.
- Report 2: Overview of apprenticeship and traineeship institutional structure.
- Report 3: The apprenticeship and traineeship system's relationships with the regulatory environment.
- Report 4: The economics of apprenticeships and traineeships

Karmel, T and Mlotkowski, P 2010, Tradespeople for the resources sector: projections 2010-20, NCVET, Adelaide, Accessed 13 October 2011 at:

<http://www.ncver.edu.au/publications/2324.html>

This paper was prepared for the Australian Government's National Resources Sector Employment Taskforce, which was created to investigate the extent to which skill shortages might impact on the development of the resources sector. It applies historical apprenticeship commencement rates to population projections to provide an estimate of the number of tradespeople likely to be working in the resources sector between 2010–20 at a detailed level and by region.

Karmel, T 2010, An overview of vocational education and training, in International Encyclopedia of Education 3rd Edition, Vol. 8, pp. 229-239 (not available electronically)

Vocational education and training (VET) sector is the least understood and most poorly defined education sector. This article focuses on a range of dimensions of VET that are important to its understanding. VET is discussed under three headings: teaching and learning, the VET system, and VET in context. The article ends with some comments about current issues and trends.

Beddie, F and Halliday-Wynes, S 2010, Informal and non-formal learning in vocational education and training, in International Encyclopedia of Education 3rd Edition, Vol. 8, pp. 240-246 (not available electronically).

Informal learning and non-formal learning are the primary foci of this article. The authors give an overview of how formal, informal and non-formal learning can contribute to people's lives in various parts of the world and in a variety of work settings. They conclude with some questions about the extent to which less formal sorts of learning should be defined.

Knight, B and Sweet, R 2010, School-based vocational education and training, in International Encyclopedia of Education 3rd Edition, Vol. 8, pp. 247-254 (not available electronically).

In this article, the authors consider two dimensions of school-based VET: the institutional arrangements that exist and the models that are found in education and training systems around the world.

Karmel, T, Mlotkowski, P and Awodeyi, T 2008, Is VET vocational? The relevance of training to the occupations of vocational education and training graduates, NCVET, Adelaide, Accessed 13 October 2011 at:

<http://www.ncver.edu.au/publications/2013.html>

This paper explores the issue of how vocational education and training (VET) is actually used in the labour market, in particular the match between what people study and the jobs they get. This match is pretty poor in most occupational groups with the exception of the trades. However, the paper concludes that the mismatch reflects the generic nature of VET rather than wastage. This view is reached because a relatively high percentage of graduates report their training is relevant even though they do not end up in their intended occupation.

Other information

School leaving age in Australia.

According to the ACARA National Report on Schooling 2010, the minimum school leaving age in all States and Territories is 17 years.

The rules concerning school leaving age are contained in State and Territory legislation. These rules and references to the relevant legislation are provided in Table 4.

In summary, all Australian school students must complete Year 10. After Year 10, students must be in school, in approved education or training, in full-time employment, or in a combination of training and employment, until they turn 17 years of age.

Table 4: Minimum school leaving age and relevant legislation, by State and Territory.

State/Territory	Minimum school leaving age. ¹	Rules and relevant legislation
New South Wales	17 yrs	Education Amendment (School leaving age) Regulation 2009 http://www.legislation.nsw.gov.au/sessionalview/sessional/sr/2009-582.pdf From 2010, all NSW students must complete Year 10. After Year 10, students must be in school, in approved education or training, in full-time employment or in a combination of training and employment until they turn 17.
Victoria	17 yrs	The <i>Education and Training Reform Amendment (School Age) Bill 2009</i> http://www.education.vic.gov.au/about/directions/reviewleg_minimumage.htm#1 From 2010, the school leaving age is 17 including an exemption that if Year 10 has been completed, a student can leave school to participate in employment and/or education and training at another organisation.
Queensland	17 yrs	Queensland Education (General Provisions) Act 2006 http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf (see sections 9 and 231) Queensland's students are required to remain in schooling until they are 16 (compulsory school age) or completed Year 10. Beyond that, they are required to participate (compulsory participation phase) in education or training until they are 17, complete Year 12, etc. Exemptions apply for full-time work.
South Australia	17 yrs	Education Act 1972 (Amended in 2002 to increase the school leaving age to 16 years). http://www.legislation.sa.gov.au/LZ/C/A/EDUCATION%20ACT%201972/CURRENT/1972.154.UN.PDF (see part 6) The Compulsory Education Age legislation implemented from beginning of 2009 requires all young people between the ages of 16 and 17 to participate full-time in an approved learning program, which is education or training delivered through a school, university or registered training organisation, an apprenticeship or traineeship, or a combination of these. The Compulsory Education Age legislation does not change the school leaving age, which remains at 16.

Western Australia	17 yrs	<p>WA School Education Act 2009 http://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_878_homepage.html</p> <p>From 1 January 2008, Western Australian students are required to remain at school or undertake an approved combination of training and employment until the end of the year in which they turn 17.</p>
Tasmania	17 yrs	<p>Tasmania Education Act 1994 http://www.thelaw.tas.gov.au/tocview/index.w3p:cond=:doc_id=86%2B%2B1994%2BAT%40EN%2B20111018080000:histon=:prompt=:rec=:term=</p> <p>From 2008, Tasmanian students are required to continue participating in education, training or full-time employment until they turn 17.</p>
Australian Capital Territory	17 yrs	<p>Education Act 2004 (ACT) http://www.legislation.act.gov.au/a/2004-17/default.asp http://www.det.act.gov.au/_data/assets/pdf_file/0020/113726/Flyer_-_Learn_or_Earn.pdf</p> <p>From 2010, ACT students are required to complete Year 10 and then participate full-time in education, training or employment until completing Year 12 or equivalent, or reaching age 17.</p>
Northern Territory	17 yrs	<p>NT Education ACT (June 2011): http://notes.nt.gov.au/dcm/legislat/legislat.nsf/d989974724db65b1482561cf0017cbd2/1498f4b4cb08fc8c692578a7007cdda8?OpenDocument</p> <p>From January 2010, it is compulsory for all Northern Territory students to complete Year 10 and then participate in education, training or employment until they turn 17.</p>

Note: 1. ACARA National Report on Schooling 2010 <http://www.acara.edu.au/reporting/reporting.html>